

CSCU Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, February 16, 2023

Conducted Remotely

Meeting will stream live at: <http://youtu.be/ZlBMOjFiK5k>

NOTE: 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.

OPPORTUNITY TO ADDRESS THE BOARD:

- Written comments will be accepted concerning any matters. They will become part of the permanent record of the meeting. Written comments must be received via email to pheleen@commnet.edu at least 24 hours in advance of the meeting. All emails received will be compiled, shared with the Board members, and posted on the CSCU website in advance of the meeting, as well as attached to the meeting minutes. Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. Anonymous emails will not be posted or shared.
- The Board encourages public comment on matters that appear on this agenda. Requests to provide in-person comments (including virtual appearances) must be received at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. Each speaker must specify the subject of their comments. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. In fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker.
- Presenters will be prioritized based on the agenda of the meeting. First, the Regents will hear comments on action items before them; students will speak first, followed by the public, faculty, and staff. If time remains within the 30 minutes allocated to public comment, general presentations will be heard first from students followed by the public, faculty, and staff. Supplemental information may be provided in written form for distribution to the Regents. Again, should time not be sufficient to accommodate all speakers, written submissions are encouraged.

1. Call to Order, Roll Call & Declaration of Quorum

2. Adoption of Agenda

3. Comments from Chair JoAnn Ryan

4. Report from CSCU President Terrence Cheng

5. Public Comment

6. Approval of Previous Meeting Minutes

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7. Consent Agenda

- a. Academic Items - Discontinuations.....Page 26
 - i. Mathematics – B.A. – Southern CT State University
 - ii. Mathematics 7-12 – B.S. – Southern CT State University
- b. Academic Items - New Programs.....Page 36
 - i. Business – B.S. – Central CT State University
 - ii. Theatre Arts – B.F.A – Western CT State University
 - iii. Popular Music – B.A. – Western CT State University

- c. Academic Items – Modifications.....Page 129
 - i. Organizational Effectiveness and Leadership –M.S. – Charter Oak State College
[Name change to Organizational Leadership]
 - ii. Addiction Counseling – Post-Master’s Certificate – Southern CT State University
[Name change to Graduate Certificate in Addictions Counseling]
 - iii. Applied Mathematics – B.S. – Southern CT State University
[Modification of courses and options and name change to BS Mathematics]
- d. Academic Appointment Recommendation.....Page 151
 - i. Recommendation to appoint Edwin Vargas to the Governor William A. O’Neill Endowed Chair in Public Policy and Practical Politics
- e. Finance and Infrastructure Items.....Page 165
 - i. Construction and Slope Easements to DOT for Norwalk Community College
 - ii. C SCU 2020 Fund Reallocation
- 8. **Academic & Student Affairs Committee – Ira Bloom, Chair**
February Meeting:
Report. No action items.
<https://www.youtube.com/watch?v=ikVW9uyx14M>
- 9. **Audit Committee – Elise Wright, Chair**
No Report. No items
- 10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
Report. No action items.
<https://www.youtube.com/watch?v=JPeua9XLV0k>
- 11. **Human Resources & Administration Committee – Holly Howery, Chair**
No Report. No Items.
- 12. **Executive Committee – JoAnn Ryan, Chair**
No Report. No Items.
- 13. **Executive Session** - to discuss the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee
- 14. **Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, DECEMBER 15, 2022
CONDUCTED IN PERSON AND VIA WEBEX**

REGENTS - PARTICIPATING (Y = yes / N = no)	
JoAnn Ryan, Chair	Y - in person
Richard J. Balducci	Y - in person
Ira Bloom	Y - in person
Alexander Grant, Student Regent	Y - in person
Felice Gray-Kemp	Y - virtually
Holly Howery	Y - virtually
Juanita James	Y - in person
James McCarthy	Y - in person
Richard Porth	Y - in person
Luis Sanchez-Chiriboga, Student Regent	Y - in person
Ari Santiago	N
Erin Stewart	Y - in person
Eleese E. Wright	Y - virtually
*David Blitz, FAC Chair	Y - virtually
*Colena Sesanker, FAC Vice Chair	Y - virtually
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	Y - virtually
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	Y - virtually
*Kelli-Marie Vallieres, Chief Workforce Officer	Y - virtually
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU System President
 Dr. Alice Pritchard, CSCU Chief of Staff/Chief Strategy Officer
 Ben Barnes, CSCU VP of Finance and Administration
 Dr. Rai Kathuria, CSCU Provost & SVP of Academic and Student Affairs (virtually)
 Dr. Paul Beran, Interim President, Western CT State University
 Dr. Joe Bertolino, President, Southern CT State University
 Ed Klonoski, President, Charter Oak State College (virtually)
 Dr. John Maduko, President, CT State Community College
 Dr. Zulma Toro, President, Central CT State University
 Ernestine Y. Weaver, CSCU System Counsel (virtually)
 Ann Harrison, CT State Chief of Staff, AVP of Communications & Strategic Marketing (virtually)
 Dr. Duncan Harris, Campus CEO, Capital Community College (virtually)
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)
 Cheryl Connor, Admin Asst, Board Office

CALL TO ORDER

Chair Ryan called the meeting to order at 10:04 a.m. Following roll call, a quorum was declared.

ADOPTION OF AGENDA

The motion to adopt the agenda was made by Regent Balducci, seconded by Regent James adopted by unanimous voice vote.

CHAIR RYAN'S REMARKS

- Chair Ryan welcomed everyone to the December Board meeting at Southern Connecticut State University. She thanked President Bertolino for his hospitality and for the wonderful staff who helped make the meeting possible.
- She introduced three new voting members of the Board of Regents. Student Advisory Committee Chair Alexander Grant is a senior at Southern Connecticut State University majoring in communication. Luis Sanchez-Chiriboga is the Vice Chair of the Student Advisory Committee and a sophomore from Northwestern Connecticut Community College majoring in liberal arts and science.
- The Connecticut Senate Republican Leader, Kevin Kelly appointed Erin Stewart to the Board of Regents. Her four-year term starts immediately. Erin Stewart is currently Mayor of New Britain (home to 3 CSCU institutions: Central, Charter Oak and CT State) and prior to that, she served as a member of the New Britain Board of Education. Chair Ryan noted that her talents, expertise, and service to public higher education in Connecticut is very much appreciated. She is also a graduate of Central CT State University.
- Chair Ryan congratulated all CSCU winter graduates.

PRESIDENT CHENG'S REMARKS

- President Cheng also welcomed Regent Erin Stewart and the new student regents, Luis Sanchez-Chiriboga and Alexander Grant. He wished all students the best of luck taking finals and the faculty in grading exams and papers.
- At the system level, progress is being made to develop stronger relationships and understanding with collective bargaining leaders. President Cheng noted that he is getting to know them better and to understand their positions so we can work more fluidly together to solve problems.
- Operationally, the system has created the CSCU Workforce Council which will coordinate workforce development projects and initiatives across our system, while seeking funding from external sources to support innovation.
- In partnership with the Governor's Office, the Office of Workforce Strategy, and other state-wide partners, CSCU has helped to lead multiple initiatives:
 - CT Health Horizons, which will bolster higher education offerings in healthcare;
 - the Tech Talent Accelerator, which expands education for fields such as cybersecurity, software development and digital analytics; and
 - the development of lab schools with the Office of Early Childhood.
- CSCU has worked with AdvanceCT to meet the needs of existing and new companies in Connecticut, and President Cheng has moderated panels with industry leaders in Stamford and at the CT Economic Summit in New Haven, as well as serving on a panel with other CT university presidents at the NECHE conference in Boston. To keep CSCU's activity brisk and profile high, we will expand and intensify these efforts in 2023.
- President Cheng highlighted accomplishments this semester at each of the six CSCU institutions.
 - Charter Oak State College continues to be a leader in online education. This fall, with the creation of a workforce division, and with the launch of its new program in social work, Charter Oak demonstrated its keen understanding of workforce needs by being nimble, accessible, and innovative.

- Eastern Connecticut State University made significant improvements to its graduation and retention rates, increasing first-to-second year retention up to 83% overall, and 89% for students of color. Eastern's six year graduation rate is now a record high 61%, showing why ECSU continues to be one of the top ranked institutions in the northeast. Eastern is also one of just three institutions in CT (along with Connecticut College, and Yale) to be awarded Gold Status for Climate Change efforts by STARS, the Sustainability Tracking, Assessment & Rating System.
- This fall, Central Connecticut State University opened its XR Lab which combines virtual reality, mixed reality, and augmented reality in an interdisciplinary physical lab space. The lab is the first of its kind in CT and is already serving faculty from multiple departments who will integrate the space into their Spring 2023 classes. Central also opened its Drop-In Child Care Center for children ages 3 to 12 years old. The Center provides experiential learning opportunities to CCSU students in majors like education, psychology, and social work. Use of the drop-in center is free of charge for Central's student-parents, which is a game changer for access and equity in higher education.
- Southern Connecticut State University opened its new Health and Human Services Building, home to several majors related to healthcare fields. This includes nursing, where a major collaboration with Yale-New Haven Health will enable the university to double its numbers of nursing graduates by 2026. The new building will also engage the New Haven community through public clinics in audiology, speech therapy, human performance, and adaptive sport. Southern also established two major partnerships with the arts community. The New Haven Symphony Orchestra and Long Wharf Theater are taking up residency at the university, bringing not only concerts and plays to campus but a host of internship and learning opportunities. These include a new Arts Administration and Cultural Advocacy minor, which provides students in the arts and humanities an onramp into a field that generates more than \$9.3 billion in Connecticut alone.
- The 12 campuses of CT State Community College have been extremely busy and productive:
 - supporting our students with food pantries, mental health resources, and academic advising
 - top-notch teaching and faculty achievements and awards
 - fundraising, grants, and record-levels of scholarships being awarded
 - new industry and community partnershipsCT State campuses continue to have a profound impact on people and regions. Connecticut had 4 community colleges ranked in the Top 20 nationally on Wallethub's best community colleges list while they also ranked our community college system as the best in the country. This fall CT State also submitted its first progress report to NECHE which was approved and accepted. CT State's unified course catalog and single application has launched, while its governance structure was recently established. CT State is well on its way to full accreditation in July 2023.
- Western Connecticut State University has made great progress in the last six months. First, Western's computer science program received accreditation from ABET, the Accreditation Board for Engineering and Technology. Further, WCSU has revitalized its relationships with the Danbury community and Fairfield County region. Western has also engaged its faculty and other stakeholders through shared governance and Article 5.20 of the CSU-AAUP contract, to advance difficult but honest conversations about the sustainability and viability of certain academic programs. The final report on WCSU from the National Center for Higher Education Management Systems (NCHEMS) was publicly released yesterday. The analysis is a sobering reminder of the challenges facing WCSU and the entire system. Its recommendations are objective and agnostic and meant to help Western evolve. President Cheng's office is in full support of Western's efforts.

- President Cheng continued by saying that under the leadership of our 6 presidents, every one of our institutions is currently going through a process to evaluate operations and programs, looking to partner with the faculty and staff to chart a path forward. In a worst-case scenario, the system would face a deficit of approximately \$100M in FY24, and \$120M in FY25. The situation is real, and it is a harbinger for all parts of the system.
- He said that we are not going to cut our way out of financial crisis. To become the 21st century system that Connecticut wants and needs us to be, our system needs more funding. CSCU and its institutions are the primary engine of social mobility and economic impact for the state. We are the largest, most ubiquitous force for higher education in Connecticut. Our students come from Connecticut, are educated in Connecticut, and they stay and live and work in Connecticut. And yet, funding for our system has lagged for years. So even as we work to responsibly evolve and change, we need more investment from the state.
- As CSCU enters the legislative session next month, we will present a vision for our system that will make investing in CSCU an obvious choice. We will synergize CSCU's connections to our K-12 system with new and innovative enrollment programs; and we will pipeline our talent directly into Connecticut's most important industries. We will show how investing in CSCU is an investment in equity that will help to close achievement gaps. We will show how Connecticut and CSCU can be national leaders in all this work.
- President Cheng closed his remarks by stating that in the coming months, we will share more detailed plans.

INSTITUTIONAL UPDATE - CAPITAL COMMUNITY COLLEGE - Campus CEO Duncan Harris

Campus CEO Duncan Harris shared updates from Capital Community College (Attachment A).

OPPORTUNITY TO ADDRESS THE BOR

In addition to the nine speakers, the Board received 2 written communications. In accordance with FOI guidelines as amended during the pandemic, the communications were posted on the CSCU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. They are included as Attachment B.

<u>Students</u>	<u>Faculty/Public</u>
Timothy Dickinson Student Asnuntuck Lack of communication and negligence by the administration to solve problems with student email account	Cynthia Stretch (in person) English Department SCSU Strategic Vision
	Camile Solbrig (in person) Chemistry Department SCSU Strategic Vision
	Louise Williams CSU-AAUP Vice President Introduction and what is happening at the state universities
	Carina Bandhauer Chair, Dept of Social Sciences WCSU Outcome of proposed social science discontinuations and how the CSUs and the BOR can work together constructively
	Elizabeth Cowles Biology Professor and Chair ECSU Faculty morale
	Manoj Misra Associate Professor of Sociology WCSU Discontinuation of social science majors at WCSU
	Elle Van Dermark Professor, History & Political Science Asnuntuck Safety issues at Asnuntuck
	Seth Freeman President, 4Cs Written Comments - https://www.ct.edu/regents/meetings-info/bor_dec_15_2022 Verbal Comments - https://www.youtube.com/watch?v=MFeYurMexiQ (1:10:01) See Attachment C (page 22) for General Counsel's Response to Verbal Comments

President Cheng thanked all who provided public testimony.

- He asked President Maduko to respond to the concerns at Asnuntuck Community College. President Maduko thanked the three speakers who commented on the challenges at Asnuntuck. He clarified that CT State and the legacy community colleges prioritize the safety and health of students, employees, and visitors. All available resources and personnel are mobilized to expedite the facility, HVAC, and safety needs. President Maduko visited the Asnuntuck campus to attend its all-campus meeting and met with union and shared governance representatives, and faculty and staff. He acknowledged the pain, frustration, and demands for stability. He supports the leadership and efforts of Asnuntuck's CEO, Dr. Michelle Coach in partnership with the CT State central office, and Keith Epstein, CSU's Vice President for Facilities, Real Estate & Infrastructure Planning.

Effective immediately, CT State approved Asnuntuck Community College hiring of an HVAC staff person to provide expertise and capacity. In the meantime, a new vendor, Beacon, has been secured to provide service to Asnuntuck's HVAC systems. The vendor will have a contractor on-site to address any HVAC issues. We are also working with the Connecticut Dept. of Construction Services to contract with an engineer to assess all mechanical systems: HVAC, Electrical, Plumbing, and Fire Suppression.

Approximately \$2 million has been invested to correct mold and mildew issues within the HVAC system. There is currently \$700,000 of additional equipment on order, with another \$300,000 investment planned to resolve the problems in the boiler room and gas odors in the welding lab. Weekly updates will be made to the campus community on all progress; an online repository will be established to share all updates/inspection reports/repairs/installations to the public; and all external vendors will check in with campus administration. Their work will be monitored to verify progress and to enable contingency planning to ensure instructional and student support is not disrupted.

ACC Campus staff and faculty will ensure students can complete their outstanding assignments, projects, and competency assessments to avoid a negative impact on pending employment opportunities.

- Regent Balducci asked for confirmation that these issues are in the process of being taken care. Both President Cheng and President Maduko confirmed Regent Balducci's understanding.
- In response to comments related to WCSU, President Cheng clarified that there is no action in front of the Board this month regarding the proposed discontinuation of majors at WCSU. The process continues with the shared governance structures and faculty as President Beran and senior leadership evaluate the situation. Faculty and leadership need to see this program review as an opportunity to better align programs/courses with the needs of our students; we are going to rely on faculty to shape and create new programs. We do not want this to be a confrontational experience; it may be uncomfortable, but discussions must continue. This work is program review, not a faculty removal process.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Balducci and seconded by Regent Porth, the October 20, 2022 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

On a motion by Regent Balducci, seconded by Regent Bloom, the Consent Agenda was unanimously adopted.

Academic Programs

Appointment Recommendation - Central CT State University

- i. American Savings Foundation Endowed Chair of Banking and Finance

Board Affairs

Board of Regents 2023 Calendar of Meetings

RESOLUTIONS APPROVED ON CONSENT

Academic Programs - Appointment Recommendation

- i. **WHEREAS**, Central Connecticut State University is seeking to fill the American Savings Foundation Endowed Chair of Banking and Finance, and
WHEREAS, this endowed chair is to be filled by a person with a distinguished record of service in the fields of banking and finance, and
WHEREAS, Mr. Martin Gietz has decades of experience at the executive level in the banking industry with multiple banking institutions, including FleetBoston, CIGNA Bank and Trust Company, FSB, and SBT Bancorp, Inc., and received the Lifetime Achievement Award from the Hartford Business Journal and was named to the Business Hall of Fame by Junior Achievement of Southwest New England, and
WHEREAS, Mr. Martin Gietz holds a Master's in Business Administration from Cornell University, and completed his Series 7 license and his teaching experience includes offering programs in financial literacy and real estate development, as well as teaching Bank Management as a non-tenure track Assistant Professor at Central Connecticut State University, and
WHEREAS, the President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Mr. Martin Gietz to this position, be it
RESOLVED: that the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Mr. Martin Gietz to fill the American Savings Foundation Endowed Chair of Banking and Finance at Central Connecticut State University for a period of two years, renewable yearly afterwards at Central Connecticut State University's discretion.

Adoption of 2023 Board of Regents Meeting Schedule (See Attachment D)

ACADEMIC & STUDENT AFFAIRS COMMITTEE - Committee Chair Bloom

The Academic & Student Affairs Committee met on December 2. The Committee (while meeting jointly with the HR Committee) received an update on the 2021 Sexual Misconduct Report. The committee also considered the appointment of the Endowed Chair of Banking and Finance at Central which was just approved on the Consent Agenda.

The Committee considered a resolution for the adoption of an updated Strategic Vision for Connecticut State Colleges and Universities. The new strategic vision document serves as an update to the 2012 vision. There is no change to the CSCU mission statement or to any mission statement for the CSUs, Charter Oak, or CT State which reinforces the distinctiveness of each of the CSCU institutions. The vision and key areas of focus provides goals and aspirations to guide the specific mission statements and strategic plans of the six institutions which, in turn, are developed with the governance process at each institution. Four key areas of focus are:

- student success
- innovation and economic growth
- affordability and sustainability, and
- systemness

These four are built on CSCU's history of access, diversity, and excellence, accomplished over the years by offering affordable and rigorous programs for CSCU students. The resolution places greater emphasis on equity, social justice, and commitment to civic responsibility as it has been integrated into the goals of each area. The newest goal of "systemness" is an effort to promote unity, seamless pathways, and the removal of barriers for students seeking to achieve their educational goals.

Regent Bloom moved the item forward as a motion to approve. Regent Balducci seconded the motion.

Discussion followed.

Regent McCarthy reiterated that the missions of the separate institutions have not changed. The strategic vision is founded on the mission statement of each constituent unit and sets out the broad general principles to guide CSCU in the future. He also noted that the committee strived to condense the vision into a short, concise statement and that the hard work will be to take the vision and apply it at each institution.

Professor Blitz provided one comment and two recommendations. The full text of his remarks is included as Attachment E. Regent Bloom quoted an New York times article in which the Chair of the University of California system stated that “in the end, we are a system, not an individual campus... never has a decision made by one campus had such an impact on another campus within our system.” He referenced the article to focus on two considerations - impact of actions made by one campus may have on others and “systemness” will make it easier and more flexible for students.

President Cheng noted that his definition of systemness includes respect for the institution Presidents and their Senates and believes that each institution should have its own identity and bring unique values to their local ecosystems and to every part of the state. That will be the goal for his office and all CSCU leadership.

Action Item: Adoption of Strategic Vision for Connecticut State Colleges and Universities

WHEREAS, the major components of the current CSCU Strategic Vision were established in 2012 and 2013 and need to be revised after 10 years of operating as a system; and

WHEREAS, the proposed, updated CSCU Vision Statement creates an aspirational statement for the future and aligns CSCU’s purpose with its updated goals and key areas of focus; and

WHEREAS, the proposed CSCU Strategic Vision has been developed through extensive review of other system statements and in collaboration with the six institution Presidents and executive leadership across the CSCU System; and

WHEREAS, it has been determined that the CSCU Mission Statement and each of the distinct mission statements of the Connecticut State Universities, Charter Oak State College and Connecticut State Community College continue to appropriately reflect their missions and remain unchanged; now therefore, be it

RESOLVED, that the Board of Regents for Higher Education adopts the Strategic Vision for Connecticut State Colleges and Universities.

The motion carried by a unanimous voice vote.

AUDIT COMMITTEE - Committee Chair Wright

The Audit Committee met on December 14, 2022. Management provided an update on the Auditors of Public Accounts audits. The APA are currently performing the Statewide Single Audit and will begin audits of the System for fiscal year 2021 and 2022 in the coming months.

Management noted that the transition of the Banner Financial System for the Connecticut State Community College merger has been ongoing and did not cause any delays on the fiscal year 2022 close.

Management discussed:

- the financial close process and audit fieldwork, noting that the auditors were happy with the preparedness and timeliness of deliverables.
- the new GASB 87 standard that was implemented for fiscal year 2022 and requires all leases that meet certain criteria to be recorded on the balance sheet.

The System's Foundation financial statements were also finalized and received unmodified, clean opinions.

Grant Thornton presented the audit reports and required communications for Connecticut Community Colleges, Connecticut State Universities, and Charter Oak State College for the year ended June 30, 2022. All three audit reports resulted in clean, unmodified opinions. There were no audit adjustments and no material weaknesses or control deficiencies identified.

CohnReznick then presented the CSCU 2020 Construction audit. The audit report presented was a clean, unmodified opinion and there were no audit issues encountered during fieldwork.

The exceptional results of this year's audit reports are due to a refinement of the closing process over the past few years and the collaboration of the System Office and the Colleges and Universities accounting teams. Committee Chair Wright recognized the exceptional efforts of:

- The CSCU Controller: Melinda Cruanes
- The Controllers at the Universities and Charter Oak: Loren Loomis-Hubbell, Shirley Audet, Peter Rosa, Julie DeFalco, and Steve Hurlburt
- The Directors of Accounting for financial reporting at System Office: John Boutell and Nancy Covey
- and the rest of the accounting teams at System Office and the Universities

No other matters were discussed.

FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci

No report.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE - Committee Chair Howery

No report.

EXECUTIVE COMMITTEE - Chair Ryan

No report.

ADJOURNMENT

Chair Ryan asked for a motion to adjourn the meeting. The motion was made by Regent Balducci and seconded by Regent Stewart. The meeting was unanimously adjourned at 11:45 a.m.

Submitted,

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

Attachments
Board of Regents Meeting
December 15, 2022

Attachment A - Institutional Update - Capital Community College

Attachment B - Public Comment Participants

Attachment C - Response from General Counsel concerning Seth Freeman's Comments

Attachment D - 2023 Board of Regents Calendar of Meetings

Attachment E - Comments from David Blitz concerning the CSU Strategic Vision



Capital Community College

Destination Capital

Board of Regents Presentation

December 15, 2022

Dr. G. Duncan Harris, CEO

CT STATE
COMMUNITY COLLEGE



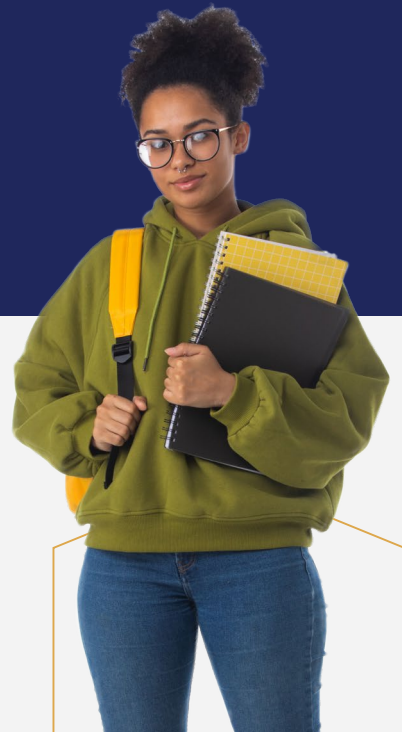
CAPITAL
COMMUNITY COLLEGE

Attachment A

Capital Student Profile

Fall 2022 (2402 Headcount/1348 FTE)

Female	72%
Part-time	74.8%
Black or African-American	37%
Hartford Resident	32.6%
First Generation	54%
Financial Aid Recipient	64%



Partnerships

"I can do things you cannot, you can do things I cannot; together we can do great things."
Mother Teresa

The Travelers Edge Program

Eversource Lineworker Program

Whitcraft Aerospace

Hartford HealthCare, Trinity Health, and
Children's Medical

The City of Hartford

Liberal Arts Action Lab w/ Trinity College



accenture

Apprentice Program

Work at the heart of change

Join us, let's
do incredible
things.



Interested in jump-starting your tech career? Our yearlong paid apprenticeship provides hands-on training, client-facing work, and mentorship with the opportunity for permanent employment after the apprenticeship.

With us, at Accenture, you'll work with exceptional people, the latest and greatest tech and leading companies across industries to harness meaningful, powerful change.

accenture.com/apprenticeships
accenture.com/entrycareers

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Info Session

Accenture Apprenticeship Information Session

Meet Us On

October 26th -12:00 -1:00pm/
5:30 - 6:30pm EST

Virtual on MS Teams

Join the 12:00pm session: [Information Session Event Noon Link](#)

Join the 5:30pm session: [Information Session Event Afternoon Link](#)

Apply: [Entry Level Apprenticeship - NAELFY23 \(accenture.com\)](#)



Kyon Davis – Selected
for the 1st Cohort
(1/2023)

CT STATE
COMMUNITY COLLEGE



CAPITAL
COMMUNITY COLLEGE

Hartford Heritage Project

“The City is Our Campus”

Place Based Learning (Since 2011)

- Hartford Stage
- The Mark Twain House
- The Old State House
- The Wadsworth Athenaeum

Black History Project (NEH Grant)

- Pennington Lecture Series (Jelani Cobb, 2023)
- Talcott Street Church Exhibit (September 2022)
- Curriculum development



The Rev. James W.C. Pennington Lecture

featuring Dr. Jelani Cobb, Columbia University, New Yorker staff writer

An annual lecture on race & the power of the arts and humanities

Thursday, February 9

5 pm: Reception

6 pm: Lecture

Free admission. Space is limited.

Wadsworth Athenaeum 600
Main Street Hartford, CT 06103



In partnership with



The Amistad Center
for Art & Culture

CT STATE
COMMUNITY COLLEGE

CAPITAL
COMMUNITY COLLEGE

Hispanic Serving Institution

“You are not lucky to be here. The world needs your perspective. They are lucky to have you.”
Antonio Tijerino

Title V Grant – Cultivating All-Inclusive Student Achievement (CASA)
Pathways - 5 Year \$3m Grant

CCC "Herencia Latina"- the Latino Heritage Project

Latino student, faculty, staff survey and focus groups

Faculty, Staff, and Administrative Representation



Mentoring Programs & Bridge to Morehouse

“A mentor is someone who allows you to see the hope inside yourself.”
Oprah Winfrey

Brother 2 Brother and Sister 2 Sister Programs

IDS 105 Courses

Bridge to Morehouse Transfer Program



Capital Community College
Bridge to Morehouse Program

Now recruiting for the
Fall 2022 semester!
For more information contact
Randall Ward, rward@capitalcc.edu.

Presented by
Brother 2 Brother

capitalcc.edu/morehouse *#DestinationCapital*



Capital Equity Center

“Equity everywhere is worth fighting for.”
John Fetterman



Hartford Foundation for Public Giving 3-Year Grant
Full Time Director

Community Partnerships

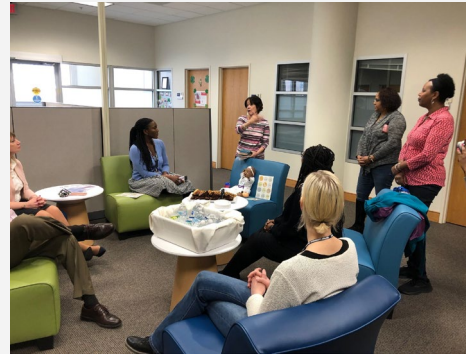
- YWCA
- Sun Scholars

Single Stop Entitlement Search Software

Navigator & Wellness Counselor

Holistic Supports Including:

- Rapid Housing Program
- Food Pantry
- Micro grants



CT STATE
COMMUNITY COLLEGE

CAPITAL
COMMUNITY COLLEGE

Let's Hear From an Expert

Joy Lee

Why I chose Capital?

My experience the past two years.

Do I feel Capital is preparing me to be successful in the future?





“We are each other’s harvest; we are each other’s
business; we are each other’s magnitude and bond.”

Gwendolyn Brooks

December 15, 2022

Requests for Public Comment

<u>Students</u>	<u>Faculty/Public</u>
Timothy Dickinson Student Asnuntuck Lack of communication and negligence by the administration to solve problems with student email account	Cynthia Stretch (in person) English Department SCSU Strategic Vision
	Camile Solbrig (in person) Chemistry Department SCSU Strategic Vision
	Louise Williams CSU-AAUP Vice President Introduction and what is happening at the state universities
	Carina Bandhauer Chair, Dept of Social Sciences WCSU Outcome of proposed social science discontinuations and how the CSUs and the BOR can work together constructively
	Elizabeth Cowles Biology Professor and Chair ECSU Faculty morale
	Manoj Misra Associate Professor of Sociology WCSU Discontinuation of social science majors at WCSU
	Elle Van Dermark Professor, History & Political Science Asnuntuck Safety issues at Asnuntuck
	Seth Freeman President, 4Cs Written Comments - https://www.ct.edu/regents/meetings-info/bor_dec_15_2022 Verbal Comments - https://www.youtube.com/watch?v=MFeYurMexiQ (1:10:01) See Attachment C on Page 22 for General Counsel's Response to Verbal Comments

Attachment C

Response to Public Comment made by Seth Freeman, President, 4Cs
December 15, 2022

RE: False accusations of withholding worker pay

During the Public Comment portion of the Board of Regents meeting on December 15, 2022, Seth Freeman, President, Congress of Connecticut Community Colleges (4Cs) accused the Board of Regents of preparing to commit an illegal action by suggesting that the Board was going to withhold the pay of bargaining unit members over winter break.

To support this accusation Professor Freeman referred to an email that was sent to full-time faculty as a reminder of the requirement to complete timesheets for winter break. The email reminds employees that it is their responsibility to ensure that timesheets are submitted timely and accurately so that supervisors may approve them. A copy of the email follows this memo.

This email in no way lends itself to the conclusion that the Board was threatening or trying to withhold the pay of faculty members.

Ernestine Yuille Weaver, Esq.
CSCU General Counsel

From: [Mazza, Diane](#)
To: [Pritchard, Alice M](#); [Delloiacono, Dean](#)
Subject: FW: NOTICE REGARDING FACULTY TIMESHEETS FOR WINTER BREAK
Date: Friday, December 16, 2022 9:43:41 AM

Alice, here is the email. Thanks.

From: CSCU-PayrollSSO <CSCU-PayrollSSO@commnet.edu>
Sent: Wednesday, December 14, 2022 1:43 PM
Subject: NOTICE REGARDING FACULTY TIMESHEETS FOR WINTER BREAK

Hello!

****This message is for full-time faculty who are required to submit timesheets each pay cycle. If you are adjunct faculty teaching over the winter break, this message does not apply to you.****

As winter break approaches, Payroll would like to remind faculty members that timesheets must be submitted and approved even during the break period. You may submit timesheets ahead of the pay period date, which is highly recommended. Before you leave for Winter Break, please log into CoreCT and submit your timesheets with the Time Reporting Code of REG for weekdays between 12/16/22 – 1/12/23. This will ensure your timesheet is submitted and available for approval by your supervisor.

It is the employee's responsibility to ensure their timesheets are submitted timely and accurately. Timesheets which are not submitted by the employee will not be available for approval and thus **will not** be paid over winter break.

NOTE: Department Chair and Program Coordinator pay for the Fall Semester will be in check dated 1/13/23. This aligns the payment dates with the pay cycle in which classes end and grades are due (Pay Period 12/16/22 – 12/29/22).

Please reach out to Payroll at CSCU-PayrollSSO@commnet.edu if you have any questions.

Thank you! May you have a restful and healthy winter break.



Board of Regents for Higher Education

2023 Meeting Schedule

Student Advisory Committee 10 am Fridays	Faculty Advisory Committee 1 pm Fridays	Academic and Student Affairs 9:30 am Fridays	Audit 10 am Tuesdays	HR & Administration 9:30 am Wednesdays	Finance & Infrastructure 10:30 am Wednesdays	Executive Committee 10 am Thursdays	Board of Regents 10 am Thursdays
	January 27						
February 10	February 10	February 3			February 8		February 16
March 10 (with BOR)	March 10	March 10		March 15	March 15	March 10 (with SAC)	March 23
April 22	April 14	April 6 (Thursday)					
	May 12	May 5	May 9		May 10		May 18
	June 16 (joint w/ BOR)	June 2			June 21	June 8	June 16 (w/FAC) June 29
	July 14						
	August 18					August 24	
	September 15	September 8		September 13	September 13		September 21
October 13	October 13	October 6 (joint w/HR)		October 6 (joint w/ASA)	October 11		October 19
	November 17 (joint w/BOR)						
November 30 Thursday (with BOR)	December 8	December 1	December 19	December 6	December 6	November 30 (with SAC)	December 14

Attachment E – Comments from David Blitz

I have a comment on the Vision statement which I note is more detailed and specific than the previous one, a definite improvement. The problem I have is with Goal 4 “Systemness”. I note that the term does not appear in either the online Oxford English Dictionary or the Merriam-Webster, and is associated with just a few usages – by past SUNY Chancellor Nancy Zimpher in the early 2010s, occasionally by health care providers, notably Kaiser Permanente, and by NASH, the National Association of System Heads. The definition given in Wikipedia is in error, as it describes systemness in terms normally used for the otherwise well defined concept of emergence. But there may be some value to a CSCU definition, and we know that new words are regularly coined – witness Stephen Colbert’s success with truthiness.

That said, I consider it important in using the term that we distinguish between two distinct types of systems, or “systemness” if you will – the unitary system and the system of systems. The former has component parts that are necessarily subordinate to the whole and dependent upon it, while the latter has constituent units which are themselves systems that can function autonomously, but which benefit from coordination in a larger complex. The difference is that between an airplane, a unitary system none of whose parts can function on their own, and an airport, a system of systems of not just airplanes but food and baggage systems, traffic control and security systems, to mention just a few.

It strikes me as important to know how our CSCU system considers what as of July 1, 2023 will be its two colleges (CSCC and COSC) and four universities - will they be reduced to the status of component parts, centrally administered with limited autonomy, or will they be considered as constituent units, the sites of self-governmen and local initiatives, subject to mutually agreed upon coordination, including services from the two central offices in Hartford and soon to be New Britain?

The Staff analysis accompanying the Resolution before you mentions “six constituent units” (p. 75) which I consider as the appropriate terminology though lacking further reference to system of systems. However, the text preceding the CSCU Vision statement lists for reference only three vision statements other than the previous CSCU one, including a vision statement for the CSU university system, but without those of its four constituent universities. I know of at least one such vision statement– for my university CCSU, which is readily available online; others no doubt also exist. For the record, the CCSU vision statement, which no doubt will. Be updated, is: “A modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve.

I note that the terminology I use is consistent with section 185 of state statutes creating CSUS, indicating that it will “include (A).the state universities, which shall be known collectively as the Connecticut State University System, (B) the regional community-technical colleges, which shall be known collectively as the regional community-technical college system, and (C) Charter Oak State College.” And it concludes: “Constituent units” as used in the general statutes means those units in subdivisions ... of this section.”

I suggest two improvements to the Vision statement in its current or next iteration:

1/ Include references to the CSCU as a system of systems in order to fully underline the autonomy and integrity of its soon to be 6 constituent units.

2/ Include references to the vision statements of the four state universities to underline their continued autonomy and integrity as systems in their own right.

That way I think we can develop a common vocabulary for a better system narrative, avoiding both over-centralization and de-localization. I note recent progress by the current leadership in that direction.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Mathematics (CIP Code: 27.0101 / OHE# 00652), leading to a Bachelor of Arts at Southern Connecticut State University, effective Spring 2027.

A True Copy:

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

ITEM

Discontinuation of a program in Mathematics leading to a Bachelor of Arts at Southern Connecticut State University, effective Spring 2027.

Name of Institution	Southern Connecticut State University	
Name of Program	Mathematics	
CIP Code	27.0101	
OHE# (Leave blank for new programs)	00652	
Degree Level	Bachelor of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2027	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Rationale: This discontinuation is being submitted in support of a restructuring of the mathematics offerings at SCSU. We currently have three distinct programs: a BA in math, a BS in applied math, and a BS in 7 – 12 math education. The proposed restructuring would merge the BA in math and the BS in 7 – 12 math education into the BS in applied math, while at the same time reshaping the BS in applied math to a BS in math with concentrations in applied math (the existing BS in applied math), pure math (the existing BA in math), math education (the existing BS in 7 – 12 math education), and statistics (a new concentration).

The main rationale for the discontinuation of this program is to update the department's offerings. The current curriculum has remained the same for more than a decade. Curricular revisions proposed in the program revision are intended to move the department closer to the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM) recommendations

and to produce graduates who are more prepared to meet today's workforce requirements. As an example of this thinking, all majors will now be required to complete two courses in data science.

In addition, the math program at SCSU, along with STEM in general and the university itself, has witnessed declining enrollments over the last 10 years: there are simply fewer high school students graduating now than there were, and COVID has had an impact on the number of students continuing on to four-year degrees. The proposed program revision addresses this phenomenon by consolidating offerings through a common program core while at the same time introducing more program flexibility in the form of electives in all concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

Phase out/Teach out: The teach out period will be 2023 – 2027. Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular program.

Costs: There will be no resources/costs employed or expended to discontinue this program.

RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee
02/16/2023 – 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: SCSU	Date of Submission to CSCU Office of the Provost: 11.30.22
Program Characteristics	
Name of Program: BA Mathematics	
BOR Accreditation Date: 1976	
OHE #: 652	
CIP Code Number: 270101 Title of CIP Code: Math and Stats General	
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science):	
Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: 2023 - 2027	
Expected Dates of Program Termination	
<ul style="list-style-type: none"> Date for final enrollment of new students: Fall 2022 Date for final award of credential: May 2027 	
Department where program is housed: Mathematics	
Location Offering the Program (e.g., main campus): SCSU main campus	
Institutional Contact for this Proposal: Robert Prezant	Title: Provost and Senior VP of Academic Affairs Tel.: 203.392.5355 e-mail: PrezantR1@southernct.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.*

This discontinuation is being submitted in support of a **restructuring** of the mathematics offerings at SCSU. We currently have three distinct programs: a BA in math, a BS in applied math, and a BS in 7 – 12 math education. The proposed restructuring would merge the BA in math and the BS in 7 – 12 math education into the BS in applied math, while at the same time reshaping the BS in applied math to a BS in math with concentrations in applied math (the existing BS in applied math), pure math (the existing BA in math), math education (the existing BS in 7 – 12 math education), and statistics (a new concentration).

The main rationale for the discontinuation of this program is to update the department's offerings. The current curriculum has remained the same for more than a decade. Curricular revisions proposed in the program revision are intended to move the department closer to the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM) recommendations and to produce graduates who are more prepared to meet today's workforce requirements. As an example of this thinking, all majors will now be required to complete two courses in data science.

In addition, the math program at SCSU, along with STEM in general and the university itself, has witnessed declining enrollments over the last 10 years: there are simply fewer high school students graduating now than there were, and COVID has had an impact on the number of students continuing on to four-year degrees. The proposed program revision addresses this phenomenon by consolidating offerings through a common program core while at the same time introducing more program flexibility in the form of electives in all concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

As a final point, we currently have 46 majors across the three existing programs as of the Fall 2022 census (19 in the BA, 11 in the BS applied, and 16 in the BS 7 – 12). By grouping all majors under one degree with concentrations, we will be increasing the number of majors to 46 in a single program, and necessarily increasing the number of completers in the 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.)

Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular 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 will be no resources/costs employed or expended to discontinue this program.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

Lessons Learned include knowledge or understanding 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.

As discussed above, this program is being discontinued as part of a restructuring of the math department offerings and will continue to exist as a concentration. However, we do feel that this process has emphasized the need to be forward thinking as a department and institution as well as to be willing to change in the face of the changing needs of the workforce.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Mathematics 7-12 (CIP Code: 13.1205 / OHE# 04465), leading to a Bachelor of Science at Southern Connecticut State University, effective Spring 2027.

A True Copy:

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

ITEM

Discontinuation of a program in Mathematics 7-12 leading to a Bachelor of Science at Southern Connecticut State University, effective Spring 2027.

Name of Institution	Southern Connecticut State University	
Name of Program	Mathematics	
CIP Code	13.1205	
OHE# (Leave blank for new programs)	04465	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2027	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Rationale: This discontinuation is being submitted in support of a restructuring of the mathematics offerings at SCSU. We currently have three distinct programs: a BA in math, a BS in applied math, and a BS in 7 – 12 math education. The proposed restructuring would merge the BA in math and the BS in 7 – 12 math education into the BS in applied math, while at the same time reshaping the BS in applied math to a BS in math with concentrations in applied math (the existing BS in applied math), pure math (the existing BA in math), math education (the existing BS in 7 – 12 math education), and statistics (a new concentration).

The main rationale for the discontinuation of this program is to update the department's offerings. The current curriculum has remained the same for more than a decade. Curricular revisions proposed in the program revision are intended to move the department closer to the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM) recommendations

and to produce graduates who are more prepared to meet today's workforce requirements. As an example of this thinking, all majors will now be required to complete two courses in data science.

In addition, the math program at SCSU, along with STEM in general and the university itself, has witnessed declining enrollments over the last 10 years: there are simply fewer high school students graduating now than there were, and COVID has had an impact on the number of students continuing on to four-year degrees. The proposed program revision addresses this phenomenon by consolidating offerings through a common program core while at the same time introducing more program flexibility in the form of electives in all concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

Phase out/Teach out: The teach out period will be 2023 – 2027. Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular program.

Costs: There will be no resources/costs employed or expended to discontinue this program.

RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee
02/16/2023 – 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: SCSU	Date of Submission to CSCU Office of the Provost: 11.30.22
Program Characteristics Name of Program: BS Mathematics 7 - 12 BOR Accreditation Date: 1976 OHE #: 4465 CIP Code Number: 131205 Title of CIP Code: Secondary Education and Teaching Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: 2023 - 2027 Expected Dates of Program Termination <ul style="list-style-type: none"> Date for final enrollment of new students: Fall 2022 Date for final award of credential: May 2027 	
Department where program is housed: Mathematics Location Offering the Program (e.g., main campus): SCSU main campus	
Institutional Contact for this Proposal: Robert Prezant	Title: Provost and Senior VP of Academic Affairs Tel.: 203.392.5355 e-mail: PrezantR1@southernct.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.*

This discontinuation is being submitted in support of a **restructuring** of the mathematics offerings at SCSU. We currently have three distinct programs: a BA in math, a BS in applied math, and a BS in 7 – 12 math education. The proposed restructuring would merge the BA in math and the BS in 7 – 12 math education into the BS in applied math, while at the same time reshaping the BS in applied math to a BS in math with concentrations in applied math (the existing BS in applied math), pure math (the existing BA in math), math education (the existing BS in 7 – 12 math education), and statistics (a new concentration).

The main rationale for the discontinuation of this program is to update the department's offerings. The current curriculum has remained the same for more than a decade. Curricular revisions proposed in the program revision are intended to move the department closer to the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM) recommendations and to produce graduates who are more prepared to meet today's workforce requirements. As an example of this thinking, all majors will now be required to complete two courses in data science.

In addition, the math program at SCSU, along with STEM in general and the university itself, has witnessed declining enrollments over the last 10 years: there are simply fewer high school students graduating now than there were, and COVID has had an impact on the number of students continuing on to four-year degrees. The proposed program revision addresses this phenomenon by consolidating offerings through a common program core while at the same time introducing more program flexibility in the form of electives in all

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

As a final point, we currently have 46 majors across the three existing programs as of the Fall 2022 census (19 in the BA, 11 in the BS applied, and 16 in the BS 7 – 12). By grouping all majors under one degree with concentrations, we will be increasing the number of majors to 46 in a single program, and necessarily increasing the number of completers in the 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.)

Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular 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 will be no resources/costs employed or expended to discontinue this program.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

Lessons Learned include knowledge or understanding 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.

As discussed above, this program is being discontinued as part of a restructuring of the math department offerings and will continue to exist as a concentration. However, we do feel that this process has emphasized the need to be forward thinking as a department and institution as well as to be willing to change in the face of the changing needs of the workforce.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business (CIP Code: 52.0101, 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:

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

ITEM

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

Name of Institution	Central Connecticut State University	
Name of Program	Business	
CIP Code	52.0101	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Bachelor of Science in Business provides students with a strong foundation in the skills needed for success in today's business world. This interdisciplinary program covers each of the major functional aspects of a business organization, including management, accounting, finance, information systems, marketing, and business analytics. A broad exposure to the business disciplines prepares versatile business professionals who can respond to today's increasingly interconnected organizational challenges.

The Bachelor of Science in Business provides students with a high-quality business education with coverage in a broad selection of business topics that prepares students for a wide range of positions in any industry. There is a demand for a general business degree that our current programs do not meet. In addition, we expect this degree program to appeal to transfer students from the community colleges who have completed coursework or associate degrees with CIP 52.XXXX, students who prefer a more generalized business degree rather than one of the five specific business discipline majors currently offered by the school, and students who would have otherwise enrolled as undeclared business majors. 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 broader business coverage. It also creates a

pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or had difficulty being successful in that discipline. The Bachelor of Science in Business provides these students with an option that is less likely to require an extension of time to degree completion than choosing one of the current majors in the School of Business.

Currently the School of Business offers degree programs in five disciplines: Accounting, Finance, Management, Management Information Systems, and Marketing. These degree programs are appropriate for students who have a very specific interest in a particular business discipline. However, a recent Hanover research study brought to our attention another segment of students interested in a more generalized business degree. Rather than offering a primary focus on one discipline, this generalized business degree offers students the opportunity to study all of the disciplines in one curriculum. This degree will help us to attract a population of students interested in a broader knowledge of business.

While all of the School of Business programs share a common core of classes, once a student is in upper division the emphasis is on taking classes within their specific discipline. This can put a student at a disadvantage if, after taking some upper division courses, they decide to change their major. First, they need to determine which other focused major out of the four remaining School of Business majors fits their interests, or change into another school. Either of these options creates a challenge for the student, and in general, these students end up extending the time to degree completion because in most cases the credits earned in upper division courses in one discipline do not easily transfer to another discipline. The Bachelor of Science in Business solves this problem and provides these students with another option that is more accessible and is less likely to require an extension of time to degree completion. The new program is designed to contain upper-level courses from each of the School of Business disciplines that apply as business electives to the program, allowing a student to change major after they have entered upper division and yet easily transfer those credits to the new program.

In addition, this program will serve the needs of a large cohort of students each year who enroll as 'undecided business' students. Undecided students historically have a lower retention rate than students who identify with a specific major. This program will serve to increase the connection of these undecided students with the school and therefore improve retention. 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.

The majority of expected enrollments for this new degree program are by commuter students in the Hartford area, transfer students from the community colleges, and students who would have otherwise enrolled as undeclared business majors. The program foundation contains the same School of Business core as the other business disciplines, ensuring students from the other business programs can seamlessly transfer into the program. In addition, the degree articulates with the CT State Business Transfer Ticket ensuring that CT State Community College transfer students will have ready access to transfer into the BS in Business program with only 60 credits remaining to complete the degree.

This program will attract both traditional students and non-traditional adult learners seeking to upskill or reskill to meet workforce demands. Unlike the existing Bachelor of Science programs in the School of Business, this program will also attract students with associates degrees or unfinished higher education degrees in areas other than business. The degree prepares students for a wide range of entry-level positions in any industry, for example Services, Manufacturing, Construction, Wholesale Trade, Retail Trade, Transportation, Communications, Finance, Insurance and Real Estate, as well as provides opportunities to currently employed individuals seeking their next promotion. The versatility of this

degree program will broadly increase the supply of business-trained professionals into the workforce of Connecticut and neighboring states.

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. Thus, we do not anticipate any additional requirements in developing or running this program, from inception to continued maintenance. However, as the program grows, we may request additional resources (one faculty line) in the third year of the program to keep up with increased demand for this program, based on the market analysis conducted by Hanover that shows high demand for BS in Business degrees in the northeast.

RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee

02/16/2023 – Board of Regents

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SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:
Most Recent NECHE Institutional Accreditation Action and Date:	
Program Characteristics Name of Program: Business Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 45% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Graduation: Spring 2026 Total # Credits in Program: 120 # Credits in General Education: 47-49 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 4	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www2.ccsu.edu/admission/firstyear/tuition.php	
CIP Code Number: 52.0101 Title of CIP Code: Business/Commerce, General	
Department where program is housed: School of Business (Interdisciplinary)	
Location Offering the Program (<i>e.g., main campus</i>): main campus CCSU	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Bachelor of Science in Business provides students with a high-quality business education with coverage in a broad selection of business topics that prepares students for a wide range of positions in any industry.	
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? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: 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, <ul style="list-style-type: none"> ○ identify credential: ○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)	
Institutional Contact for this Proposal: Lisa Frank	Title: Interim Dean, School of Business Tel.: 860-832-3209 e-mail: franklic@ccsu.edu
NOTES: <ul style="list-style-type: none"> • 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 <i>New Academic Offering – Below Threshold Report</i> for new: <ul style="list-style-type: none"> ○ degree minors, concentrations, or specializations ○ undergraduate certificates or programs ≤ 30 credits within an approved program 	

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- 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 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 Bachelor of Science in Business 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 job market demands. The versatility of this degree program will broadly increase the supply of business-trained professionals into 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? In your response, include a description/analysis of employment prospects for graduates of this proposed program. (Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

In addition to traditional learners, the new degree will attract adult and other non-traditional learners with associates degrees who seek to supplement their existing skillset to advance their current career pathways, and learners who seek to learn new skills that will allow them to explore new jobs and new pathways. Unlike the existing Bachelor of Science programs in the School of Business, this program will also attract students with associates degrees or unfinished higher education degrees in areas other than business.

Currently the School of Business offers degree programs in five disciplines: Accounting, Finance, Management, Management Information Systems, and Marketing. These degree programs are appropriate for students who have a very specific interest in a particular business discipline. However, a recent Hanover research study brought to our attention another segment of students interested in a more generalized business degree. Rather than offering a primary focus on one discipline, this generalized business degree offers students the opportunity to study all of the disciplines in one curriculum. This degree will help us to attract a population of students interested in a broader knowledge of business.

Furthermore, it creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. While all of the School of Business programs share a common core of classes, once a student is in upper division the emphasis is on taking classes within their specific discipline. This can put a student at a disadvantage if, after taking some upper division courses, they decide to change major. First, they need to determine which other focused major out of the four remaining School of Business majors fits their interests, or change major into another school. Either of these options creates a challenge for the student, and in general, these students end up extending the time to degree completion because in most cases the credits earned in upper division courses in one discipline do not easily transfer to another discipline.

The Bachelor of Science in Business solves this problem and provides these students with another option that is more accessible and is less likely to require an extension of time to degree completion. The new program is designed to contain upper-level courses from each of the School of Business disciplines that apply as business electives to the program, allowing a student to change major after they have entered upper division and yet easily transfer those credits to the new program.

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The Bachelor of Science degree in Business prepares students for a wide range of entry-level positions in any industry, for example Services, Manufacturing, Construction, Wholesale Trade, Retail Trade, Transportation, Communications, Finance, Insurance and Real Estate. More information about the prospective positions is listed in the following link: <https://www.bls.gov/ooh/field-of-degree/business/business-field-of-degree.htm#emp>. This program is also intended to bring an opportunity to currently employed individuals seeking their next promotion.

Chart 1. Types of business majors, 2019

Business majors	Major share
Business Management And Administration	28%
General Business	20
Accounting	18
Finance	11
Marketing And Marketing Research	11
Other	12

Note: The sum of percents by major may not total 100 due to rounding.
Source: U.S. Census Bureau, American Community Survey.

Hanover Research conducted a market study for this program and according to that report estimated employment in 2018 at 45,045 and 2,774,300 jobs in the state and nation, respectively, and the projected employment for 2028 is 48,642 jobs in the state and 2,889,300 jobs in the nation. Hence, the labor market demand for this program is promising.

	State	Regional	National
Estimated Employment (2018)	45,025	194,266	2,774,300
Projected Employment (2028)	48,642	203,664	2,889,300
Employment Growth, Observed Occupations	8.0%	4.8%	4.1%
Total Annual Openings, Observed Occupations	4,057	17,587	218,300
Employment Growth, All Occupations	5.1%	3.4%	3.7%

The demand for this skill set comes from a wide range of areas from office executive assistant to managing one's own business. We expect this program to attract students who know they want to major in business, but do not want to limit themselves to one specific field, as well as students who already have a job or have one lined up (upskilling and reskilling) and need a business degree that is more general and less focused on one discipline. Furthermore, as mentioned above, this program creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. The interdisciplinary nature of the program allows adult students to pursue careers in areas that intersect with the primary disciplines (career-focused pathway), such as manufacturing, construction, computer science, communication, science, economics, Engineering, media studies, tourism, networking technology, journalism, science, healthcare, sports, community engagement, real estate, advisory, business development, production, sustainability, and more.

- *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. This recognition makes a degree from the School of Business at CCSU a world-class degree. AACSB currently accredits all School of Business

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programs (B.S. in AC, FIN, MKT, MGT, and MIS; MBA; MSA). While AACSB accreditation specifies that the B.S. in Business is temporarily accredited once we offer it, we will be required to 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. This new program will be the only AACSB accredited Bachelor of Science in Business in the CSUS system. The program is designed to take advantage of many of the courses we already offer in the School of Business, and to leverage the expertise of our faculty and the full breadth of the business curriculum offerings. Furthermore, we place a high expectation on faculty qualifications and expertise, ensuring only highly qualified faculty are teaching the courses in the business 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.

- *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. This program will serve the needs of a large cohort of students each year who enroll as 'undecided business' students. Undecided students historically have a lower retention rate than students who identify with a specific major. This program will serve to increase the connection of these undecided students with the school and therefore improve retention. 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.

- *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)*

The articulation mapping from CT State to CCSU is included in the table below. The program foundation contains the same School of Business core as the other business disciplines, ensuring students from the other business programs or from programs at the community colleges will have ready access to transfer into the BS in Business program. Please refer to the tables in the next section for data on the number of community college 2-year degree awards in CIP 52.XXXX and 52.0101.

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CSCU Transfer Articulation Form:
Business Studies Transfer Ticket
CCSU: Business Administration: General

<i>Business Studies Transfer Ticket Course/Degree Requirement at CT State</i>		<i>Course/Degree Requirement at Receiving Institution</i>	
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 I	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
<i>FrameWork 30 Credits 31-33</i>		<i>FrameWork 30 Credits 31-33</i>	
		<i>Received as</i>	
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

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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	3
Open Elective Credits*	3	Open Elective Credits*	3
<i>*Varies based on what the student needs to obtain at least 60 credits</i>		<i>*Varies based on what the student needs to obtain at least 60 credits</i>	
		Total Credits	61

**General Education Courses
Remaining**

Study Area I	3
Study Area III	3

Program Credits Remaining

STAT 201 Business Statistics II	3
BUS 250	3
MIS 201	3
Accounting Elective (Select one) AC 300, 301, 302, or 335	3
Finance Elective (Select one) FIN 301, 310, 320, or 330	3
Management Elective (Select one) MGT 326, 333, 345, or 348	3
Management Information Systems Elective (Select one) MIS 300, 310, or 315	3
Marketing Elective (Select one) MKT 305, 373, or 380	3
General Business Field Electives	15
Open Electives	15

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

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

Currently, there are no other institutions in the CSCU system offering baccalaureate degrees with CIP 52.01 or CIP 52.0101. The only 4-year institutions in the state offering baccalaureate degrees with CIP 52.01 or 52.0101 are University of Connecticut, Goodwin University, and University of Bridgeport.

Five years of enrollment and completion data for select programs at Central and Western are provided in Appendix B. Appendix C provides completion data for select programs at Central and Western with Major Code.

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As this program will be AACSB accredited, it will appeal to students who currently choose to enroll at other AACSB accredited schools in the central Connecticut region. Without this program in place, these students are more likely to select a university outside of the CSU system.

The following table summarizes the total business awards in 2021-2022 for CIP Code 52.01 and 52.0101 in 4-year institutions nationwide and provides demographic information on the population of awardees.

Total Business Completions in 2021-22 for CIP Code 52.01 and 52.0101 in 4-year institutions, Nationwide

Institution Name	Sector	Count of Institutions	Grand total	Percent Male	Percent Female	Percent URM	Percent Black or African American	Percent Hispanic or Latino
Grand Total	All Sectors	424	24,544	52%	48%	31%	14%	12%
Total	Public, 4-year or above	177	15,183	56%	44%	27%	9%	13%
Total	Private not-for-profit, 4-year or above	207	6,035	56%	44%	25%	9%	12%
Total	Private for-profit, 4-year or above	40	3,326	29%	71%	63%	49%	9%
Total in Connecticut	All Sectors	3	73	51%	49%	53%	19%	32%
Total in CT, MA, NY	All Sectors	36	2,985	52%	48%	27%	10%	14%

Note:

No Connecticut State University currently awards a 4-year degree with a CIP code of 52.01 or 52.0101

The only 4-Year Connecticut institutions awarding a baccalaureate with a CIP code of 52.01 or 52.0101 are:

University of Connecticut (n=36)

Goodwin University (n=12)

University of Bridgeport (n=25)

The following table presents the total business awards in 2021-2022 for CIP Code 52.XXXX in 2-year institutions within Connecticut. Panel A summarizes the total degrees by institution sector. Panel B details the number of degrees by institution.

Total Business Completions in 2021-22 for CIP Code 52.XXXX and 52.010 in Connecticut 2-year Institutions
Panel A

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Institution	Sector	Count of Institutions	Total Associate Degrees		Total UG Certificates (below bachelor's)	
			52.XXXX	52.0101	52.XXXX	52.0101
Connecticut Community Colleges (collectively)	Public, 2-year	12	666	380	267	94
American Institute-West Hartford	Private for-profit, 2-year	1	0	0	7	0
Grand Total		13	666	380	274	94

Panel B

IPEDS	Connecticut 2-year Institution	Total Associate Degrees, Business, 52.XXXX	Total UG Certificates (below bachelor's), Business, 52.XXXX	Total Associate Degrees, Business, 52.0101	Total UG Certificates (below bachelor's), Business, 52.0101
128577	Asnuntuck Community College	31	13	24	4
129367	Capital Community College	24	3	3	
130396	Gateway Community College	51	34	40	18
129543	Housatonic Community College	93	3	60	
129695	Manchester Community College	123	11	46	
129756	Middlesex Community College	35	2	21	
129729	Naugatuck Valley Community College	74	80	42	
130040	Northwestern Connecticut Community College	15	4		
130004	Norwalk Community College	72	1	49	
130217	Quinebaug Valley Community College	18	12	0	
129808	Three Rivers Community College	33	6	23	
130606	Tunxis Community College	97	98	72	72

Source: IPEDS Completions

The majority of expected enrollments for this new degree program are by commuter students in the Hartford area, transfer students from the community colleges, and students who would have otherwise enrolled as undeclared business. We expect this program to attract both traditional students and non-traditional adult learners seeking to

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upskill or reskill to meet workforce demands. In addition, we will encourage students who are normally undeclared business to enroll in the BS in Business program rather than remain undecided.

Further, as mentioned above, the current degree programs offered by the School of Business are appropriate for students who have a very specific interest in a particular business discipline. This program will attract a segment of students interested in a more generalized business degree, providing a broader knowledge of business. It also creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. The Bachelor of Science in Business provides these students with an option that is less likely to require an extension of time to degree completion.

The following table summarizes enrollments by transfer students into each of the existing programs, including the Undecided Business enrollments from 2019 through 2023, as of December 10, 2022.

New Transfer Student Enrollments into Existing School of Business Degree Programs

College	CIP	Program	Degree	2019 Fall	2020 Fall	2021 Fall	2022 Fall	2023 Fall
Other	5202	Management	BS	27	19	25	25	11
	5203	Accounting	BS	26	16	11	18	16
	5208	Finance	BS	14	12	23	12	17
	5212	Management Information Systems	BS	7	8	3	3	4
	5214	Marketing	BS	18	13	10	11	18
	8888	Undecided (Business)	BS	11	7	8	3	9
		Other Total	Total	103	75	80	72	75
CTC	5202	Management	BS	34	32	18	20	14
	5203	Accounting	BS	24	37	30	30	23
	5208	Finance	BS	13	11	21	13	14
	5212	Management Information Systems	BS	15	9	8	10	14
	5214	Marketing	BS	16	11	5	16	8
	8888	Undecided (Business)	BS	10	7	2	2	6
		CTC Total	Total	112	107	84	91	79
All	5202	Management	BS	61	51	43	45	25
	5203	Accounting	BS	50	53	41	48	39
	5208	Finance	BS	27	23	44	25	31
	5212	Management Information Systems	BS	22	17	11	13	18
	5214	Marketing	BS	34	24	15	27	26
	8888	Undecided (Business)	BS	21	14	10	5	15

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		Transfer ALL Total	Total	215	182	164	163	154
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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:
 Programs with CIP 52.XXXX currently offered at CCSU are:
 - 52.0201 Management and Organization (School of Business)
 - 52.0301 Accounting (School of Business)
 - 52.0801 Finance (School of Business)
 - 52.1201 Management Information Systems (School of Business)
 - 52.1401 Marketing (School of Business)
 - 52.0205 Manufacturing Management (School of Engineering, Science and Technology)
 - 52.0901 Hospitality and Tourism (Ammon College of Liberal Arts and Social Sciences)
 - 52.2001 Construction Management (School of Engineering, Science and Technology)
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
 - Appendix A contains enrollment and completion data for each of the programs at CCSU with CIP 52.XXXX. Enrollment data is displayed in Appendix A Panel A; completion data in Appendix A Panel B. Data were obtained from CSCU DIR.
- **How will the proposed program impact enrollment and completion in these existing programs?**
 - Given that this is a business degree, we expect no impact on the programs that are in the Schools of Engineering, Science, and Technology (Manufacturing Management and Construction Management) and the Ammon College of Liberal Arts and Social Sciences (Hospitality and Tourism). With respect to the programs in the School of Business, we expect little to no impact as this program will attract a segment of students interested in a more generalized business degree, as compared to the students who currently enroll in one of the other disciplines. However, we do expect this to positively impact students who previously enrolled as undecided business providing a connection to the school early on in their academic careers, as well as providing a pathway to graduating with a business degree for students who may not be successful in a particular major, or decide that the major is no longer of interest to them.
- **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?**
 - There is a demand for a general business degree that our current programs do not meet. In addition, we expect this degree program to appeal to transfer students from the community colleges who have completed coursework or associate degrees with CIP 52.XXXX, students who prefer a more generalized business degree rather than one of the five specific business discipline majors currently offered by the school, and students who would have otherwise enrolled as undeclared business. 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 broader business coverage. It also creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. The Bachelor of Science in Business provides these students with an option that is less likely to require an extension of time to degree completion than choosing one of the current majors in the School of Business.
- **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**

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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 of 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 no additional courses will be needed to offer a complete Bachelor of Science in Business program to students. Thus, we expect minimal to no impact on the budget to maintain this program. We should be able to absorb the expected enrollment without adding faculty lines, office space, or equipment. 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.

Cost Effectiveness and Availability of Adequate Resources

Complete the PRO FORMA Budget – Resources and Expenditure Projections (see last page of this application). 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. Thus, we do not anticipate any additional requirements in developing or running this program, from inception to continued maintenance. However, as the program grows, we may request additional resources (one faculty line) in the third year of the program to keep up with increased demand for this program, based on the market analysis conducted by Hanover that shows high demand for BS in Business degrees in the northeast.

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. (Include these resources in the Resources and Expenditures Projections spreadsheet)

As mentioned above, no additional resources are anticipated; the resources are currently in place for the other programs in the School of Business. The program is designed to use a set of current courses from the existing course offerings within the existing programs in the School of Business and from other colleges, schools, and departments on campus.

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.

CSCU community colleges (CC) are expected to be the major natural pipeline for enrollments to the Bachelor of Science in Business. The new degree will 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. We also expect to attract students who prefer a more generalized business degree rather than one of the five specific business disciplines currently offered by the school, and students who would have otherwise enrolled as undeclared business. The demand for a generalized business degree program is confirmed by a Hanover research report.

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

We intend to advise students who would normally enroll as 'undeclared business' students to enroll in the BS in Business, providing them a connection to the school and a clear pathway to graduation with a general 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. Finally, we will offer this program as an alternative to students who are not successful in the discipline-specific degree programs, or who belatedly decide the

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discipline is not their intended path. This new program will reduce time to degree completion for these students who change majors late in the business discipline program.

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):

11-0000 Management Occupations and 13-0000 Business and Financial Operations Occupations

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

\$127,437 (11-000); \$74,626 (13-0000) – 2021 data

Applicable Industries

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

55 Management of Companies and Enterprises

Career/Program Pathways

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

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

Competency 1. Communication Skills (CS)

CS1: Students will prepare and deliver an effective business document.

CS2: Students will demonstrate comprehension of the business communication process.

Competency 2. Team Players (TP)

TP1: Students provide meaningful contributions to team outcomes.

TP2: Students will describe, identify and explain characteristics of effective teams.

Competency 3. Ethics and Social Responsibility (ES)

ES1: Students can recommend actions consistent with high ethical standards in response to an ethical dilemma.

ES2: Students will identify the impact of business actions and decisions on multiple stakeholders.

Competency 4. Thinking Skills (TS)

TS1: Students will identify appropriate issues for action when faced with a business situation.

TS2: 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.

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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.

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):

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. An additional \$6,000 will be needed for summer coverage (advising, admissions).

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)?

The courses in the core curriculum will taught by the 46 current full-time faculty across the five departments; there is no increased faculty need anticipated.

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

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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	AAUP Representative
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	Interim Dept. Chair
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	

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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	Dept. Chair
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
Donghwi Seo, Assistant Professor	PhD, Drexel University	Management	
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	
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	

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 Core: Required & Elective Courses			
<u>Common Business Core (30 credits)</u>			
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

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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
BUS 250 Introduction to Business Analytics and Skills	1, 2, 4	*	3
<u>General Business Core – Accounting Electives – Select One Course</u>			3
AC 300 Intermediate Accounting I	1, 3, 4	FIN 295 (may be taken concurrently) and AC 211 (with C- or higher), and admission to the upper division of the Business School.	
AC 301 Cost Management Systems	1, 2, 3, 4	STAT 201 (may be taken concurrently with AC 301) and AC 212 (both with C- or higher); admission to upper division of the Business School	
AC 302 Introduction to Income Taxation	1, 3, 4	AC 212 (with C- or higher)	
AC 335 Accounting Analytics and Professional Competencies	1, 2, 3, 4	AC 300 (may be taken concurrently), STAT 201 , MC 207 (all with C- or higher)	
<u>General Business Core – Finance Electives – Select One Course</u>			3
FIN 301 Intermediate Managerial Finance	1, 4	FIN 295 (C- or higher) and admission to the upper division Business School	
FIN 310 Principles of Investments	1, 2, 3, 4	STAT 201 and FIN 295 (both with a grade of C- or higher).	
FIN 320 Financial Markets and Institutions	3, 4	FIN 295 (C- or higher) and admission to the upper division Business School.	
FIN 330 International Finance	1, 2, 3, 4	FIN 295 (C- or higher) and admission to the upper division Business School	
<u>General Business Core – Management Electives – Select One Course</u>			3
MGT 326 Business Organizational Behavior	1, 2, 3, 4	MGT 295 (C- or higher) and admission to the upper division of the Business School	
MGT 333 Operations Management	2, 3, 4	MGT 295 and STAT 201 (both with C- or higher) and admission to the upper division of the Business School	
MGT 345 Organizational Analysis & Change Management	1, 2, 3, 4	MGT 295 (C- or higher) and admission to the upper division of the Business School	
MGT 348 Management Systems	2, 3, 4	MGT 295 (C- or higher) and admission to the upper division of the Business School	
<u>General Business Core – Management Information Systems Electives – Select One Course</u>			3
MIS 300 Project Management for Business	1, 2, 4	MIS 201 C- or higher or permission of department chair	
MIS 310 Contemporary Business Applications Development I	1	MIS 201 C- or higher, or permission of the department chair	

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MIS 315 Database Management Systems - 3 credits	-	MIS 201 (C- or higher) or permission of department chair	
<u>General Business Core – Marketing Electives – Select One Course</u>			3
MKT 305 Consumer Behavior	1, 2, 3, 4	MKT 295 (C- or higher).	
MKT 373 Marketing Research	1, 2, 3, 4	MKT 295 , STAT 201 with grades of C- or higher;	
MKT 380 Market Data Analysis	1, 2, 3, 4	STAT 201 , with a grade of C- or higher, MKT 295	
<u>General Business Field Electives (15 credits)</u>			
15 credits selected from the following disciplines: AC, BUS, FIN, MGT, MIS, MKT, ENT OR any related discipline approved by the Business Studies Program Director, with at most 9 credits from any one discipline.			
General Education Courses			
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
STAT 201 Business Statistics II		STAT 200 or equivalent (C- or higher).	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:			120
<p>What are the admissions requirements for the program? Admissions are the same as for all School of Business disciplines. Links to admission standards and a summary of School of Business specific standards are included, below.</p> <p>First-Year: https://www2.ccsu.edu/admission/firstyear/requirements.php?redirected</p> <p>Transfer: https://www2.ccsu.edu/admission/transfer/requirements.php</p> <p>School of Business specific information: https://www.ccsu.edu/business/admissions.html</p> <p>Summary:</p>			

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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.

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.

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

Describe the prospective students for the program:

The majority of expected enrollments for this new degree program are by commuter students in the Hartford area, transfer students from the community colleges, and students who would have otherwise enrolled as undeclared business. We expect this program to attract both traditional students and non-traditional adult learners seeking to upskill or reskill to meet workforce demands. In addition, we will encourage students who are normally undeclared business to enroll in the BS in Business program rather than remain undecided. Given the historical figures for undecided business student enrollment, we expect a minimum of 50 students per year to enroll in the BS in Business degree program, with approximately 10 students per year from the undeclared business deciding to move into the BS in Business rather than another business discipline. The pro-forma budget is based on this projection.

What prospective students should know about the program:

The Bachelor of Science in Business provides students with a strong foundation in the skills needed for success in today's business world. This interdisciplinary program covers each of the major functional aspects of a business organization, including management, accounting, finance, information systems, marketing, and business analytics. A broad exposure to the business disciplines prepares versatile business professionals who can respond to today's increasingly interconnected organizational challenges.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the "Cost Effectiveness ..." narrative in section 2.

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PRO FORMA Budget - 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)	10	1			0	0	10	0			0	0	10				0	0
New Students (first time matriculating)	50	2	3	0	0	0	40	3	3	0	0	0	40	3	3	0	0	0
Continuing Students progressing to credential			55	3			54	3	99	6			92	6	133	9		
Headcount Enrollment	60	3	58	3			104	6	102	6			142	9	136	9		
Total Estimated FTE per Year ¹	120						210						284					
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	\$308900	\$4119	\$358324	\$6178			\$580732	\$12356	\$630156	\$12356			\$815496	\$18534	\$840208	\$18534		
Tuition from Internal Transfer ²	\$61780	\$2059					\$61780						\$61780					
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$741,360						\$1,297,380						\$1,754,552					
PROJECTED Program Expenditures** ³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) ⁴	\$6600		\$6600		\$6600													
Faculty (Full-time, total for program) ⁴	\$317520		\$555660		\$751464													
Faculty (Part-time, total for program) ⁴																		
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$324,120		\$562,260		\$758,064													

*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).

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Appendix A:
Enrollment and Completion Data for School of Business Baccalaureate Programs at Central with CIP 52.XXXX

Panel A: Enrollments

			Enrollments					
Cip Code	Degree Code	Major DHE Description	2017-18	2018-19	2019-20	2020-21	2021-22	2022 Fall
520201	BA	Management	530	524	491	422	370	315
520301	BA	Accounting	577	535	467	406	338	301
520801	BA	Finance	314	332	285	295	309	267
521201	BA	Management Information Systems	166	177	155	136	112	100
521401	BA	Marketing	302	342	309	295	274	268
520205	BA	Manufacturing Management	38	48	59	53	45	58
520901	BA	Hospitality & Tourism	75	61	44	46	44	31
522001	BA	Construction Management	242	256	246	253	236	215

Panel B: Completions

			Completions				
Cip Code	Degree Code	Major DHE Description	2017-18	2018-19	2019-20	2020-21	2021-22
520201	BA	Management	102	126	116	109	76
520301	BA	Accounting	134	143	118	117	91
520801	BA	Finance	77	80	88	70	70
521201	BA	Management Information Systems	33	61	43	38	35
521401	BA	Marketing	63	94	73	76	63
520205	BA	Manufacturing Management	10	10	15	16	12
520901	BA	Hospitality & Tourism	23	29	14	12	15
522001	BA	Construction Management	45	47	36	54	41

Source: Data provided by CSCU DSIR, Kiehne 2023
Enrollment Data from CSU Institutional Research Repository; Completions from 0028 data compiled for completions dashboard

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Appendix B: Enrollment and Completion Data for Select Programs at CCSU and WCSU

IHE	Cip Code	Degree Code	Major DHE Description	Enrollments						Completions				
				2017-18	2018-19	2019-20	2020-21	2021-22	2022 Fall	2017-18	2018-19	2019-20	2020-21	2021-22
Central	520201	BA	Management	530	524	491	422	370	315	102	126	116	109	76
	520203	POST-BA-CERT	Supply Chain & Logistics		4	3	3	2		1		3	6	5
	520205	BA	Manufacturing Management	38	48	59	53	45	58	10	10	15	16	12
		MA	Technology Management	83	71	54	35	24		27	30	22	17	
	520213	POST-BA-CERT	Business Leadership				11	15	17					
	520301	BA	Accounting	577	535	467	406	338	301	134	143	118	117	91
		MA	MS Accounting	76	82	60	90	88	59	15	36	28	35	41
		POST-BA-CERT	Accounting – OCP		9	13	5				5	1	4	
	520305	MA	International Master of Business Administration	243	259	256	232	188	153	60	53	80	92	74
	520801	BA	Finance	314	332	285	295	309	267	77	80	88	70	70
	520809	POST-BA-CERT	Credit Management						2					
	520901	BA	Hospitality & Tourism	75	61	44	46	44	31	23	29	14	12	15
	521201	BA	Management Information Systems	166	177	155	136	112	100	33	61	43	38	35
	521301	MA	Supply Chain Logistics Management, Hybrid			7	11	4	5			2	5	
			Supply Chain Logistics Management. Online			11	17	17	14			1	4	8
		POST-BA-CERT	Supply Chain Analytics		1	2	1					5	3	1
	521401	BA	Marketing	302	342	309	295	274	268	63	94	73	76	63
	522001	BA	Construction Management	242	256	246	253	236	215	45	47	36	54	41
		MA	Construction Management	41	33	28	30	31	32	24	13	5	9	9
		POST-BA-CERT	Construction Management	3	1	2	5	4	2				1	
IHE	Cip Code	Degree Code	Major DHE Description	Enrollments						Completions				
				2017-18	2018-19	2019-20	2020-21	2021-22	2022 Fall	2017-18	2018-19	2019-20	2020-21	2021-22
Western	131202	BA	Elementary Education	18	4	1				11	2	1		
			Pre-Interdisciplinary Elementary Education	73	92	101	102	116	90		9	18	10	17
	500501	BA	Theater Arts	165	191	210	183	159	123	20	31	34	40	46
	500701	BA	Art	145	150	134	120	112	100	25	26	26	30	27
	500702	MA	Visual Arts	14	16	12	11	8	12	6	9	5	6	3
	500901	BA	Music	30	31	32	26	27	26	6	12	6	9	10
	500904	BA	Music (Performing Composition Theory)	116	109	101	80	74	75	24	19	25	17	11
	520101	MA	Business Administration	49	59	57	60	42	42	17	11	30	14	21
	520201	BA	Management	408	422	392	399	391	339	94	77	73	78	71
	520301	BA	Accounting	267	241	241	214	180	148	48	52	56	64	42
	520801	BA	Finance	128	141	143	145	150	113	26	34	27	33	33
	521201	BA	Cybersecurity	1	26	55	82	90	82			2	6	15
			Management Information Systems	79	70	65	44	42	44	15	17	25	17	15
	521401	BA	Marketing	182	211	172	185	166	147	30	55	37	56	51

Source: Data provided by CSCU DSIR, Kiehne 2023
Enrollment Data from CSU Institutional Research Repository; Completions from 0028 data compiled for completions dashboard

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW **PROGRAM APPROVAL**

Appendix C: Completion Data for Select Programs at Central and Western - with Major Code

					Completions Data by Major Code				
IHE	Cip Code	Degree Code	Major Code	Major DHE description	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Central	520201	BA	MAN	Management	102	126	116	109	76
	520203	POST-BA-CERT	SCM	Supply Chain & Logistics	1		3	6	5
	520205	BA	MMT	Manufacturing Management	10	10	15	16	12
		MA	TEM	Technology Management	27	30	22	17	
	520301	BA	AC3	Accounting					2
			ACC	Accounting	134	143	118	117	88
			AM3	Accounting					1
		MA	ACT	MS Accounting	15	36	28	35	41
		POST-BA-CERT	ACO	Accounting - OCP		5	1	4	
	520305	MA	MBAM	International Master of Business Administration	60	53	80	92	74
	520801	BA	FI3	Finance					1
			FIN	Finance	77	80	88	70	69
	520901	BA	HOS	Hospitality & Tourism	23	29	14	12	14
			TOS	Hospitality & Tourism					1
	521201	BA	MIS	Management Information Systems	33	61	43	38	35
	521301	MA	SCH	Supply Chain Logistics Management, Hybrid			2	5	
			SCL	Supply Chain Logistics Management. Online			1	4	8
		POST-BA-CERT	SCA	Supply Chain Analytics			5	3	1
	521401	BA	MKT	Marketing	63	94	73	76	63
	522001	BA	CMT	Construction Management	45	47	36	54	41
		MA	CMG	Construction Management	24	13	5	9	9
		POST-BA-CERT	CMGA	Construction Management				1	
Western	131101	MA	COUN	Counselor Education	28	21	28	22	23
	131202	BA	EECO	Elementary Education	2				
			EEEN	Elementary Education	1				
			EEHI	Elementary Education	2				
			EEMA	Elementary Education	4	1			
			EEPS	Elementary Education	1	1	1		
			EESP	Elementary Education	1				
			ELID	Pre-Interdisciplinary Elementary Education		9	18	10	17
	500501	BA	MUST	Theater Arts	5	7	14	15	11
			MUTH	Theater Arts	2	3	1		
			THR	Theater Arts	13	21	19	25	35
	500701	BA	ART	Art	25	26	26	30	27
	500702	MA	ART	Visual Arts	6	9	5	6	3
	500901	BA	MUSI	Music	6	12	6	9	10
	500904	BA	MUAP	Music (Performing Composition Theory)	12	13	16	4	5
			MUCI	Music (Performing Composition Theory)	1	1	1	9	1
			MUCL	Music (Performing Composition Theory)	2	1			
			MUCV	Music (Performing Composition Theory)	2	3	3		2
			MUJZ	Music (Performing Composition Theory)	7	1	5	4	3

Item	step / notes regarding enrollment data
1	Argos query run to pull enrollments from SYRSTDN for terms post 201699 which should include both fall, spring and sometimes summer terms from 2016-17 going forward @ 3DWK
2	about 10% of the records have no CIP, no degree. Sarah speculates that this is because these students are undeclared.
3	The IRR doesn't contain 'major' in SYRSTDN.
4	The IRR CIP codes in SYRSTDN are also blank. Program is used instead.
*Item	step / notes regarding completions data
1	Sarah pulled the data for 0028 which is being used here to count completions in a subset of programs as requested by Rai and Ken
2	The full 0028 query (in Tab P20_0028_CSU_Analysis - updated) had missing data from Southern, so Sarah received a separate file from then directly.
3	Southern's data in the 0028 file was deleted and the few columns from the supplemental data was added.
4	The source file has the correct CSU data in it.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

February 16, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Theatre Arts, with three concentrations (Acting, Design Tech, and Stage Management, CIP Code: 50.0599, OHE# TBD), leading to a Bachelor of Fine Arts at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Theatre Arts with concentrations in Acting, Design/Tech, and Stage Management, leading to a Bachelor of Fine Arts at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Theatre Arts: Acting Theatre Arts: Design/Tech Theatre Arts: Stage Management	
CIP Code	50.0599	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Fine Arts	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Covid-19 pandemic has changed the field of Theatre Arts enrollment in higher education. Theatre Arts, as an industry, is one of only a handful of professions that completely shuttered during the height of the COVID-19 pandemic. Broadway completely closed its doors, and professional regional theatres, performing arts venues, and stadiums across the country were unable to operate. This reality has identified the theatre industry as one that is “vulnerable” to prospective students and more importantly, their parents.

A general BA degree in Theatre will always be attractive for some, but those students and parents seeking some form of assurance that the school and degree they choose could translate into a successful career are always going to choose the school offering a BFA. Post COVID-19, parents and students are less likely to seek out theatre programs that don’t offer professional training in the field. In Theatre Arts, professional

training translates to a BFA degree. Fewer students are enrolled in general BA Theatre Arts degrees, while professional training degrees with specialized instruction, such as a BFA, have remained relatively unfazed.

We have been experiencing this phenomenon at WCSU over the last few years. Our BFA in Musical Theatre degree (currently the only BFA degree we offer) has remained strong in auditioning close to 400 prospective students each year of the COVID-19 pandemic between virtual and in-person auditions. That's 400 students auditioning and showing interest in WCSU for only 16 available spots in our only professional training program. Conversely, enrollment in our BA degrees, specifically in Design/Tech and Stage Management has been steadily declining.

We are regularly losing students to other programs in the areas of Acting, Design/Tech, and Stage Management because we do not offer a BFA degree in these areas. The lack of BFA has been a common reason given when students choose other institutions for their Theatre Studies.

Graduates of this program can expect professional careers in Acting, Theatrical Design, Technical Theatre, and Stage Management. These careers can take students to every corner of the United States working on National Tours and in professional regional theatres. Additionally, students can travel across the globe on international tours and cruise ships, and land in major markets such as NYC, Chicago, Atlanta, and Los Angeles.

According to the Jobs EQ Education Report, "As of 2022Q1, total employment for occupations linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut was 3,986. Over the past three years, linked occupations shed 58 jobs in the region and are expected to need in aggregate approximately 3,151 newly trained workers over the next seven years."

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BFA in Theatre Arts degree will be a liberal arts degree that incorporates professional training in three distinct areas of the Theatre Discipline: Acting, Design/Tech, and Stage Management. The very structure of this program with a common Theatre Arts core, regardless of concentration, aligns with the overall mission of weaving liberal arts with professional training. This degree will complement the department's already established and successful BFA degree in Musical Theatre, while allowing room for the already established BA in Theatre Arts degree to become more wide reaching in its scope.

WCSU has a thriving Theatre Arts program that offers incredible full time and adjunct faculty. Among this faculty, we boast Tony Award Winners, Drama Desk Award Winners, Emmy Award Winners, Published Authors, Broadway Veterans, and much more. We are uniquely equipped to offer this type of professional training program because we have the faculty already in place to meet both the pedagogical and professional needs of these students.

Additionally, our program is housed in a 98-million-dollar facility with theatre and studio spaces that rival any Broadway or Off-Broadway venue. We already possess professional training facilities, this BFA degree would allow us to offer a degree program that is in-line with the environment and resources that are available to prospective and current students.

Lastly, our campus is uniquely situated only an hour from the epicenter of our industry, NYC. This is an inherent strength of this program and this institution that currently remains under-utilized. This new BFA

degree would more regularly make use of this geographical advantage in the same ways that the current BFA in Musical Theatre utilizes regularly.

The curriculum for each concentration within this BFA degree has been carefully crafted to utilize courses already offered regularly at the institution, as well as developing new courses that will be populated by more than one concentration's cohort. This helps to ensure robust sections that keep adjunct costs at a minimum. The proposed BFA program would require no additional Full-Time Faculty, and only 18.66 additional hours of adjunct instruction. No additional special resources are needed at this time.

While it is true that programs with audition and interview processes for acceptance have the danger of creating barriers for prospective students, particularly for those from underrepresented and marginalized backgrounds, the Theatre Arts dept. at WCSU has actively worked hard to ensure that acceptance and opportunity is granted equitably amongst these students. To use our current BFA in Musical Theatre as a point of comparison (currently our only audition/interview-based program): of the 16 students comprising the 2022 freshman class, 7 (44%) are non-white. Within the entire student body of the audition-only BFA in Musical Theatre, 32% are non-white. These numbers are only possible because the faculty understands the inherent privilege that many students possess as they train and prepare for collegiate auditions. The ability to differentiate *potential* as opposed to *day-of-preparation/performance* is key in keeping our programs diverse and providing equitable access to all.

The proposed program represents a strategic alignment of existing WCSU resources to increase enrollment within an established and robust department and would strengthen theater arts opportunities for students within the CSCU system. Currently, only Central Connecticut State University (CCSU) offers a BFA in Theater. The WCSU program would be distinct in that it is accredited by NAST (National Associations of Schools of Theatre) and offers three separate concentrations (Acting, Design/Tech, and Stage Management) united by a common core of classes. In addition, as noted above, WCSU's location and proximity to NYC as well as the newly built professional training facilities also separate us from Central Connecticut State University's BFA offering. Finally, leadership from CCSU has acknowledged this new program proposal, and finds that the differences between the two programs are distinct enough to allow room in the CT market for both programs to thrive. As an accredited program, WCSU will have caps on enrollments to meet NAST standards. Interest in our programs far exceeds these caps, and though we accommodate many through the more general BA in theatre, this interest suggests that there is a large enough audience for these programs in CT and the surrounding region.

RECOMMENDATION

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

CSCU Transfer Articulation Form: Liberal Arts and Sciences
WCSU: Bachelor of Fine Arts in Theatre: Stage Management

Liberal Arts and Sciences Course/Degree Requirement at CT State		Recommended CT State Course		Course/Degree Requirement at Receiving Institution	
		FrameWork 30 (only change if encumbered by receiving institution)			
Written Communication I	3	Open		3 Written Comm I	3
Written Communication II	3	Open		3 Written Comm II	3
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4
Social and Behavioral Science	3	Open		3 Information Literacy?	3
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3
Historical Knowledge	3	Open		3 Critical Thinking	3
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4
Oral Communication	3	Open		3 Oral Communication	3
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3
FrameWork 30 Credits	31-33	FrameWork 30 Credits	31-33	FrameWork 30 Credits	31-33
		Recommended Program Courses		Received as	
Visual or Performing Arts Elective	3	THR 1110: Acting I		3 THR 181: Acting I	3
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3
Humanities Elective	3	THR 1102: Threater History		3 THR 279: History of Theatre	3
Liberal Arts Elective	3	THR 2229: Stage Management		3 THR 210 Stage Management	3
Liberal Arts Elective	3	THR 2219: Directing		3 THR 386 Directing I (CT)	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Program Credits	21-23	Program Credits	21-22	Program Credits	21
		Recommended Electives		Received as	
Open Elective	3	THR 1124: Costume Design and Production		3 THR 302 Costume Design	3
Open Elective	3	BMGT 2100 Organizational Behavior		3 MGT 250 Organizational Behavior	3
Open Elective	3	THR Elective		3 THR Elective	3
Open Elective Credits*	2-8	Open Elective Credits*	6-9	Open Elective Credits*	9
<i>*Varies based on what the student needs to obtain at least 60 credits</i>				LAS Credits	61

General Education Courses Remaining

Double Dip: Acting and Directing

Program Courses Remaining

THR 384 Fundamentals of Stage Lighting (THR 1123)	3
THR 100 Introduction to Theatre Production (FY) or THR 301	1
THR 1XX Social Issues and Justice in Theatre*	2
THR 1XXW Play Structure and Analysis*	3
THR 182 Technical Theatre I	3
THR 286 Theatre History II	3
THR 284 Costume Technology I	3
THR 300 Theatre Production Lab	6
THR 490 Senior Portfolio	3
THR 110 Theatre Arts Management	3
THR 281 Acting II: Scene Study (CP)	3
THR 283 Scenic Design	3
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	3
THR 298 Special Topics ASM (Show Title)	2
THR 298 Special Topics ASM (Show Title)	2
THR 2XX Stage Combat*	2
THR 304 Computer Drafting	3
THR 390 Play Production	3
THR 3XX Sound Design*	3
THR 3XX Stage Management II*	3
THR 402 Special Topics PSM (Show Title)	3
THR 403 The Transition Workshop	1
THR Electives (Choose 1SH of electives)	1
MUS 195 Concert Chorale (2 Semesters)	1
MIS 260 Information Systems	3

Credit Summary	
Program Credits Remaining	60
General Education Credits Remaining	0
LAS Credits	61
Estimated Total Credits	121
Credits Required	
Non-Transfer Student versus Transfer Student	
Credits Required for Bachelor's Degree	120
Transfer Credits + Remaining Credits	121
Extra Credit Hours	1

CSCU Transfer Articulation Form: Liberal Arts and Sciences

WCSU: Bachelor of Fine Arts in Theatre: Acting

<i>Liberal Arts and Sciences</i> <i>Course/Degree Requirement at CT State</i>		<i>Recommended CT State Course</i>		<i>Course/Degree Requirement at Receiving Institution</i>		
<i>FrameWork 30</i> (only change if encumbered by receiving institution)						
Written Communication I	3	Open		3 Written Comm I	3	
Written Communication II	3	Open		3 Written Comm II	3	
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4	
Social and Behavioral Science	3	Open		3 Information Literacy?	3	
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3	
Historical Knowledge	3	Open		3 Critical Thinking	3	
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4	
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4	
Oral Communication	3	Open		3 Oral Communication	3	
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3	
<i>FrameWork 30 Credits</i>	<i>31-33</i>		<i>FrameWork 30 Credits</i>	<i>31-33</i>	<i>FrameWork 30 Credits</i>	<i>31-33</i>
		<i>Recommended Program Courses</i>		<i>Received as</i>		
Visual or Performing Arts Elective	3	THR 1110: Acting I		3 THR 181: Acting I	3	
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3	
Humanities Elective	3	THR 1112: Voice and Diction		3 THR 260: Voice and Diction	3	
Liberal Arts Elective	3	THR 2210: Acting II		3 THR 281: Acting II	3	
Liberal Arts Elective	3	THR 1111: Acting for the Camera		3 THR 252 Acting for the Camera	3	
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3	
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3	
<i>Program Credits</i>	<i>21-23</i>		<i>Program Credits</i>	<i>21-22</i>	<i>Program Credits</i>	<i>21</i>
		<i>Recommended Electives</i>		<i>Received as</i>		
Open Elective	3	THR 2219: Directing		3 THR 386 Directing I (CT)	3	
Open Elective	3	THR 1102: Theater History		3 THR 279: History of Theatre	3	
Open Elective	3	THR Elective		3 THR Elective	3	
<i>Open Elective Credits*</i>	<i>2-9</i>		<i>Open Elective Credits*</i>	<i>9</i>	<i>Open Elective Credits*</i>	<i>9</i>
<i>*Varies based on what the student needs to obtain at least 60 credits</i>					<i>LAS Credits</i>	<i>61</i>

General Education Courses Remaining

Double Dip: Acting and Directing

Program Courses Remaining

THR 100 Introduction to Theatre Production or THR 300	1
THR 1XX Social Issues and Justice in Theatre*	2
THR 1XXW Play Structure and Analysis*	3
THR 182 Technical Theatre I	3
THR 286 Theatre History II	3
THR 284 Costume Technology I	3
THR 300 Theatre Production Lab	6
THR 490 Senior Portfolio	3
THR 150 Performance Techniques	3
THR 165 Stage Makeup	1
THR 202 Technical Theatre II OR THR 306 Costume Technology II OR THR 383 Methods of Scenic Arts and Crafts	3
THR 2XX Dialects for the Stage*	2
THR 2XX Stage Combat*	2
THR 2XX Meisner Technique*	3
THR 388 Acting III: Period Styles	3
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	3
THR 363 Acting IV: Performing Shakespeare	3
THR 387 Devised Theatre Workshop	3
THR 389 Audition Techniques	3
THR 403 The Transition Workshop	1
THR 495 Senior Showcase	1
THR Electives	4
HPX 150 Dance Workshop	3

Credit Summary	
Program Credits Remaining	62
General Education Credits Remaining	0
LAS Credits	61
Estimated Total Credits	123
Credits Required	
Non-Transfer Student versus Transfer Student	
Credits Required for Bachelor's Degree	120
Transfer Credits + Remaining Credits	123
Extra Credit Hours	3

CSCU Transfer Articulation Form: Liberal Arts and Sciences
WCSU: Bachelor of Fine Arts in Theatre: Design/Tech

Liberal Arts and Sciences		Recommended CT State Course		Course/Degree Requirement at Receiving Institution	
Course/Degree Requirement at CT State					
FrameWork 30 (only change if encumbered by receiving institution)					
Written Communication I	3	Open		3 Written Comm I	3
Written Communication II	3	Open		3 Written Comm II	3
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4
Social and Behavioral Science	3	Open		3 Information Literacy?	3
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3
Historical Knowledge	3	Open		3 Critical Thinking	3
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4
Oral Communication	3	Open		3 Oral Communication	3
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3
FrameWork 30 Credits	31-33		FrameWork 30 Credits	31-33	FrameWork 30 Credits
		Recommended Program Courses		Received as	
Visual or Performing Arts Elective	3	THR 1110: Acting I		3 THR 181: Acting I	3
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3
Humanities Elective	3	THR 1102: Theater History		3 THR 279: History of Theatre	3
Liberal Arts Elective	3	THR 2229: Stage Management		3 THR 210 Stage Management	3
Liberal Arts Elective	3	ART 1110: Drawing I		3 ART 141 Drawing I	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Program Credits	21-23		Program Credits	21-22	Program Credits
		Recommended Electives		Received as	
Open Elective	3	ARTH 1010 or 1020		ART 100 History of Western Art Beg. To	
Open Elective	3			3 Ren. OR ART 101 Hist. of Art Ren to	3
Open Elective	3			Present	
		THR Elective		3 THR Elective	3
		THR Elective		3 THR Elective	3
Open Elective Credits*	2-8		Open Elective Credits*	6-9	Open Elective Credits*
*Varies based on what the student needs to obtain at least 60 credits					
				LAS Credits	61
General Education Courses Remaining		Program Courses Remaining		Credit Summary	
Double Dip: Acting Drawing		THR 302 Costume Design (THR 1124)	3	Program Credits Remaining	
		THR 384 Fundamentals of Stage Lighting (THR 1123)	3	General Education Credits Remaining	
		THR 100 Introduction to Theatre Production (FY) or THR 301	1	LAS Credits	
		THR 1XX Social Issues and Justice in Theatre*	2	Estimated Total Credits	
		THR 1XXW Play Structure and Analysis*	3	Credits Required	
		THR 182 Technical Theatre I	3	Non-Transfer Student versus Transfer Student	
		THR 286 Theatre History II	3	Credits Required for Bachelor's Degree	
		THR 284 Costume Technology I	3	Transfer Credits + Remaining Credits	
		THR 300 Theatre Production Lab	6	Extra Credit Hours	
		THR 490 Senior Portfolio	3		
		THR 125 Theatre Design Fundamentals	3		
		THR 202 Technical Theatre II	3		
		THR 283 Scenic Design	3		
		THR 304 Computer Drafting	3		
		THR 306 Costume Technology II	3		
		THR 307 Allied Craft in 3D for Stage	3		
		THR 383 Methods of Scenic Arts and Crafts	3		
		THR 390 Play Production	3		
		THR 3XX Sound Design*	3		
		THR 3XX Evolution of Fashion*	3		
		THR 3XX Adv. Stage Lighting and Design*	3		
		THR 403 The Transition Workshop	1		
		THR Electives (Choose 1SH of electives)	1		
		COM 146 Basic Video Production	3		



Education Report

Dramatic/Theatre Arts and Stagecraft, Other

Connecticut



Definition of Dramatic/Theatre Arts and Stagecraft, Other, CIP 50.0599	3
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Definition of Dramatic/Theatre Arts and Stagecraft, Other, CIP 50.0599

Any instructional program in dramatic/theatre arts and stagecraft not listed above.

Awards

The table below is a list of postsecondary awards in CIP 50.0599 that were granted by institutions located in Connecticut in the 2020 academic year.

Schools	Certs & 2yr Awards ¹	4yr Awards ²	Post-Grad Awards ³	Avg Net Price ⁴
Quinnipiac University		6		\$41,815
University of Connecticut		3		\$22,233
Total	0	9	0	

1. Undergraduate certificates and associate's degrees

2. Bachelor's degrees and post-baccalaureates

3. Master's, post-master's, and doctorates

4. Average net price represents full-time beginning undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid from federal, state or local governments, or the institution. Data as of the 2019-2020 academic year.

Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2020 academic year. Any programs shown here reflect only data reported to the NCES; reporting is required of all schools participating in any federal finance assistance program authorized by Title IV of the Higher Education Act of 1965, as amended—other training providers in the region that do not report data to the NCES are not reflected in the above.

Occupation Crosswalk

The below table lists all occupations linked with the program, Dramatic/Theatre Arts and Stagecraft, Other, CIP 50.0599.

		Education and Training Requirements			Educational Attainment				
		Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency in the Occupation	No College	Some College, No Degree	Associate's Degree	Bachelor's Degree	Postgraduate Degree
25-1121	Art, Drama, and Music Teachers, Postsecondary	Master's degree	None	None	1%	1%	1%	11%	87%
27-2011	Actors	Some college, no degree	None	Long-term on-the-job training	9%	8%	4%	57%	22%
27-2012	Producers and Directors	Bachelor's degree	Less than 5 years	None	3%	5%	3%	63%	25%
27-2099	Entertainers and Performers, Sports and Related Workers, All Other	None	None	Short-term on-the-job training	18%	15%	6%	45%	17%
39-3092	Costume Attendants	High school diploma or equivalent	None	Short-term on-the-job training	26%	17%	8%	36%	13%

Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2022Q1 along with source data from the BLS

Definition of Art, Drama, and Music Teachers, Postsecondary (25-1121)

Teach courses in drama, music, and the arts including fine and applied art, such as painting and sculpture, or design and crafts. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

Definition of Actors (27-2011)

Play parts in stage, television, radio, video, or film productions, or other settings for entertainment, information, or instruction. Interpret serious or comic role by speech, gesture, and body movement to entertain or inform audience. May dance and sing.

Definition of Producers and Directors (27-2012)

Produce or direct stage, television, radio, video, or film productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of actors or guests, set design, sound, special effects, and choreography.

Definition of Entertainers and Performers, Sports and Related Workers, All Other (27-2099)

All entertainers and performers, sports and related workers not listed separately.

Definition of Costume Attendants (39-3092)

Select, fit, and take care of costumes for cast members, and aid entertainers. May assist with multiple costume changes during performances.

Occupation Details

As of 2022Q1, total employment for occupations linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut was 3,986. Over the past three years, linked occupations shed 58 jobs in the region and are expected to need in aggregate approximately 3,151 newly trained workers over the next seven years.

Snapshot of Occupations Linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut¹

SOC	Occupation	Empl	Mean Ann Wages ²	Current		Unempl Rate	Online Job Ads ³	3-Year History Ann %	Total Demand	7-Year Forecast			Avg Ann Growth %
				LQ	Unempl					Exits	Transfers	Empl Growth	
27- 2012	Producers and Directors	2,284	\$108,900	1.21	156	6.1%	71	0.7%	1,806	383	1,096	327	1.9%
25- 1121	Art, Drama, and Music Teachers, Postsecondary	1,284	\$85,400	1.23	29	2.1%	58	0.4%	862	409	427	27	0.3%
27- 2011	Actors	276	\$63,700	0.52	116	28.2%	2	-2.2%	266	88	138	39	1.9%
27- 2099	Entertainers and Performers, Sports and Related Workers, All Other	94	\$51,700	0.89	15	14.4%	19	-18.3%	113	33	55	25	3.4%
39- 3092	Costume Attendants	48	\$60,000	0.94	7	12.8%	6	-11.0%	104	40	46	17	4.4%
Total - Linked Occupations		3,986	\$96,300	1.10	323	7.2%	156	-0.5%	3,151	953	1,763	435	1.5%
Total - All Occupations		1,720,771	\$65,400	1.00	99,411	5.5%	99,769	-1.2%	1,260,064	504,796	771,626	-16,358	-0.1%

Source: [JobsEQ®](#)

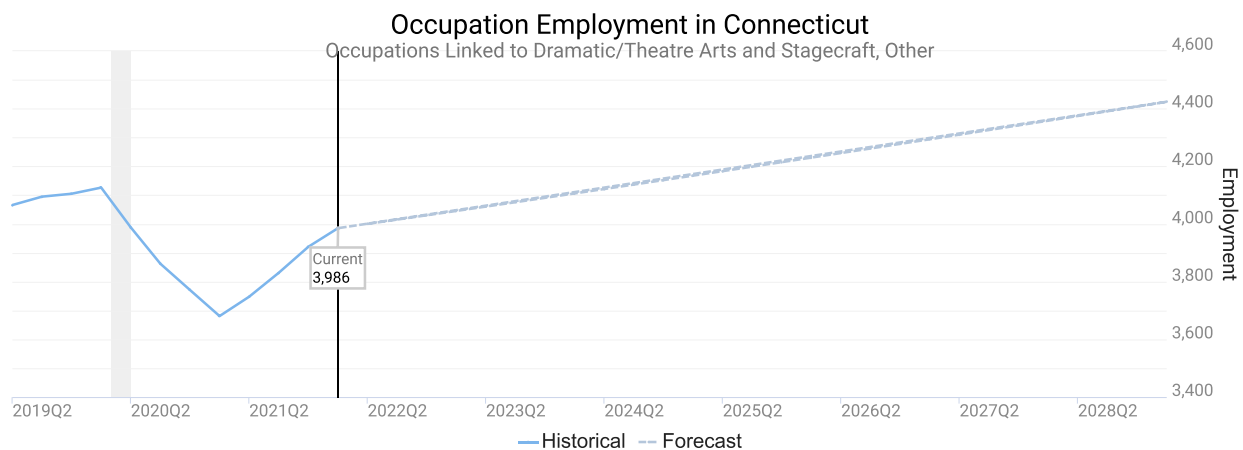
Data as of 2022Q1 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data are as of 2021 and represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).



Source: JobsEQ®, Data as of 2022Q1. The shaded areas of the graph represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q4, imputed where necessary with preliminary estimates updated to 2022Q1. Wages by occupation are as of 2021 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

Employment by Industry

The table illustrates the industries in Connecticut which most employ occupations linked to Dramatic/Theatre Arts and Stagecraft, Other. The single industry most employing these occupations in the region is Colleges, Universities, and Professional Schools, NAICS 6113. This industry employs 1,241 workers in the linked occupations—employment which is expected to increase by 23 jobs over the next ten years; furthermore, 1,153 additional new workers in these linked occupations will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

Industry Distribution for Occupations Linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
6113	Colleges, Universities, and Professional Schools	31.1%	1,241	550	603	23	1,176
5121	Motion Picture and Video Industries	21.1%	843	278	671	444	1,394
7115	Independent Artists, Writers, and Performers	10.0%	399	118	274	71	463
5151	Radio and Television Broadcasting	9.4%	373	82	233	-2	313
5152	Cable and Other Subscription Programming	9.3%	371	77	221	-34	265
5418	Advertising, Public Relations, and Related Services	3.4%	134	30	87	11	129
7111	Performing Arts Companies	2.5%	101	41	82	45	168
6112	Junior Colleges	1.9%	76	34	37	2	73
5191	Other Information Services	1.6%	65	16	44	10	69
6116	Other Schools and Instruction	1.3%	53	26	30	16	71
7113	Promoters of Performing Arts, Sports, and Similar Events	1.1%	45	18	40	38	95
5412	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	0.5%	20	7	13	-1	19
	All Others	6.7%	265	82	180	18	280

Source: JobsEQ®

Data as of 2022Q1 except wages which are as of 2021. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

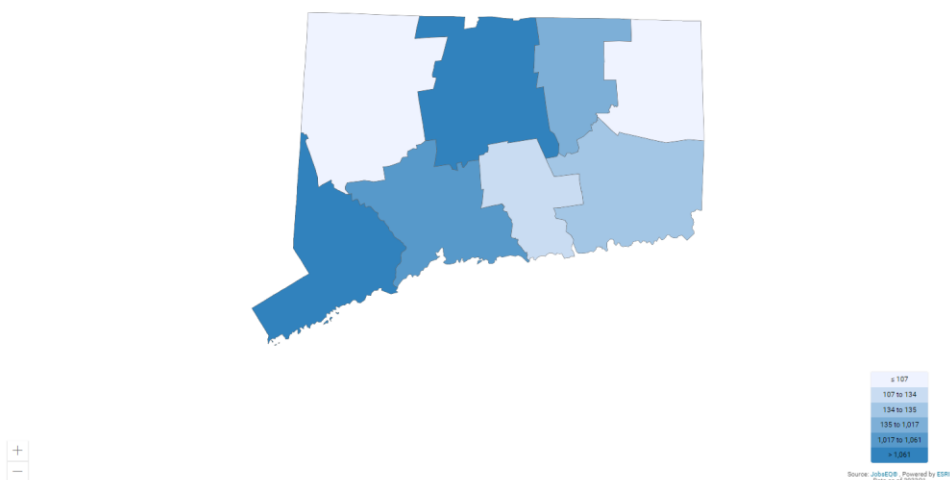
Note: Figures may not sum due to rounding.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q4, imputed where necessary with preliminary estimates updated to 2022Q1. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

Geographic Distribution

The map below illustrates the county-level distribution of employed workers in Connecticut in occupations linked to Dramatic/Theatre Arts and Stagecraft, Other. Employment is shown by place of work.

Connecticut, Occupation Concentration by Place of Work for Occupations Linked to Dramatic/Theatre Arts and Stagecraft, Other



Top Counties with Employment Linked to Dramatic/Theatre Arts and Stagecraft, Other, 2022Q1

Region	Employment
Fairfield County, Connecticut	1,202
Hartford County, Connecticut	1,061
New Haven County, Connecticut	1,018
Tolland County, Connecticut	135
New London County, Connecticut	134
Middlesex County, Connecticut	107
Litchfield County, Connecticut	65
Windham County, Connecticut	36

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q4, imputed where necessary with preliminary estimates updated to 2022Q1.

Demographic Profile

The population in Connecticut was 3,570,549 per American Community Survey data for 2016-2020.

Of individuals 25 to 64 in Connecticut, 42.0% have a bachelor's degree or higher which compares with 34.3% in the nation. Per American Community Survey 2016-2020 estimates, the region has about 51,722 students enrolled in grade 12.

Summary¹

	Percent		Value	
	Connecticut	USA	Connecticut	USA
Demographics				
Population (ACS)	—	—	3,570,549	326,569,308
Male	48.8%	49.2%	1,741,688	160,818,530
Female	51.2%	50.8%	1,828,861	165,750,778
Median Age ²	—	—	41.1	38.2
Under 18 Years	20.6%	22.4%	735,584	73,296,738
18 to 24 Years	9.7%	9.3%	345,760	30,435,736
25 to 34 Years	12.4%	13.9%	443,917	45,485,165
35 to 44 Years	11.9%	12.7%	426,097	41,346,677
45 to 54 Years	13.8%	12.7%	493,186	41,540,736
55 to 64 Years	14.3%	12.9%	510,539	42,101,439
65 to 74 Years	9.7%	9.4%	345,407	30,547,950
Population Growth				
Population (Pop Estimates) ⁴	—	—	3,557,006	329,484,123
Population Annual Average Growth ⁴	-0.1%	0.6%	-2,217	2,015,698
People per Square Mile	—	—	736.3	92.9
Educational Attainment, Age 25-64				
No High School Diploma	7.7%	10.5%	144,196	17,929,220
High School Graduate	25.0%	25.4%	468,610	43,289,555
Some College, No Degree	17.3%	20.5%	323,625	34,959,338
Associate's Degree	8.0%	9.3%	149,788	15,776,790
Bachelor's Degree	24.2%	21.6%	453,421	36,888,244
Postgraduate Degree	17.8%	12.7%	334,099	21,630,870
Social				
Poverty Level (of all people)	9.8%	12.8%	339,156	40,910,326
Households Receiving Food Stamps/SNAP	11.6%	11.4%	160,438	13,892,407
Enrolled in Grade 12 (% of total population)	1.4%	1.3%	51,722	4,358,865
Disconnected Youth ³	1.4%	2.5%	2,817	433,164
Children in Single Parent Families (% of all children)	33.2%	34.0%	235,820	23,628,508
Uninsured	5.1%	8.7%	179,066	28,058,903
Speak English Less Than Very Well (population 5 yrs and over)	8.1%	8.2%	275,126	25,312,024

Source: [JobsEQ®](#)

1. American Community Survey 2016-2020, unless noted otherwise

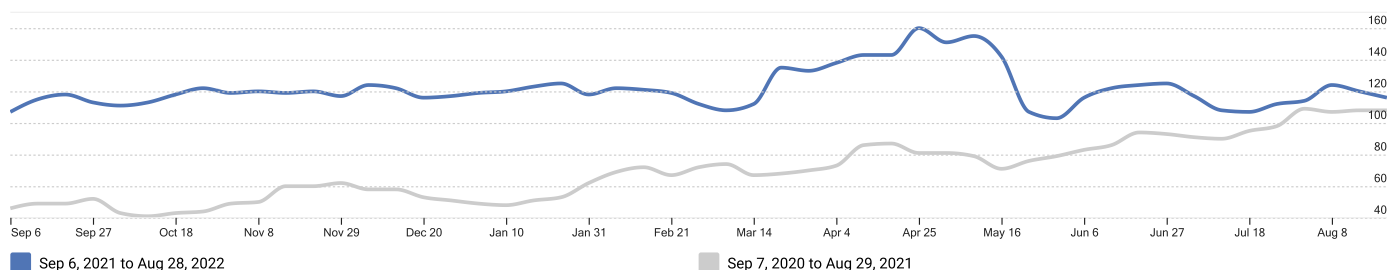
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census Population Estimate for 2020, annual average growth rate since 2010.

RTI (Job Postings)

Active Job Ads by Date



Occupations

SOC	Occupation	Active Job Ads
27- 2012.00	Producers and Directors	313
25- 1121.00	Art, Drama, and Music Teachers, Postsecondary	172
27- 2099.00	Entertainers and Performers, Sports and Related Workers, All Other	89
27- 2012.03	Media Programming Directors	17
27- 2012.05	Media Technical Directors/Managers	12
39- 3092.00	Costume Attendants	11
27- 2011.00	Actors	5
27- 2012.04	Talent Directors	2

Locations

Location	Active Job Ads
Stamford, Connecticut	59
Bristol, CT, 06010, US	44
Hartford, Connecticut	44
Bristol, Connecticut	26
New Haven, Connecticut	16
Fairfield, Connecticut	13
Middletown, CT 06459	8
Trumbull, CT 06611	8

Locations

Location	Active Job Ads	
Bridgeport, Connecticut	7	<div><div></div></div>
New Haven, CT 06510	7	<div><div></div></div>

Employers

Employer Name	Active Job Ads	
Disney	69	<div></div>
ESPN	45	<div></div>
NBC Universal	31	<div></div>
WWE	22	<div></div>
Alera Group	15	<div></div>
TEGNA	14	<div></div>
Music and Arts	13	<div></div>
Nexstar Media Group, Inc.	11	<div></div>
Sacred Heart University	11	<div></div>
Tegna Internal	11	<div></div>

Certifications

Certificate Name	Active Job Ads	
Driver's License	2	<div></div>
Art Therapist Registered - Board Certified (ATR-BC)	1	<div></div>
Certification in Cardiopulmonary Resuscitation (CPR)	1	<div></div>
First Aid Certification	1	<div></div>
Licensed Professional Counselor (LPC)	1	<div></div>

Hard Skills

Skill Name	Active Job Ads	
Teaching/Training, School	75	<div></div>
Microsoft Excel	72	<div></div>
Adobe Photoshop	53	<div></div>
Microsoft Office	48	<div></div>
Video Editing	47	<div></div>
Adobe AfterEffects	40	<div></div>
Adobe Premiere Pro	39	<div></div>
Video Production	35	<div></div>
Presentation	32	<div></div>
Social Media	31	<div></div>

Soft Skills

Skill Name	Active Job Ads	
Communication (Verbal and written skills)	362	<div></div>
Cooperative/Team Player	225	<div></div>
Organization	136	<div></div>
Ability to Work in a Fast Paced Environment	117	<div></div>
Detail Oriented/Meticulous	94	<div></div>
Good Judgment	73	<div></div>
Interpersonal Relationships/Maintain Relationships	69	<div></div>
Storytelling	69	<div></div>
Self-Motivated/Ability to Work Independently/Self Leadership	66	<div></div>
Leadership	56	<div></div>

Job Titles

Job Title	Active Job Ads	
Associate Producer	21	<div></div>
Producer	17	<div></div>
Production Assistant	16	<div></div>
Music Instructor - Part Time Gig	13	<div></div>
Party Host	11	<div></div>
Video Production Team Intern (Course Credit Eligible)	9	<div></div>
Music Assistant	8	<div></div>
Music Licensing Assistant	8	<div></div>
Bunny Character	7	<div></div>
Content Producer, International	7	<div></div>


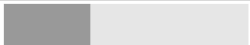

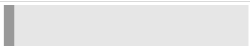
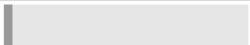

Job Types

Type	Active Job Ads	
Full-Time	287	<div></div>
Part-Time	138	<div></div>
Temporary (unspecified)	57	<div></div>
Remote	30	<div></div>
Permanent	16	<div></div>
Temporary (long-term)	8	<div></div>
Temporary (short-term)	1	<div></div>
Remote Not Indicated	591	<div></div>

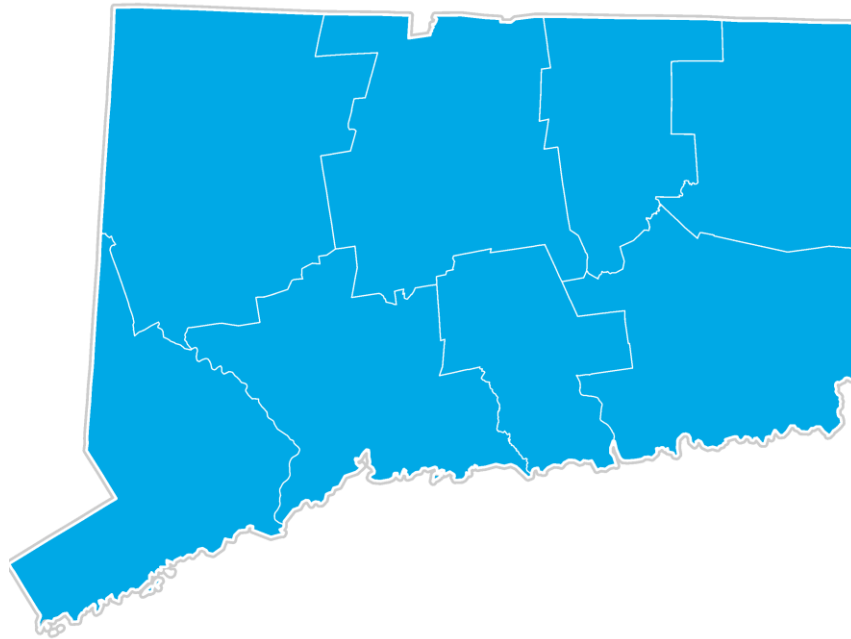
Programs

Program Name	Active Job Ads	
Communications	81	
Journalism	46	
Broadcast Journalism	23	
English	12	
Writing	7	
Music	6	
Advertising	4	
Art	4	
Electronics	4	
Marketing	4	

Education Levels

Minimum Education Level	Active Job Ads	
Bachelor's degree	193	
High school diploma or equivalent	98	
Master's degree	31	
Doctoral or professional degree	12	
Associate's degree	10	
Unspecified/other	277	

Connecticut Regional Map



FAQ

What is CIP?

The 2010 Classification of Instructional Programs (CIP) is taxonomy of instructional program classifications and descriptions. It was developed and has been updated by the U.S. Department of Education's National Center for Education Statistics (NCES).

What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 804 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 22 major groups, 95 minor groups, and 452 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

What is the source of the job ads?

Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced wholly by Chmura and gleaned from over 40,000 websites. Data reflect ads active during the last twelve month period ending 09/07/2022 and advertised for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures.

What is the program-to-occupation crosswalk?

Training programs are classified according to the Classification of Instructional Programs (CIP codes). For relating training programs, this report uses a modified version of the CIP to SOC crosswalk from the National Center for Education Statistics (NCES). While this is a very helpful crosswalk for estimating occupation production from training program awards data, the crosswalk is neither perfect nor comprehensive. Indeed, it is hard to imagine such a crosswalk being perfect since many training program graduates for one reason or another do not end up employed in occupations that are most related to the training program from which they graduated. Therefore, the education program analyses should be considered in this light.

As an example of the many scenarios that may unfold, consider a journalism degree that crosswalks into three occupations: editors, writers, and postsecondary communications teachers. Graduates with a journalism degree may get a job in one of these occupations—and that may be the most-likely scenario—but a good number of these graduates may get a job in a different occupation altogether (the job may be somewhat related, such as a reporter, or the job may be totally unrelated, such as a real estate agent). Furthermore, a graduate may stay in school or go back to school for a degree that will lead to other occupation possibilities. Still another possibility includes the graduate not entering the labor market (maybe being unemployed, being a non-participant, or moving to another region).

What is separation demand?

Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The total projected demand for an occupation is the sum of the separation demand and the growth

demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

What is a location quotient?

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an occupation (or industry) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is NAICS?

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the “all industry” level to the 6-digit level. The first two digits define the top level category, known as the “sector,” which is the level examined in this report.

About This Report

This report and all data herein were produced by JobsEQ®, a product of Chmura Economics & Analytics. The information contained herein was obtained from sources we believe to be reliable. However, we cannot guarantee its accuracy and completeness.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 10/24/2022
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Most Recent NECHE Institutional Accreditation Action and Date: 2013, Reaccreditation

Program Characteristics

Name of Program: **Bachelor of Fine Arts in Theatre Arts – Concentrations in: Acting, Design/Tech, Stage Management**

Modality of Program (*check all that apply*): ☒ On ground only

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

Program website: <https://www.wcsu.edu/theatrearts/>

Program Type: **BFA, Bachelor of Fine Arts**

Anticipated Program Initiation Date: **Fall, 2023**

Anticipated Date of First Graduation: **Spring, 2027**

Total # Credits in Program: **120**

Credits in General Education: **40**

IPEDS defined program duration: **4 years**

Provide estimated cost of program (tuition and fees): \$ _____ OR URL for link to tuition/fee information: <https://www.wcsu.edu/registration/ugrad-tuition/>

CIP Code Number: **50.0599** Title of CIP Code: **Dramatic/Theatre Arts and Stagecraft, Other**

Department where program is housed: **Theatre Arts**

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

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

Provide the intended catalog description for this program: **This program offers students theatrical knowledge and professional training within a liberal arts context in order to compete for employment opportunities in the entertainment industry where acting, design/tech, or management talent is utilized.**

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

Program Discontinued: **N/A** CIP: _____ OHE#: _____ BOR Accreditation Date: _____

Phase Out Period _____ Date of Program Termination _____

Discontinuation of a program requires submission of form 301.

Discontinuation form submitted? ☐ Yes ☐ No

Does the department/campus offer other programs with this CIP Code? (List any that share the first two digits.) ☒ Yes ☐ No

If yes, please list all programs with this CIP code and discuss the impact of the proposed program on enrollments in existing programs.

WCSU offers the following programs that are codified as 50. Visual and Performing arts.

500501	Theater Arts	BA
500509	Musical Theater	BFA
500701	Art	BA
500901	Music	BA
500904	Music (Performing, Composition, Theory)	B.MUS

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

APPLICATION FOR NEW PROGRAM APPROVAL

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program	Heads	Heads	Heads	Heads	Heads
BA Art	145	127	113	108	100
BA Music	29	31	24	27	26
BM Bachelor of Music	105	101	76	66	75
BS Music Education	83	89	86	84	66
BA Theatre Arts	126	139	125	106	72
BFA Musical Theatre	62	62	54	51	51

This new program will have no impact on Art or Music. We are adding the BFA to counter the recent enrollment dip in the theatre arts. While part of that dip is the result of COVID-19, we are finding that students and families are now expressing a preference for the BFA, which is the professional rather than liberal arts-oriented theatre degree. This can be seen in the relative stability in the BFA Musical Theatre numbers as compared the BA in Theatre Arts.

We anticipate that the BFA will encourage more students to apply to the Theatre Arts program. Students who do not qualify for admission to the BFA will start in the BA. There is a second opportunity to apply to the BFA after the first year. If they are not accepted students can complete the BA. Courses in the BA are part of the BFA and/or General Education. This makes them cost effective as the number of majors shift between BA and BFA, classes will be full.

While there is likely to be a slight dip in the BA enrollments, this shared curriculum makes it financially sustainable. Even with the addition of this BFA degree to the catalogue, the BA degree will always be viable and sustainable as it provides students an opportunity to complete their Theatre Arts degree if the BFA proves too rigorous. Additionally, the creation of this BFA allows us to streamline the current BA and explore innovative ways to make it unique unto itself.

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

National Associations of Schools of Theatre; This new program would be reviewed during the already scheduled 2023-2024 Site Visit.

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

Institutional Contact for this Proposal:

Dr. Justin P. Cowan

Title: Chair,
Department of
Theatre Arts

Tel.: 203.837.8476

e-mail: cowanj@wcsu.edu

NOTES:

- 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

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

APPLICATION FOR NEW PROGRAM APPROVAL

- 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 PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope: How does the program align with the institutional mission? (*Provide a concise statement*)

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BFA in Theatre Arts degree will be a liberal arts degree that incorporates professional training in three distinct areas of the Theatre Discipline: Acting, Design/Tech, and Stage Management. The very structure of this program with a common Theatre Arts core, regardless of concentration, aligns with the overall mission of weaving liberal arts with professional training. This degree will complement the department's already established and successful BFA degree in Musical Theatre, while allowing room for the already established BA in Theatre Arts degree to become more wide reaching in its scope.

Addressing Identified Needs: How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this 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 Covid-19 pandemic has changed the field of Theatre Arts enrollment in higher education. Fewer students are enrolled in general BA Theatre Arts degrees, while professional training degrees with specialized instruction, such as a BFA, have remained relatively unfazed.

Post COVID-19, parents and students are less likely to seek out theatre programs that don't offer professional training in the field. In Theatre Arts, professional training translates to a BFA degree.

Parents are a major factor in a student's decision-making process as it pertains to choosing which university to attend. Parents are often encouraged by programs that provide a more focused approach and promise professional training. A general BA degree in Theatre will always be attractive for some, but those students and parents seeking some form of assurance that the school and degree that they choose could translate into a successful career are always going to choose the school offering a BFA.

We have been experiencing this phenomenon here at WCSU over the last few years. Our BFA in Musical Theatre degree (currently the only BFA degree we offer) has remained strong in auditioning close to 400 prospective students each year of the COVID-19 pandemic between virtual and in-person auditions. That's 400 students auditioning and showing interest in WCSU for only 16 available spots in our only professional training program. Conversely, enrollment in our BA degrees has been steadily declining. Families are expressing a preference for the more professional option.

We are regularly losing students to other programs (UConn, SUNY Purchase and Fredonia, Ithaca College), in the areas of Acting, Design/Tech, and Stage Management because we do not offer a

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BFA degree in these areas. The lack of BFA has been a common reason given when students choose other institutions for their Theatre Studies.

Graduates of this program can expect professional careers in Acting, Theatrical Design, Technical Theatre, and Stage Management. These careers can take students to every corner of the United States working on National Tours and in professional regional theatres. Additionally, students can travel across the globe on international tours and cruise ships, and land in major markets such as NYC, Chicago, Atlanta, and Los Angeles.

According to the Jobs EQ Education Report, "As of 2022Q1, total employment for occupations linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut was 3,986. Over the past three years, linked occupations shed 58 jobs in the region and are expected to need in aggregate approximately 3,151 newly trained workers over the next seven years." (See attached Jobs EQ report).

SOC Data list the following roles and salaries for this degree.

- 27-2011 Actors (\$48,838),
- 27-2012, Producers and Directors (\$101,950),
- 27-1027, Set and Exhibit Designers (\$62,960),
- 27-1011 Art Directors (\$115,430),
- 27-1022, Fashion Designers (\$83,650),
- 27-1021, Commercial and Industrial Designers (\$79,680),
- 27-1029, Designers, All Others (\$73,480),
- 27-4011, Audio and Video Technicians (\$55,310),
- 27-4012, Sound Engineering Technicians (\$67,360),
- 27-4015 Lighting Technicians (\$58,020),
- 11-1021 General and Operations Managers (\$115,250)

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

WCSU has a thriving Theatre Arts program that offers incredible fulltime and adjunct faculty. Among this faculty, we boast Tony Award Winners, Drama Desk Award Winners, Emmy Award Winners, Published Authors, Broadway Veterans, and much more. We are uniquely equipped to offer this type of professional training program because we have the faculty already in place to meet both the pedagogical and professional needs of these students.

Additionally, our program is housed in a 98-million-dollar facility with theatre and studio spaces that rival any Broadway or Off-Broadway venue. We already possess professional training facilities, this BFA degree would allow us to offer a degree program that is in-line with the environment and resources that are available to prospective and current students.

Lastly, our campus is uniquely situated only an hour from the epicenter of our industry; NYC. This is an inherent strength of this program and this institution that currently remains under-utilized. This new BFA degree would more regularly make use of this geographical advantage in the same ways that the current BFA in Musical Theatre utilizes regularly.

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

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

While it is true that programs with audition and interview processes for acceptance have the danger of creating barriers for prospective students, particularly for those from underrepresented and marginalized backgrounds, the Theatre Arts dept. at WCSU has actively worked hard to ensure that acceptance and opportunity is granted equitably amongst these students.

To use our current BFA in Musical Theatre as a point of comparison (currently our only audition/interview-based program): of the 16 students comprising the 2022 freshman class, 7 (44%) are non-white. Within the entire student body of the audition-only BFA in Musical Theatre, 32% are non-white.

These numbers are only possible because the faculty understands the inherent privilege that many students possess as they train and prepare for collegiate auditions. The ability to differentiate *potential* as opposed to *day-of-preparation/performance* is key in keeping our programs diverse and providing equitable access to all. Our department holds the above statistics as a benchmark for success and will continue to use them through our recruitment and acceptance processes.

After admission, our students and faculty build a close community, where it is impossible for students to get lost. The progress of students is routinely assessed, and for those who may be struggling, interventions are devised. We also attend to casting opportunities and casting results, to be sure students have appropriate opportunities to perform. In addition, the department has a student group that provides regular feedback on issues of equity in the program, keeping the lines of communication open.

Following in the footsteps of the already successful BFA in Musical Theatre program, the new BFA will hold auditions at National Unified Auditions, both in-person and virtually. Additional interviews and portfolio reviews for Design/Tech and Stage Management concentrations will occur at National Conventions as well as in NYC and on-campus as part of our already scheduled audition days.

Departmental recruitment events such as 'Super Sunday' in which we invite current High School Juniors and Seniors to WCSU to work one-on-one with faculty in faculty developed workshops in addition to seeing one of our productions for free will continue.

One of the major recruitment factors for the Theatre Arts department lies in the Visual and Performing Arts Center itself. Our facilities are unmatched in the region, and our ability to provide regular building tours and complimentary tickets to our productions for prospective students is a major recruitment tool. Additionally, there is already a Visual and Performing Arts Center Coordinator on staff who regularly organizes and facilitates tours and interviews for prospective students.

The Theatre Arts Department has a strong history of student retention due to our commitment to keep students regularly engaged both inside and outside of the classroom.

Our mainstage productions are of an exceptionally high caliber, and the guest artists that we're able to engage due to our proximity to NYC is impressive. Whether students are actively

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participating or merely attending our events and productions, the level of engagement from our student body is a huge factor in high retention rates.

Another way in which the Theatre Arts Dept. works to advance student retention is our Mentor/Mentee program. New students are paired with an upperclassman to serve as their Mentor during their time at WCSU. Once the mentee becomes an upperclassman, they step into the role of Mentor for a new student coming into the program behind them.

This is an invaluable tool that has provided great stability and feelings of belonging for new and continuing students in the Theatre Arts Dept. This will continue with the implementation of the new BFA program.

Our faculty is also heavily involved in academic advisement. Students are assigned an advisor based on their area of study and stay with that advisor for all four years of their study. Having this one-on-one contact with a professor in their area who can ensure the successful completion of degree requirements while also challenging them artistically both inside and outside of the classroom plays a big role in our history of strong student retention.

In regard to metrics: As a Theatre Arts program, we are constantly assessing retention, progress, and completion for our students as we are choosing productions every semester that require student actors to be cast, student technicians and designers to be given production assignments, and student stage managers to be placed. As a department, we cannot choose a season of productions without knowing exactly who our students are, what stories we can tell, and how we can tell them. This helps us keep a close eye on student progress to ensure that students have the opportunities necessary to succeed.

- **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 Theatre Arts Dept. is committed to providing outlets and avenues by which current students from diverse populations have a voice and are able to advocate for their needs as it pertains to a degree in Theatre Arts. An example of this is the student-led diversity council: *The Fourth Wall*. *The Fourth Wall* is completely student-led and exists to increase accessibility to resources for marginalized theatre students, and to help facilitate regular conversations with department leaders to advocate for the needs of all students.

We are committed to extending the same practices already in place and applying them to this new BFA in Theatre Arts.

Additionally, the Core for all concentrations in the proposed BFA contains a new course titled: *Social Issues and Justice in Theatre*. This course is intended to illuminate the non-equitable history of the American Theatre as well as illuminating the ways in which current students and educators can usher in a more equitable future.

These initiatives are a pillar of the Theatre Arts program at WCSU and will be communicated accordingly as we recruit students from diverse and underrepresented populations.

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

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Our department looks at this data closely and regularly with each incoming class of students and monitors progress through casting, first and second year evaluations, and an annual review of all student outcomes data. Because of our need to select productions that reflect both the world outside our walls, as well as the students represented within our programs...a constant assessment of the diversity within our program is being done. Students have a voice in this process, helping us to ensure that productions and curricula reflect the needs of a diverse community of learners.

- **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 TAP Degree in Theatre Studies will continue to transfer to the BA in Theatre and the TAP Liberal Arts Degree makes it possible to complete the BFA at WCSU as a 2 + 2 program if planned carefully (61 credits at the Associate Degree and 60-62 at the BFA level). Below is a summation of how a CT State Associate Degree will transfer to each of the BFA's concentrations:

Concentration in Acting:

<i>Credit Summary</i>	
<i>Program Credits Remaining after Transfer with a Completed Associate Degree</i>	<i>62</i>
<i>General Education Credits Remaining</i>	<i>0</i>
<i>CT State Credits</i>	<i>61</i>
<i>Total Credits to Baccalaureate</i>	<i>123</i>

Concentration in Design / Tech

<i>Credit Summary</i>	
<i>Program Credits Remaining after Transfer with a Completed Associate Degree</i>	<i>62</i>
<i>General Education Credits Remaining</i>	<i>0</i>
<i>CT State Credits</i>	<i>61</i>
<i>Total Credits to Baccalaureate</i>	<i>123</i>

Concentration in Stage Management

<i>Credit Summary</i>	
<i>Program Credits Remaining after Transfer with a Completed Associate Degree</i>	<i>60</i>
<i>General Education Credits Remaining</i>	<i>0</i>
<i>CT State Credits</i>	<i>61</i>
<i>Total Credits to Baccalaureate</i>	<i>121</i>

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See attached transfer maps from CT State at the end of this document for a detailed, course-by-course mapping of CT State curriculum to each of this BFA's concentrations.

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

Central Connecticut State University is the only university in the CSCU system offering a BFA in Theatre.

The BFA offerings at CCSU are listed as:

1. BFA in Theatre with Specialization in Technology, Design, and Production
2. BFA in Theatre with Specialization in Performance

One of the main differences between this proposed BFA and the BFA at CCSU is that our Theatre Arts program at WCSU is accredited by NAST (National Associations of Schools of Theatre). This is in line with our commitment to professional programs aligned with national standards. Every program in our school of Visual and Performing Arts is organized to meet professional students, preparing students to succeed in highly competitive careers.

Additionally, the proposed BFA offers three separate concentrations (Acting, Design/Tech, and Stage Management) united by a common core of classes. Keeping with WCSU's mission statement of weaving liberal arts education and professional training, the proposed BFA has identified a common core of courses that we believe benefit any theatre major, regardless of their concentration, much like Gen Ed requirements benefit every student, regardless of their primary major.

As explained above in "strengths of the institution", our location and proximity to NYC as well as our newly-built professional training facilities also separates us from Central Connecticut State University's BFA offering.

Lastly, leadership from CCSU has acknowledged this new program proposal, and finds that the differences between the two programs are distinct enough to allow room in the CT market for both programs to thrive. As an accredited program, WCSU will have caps on enrollments to meet NAST standards. Interest in our programs far exceeds these caps, and though we accommodate many through the more general BA in theatre, this interest suggests that there is a large enough audience for these programs in CT and the surrounding region.

Cost Effectiveness and Availability of Adequate Resources: Complete the PRO FORMA Budget – Resources and Expenditure Projections (*see last page of this application*). Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The curriculum for each concentration within this BFA degree has been carefully crafted to utilize courses already offered regularly at the institution, as well as developing new courses that will be populated by more than one concentration's cohort. This helps to ensure robust sections that keep adjunct costs at a minimum.

Between all three concentrations within the BFA, there are only nine new courses being proposed.

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Of those nine course proposals, three of these courses have already been offered with annual regularity as THR 402: Special Topics in Theatre Arts. An additional course will be offered as a THR 402: Special Topics in Theatre Arts in the Spring of 2023. The reality is that students have already been building this proposed BFA curriculum on their own without the benefit of earning the B(F)A as their degree title.

An estimate of initial annual cohorts for each concentration within the BFA are as follows: Acting Concentration: 16, Design/Tech Concentration: 5, Stage Management Concentration: 5

This would result in the following cohorts at Full-Matriculation: Acting Concentration: 64, Design/Tech Concentration: 20, Stage Management Concentration: 20

Design/Tech and Stage Management cohorts will hopefully be even larger as the program grows, but the above numbers reflect conservative estimates for the purposes of accurate budgeting and projections. The Acting Concentration cohort mirrors the numbers in the already offered and successful BFA in Musical Theatre program.

As a result of these BFA cohorts, the BA in Theatre Arts annual cohort has been conservatively estimated to house 12 students per year; 48 at full matriculation.

The above numbers, including the BFA in Musical Theatre, would bring the WCSU Theatre Arts dept to a total of 216 students. This is a growth of 93 students (83 students when accounting for 2 students per cohort for attrition).

When considering the proposed BFA *alone*, these 26 proposed students have the potential to supply an Annual Program Revue of \$340,314. At full matriculation, 104 students have the potential to supply \$1,361,256 to the Annual Program Revenue (Avg, Tuition of \$13,089..reflective of current 10% Out of State, 90% In-State Dept. Ratio).

The proposed BFA program would require no additional Full-Time Faculty, and only 18.66 additional hours of adjunct instruction. At an avg. rate of \$2,002 per semester hour (Group C Ranking), this would result in an annual program expenditure of \$37,357.32

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. (*Include these resources in the Resources and Expenditures Projections spreadsheet*)

There are no additional special resources that would be needed to support this program. We already maintain resources sufficient for staging an adequate number of productions to provide all students with sufficient opportunities to perform. The costs of productions are part of our operating budgets, and significantly enhanced by ticket sales to each show. In addition, students pay course fees for supplies in costume design, etc. The BFA in Theatre does not increase the cost of supporting a Visual and Performing Arts facility, which includes regular technology replacements (lighting, sound boards, etc.), and full-time staff to manage sound, safety, scheduling, etc. More robust enrollments will bring additional revenue from tuition and course fees help to offset some of these existing costs. Library holdings are already sufficient and are added to as part of our regular review of holdings each year.

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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.

Following in the footsteps of the already successful BFA in Musical Theatre program, the new BFA will hold auditions at National Unified Auditions, both in-person and virtually. Additional interviews and portfolio reviews for Design/Tech and Stage Management concentrations will occur at National Conventions as well as in NYC and on-campus as part of our already scheduled audition days.

Departmental recruitment events such as 'Super Sunday' in which we invite current High School Juniors and Seniors to WCSU to work one-on-one with faculty in faculty developed workshops in addition to seeing one of our productions for free will continue.

One of the major recruitment factors for the Theatre Arts department lies in the Visual and Performing Arts Center itself. Our facilities are unmatched in the region, and our ability to provide regular building tours and complimentary tickets to our productions for prospective students is a major recruitment tool. Additionally, there is already a Visual and Performing Arts Center Coordinator on staff who regularly organizes and facilitates tours and interviews for prospective students.

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

The Theatre Arts Department has a strong history of student retention due to our commitment to keeping students regularly engaged both inside and outside of the classroom.

Our mainstage productions are of an exceptionally high caliber, and the guest artists that we're able to engage due to our proximity to NYC is impressive. Whether students are actively participating or merely attending our events and productions, the level of engagement from our student body is a huge factor in high retention rates.

Another way in which the Theatre Arts Dept. works to advance student retention is our Mentor/Mentee program. New students are paired with an upperclassman to serve as their Mentor during their time at WCSU. Once the mentee becomes an upperclassman, they step into the role of Mentor for a new student coming into the program behind them.

This is an invaluable tool that has provided great stability and feelings of belonging for new and continuing students in the Theatre Arts Dept. This will continue with the implementation of the new BFA program.

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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):

- 27-2011 Actors,
- 27-2012, Producers and Directors,
- 27-1027, Set and Exhibit Designers,
- 27-1011 Art Directors,
- 27-1022, Fashion Designers,
- 27-1021, Commercial and Industrial Designers,
- 27-1029, Designers, All Others,
- 27-4011, Audio and Video Technicians,
- 27-4012, Sound Engineering Technicians,
- 27-4015 Lighting Technicians,
- 11-1021 General and Operations Managers

Examples of Current Job Postings:

Sound Technician: <https://playbill.com/job/sound-technician/c990ca8a-3156-48b5-b588-530e73ca795b>

Carpenter: <https://playbill.com/job/carpenter/dd0ab1e4-6265-49b1-b93f-a8e776157734>

Technical Director: <https://playbill.com/job/technical-director/6ace262e-601e-4efc-866c-e79d91c38304>

Master Electrician: <https://playbill.com/job/master-electrician/9ac03e8e-3866-42bd-90ae-0585844b723d>

Actor: <https://playbill.com/job/chicago-broadway-nyc-ecc-dancers-11-29-22/de32b77e-5f92-44ba-97a5-0d07253e57a4>

Actor: <https://playbill.com/job/macbeth-equity-video-submissions-deadline-12-07-22/b960326f-3ae9-4ae1-9888-f9ad384c9e0d>

Actor: <https://playbill.com/job/company-equity-video-submissions-deadline-11-25-22/1b892a22-f00d-4f31-a190-a2cccc909aae>

Stage Manager: <https://playbill.com/job/spamlot-stage-manager-submissions-deadline-11-21-22/1970aaea-38e3-4267-8024-ca08ef746863>

Production Manager: <https://playbill.com/job/production-manager/4b6ac011-ae66-4675-b079-2b5a4ba06c56>

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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 (\$48,838),
- 27-2012, Producers and Directors (\$101,950),
- 27-1027, Set and Exhibit Designers (\$62,960),
- 27-1011 Art Directors (\$115,430),
- 27-1022, Fashion Designers (\$83,650),
- 27-1021, Commercial and Industrial Designers (\$79,680),
- 27-1029, Designers, All Others (\$73,480),
- 27-4011, Audio and Video Technicians (\$55,310),
- 27-4012, Sound Engineering Technicians (\$67,360),
- 27-4015 Lighting Technicians (\$58,020),
- 11-1021 General and Operations Managers (\$115,250)

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 Independent Artists, Writers, and Performers

This industry comprises independent (i.e., freelance) individuals primarily engaged in performing in artistic productions, in creating artistic and cultural works or productions, or in providing technical expertise necessary for these productions. This industry also includes athletes and other celebrities exclusively engaged in endorsing products and making speeches or public appearances for which they receive a fee.

Illustrative Examples:

Independent actors or actresses
Independent producers
Independent art restorers
Independent recording technicians
Independent artists (except musical, commercial, medical)
Independent speakers
Independent cartoonists
Independent theatrical costume designers
Independent dancers
Independent theatrical lighting technicians
Independent journalists
Independent technical writers

Career/Program Pathways

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

☒ No

Note: Graduates could easily move onto MFA in Theatre if they desire to do so.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Students will demonstrate, through engaging with verbal, physical, visual, and research aspects of the craft, the value of Theatre as a profession. This will be assessed in courses like The Transition Workshop, Senior Portfolio, and through their production assignments.
2. Students will understand the value of secondary theatre disciplines as they pertain to professional collaboration in their field and potential avenues for supplemental work in the field of Theatre. This will be assessed through courses within the BFA core, as well as any courses that provide supplemental skills and training outside of the student's chosen concentration.
3. Students will apply theoretical concepts through hands-on/practical applications of skill. This will be assessed through production assignments, casting, auditioning, and other practicum experiences.
4. Students will analyze scripts, both contemporary and classic, and evaluate their merits and contributions. This will be assessed through courses such as Play Structure and Analysis, Design Courses, Management Courses, and Acting Courses.
5. Students will create meaningful theatrical experiences as they pertain to their concentrations. Acting students will create roles, Design/Tech students will create scenery and/or realize their designs, Management students will create processes and procedures for successful rehearsal and performance of productions. This will be assessed through courses in Acting, Design, and Management. As well as through production assignments and casting.
6. Students will create professional portfolios and audition packages to advance their careers post-graduation. This will be assessed through courses in Transition Workshop, Senior Portfolio, and Senior Showcase.

Assessment of Learning Outcomes: Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

The Theatre Arts Dept has an annual assessment matrix in which one program outcome is assessed annually on a rotation. These keep us in line with our standards and those set by NAST.

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

Dr. Justin P. Cowan is the Chair of the Theatre Arts Dept. and currently serves as the program administrator for the Theatre Arts program. (cowanj@wcsu.edu, 203.837.8476)

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

The program administrator (Dept. Chair) is elected by the Theatre Arts faculty and must be a tenured faculty member. The Chair currently receives 9 credits of release time, which is split with an Associate Chair.

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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)? **All (8)**

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

We employ approximately 15-20 part-time faculty per semester. This includes directors, lighting designers, choreographers, as well as direct classroom instruction.

What percentage of program credits will be taught by adjunct faculty? **53% of the credits in the program will be taught by adjunct faculty. Highly qualified and specialized adjunct instructors are an integral part of normal operations in the Dept. of Theatre**

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

Master's Degree in Theatre or equivalent professional experience.

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Justin P. Cowan	DMA - University of North Carolina at Greensboro	Music Directing, Directing, MT History, Musicianship	Department Chair
Joni Johns-Lerner	MFA - Purdue University	Costume Design, Costume Technology, Costume History	Associate Chair
Dr. Donald Gagnon	PhD - University of South Florida	Theatre History, Theatre Literature, Dramaturgy	
Tim Howard	BM - Baldwin-Wallace	Acting, Musical Theatre Performance, Director, Audition Techniques	Musical Theatre Coordinator
Pam McDaniel	MFA - University of Texas-Austin	Directing, Acting, Shakespeare	
Elizabeth Popiel	MFA - SUNY Purchase College	Scenic Design, Scenic Art, Puppetry	
Sal Trapani	MFA - University of Southern California	Acting, Directing, Devised Theatre	
Thomas Swetz	MFA - University of Idaho	Technical Theatre, Technical Direction	

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.*

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BFA CORE – ALL CONCENTRATIONS (30 SH)

COURSE	L.O.	Pre-Req	Cr. Hrs.
THR 100 Introduction to Theatre Production (FY) or THR 300	1,2,3,5	None	1SH
THR 1XX Social Issues and Justice in Theatre*	1,2,4	None	2SH
THR 1XXW Play Structure and Analysis*(W2)	1,4	W1	3SH
THR 181 Acting I: Character Study (CP)	1,2,3,4,5	None	3SH
THR 182 Technical Theatre I	1,2,3,5	None	3SH
THR 279 History of Theatre	1,4	None	3SH
THR 286 Theatre History II	1,4	None	3SH
THR 284 Costume Technology I	1,2,3,4,5	None	3SH
THR 300 Theatre Production Lab (at least 1SH for 6 semesters). Course may be taken for 1-3SH each semester. Students must still participate for 6 semesters.	1,2,3,5	None	6SH
THR 490 Senior Portfolio (CE, W3)	1,6	W2	3SH

1. ACTING CONCENTRATION (50SH)

COURSE	L.O.	Pre-Req	Cr. Hrs.
THR 150 Performance Techniques	1,3,4,5	None	3SH
THR 165 Stage Makeup	1,3	None	1SH
THR 202 Technical Theatre II OR THR 306 Costume Technology II OR THR 383 Methods of Scenic Arts and Crafts	1,2	THR 182 or 284	3SH
THR 260 Voice and Diction	1,3,4,5	THR 150	3SH
THR 281 Acting II: Scene Study (CP)	1,3,4,5	THR 181	3SH
THR 2XX Dialects for the Stage*	1,3,4,5	THR 260	2SH
THR 2XX Stage Combat*	1,3,4,5	THR 181	2SH
THR 2XX Meisner Technique*	1,3,4,5	THR 181	3SH
THR 388 Acting III: Period Styles	1,3,4,5	THR 181 and 281	3SH
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	1,2,3,4,5	None	3SH
THR 252 Acting for the Camera	1,3,4,5	THR 181	3SH
THR 363 Acting IV: Performing Shakespeare	1,3,4,5	THR 181 and 281	3SH
THR 386 Directing I (CT)	1,2,3,4,5	THR 181, 182, 1XX Playscript Analysis	3SH
THR 387 Devised Theatre Workshop	1,2,3,4,5	THR 181, 182	3SH
THR 389 Audition Techniques	1,3,4,5	THR 181, 281, 388	3SH
THR 403 The Transition Workshop	1,6	None	1SH
THR 495 Senior Showcase	1,5,6	THR 181 and 281	1SH
THR Electives (Choose 7SH of electives)			7SH

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

APPLICATION FOR NEW PROGRAM APPROVAL

COGNATE FOR ACTING CONCENTRATION (3SH)

COURSE	L.O.	Pre-Req	Cr. Hrs.
HPX 150 Dance Workshop	1,2,3,5	None	3SH

2. DESIGN/TECH CONCENTRATION (50SH)

COURSE	L.O.	Pre-Req	Cr. Hrs.
THR 125 Theatre Design Fundamentals	1,3,5	None	3SH
THR 202 Technical Theatre II	1,3,5	THR 182	3SH
THR 210 Stage Management	1,2	None	3SH
THR 283 Scenic Design	1,2,3,4,5	THR 182	3SH
THR 302 Costume Design	1,2,3,4,5	None	3SH
THR 304 Computer Drafting	1,2,3,4,5	THR 283	3SH
THR 306 Costume Technology II	1,2,3,5	THR 284	3SH
THR 307 Allied Craft in 3D for Stage	1,2,3,5	THR 383	3SH
THR 383 Methods of Scenic Arts and Crafts	1,2,3,5	THR 182	3SH
THR 384 Fundamentals of Stage Lighting	1,2,3,4,5	THR 182	3SH
THR 390 Play Production	1,2,3,4,5	THR 181,182	3SH
THR 3XX Sound Design*	1,2,3,4,5	None	3SH
THR 3XX Evolution of Fashion*	1,2,3,5	THR 284	3SH
THR 3XX Adv. Stage Lighting and Design*	1,2,3,4,5	THR 384	3SH
THR 403 The Transition Workshop	1,6	None	1SH
THR Electives (Choose 7SH of electives)			7SH

COGNATES FOR DESIGN/TECH CONCENTRATION (9SH)

COURSE	L.O.	Pre-Req	Cr. Hrs.
ART 100 History of Western Art Beg. To Ren. OR ART 101 Hist. of Art Ren to Present	1,2,3	None	3SH
ART 141 Drawing I	1,2,3	None	3SH
COM 146 Basic Video Production	1,2,3	None	3SH

3. STAGE MANAGEMENT CONCENTRATION (50SH)

COURSE	L.O.	Pre-Req	Cr. Hrs.
THR 110 Theatre Arts Management	1,2	None	3SH
THR 210 Stage Management	1,2,3,4,5	None	3SH
THR 281 Acting II: Scene Study (CP)	1,2	THR 181	3SH
THR 283 Scenic Design	1,2,4	THR 182	3SH
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	1,2,3,4	None	3SH

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THR 298 Special Topics ASM (Show Title)	1,3,4,5	None	2SH	
THR 298 Special Topics ASM (Show Title)	1,3,4,5	None	2SH	
THR 2XX Stage Combat*	1,2	THR 181	2SH	
THR 302 Costume Design	1,2,3,4	None	3SH	
THR 304 Computer Drafting	1,2,3	THR 283	3SH	
THR 384 Fundamentals of Stage Lighting	1,2,3,4	THR 182	3SH	
THR 386 Directing I (CT)	1,2,3,4	THR 181, 182, IXX Playscript Analysis	3SH	
THR 390 Play Production	1,2,3,4	THR 181, 182	3SH	
THR 3XX Sound Design*	1,2,3,4	None	3SH	
THR 3XX Stage Management II*	1,2,3,4,5	THR 210	3SH	
THR 402 Special Topics PSM (Show Title)	1,2,3,4,5	None	3SH	
THR 403 The Transition Workshop	1,6	None	1SH	
THR Electives (Choose 4SH of electives)			4SH	

COGNATES FOR STAGE MANAGEMENT CONCENTRATION (7SH)

COURSE	L.O.	Pre-Req	Cr. Hrs.
MUS 195 Concert Chorale (2 Semesters)	1,2,3	None	1SH
MGT 250 Organizational Behavior	1,3	None	3SH
MIS 260 Information Systems	1,3	None	3SH

Course Descriptions for New Courses:

THR IXX Social Issues and Justice in Theatre - In this course, students will engage with complex issues to strengthen communities and promote change. This course will use a cross-cultural approach to survey the dynamic and effective strategies of theatre artists engaged in social justice work. This class investigates topics such as systemic violence, power, and privilege, alongside community-building, ethics, and identity. Analyzing artistic processes from multiple perspectives provides frameworks to understand how students can pursue their theatrical aspirations while also working toward equity and justice for marginalized groups and communities.

THR IXXW Play Structure and Analysis - This course will introduce students to a range of representative dramatic works comprising the following structural frameworks: 1) Well-made play; 2) Episodic play; 3) Circular play. Each will be analyzed through the lenses of character, theme, plot, and philosophical underpinnings. The course will help students develop the ability to read, appreciate, analyze, and discuss the distinctions and similarities among the play structures within literary, cultural, and historical, and philosophical contexts. Prerequisite: W101 or Equivalent Writing Placement.

THR 2XX Dialects for the Stage – A continuation of THR 260 Voice and Diction. This course builds upon the previous study of IPA, vocal range, and elements of speech by introducing the study of selected dialects for performance, including dialects in cultural context and their application to dramatic text. Prerequisite: THR 260

APPLICATION FOR NEW PROGRAM APPROVAL

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<p>Those applying for the Stage Management Concentration will sit for an interview.</p>
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe: All capstones are built into the curriculum. There are no special requirements outside of the planned curriculum.</p>
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support: N/A</p>
<p>Describe the prospective students for the program:</p> <p>Prospective Students for this program are those who are interested in pursuing a professional career in theatre arts. Whether that be as an actor/performer, as a scenic, lighting, sound, or costume designer, or a stage manager. The prospective student for this program is serious about their craft and is eager to work and study in an incredible facility that matches their professional aspirations.</p>

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative in section 2.

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APPLICATION FOR *NEW PROGRAM APPROVAL*

PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	26						26						26					
Continuing Students progressing to credential			26				26		52				52		78			
Headcount Enrollment	26		26				52		52				78		78			
Total Estimated FTE per Year ¹	52						104						156					
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	\$170,170		\$170,170				\$340,340		\$340,340				\$510,510		\$510,510			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)	\$3,900		\$3,900				\$7,800		\$7,800				\$11,700		\$11,700			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$348,140						\$696,280						\$1,044,420					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) ^{4*}																		
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	\$37,357		\$37,357		\$37,357													
Support Staff (lab or grad assist, tutor)**																		
Library Resources Program																		
Equipment (List in narrative)***																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total NEW Expenditures per Year	\$37,357		\$37,357		\$37,357													

*The Theatre Department Chair serves as the administrator for this program. There is no need to expand the credit hours with the addition of this program as we are anticipating a return to pre-pandemic enrollment levels for which the reassigned time already allotted is sufficient.

** When WCSU opened VPA, several staff were hired to help support the smooth running of the building. We have staff dedicated to sound, lighting, and safety. This program will continue to rely on these staff members who support all of the Arts programs.

***As noted in the narrative on equipment, WCSU does not anticipate increased costs for producing plays in support of this program. We already have a robust schedule that blends high cost dramas with those in the public domain. Our operating budgets anticipate these costs, and they are offset by student fees and ticket sales. Should the program grow more than anticipated, the additional tuition will help address new production costs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Popular Music (CIP Code: 50.0901, OHE# TBD) leading to a Bachelor of Arts at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Popular Music, leading to a Bachelor of Arts at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Popular Music	
CIP Code	50.0901	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Arts	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Covid-19 pandemic has changed the field of music education and the ways in which musicians create and interact. Fewer students are enrolled in traditional music programs, and more have turned to electronic media to create. Many of these students do not have formal music training, and do not have the background necessary to audition successfully for current music degrees offered at WCSU. Additionally, national music curricula have been gradually shifting to include popular music in formal music education in addition to classical and jazz genres. The addition of a Bachelor of Arts in Popular Music degree will allow the Department of Music to serve a new population of students and increase access to study of the arts in higher education for those who have nontraditional pre-college musical training.

The graduates of this degree program will gain the skills needed to work in many facets of the music industry, including in performance venues, religious organizations, recording studios, and music retail locations. The relatively small number of music credits (41) will allow students to double major or pursue one or more minors if they wish to do so, further increasing their marketability.

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BA

in Popular Music degree will be a liberal arts degree that incorporates experiential learning and collaboration towards a broad understanding of the mechanics and language of music, and how they relate to popular culture and expression. This degree will complement the other music degrees already offered at the university by expanding the Department of Music's ability to serve a larger population of students, than the traditional music degrees allow. This is consistent with WCSU's commitment to access for a diverse population of students.

This degree does not require an audition, nor does it require fluency in music notation. This will provide students who do not have formal pre-college training in music an opportunity to study music at the university level, increasing access to post-secondary study of the arts for all students. Many students do not have access to applied lessons for socioeconomic reasons, and during the pandemic, many students did not even have access to music classes in their public schools. This degree greatly increases equity in higher education study of the arts.

All of the current WCSU music degrees require that students perform an audition with at least two pieces of standard repertoire in classical or jazz genres and demonstrate the ability to read music fluently. Students who cannot demonstrate these competencies will not be successful in the current coursework, so the department is unable to accommodate students who make music in nontraditional ways or who play/sing solely by ear. Each year, there are many inquiries from students who are not able to prepare for the audition requirement. These students typically wish to pursue the Bachelor of Music in Audio and Music Production degree.

The proposed program represents a strategic alignment of existing WCSU resources to increase enrollment within an established and robust department. Western has a thriving Bachelor of Music with an Option in Audio & Music Production degree, so many of the classes needed for this new Bachelor of Arts in Popular Music degree are already in place. Many students who inquire about the BM with an Option in Audio & Music Production degree are not qualified to enroll, because they lack formal musical training and are not able to read music. The BA in Popular Music degree meets the needs of these students, and will strengthen the Audio & Music Production degree, because the Capstone for the new BA degree will be a collaborative project in which students will record original compositions written in the WCSU Recording Studio. They will be paired with a BM Audio Major who will serve as their producer and supervise recording sessions. BM Audio students will also gain more experience as producers of other artists' music, a current need in their training.

According to Jobs EQ: As of November 14, 2022, total employment for occupations linked to Music, Other in Connecticut (excluding those working in K-12 settings) was 2,217. Recent numbers of people leaving this field are 1,294. With a projected demand being flat for the next ten years, there will be a steady demand to replace those who have changed jobs or retired.

It should be noted, that like many liberal arts degrees, these students are likely to pair their music interests with other expertise such as media production, public relations, event planning, or marketing. All of these have steady employment in Connecticut and the region.

The WCSU Department of Music can accommodate a 16-person cohort with minimal additional sections. 33 of the 41 music credits in the degree are existing and currently offered courses. 10 student credits will need to be added over three years for each 16-person cohort. 16 students will increase FLC by 11.76 over 3 years. No additional resources are needed for this program.

The BA In Popular Music is still a relatively uncommon degree, but one that is increasing in demand. There are no comparable degrees in colleges and universities in Connecticut. The BA in Popular Music degree is offered at a few institutions outside of Connecticut including City College of New York, Arizona State University, William Patterson University, Palm Beach Atlantic University, and the University of Oregon. The new BA in Popular Music will open up transfer pathways from CT State Community College that have been difficult to achieve in the Bachelor of Music Degree.

RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee

02/16/2023 – Board of Regents

CSCU Transfer Articulation Form: Liberal Arts and Sciences

WCSU: Bachelor of Arts in Popular Music

Liberal Arts and Sciences Course/Degree Requirement at CT State		Recommended CT State Course		Course/Degree Requirement at Receiving Institution	
		FrameWork 30 (only change if encumbered by receiving institution)			
Written Communication I	3	Open		3 Written Comm I	3
Written Communication II	3	Open		3 Written Comm II	3
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4
Social and Behavioral Science	3	Open		3 Information Literacy?	3
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3
Historical Knowledge	3	Open		3 Critical Thinking	3
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4
Oral Communication	3	Open		3 Oral Communication	3
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3
FrameWork 30 Credits	31-33	FrameWork 30 Credits	31-33	FrameWork 30 Credits	31-33
		Recommended Program Courses		Received as	
Visual or Performing Arts Elective	3	MUS 1811 - Guitar I		3 MUS 2XX Guitar Class	1
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3
Humanities Elective	3	MUS 1001 - Music History & Appreciation I		3 MUS 100 Hist and Appreciation of Music	3
Liberal Arts Elective	3	MUS 1009 - History and Appreciation of Jazz		3 MUS 101 Evolution of Jazz and Rock Music	3
Liberal Arts Elective	3	MUS 1101 - Music Theory I		3 MUS 108 Music Theory I	2
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Program Credits	21-23	Program Credits	21-22	Program Credits	18
		Recommended Electives		Received as	
Open Elective	3	MUS 1102 - Music Theory II		3 MUS 109 Music Theory II	2
Open Elective	3	Open Elective		3 Open Elective	3
Open Elective	3	Open Elective		3 Elective Credit due to variance	6
Open Elective Credits*	2-8	Open Elective Credits*	9	Open Elective Credits*	11
<i>*Varies based on what the student needs to obtain at least 60 credits</i>				LAS Credits	60

General Education Courses Remaining

Art?	3
Social Science?	3
Capstone?	3

Program Courses Remaining

MUS 125 Keyboard Competency I (MUS 1301)	0.5
MUS 126 Keyboard Competency II (MUS 1302)	0.5
MUS 114 Sight-Singing/Ear-Training I (MUS 1201)	2
MUS 115 Sight-Singing/Ear-Training II (MUS 1202)	2
MUS 1XX Guided Listening	2
MUS 105 Music Essentials	3
MUS 118 Music Technology	3
MUS 119 Music Industry Studies	2
MUS XXX Ensemble	0.5
MUS 1XX Voice Class (Taken twice 1 credit each time)	2
MUS 2XX Popular Music Ensemble	0.5
MUS 205 Digital Musicianship	3
MUS 2XX Rock and Roll Discography	3
MUS 2XX Songwriting	2
MUS 3XX Capstone in Popular Music	2
MUS 2XX Guitar Class	1
Open Electives	21

Credit Summary

Program Credits Remaining	50
General Education Credits Remaining	9
LAS Credits	61
Estimated Total Credits	120
Credits Required	
Non-Transfer Student versus Transfer Student	
Credits Required for Bachelor's Degree	120
Transfer Credits + Remaining Credits	120
Extra Credit Hours	0

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

APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 10/24/2022
Most Recent NECHE Institutional Accreditation Action and Date: 2013, Reaccreditation	
Program Characteristics Name of Program: Bachelor of Arts in Popular Music Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: https://www.wcsu.edu/music/ Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Arts Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Graduation: Spring 2027 Total # Credits in Program: 120 # Credits in General Education: 40 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 4	
Provide estimated cost of program (tuition and fees): \$ OR URL for link to tuition/fee information: https://www.wcsu.edu/registration/ugrad-tuition/	
CIP Code Number: 50.0901 Title of CIP Code: Music, General	
Department where program is housed: Music Location Offering the Program: Westside Campus, Visual and Performing Arts Center	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Bachelor of Arts in Popular Music is appropriate for students who wish to study music outside of the Classical and Jazz traditions. This degree incorporates experiential learning and collaboration towards a broad understanding of the mechanics and language of music, and how they relate to popular culture and expression.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: National Association of Schools of Music; This new program would necessitate a review during AY 2023-2024. If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> identify credential: N/A confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No (<i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i>)	

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

APPLICATION FOR NEW PROGRAM APPROVAL

Does the department/campus offer other programs with this CIP Code? (List any that share the first two digits.) Yes ☐ No ☒

If yes, please list all programs with this CIP code and discuss the impact of the proposed program on enrollments in existing programs.

WCSU offers the following programs that are codified as 50. Visual and Performing arts.

500501	Theater Arts	BA
500509	Musical Theater	BFA
500701	Art	BA
500901	Music	BA
500904	Music (Performing, Composition, Theory)	B.MUS

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program	Heads	Heads	Heads	Heads	Heads
BA Art	145	127	113	108	100
BA Music	29	31	24	27	26
BM Bachelor of Music	105	101	76	66	75
BS Music Education	83	89	86	84	66
BA Theatre Arts	126	139	125	106	72
BFA Musical Theatre	62	62	54	51	51

The BA in Popular Music will have no impact on theatre, musical theatre, or art. . The BA in Popular Music represents a new recruitment opportunity, opening doors for students who have no formal training in music. The BA in Popular Music is designed for the self-taught student and students creating music with non-traditional instruments. In particular, the popular music degree allows students to make music with alternative instruments (computers, for example) and does not require an audition or the ability to read music prior to admission. We see this as a growth area, not competition with existing programs.

Although we anticipate some impact on the BA in Music, this will be limited because students in that degree tend to have had formal training in music prior to admission to WCSU. That training means that they will be prepared for more advanced levels of theory and ear training/sight reading than expected for the BA in Popular music. It is possible that students in the BA Music may elect to participate in the popular music courses and ensembles because of an interest in these genres. This is easily accommodated in the structure developed here, with many shared courses and ensembles formed based on total numbers of students enrolled. In addition, the BA in Music relies on required courses in the BM in Music, so there are no additional costs associated with maintaining this degree.

Institutional Contact for this Proposal: Laurel Larsen, D.M.A.	Title: Chair, Department of Music	Tel.: 203-837-8353 e-mail: larsenl@wcsu.edu
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NOTES:

- 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

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

APPLICATION FOR NEW PROGRAM APPROVAL

- 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 PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope: How does the program align with the institutional mission? (*Provide a concise statement*)

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BA in Popular Music degree will be a liberal arts degree that incorporates experiential learning and collaboration towards a broad understanding of the mechanics and language of music, and how they relate to popular culture and expression. This degree will complement the other music degrees already offered at the university by expanding the Department of Music's ability to serve a larger population of students, than the traditional music degrees allow. This is consistent with WCSU's commitment to access for a diverse population of students.

Addressing Identified Needs: How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this 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 Covid-19 pandemic has changed the field of music education and the ways in which musicians create and interact. Fewer students are enrolled in traditional music programs, and more have turned to electronic media to create. Many of these students do not have formal music training, and do not have the background necessary to audition successfully for current music degrees offered at WCSU. Additionally, national music curricula have been gradually shifting to include popular music in formal music education in addition to classical and jazz genres. The addition of a Bachelor of Arts in Popular Music degree will allow the Department of Music to serve a new population of students and increase access to study of the arts in higher education for those who have nontraditional pre-college musical training.

The graduates of this degree program will gain the skills needed to work in many facets of the music industry, including in performance venues, religious organizations, recording studios, and in support of events, and creative production (soundtracks for both entertainment and other industries). The relatively small number of music credits (41) will allow students to double major or pursue one or more minors if they wish to do so, further increasing their marketability.

According to Jobs EQ: As of November 14, 2022, total employment for occupations linked to Music, Other in Connecticut (excluding those working in K-12 settings) was 2,217. Recent numbers of people leaving this field are 1,294. With a projected demand being flat for the next ten years, there will be a steady demand to replace those who have changed jobs or retired. Specific job titles and estimated earnings are provided on page 8 of this proposal.

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It should be noted, that like many liberal arts degrees, these students are likely to pair their music interests with other expertise such as media production, public relations, event planning, or marketing. All of these have steady employment in Connecticut and the region.

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?

Western has a thriving Bachelor of Music with an Option in Audio & Music Production degree, so many of the classes needed for this new Bachelor of Arts in Popular Music degree are already in place. Each year, many students inquire about the BM with an Option in Audio & Music Production degree but are not qualified to enroll, because they lack formal musical training and are not able to read music. The BA in Popular Music degree fulfills that need, and will strengthen the Audio & Music Production degree, because the Capstone for the new BA degree will be a collaborative project with BM Audio students. BM Audio students will also gain more experience as producers of other artists' music, a current need in their training.

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?**

This degree does not require an audition, nor does it require fluency in music notation. This will provide students who do not have formal pre-college training in music an opportunity to study music at the university level, increasing access to post-secondary study of the arts for all students. Many students do not have access to applied lessons for socioeconomic reasons, and during the pandemic, many students did not even have access to music classes in their public schools. This degree greatly increases the opportunity for equity in higher education study of the arts. For the last three years, WCSU has transitioned to reviewing student outcomes (retention, pace to degree completion) at the department level. In recent years, this resulted in a catch-up music theory class for students who struggled in the first level. This year we have begun disaggregating that data by demographic factors so that each program is capable of tracking outcomes in terms of equity. This practice is meant to help departments design interventions and new curriculum as issues emerge.

In addition, the music department develops a close-knit community through its weekly convocations, ensembles, and small class sizes. This ensures that faculty advisors are regularly meeting with students to help them succeed.

- **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.**

Most students will have created music electronically prior to starting this degree. The first course that students will take is a class that uses electronic composition to teach music theory and concepts of notation. Immediately following that course, students will learn traditional notation in preparation for basic music theory and other music skills courses. Theoretical concepts and music skills will be reinforced with study of guitar, voice, and piano. This gradual, hands-on approach, in combination with normal music department practices involving enhanced mentoring and tutoring, will lead to a high rate of positive student outcomes.

Students who are not accepted into the current music degrees at WCSU will be informed of this degree option following their audition.

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

The Department of Music is continually working towards greater student success and equity through formal and informal assessments that lead to new and revised initiatives. Examples include the development of this degree and the creation of an introductory music theory class with extra support (embedded remediation).

- **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 BA in Popular Music opens up transfer pathways from the CCs that have been difficult to achieve in the Bachelor of Music Degree. The Liberal Arts Associate Degree offers a direct path to the BA in Popular Music which can be completed as a 2+2 with no excess credits. Below is a summation of how a CT State Associate Degree will transfer to this BA:

<i>Credit Summary</i>	
<i>Program Credits Remaining after Transfer with a Completed Associate Degree</i>	<i>50</i>
<i>General Education Credits Remaining</i>	<i>9</i>
<i>CT State Credits</i>	<i>61</i>
<i>Total Credits to Baccalaureate</i>	<i>120</i>

See attached transfer maps from CT State at the end of this document for a detailed, course-by-course mapping of CT State curriculum to this BA.

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

There are no similar programs in other CSCU institutions. The BA in Popular Music degree is offered at a few institutions outside of Connecticut including City College of New York, Arizona State University, William Patterson University, Palm Beach Atlantic University, and the University of Oregon.

Professional degrees in popular music, such as the BM or BS degrees which require auditions and formal pre-college training in music, can be found at the University of Southern California, Belmont University, Berklee College of Music, the University of Miami, New York University, Catawba College, University of the Arts, Middle Tennessee State University, Fullerton College, and Columbia College Chicago.

The BA In Popular Music is still a relatively uncommon degree, but one that is increasing in demand. There are no comparable degrees in colleges and universities in Connecticut.

Cost Effectiveness and Availability of Adequate Resources

Complete the PRO FORMA Budget – Resources and Expenditure Projections (*see last page of this application*). Provide a narrative below regarding the cost effectiveness, availability of

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adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The WCSU Department of Music can accommodate a 16-person cohort with minimal additional sections. 33 of the 41 music credits in the degree are existing and currently offered courses. 10 student credits will need to be added over three years for each 16-person cohort. 16 students will increase FLC by 11.76 over 3 years.

Year 1, Fall

MUS IXX: Voice Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 1, Spring

MUS IXX: Voice Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 2, Fall

MUS IXX: Guitar Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 2, Spring

MUS IXX: Guitar Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 3, Fall

MUS 2XX: Songwriting. 1 section of 20 students needed. 2 Faculty Load Credits taught by adjunct instructor. Audio and Music Production students will likely opt for this course as well.

Year 3, Spring

MUS 3XX: Capstone in Popular Music. 1 section of 16 students needed. 1 Faculty Load Credit for each student, taught by full-time audio professor.

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. (*Include these resources in the Resources and Expenditures Projections spreadsheet*)

No additional resources are needed for this program. All equipment used by the Department of Music degree programs are shared by students in all of the music degrees. For example, the Department of Music already owns 24 guitars for use in Beginning Guitar Class as well as the existing Guitar and Ukulele Workshop for Music Education majors. Microphones, amps, and other electronic equipment are already used by Audio and Music Production students. Each year, the department analyzes equipment needs and replaces or supplements equipment within the allotted budget. This process will continue with the addition of the new degree, but as equipment for this degree is also applicable to the other degrees, no additional funds will be needed to continue this ongoing process.

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 Music Department receives weekly inquiries about a degree involving popular music/music production that does not require an audition. This degree fulfills that need, and advertising costs will be minimal.

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All of the current WCSU music degrees require that students perform an audition with at least two pieces of standard repertoire in classical or jazz genres and demonstrate the ability to read music fluently. Students who cannot demonstrate these competencies will not be successful in the current coursework, so the department is unable to accommodate students who make music in nontraditional ways or who play/sing solely by ear. Each year, there are many inquiries from students who are not able to prepare for the audition requirement. These students typically wish to pursue the Bachelor of Music in Audio and Music Production degree. The chart below shows students who were accepted to WCSU academically for pre-audio and music production or the BA Music degree, but who chose not to audition for the department.

Entry for Academic Year	BA students - auditioned and accepted	BA students – Accepted Academically but chose not to audition.	BM Audio students - auditioned and accepted	BM Audio Students – accepted academically but chose not to audition
2018-2019	11	14	13	24
2019-2020	17	25	15	34
2020-2021	8	38	12	34
2021-2022	6	3	12	16

Based on correspondence with many prospective students as well as conversations with our Admissions Department, one of the top reasons that students do not complete the audition is a lack of formal music training necessary for completion of the audition requirements. The students either do not read music, or do not have an instrument on which to audition. Many of them only create music with electronic media yet wish to further their education in Music at the college level. This degree would be an attractive alternative to many of these students. Based on these numbers, if half of the students who were academically accepted but declined to audition had chosen the new BA in Popular Music degree, this would have been the size of the cohorts.

2018-2019: 19
2019-2020: 29
2020-2021: 36
2021-2022: 9

Based on these numbers, an annual cohort of 16 students is a very conservative estimate for this degree.

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

The music department has ongoing retention strategies already in place, including enhanced advising, peer mentoring, and tutoring. The music department consistently has greater retention than university averages due to these practices as well as high levels of student engagement throughout the curriculum.

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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):

27-2041: Music Directors and Composers

27-042: Musicians and Singers

41-9010: Demonstrators and Product Promoters

A wide range of music-related professions is available to graduates with a BA in popular music. In addition to performance careers, such as touring musician, studio musician, songwriter, and video game composer, graduates could work in the music industry as a booking agent, personal manager, brand manager, publicist, internet music distributor, road manager, or concert promoter. There are additional careers available in music retail, such as music retailer, marketing specialist, product developer, trade show coordinator, and studio manager. Graduates with additional studies in writing could be employed as a journalist, music analyst, music critic, or community music facilitator. Those with administrative training could be fundraisers, non-profit arts professionals, and concert venue managers. With post-graduate training, graduates could work in the legal profession as a copyright specialist, or as a music therapist.

Current job openings appropriate for graduates of this degree (some may need additional studies; the 39 free electives in this degree allow for secondary areas of exploration during the bachelor's degree).

- Music Assistant for ESPN:
<https://www.indeed.com/cmp/Espn/jobs?jk=27afa42888861a90&start=0&clearPrefilter=1>
- Assistant, Music Supervision and Programming for Peloton:
https://careers.onepeloton.com/en/all-jobs/4683092/assistant-music-supervision-programming/?gh_jid=4683092
- Assistant, Music Touring, for APA Agency: <https://www.indeed.com/cmp/Apa-Agency/jobs?jk=347b089b4cb83889&start=0&clearPrefilter=1>
- Music Coordinator for Sirius XM Radio:
<https://careers.siriusxm.com/careers/jobs/13891?lang=en-us>
- Guitarist/Singer for Music with Corey: <https://www.indeed.com/cmp/Music-With-Corey/jobs?jk=2ef22476516a7767&start=0&clearPrefilter=1>
- Music School Assistant Manager for Bach to Rock Music School:
<https://www.indeed.com/cmp/Bach-to-Rock-Music-School/jobs?jk=9e8e76eae48246f3&start=0&clearPrefilter=1>
- Transactional Copyright Attorney/Attorney for Music Industry Practice (requires additional post-graduate training): <https://www.indeed.com/cmp/Music-With-Corey/jobs?jk=2ef22476516a7767&start=0&clearPrefilter=1>

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

27-2041: \$65,080

27-2042: median hourly, \$30.

49; 41-9010: \$39,550

Applicable Industries

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

- 711130: Musical Groups and Artists

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Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program : Master's degree in music or related fields ☐ 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. The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, and texture. This will be assessed in Music Theory, Sight-singing, and Keyboard coursework.
2. An understanding of and the ability to read and realize musical notation. This will be assessed in Music Theory, Sight-singing, Keyboard, Group Lesson, and Ensemble coursework.
3. An understanding of compositional processes, aesthetic properties of style, and the ways these shape, and are shaped by, artistic and cultural forces. This will be assessed in Music Theory, Music Literature, Group Lesson, and Ensemble coursework.
4. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources. This will be assessed in Music Literature coursework.
5. The ability to work collaboratively toward culminating musical performances and projects. This will be assessed in Group Lesson, Ensemble, and Capstone coursework.

Assessment of Learning Outcomes: Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

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

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):

No new administration is needed - existing music department personnel will oversee this degree. The music department chair will oversee this degree. Current department chair is Laurel Larsen, D.M.A., larsenl@wcsu.edu; 203-837-8353

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 music department chair is a full-time member of the music faculty with appropriate professional qualifications. Dr. Larsen, the current chair, has a DMA in piano pedagogy from the University of South Carolina, an MM in piano performance from Rice University, and a BM in piano performance from Oberlin Conservatory. Dr. Larsen's specialty is in teaching music skills, specifically music theory, sight singing, and class piano, which she has done for 24 years. It is this expertise that dictated the musicianship component of the degree. Colleagues with specializations in music history and literature as well as ensemble performance and music industry assisted with other components of the degree. The department chair's FTE load is determined by contract. No additional load credit is needed to oversee this degree.

Program Faculty

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

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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)? **7**
 How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **7**
 What percentage of program credits will be taught by adjunct faculty? **39%**
 Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program :
Master's degree in music or equivalent professional experience.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Kevin Isaacs, Professor of Music	D.M.A., University of Arizona	Music theory, composition, music history	
Doug O'Grady, Professor of Music	D.M.A., University of Alabama	Music theory, composition, music technology, audio and music production	Audio Area Coordinator
Russell Hirshfield, Professor of Music	D.M.A., University of Colorado	Music theory, keyboard competency	
Jamie Begian, Professor of Music	M.M., Manhattan School of Music	Sight singing	Associate Chair
Marjorie Callaghan, Professor of Music	D.M.A., Manhattan School of Music	Sight singing	
Laurel Larsen, Associate Professor of Music	D.M.A., University of South Carolina	Keyboard competency, music theory, sight singing	Department Chair
Kerry Walker, Professor of Music	D.M.A., Texas Tech University	Music history	

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 Core: Required & Elective Courses			
MUS 100 History and Appreciation of Music	3,4	None	3
MUS 101 Evolution of Jazz and Rock Music	3,4	None	3
MUS IXX Guided Listening	3,4	None	2

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MUS 105 Music Essentials	1,2	None	3
MUS 108 Music Theory I	1,2	None	2
MUS 109 Music Theory II	1,2	MUS 108	2
MUS 114 Sight-Singing/Ear-Training I	1,2	None	2
MUS 115 Sight-Singing/Ear-Training II	1,2	MUS 114	2
MUS 118 Music Technology	1,2,3	None	3
MUS 119 Music Industry Studies	3,4,5	None	3
MUS 125 Keyboard Competency I	1,2	None	.5
MUS 126 Keyboard Competency II	1,2	MUS 125	.5
MUS XXX Ensemble	1,2,4,5	None	.5
MUS IXX Voice Class	1,3	None	1
MUS 2XX Guitar Class	1,3	None	1
MUS 2XX Popular Music Ensemble	1,2,4,5	None	.5
MUS 205 Digital Musician ship	1,3	None	3
MUS 2XX Rock and Roll Discography	3,4	None	3
MUS 2XX Songwriting	1,2,3,4	MUS 109	2
MUS 3XX Capstone in Popular Music	3,4,5	MUS 2XX Songwriting	2
General Education Courses			
			40
Open Electives (<i>Indicate number of credits of open electives</i>)			39
Total Program Credits:			120
What are the admissions requirements for the program? Academic admission to WCSU			
Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: Students will record original compositions written in MUS 2XX Songwriting in the WCSU Recording Studio. They will be paired with a BM Audio Major who will serve as their producer and supervise recording sessions.			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 for this program are primarily those who create music through electronic media or perform with pop/rock bands and wish to continue their music education with formal training at the university level.			
Program Outline Music Credits: 41 credits General Education: 40 credits General Electives: 39 credits Total: 120 credits Music Performance MUS IXX Voice Class MUS 2XX Guitar Class MUS 2XX Popular Music Ensemble			

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MUS XXX Ensemble

Music Literature

MUS IXXFY Guided Listening

MUS 100 Music Appreciation

MUS 101 Evolution of Jazz and Rock

MUS 2XX Rock and Roll Discography

Musicianship

MUS 105 Music Essentials

MUS 108 Music Theory I

MUS 109 Music Theory II

MUS 114 Sight Singing/Ear Training I

MUS 115 Sight Singing/Ear Training II

MUS 125 Keyboard Competency I

MUS 126 Keyboard Competency II

MUS 205 Digital Musicianship

Synthesis

MUS 119 Music Industry Studies

MUS 2XX Songwriting

MUS 3XX Capstone in Popular Music

***Special Requirements** include co-curriculum activities – structured learning activities that complement the formal curriculum – such as internships, innovation activities and community involvement.

Courses with affiliated Learning Outcomes	Credits	Status	Course Capacity	Suggested Semester, Prerequisites
MUS 205 - Digital Musicianship (1, 3)	3	Currently offered	20	Year 1, Fall None
MUS 100 - Music Appreciation (3, 4)	3	Currently offered	50	Year 1, Fall None
MUS IXXFY - Guided listening (3, 4)	2	In development; currently running as Faculty-Developed Course (FDC)	60	Year 1, Fall None
MUS IXX - Voice Class (1, 3)	1	New course	8	Year 1, Fall None
MUS XXX - Ensemble (1, 2, 4, 5)	.5	Currently offered	varies	Year 1, Fall None
MUS 105 - Music Essentials (1, 2)	3	Currently offered	20	Year 1, Spring None
MUS 101 - Evolution of Jazz and Rock (3, 4)	3	Currently offered	60	Year 1, Spring None

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MUS IXX - Voice Class (1, 3)	1	New course	8	Year 1, Spring None
MUS XXX - Ensemble (1, 2, 4, 5)	.5	Currently offered	varies	Year 1, Spring None
MUS 108 - Music Theory I (1, 2)	2	Currently offered	25	Year 2, Fall None
MUS 114 - Sight Singing/Ear Training I (1, 2)	2	Currently offered	20	Year 2, Fall None
MUS 125 - Keyboard Competency I (1, 2)	.5	Currently offered	20	Year 2, Fall None
MUS 118 - Music Technology (1, 2, 3)	3	Currently offered	20	Year 2, Fall None
MUS IXX - Guitar Class (1, 3)	1	New course	8	Year 2, Fall
MUS XXX - Ensemble (1, 2, 4, 5)	.5	Currently offered	varies	Year 2, Fall
MUS 109 - Music Theory II (1, 2)	2	Currently offered	25	Year 2, Spring
MUS 115 - Sight Singing/Ear Training II (1, 2)	2	Currently offered	20	Year 2, Spring
MUS 126 - Keyboard Competency II (1, 2)	.5	Currently offered	20	Year 2, Spring
MUS 119 - Music Industry Studies (3, 4, 5)	2	Currently offered	20	Year 2, Spring
MUS IXX - Guitar class (1, 3)	1	New course	8	Year 2, Spring
MUS 2XX - Rock and Roll Discography (3, 4)	3	In development; currently running as Faculty-Developed Course (FDC)	20	Year 2, Spring
MUS 2XX - Popular Music Ensemble (1, 2, 4, 5)	.5	In development; currently running as a Special Topics course	varies	Year 2, Spring
MUS 2XX - Songwriting (1, 2, 3, 4)	2	New course	20	Year 3, Fall

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MUS 3XX - Capstone in Popular Music (3, 4, 5)	2	New course	20	Year 3, Spring
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Total credits for the degree: 120

MUS credits: 41

Gen Ed: 40

Free Electives: 39

Existing Courses

Required for All Music Degrees

MUS 108	Music Theory I	2
MUS 109	Music Theory II	2
MUS 114	Sight Singing/Ear Training I	2
MUS 115	Sight Singing/Ear Training II	2
MUS 125	Keyboard Competency I	.5
MUS 126	Keyboard Competency II	.5
MUS XXX	Ensembles (4 semesters)	.5 (Three semesters required)

Required for at least one other Music Degree

MUS 101	Evolution of Jazz and Rock	3
MUS 118	Music Technology	3
MUS 119	Music Industry Studies	2

Currently available as elective credit

MUS 100	Music Appreciation	3
MUS 105	Music Essentials	3
MUS 205	Digital Musicianship	3

Total: 28 credits

Courses Currently in Development, offered as Faculty-Developed Studies or Special Topics

MUS IXXFY	Guided Listening	2
MUS 2XX	Rock and Roll Discography	3
MUS 2XX	Popular Music Ensemble	.5

Total: 5 credits

New Courses for the BA in Popular Music Degree

MUS IXX	Voice Class (2 semesters)	1 (Two semesters required)
MUS 2XX	Guitar Class (2 semesters)	1 (Two semesters required)
MUS 2XX	Songwriting	2
MUS 3XX	Popular Music Capstone	2

Total: 6 credits of new courses, 8 credits total

Course Descriptions for New Courses and Courses in Development

MUS IXXFY Guided Listening for Music Majors (2 credits) - Currently running as Faculty-Developed Course

A survey of representative musical works from around the world placed into geographical, chronological, and artistic/utilitarian contexts through instructor-guided listening, aural games, collaborative work, and independent research.

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This course is in development as the new music FY course for all first-year music majors.

MUS 2XX Rock and Roll Discographies (3 credits) - Currently running as Faculty-Developed Course

A historiographic study of recording discographies from the album era – 1963 to the present – encompassing research into major influences, listening lessons, multimedia presentations, oral reports, and games compiling and displaying the artistic output of representative artists.

This course is in development as a required course for BM Audio majors. It will replace MUS 101 in that degree.

MUS 2XX Popular Music Ensemble (.5 Credit) - Currently running as Faculty-Developed Course

An ensemble made up of a rhythm section and one or more soloists, performing contemporary Pop, Rock, R&B, and other popular styles of music.

MUS 1XX Voice Class (1 credit)

Voice Class provides group instruction for the BA student in proper vocal technique and repertoire. *Students will take this course for two semesters.*

MUS 2XX Guitar Class (1 credit)

Guitar Class provides group instruction for the BA student in rock guitar styles, techniques, and repertoire.

Students will take this course for two semesters.

MUS 2XX Songwriting (2 credits)

Prerequisite: MUS 109, Music Theory II. Songwriting provides instruction in composition of songs in contemporary popular genres. This course will be open to all music majors as an elective and required for the BA Popular Music Degree.

MUS 3XX Popular Music Capstone (2 credits)

Prerequisite: MUS 2XX, Songwriting. Students will collaborate with peers to record their original compositions written in MUS 2XX Songwriting in the WCSU Recording Studio. A BM Audio Major will be assigned to each student as the producer and recording engineer for the student's project.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the "Cost Effectiveness ..." narrative in section 2.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR *NEW PROGRAM APPROVAL*
PRO FORMA Budget - 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)							1						2					
New Students (first time matriculating)	16						16						16					
Continuing Students progressing to credential			16				15		32				30		48			
Headcount Enrollment	16		16				32		32				48		48			
Total Estimated FTE per Year ¹	32																	
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	\$98,808		\$98,808				\$197,616		\$197,616				\$296,424		\$296,424			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)	\$2400		\$2400				\$4800		\$4800				\$6200		\$6200			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$202,416						\$404,832						\$605,248					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) ^{4*}																		
Faculty (Full-time, total for program) ⁴					\$13,893													
Faculty (Part-time, total for program) ⁴	\$12,252		\$24,504		\$30,630													
Support Staff (lab or grad assist, tutor)**																		
Library Resources Program																		
Equipment (List in narrative)***																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total NEW Expenditures per Year	\$12,252		\$24,504		\$44,523													

*The music department already oversees multiple degrees and needs no additional administrative resources to support this one. The reassigned time for the chair is sufficient.

**When the Visual and Performing Arts Center was opened, WCSU dedicated personnel to supporting the spaces and programs. In addition to the work of supporting the concert hall (sound, lights, safety), there is a dedicated assistant for the music department who manages space and schedules for the many different configurations of space needed for lessons and ensembles. This support is sufficient to include the BA Popular Music. These supports are partially offset by program fees for all of the arts programs.

***The technology for this program is a regular part of the existing programs, including a store of instruments shared by students in the various programs (see note in the narrative section). There are no new resources required.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Organizational Effectiveness and Leadership (CIP Code: 52.0213 / OHE# 018066), specifically a name change to Organizational Leadership – leading to a Master of Science at Charter Oak State College.

A True Copy:

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

ITEM

Modification of a program – Organizational Effectiveness and Leadership, specifically a name change to Organizational Leadership – leading to a Master of Science at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Organizational Effectiveness and Leadership	
CIP Code	52.0213	
OHE# (Leave blank for new programs)	018066	
Degree Level	Master of Science	
Number of Collegiate Credits	33	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Organizational Leadership	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2023	
If Discontinuation, date of Termination	N/A	
If Suspension, dates of Suspension	N/A	

BACKGROUND

Rationale: Updating the program name to match with Search Engine Optimization so prospects can find the degree. Using Google to perform a search on "organizational effectiveness and leadership degree," we found that "Organizational Leadership" is the most popular program name followed by "Leadership". No change in CIP or curriculum are required.

Fiscal Impact: No additional costs or resources are needed.

RECOMMENDATION

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

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST

Institution: Charter Oak State College **Date of Submission to CSCU Office of the Provost:** 11-23-2022

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

Current Program Characteristics

Name of Program: Organizational Effectiveness and Leadership

OHE #: 018066

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

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

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

Date Program was Initiated: Spring 2013

Total # Credits in Program: 24 credits in core courses; 33 total credits required for degree completion.

Credits in General Education: n/a

CIP Code Number: 52.0213 Title of CIP Code: Organizational Leadership

Department where program is housed: Business

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

Proposed New Name of Program: Organizational Leadership

Proposed Date Name Change Becomes Effective: Fall 2023

Explanation / Justification

Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.

Need to update the name to match with Search Engine Optimization so prospects can find the degree.

Using Google to perform a search on "organizational effectiveness and leadership degree," we found that "Organizational Leadership" is the most popular program name followed by "Leadership"

Looking at average monthly searches in the US, these are the top results:

Organizational Leadership Degree (2,400 average monthly searches)

Leadership Degree (720 average monthly searches)

MS Organizational Leadership (320 average monthly searches)

MS Leadership (110 average monthly searches)

Organizational Effectiveness Degree (10 average monthly searches)

In consultation with our marketing vendor, our take is that "Organizational Leadership" is the top option.

No change in CIP code is required

Programmatic Changes

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

No programmatic changes needed.

Cost and Availability of Adequate Resources

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

No additional costs or resources needed.

Institutional Contact for this Proposal: Dr. David Ferreira

Title: Provost

Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: SCSU	Date of Submission to CSCU Office of the Provost: 12/6/22	
NOTE: Use this form if modifying only the name of the program.		
Current Program Characteristics Name of Program: Post-Master's Certificate in Addictions Counseling OHE #: 20013 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input checked="" type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Certificate Date Program was Initiated: 8/30/22 Total # Credits in Program: 12 # Credits in General Education: 0 CIP Code Number : 511501 Title of CIP Code: Substance Abuse/Addiction Counseling Department where program is housed: Counseling & School Psychology Location Offering the Program (<i>e.g., main campus</i>): Online		
Proposed New Name of Program: Graduate Certificate in Addictions Counseling		
Proposed Date Name Change Becomes Effective: 12/20/22		
Explanation / Justification <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> The proposed name change would allow the certificate program to be accessible and marketed to students currently matriculated in a human services-related graduate program, rather than limiting the program to those with an earned master's degree. This shift would make it possible for students to graduate with a certificate in addictions counseling with the preparation necessary to immediately and effectively serve those with addictions. The nature and level of the curriculum is compatible with similar human-services related graduate level coursework. Further, addictions certificate coursework has the potential to complement concurrent graduate student learning.		
Programmatic Changes <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> N/A		
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> N/A		
Institutional Contact for this Proposal: Dr. Louisa Foss-Kelly	Title: Professor	Tel.: 203-392-5154 e-mail: fossl1@southernct.edu

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Post-Master’s Certificate in Addictions Counseling (CIP Code: 51.1501 / OHE# 20013), specifically a name change to Graduate Certificate in Addictions Counseling – leading to a Certificate at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Post-Master’s Certificate in Addictions Counseling, specifically a name change to Graduate Certificate in Addictions Counseling – leading to a Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Post-Master’s Certificate in Addictions Counseling	
CIP Code	51.1501	
OHE# (Leave blank for new programs)	20013	
Degree Level	Graduate Certificate	
Number of Collegiate Credits	12	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Graduate Certificate in Addictions Counseling	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	December 20, 2022	
If Discontinuation, date of Termination	N/A	
If Suspension, dates of Suspension	N/A	

BACKGROUND

Rationale: The proposed name change would allow the certificate program to be accessible and marketed to students currently matriculated in a human services-related graduate program, rather than limiting the program to those with an earned master’s degree. This shift would make it possible for students to graduate with a certificate in addictions counseling with the preparation necessary to immediately and effectively serve those with addictions. The nature and level of the curriculum is compatible with similar human-services related graduate level coursework. Further, addictions certificate coursework has the potential to complement concurrent graduate student learning. No curriculum changes are needed.

Fiscal Impact: No additional costs or resources are needed.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Mathematics, Applied (CIP Code: 27.0101 / OHE# 000653), specifically modification of courses and options and a name change to Mathematics – leading to a Bachelor of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Mathematics, Applied, specifically modification of courses and options and a name change to Mathematics – leading to a Bachelor of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Mathematics, Applied	
CIP Code	27.0101	
OHE# (Leave blank for new programs)	000653	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Summary: This proposal is for a restructuring of the programs currently offered by the math department at SCSU. In short:

- The BS in math currently has an Applied concentration. Concentrations in Pure Math, Teacher Certification (7 – 12), and Statistics will be added.
- The current BA in math program will be formally discontinued, but will continue as the proposed Pure Math concentration under the BS.
- The current BS mathematics 7 – 12 program will be formally discontinued, but will continue as the proposed Teacher Certification (7 – 12) under the BS.
- The math core shared by the concentrations will be expanded. Data science coursework will be added as a required component.
- A new “big ideas in math” course will be added as a first-year second semester course to give majors an overview of contemporary mathematics, allowing them to see beyond calculus much earlier in their studies and to appreciate the role of mathematics in the 21st century.
- A capstone requirement will be added to the Applied, Pure, and Statistics concentrations.

- The Applied, Pure, and Statistics concentrations will share a common in-major elective scheme which will increase enrollment in elective courses.
- The structure of the BS degree will become more flexible, allowing options for various requirements. This will make it possible for students to make continuous progress on graduation requirements rather than having to wait for a particular course to come up in rotation.

Rationale & Curricular Impact: The revised B.S. in Mathematics program fuses the current the B.S. and B.A. programs to a single degree with a large core of common courses and four distinct concentrations: 1) Teacher Certification (7-12); 2) Pure Mathematics; 3) Applied Mathematics, and 4) Statistics. The concentration in Teacher Certification 7-12 will be revised from the current B.S. in Mathematics 7-12 program. The revision of the Pure Mathematics concentrations will be based on the foundational curriculum of the current B.A. in math program. The revision of the Applied Mathematics concentration and the creation of the Statistics concentration will be based on the current B.S. Applied Mathematics program.

The benefits of this program revision are twofold: one is to meet the current trend of major reconfigurations in the higher education and the other is to train more professionally-oriented students. The Conference Board of the Mathematical Sciences reports, from 2010 to 2015, the number of bachelor's degrees in the mathematical sciences grew by just over 3,000, from 19,242 to 22,265, almost a 16% increase.¹ However, most of the growth was in Actuarial Science (from 849 to 2354), Statistics (from 858 to 1509), joint majors (e.g. biomath, the total rising from 1222 to 1821), and "other" (including Operations Research, from 231 to 907). Degrees in Mathematics Education fell from 3,614 to 2,880. Traditional mathematics and applied mathematics degrees only rose by 326, from 12,468 to 12,794. We have also seen the number of mathematics majors fluctuate over the years. Because of the nationwide trend in more data-driven mathematics versus proof-driven mathematics, we would like to offer students degree options that offer clear pathways to post-graduation employment. This will require a dramatic curricular overhaul in order to continue the offering of mathematics majors at SCSU and grow our numbers through strategic recruitment.

The curriculum for the teacher certification follows the guidelines recommended by CAEP (Council for the Accreditation of Educator Preparation). The other three concentrations follow the recommendations of the (Mathematical Association of America's CUPM (Committee on the Undergraduate Programs in Mathematics)).² The restructuring of the curriculum incorporates several best practices as defined by the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM). Without an accrediting agency for mathematics programs, CUPM is considered to be the standard for undergraduate mathematics education. These practices include a unifying capstone experience and incorporation of data science into the curriculum. In addition, the math major structure at Southern has been fixed for more than a decade. The proposed revisions will help make the major more relevant and useful to students by offering them skills in demand in the workforce.

Certified Mathematics Teachers constitute a severe teacher shortage area in the State of Connecticut. Our program will continue to help the state remedy the teacher shortage in the same way that we have been doing for years. Our curriculum will continue to attract the interest of students from a broad range of backgrounds interested in becoming teachers. Our efforts will culminate in a strong pool of qualified, workforce-ready candidates who can better serve the middle and high school students of the state of Connecticut. The addition of a statistics concentration will help attract students interested in becoming an actuary for the numerous insurance companies based in Hartford. Finally, the Pure mathematics concentration offers students more general background. Students in this concentration (equivalent to the

¹ <http://www.ams.org/profession/data/cbms-survey/cbms2015-Report.pdf>

² <https://www.maa.org/sites/default/files/CUPM%20Guide.pdf>

BA in math) may end up going to graduate school in mathematics. However, because of their ability to analyze and problem solve, they are employable by any business or industry requiring quantitative problem-solving abilities. In today's data-centric work, the need for such employees is only going to increase.

Southern has TAP agreements with the community colleges for its existing BA and BS Applied degrees. Students in the community colleges working under these agreements can transfer into the Pure and Applied concentrations, respectively, with no modification to the TAP agreements required. In addition, students working under either arrangement could optionally transfer into the Statistics concentration.

Given that the concentrations in the revised program proposal all currently exist or are available through programmatic substitutions, there is no anticipated negative impact on the other CSU's in terms of recruiting students away from their programs. All programs currently coexist successfully – Southern's students will remain Southern's, and so on. The restructuring of the program at Southern is anticipated to improve retention by consolidating the core and increasing crossover between concentrations; course content will also be more relevant to mathematics today and the needs of the state workforce. With the consolidation of requirements, expansion of the program core, and additional programmatic flexibility, we anticipate students having greater access to courses necessary for degree completion.

Fiscal Impact: The proposed revision does not require any new resources or funding. The revision is a reorganization of existing offerings and thus the existing budget structure will be sufficient going forward.

RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee
02/16/2023 – Board of Regents

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 11.30.22
Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022	
Type of Program Modification Approval Being Sought (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) X Change of Degree Title or Program Title Other (please specify)	
Total Number of courses and course credits to be modified by this application: 18	
* Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (<i>Program Modification – Below Threshold Report</i>) For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"> • If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i> • If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i> • If only modifying program name, use form XXX <i>Application for Name Change</i> • If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i> 	
Original Program Characteristics Name of Program: BS Mathematics (Applied) OHE #: 653 Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Date Program was Initiated: 1976 Total # Credits in Program: 120 # Credits in General Education: 45 CIP Code Number: 270101 Title of CIP Code: Mathematics, General	
Modified Program Characteristics Name of Program: BS Mathematics Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Bachelor's, BS, Bachelor's of Science Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: May 2027 Total # Credits in Program: 120 # Credits in General Education: 40-46 CIP Code Number: 270101 Title of CIP Code: Mathematics, General	
Department where program is housed: Mathematics Location Offering the Program (e.g., main campus): SCSU main campus	

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

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

Program Discontinued: Mathematics (BA) CIP: 270101 OHE#: 652 BOR Accreditation Date: 1976

Phase Out Period 2023-2027 Date of Program Termination June 2027

Program Discontinued: Mathematics(BS 7-12) CIP: 131205 OHE#: 4465 BOR Accreditation Date: 1976

Phase Out Period 2023-2027 Date of Program Termination June 2027

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Robert Prezant	Provost and VP Academic Affairs	Tel.: 203.392.5355 e-mail: PrezantR1@southernct.edu
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SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

Provide a brief summary (narrative or bulleted list) of all proposed modifications to the program:

This proposal is for a restructuring of the programs currently offered by the math department at SCSU. In short:

- The BS in math currently has an Applied concentration. Concentrations in Pure Math, Teacher Certification (7 – 12), and Statistics will be added.
- The current BA in math program will be formally discontinued, but will continue as the proposed Pure Math concentration under the BS.
- The current BS mathematics 7 – 12 program will be formally discontinued, but will continue as the proposed Teacher Certification (7 – 12) under the BS.
- The math core shared by the concentrations will be expanded. Data science coursework will be added as a required component.
- A new “big ideas in math” course will be added as a first-year second semester course to give majors an overview of contemporary mathematics, allowing them to see beyond calculus much earlier in their studies and to appreciate the role of mathematics in the 21st century.
- A capstone requirement will be added to the Applied, Pure, and Statistics concentrations.
- The Applied, Pure, and Statistics concentrations will share a common in-major elective scheme which will increase enrollment in elective courses.
- The structure of the BS degree will become more flexible, allowing options for various requirements. This will make it possible for students to make continuous progress on graduation requirements rather than having to wait for a particular course to come up in rotation.

Background and Rationale

Provide the context and need for the proposed modification(s) and the relationship to the originally approved program:

The Mathematics Department proposes revising the current degrees of B.A. and B.S. in Mathematics for students interested in pursuing clear pathways to employment. The revised program will fuse the B.S. and B.A. degrees into **one B.S. with 4 concentrations**: 1) Teacher Certification (7-12); 2) Pure Mathematics; 3) Applied Mathematics, and 4) Statistics. The concentration in Teacher Certification 7-

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

12 will be revised from the current B.S. in Mathematics 7-12 program. The revision of the Pure Mathematics concentrations will be based on the foundational curriculum of the current B.A. in math program. The revision of the Applied Mathematics concentration and the creation of the Statistics concentration will be based on the current B.S. Applied Mathematics program.

The benefits of this program revision are twofold: one is to meet the current trend of major reconfigurations in the higher education and the other is to train more professionally-oriented students. The Conference Board of the Mathematical Sciences reports, from 2010 to 2015, the number of bachelor's degrees in the mathematical sciences grew by just over 3,000, from 19,242 to 22,265, almost a 16% increase.¹ However, most of the growth was in Actuarial Science (from 849 to 2354), Statistics (from 858 to 1509), joint majors (e.g. biomath, the total rising from 1222 to 1821), and "other" (including Operations Research, from 231 to 907). Degrees in Mathematics Education fell from 3,614 to 2,880. Traditional mathematics and applied mathematics degrees only rose by 326, from 12,468 to 12,794. We have also seen the number of mathematics majors fluctuate over the years. Because of the nationwide trend in more data-driven mathematics versus proof-driven mathematics, we would like to offer students degree options that offer clear pathways to post-graduation employment. This will require a dramatic curricular overhaul in order to continue the offering of mathematics majors at SCSU and grow our numbers through strategic recruitment.

The new concentrations also closely align with the institutional mission at SCSU, which serves as "*an intentionally diverse and comprehensive university committed to academic excellence, access, social justice, and service for the public good. The university regards student success as its highest priority and seeks to instill in all students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society.*" Additionally, this program serves several key components of the Connecticut State Colleges and University's Strategic Initiatives: to support student success; to maintain affordability and sustainability; to provide for innovation and economic growth; and to meet state workforce needs.

Finally, the restructuring of the curriculum incorporates several best practices as defined by the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM). Without an accrediting agency for mathematics programs, CUPM is considered to be the standard for undergraduate mathematics education. These practices include a unifying capstone experience and incorporation of data science into the curriculum. In addition, the math major structure at Southern has been fixed for more than a decade. The proposed revisions will help make the major more relevant and useful to students by offering them skills in demand in the workforce.

Addressing Identified Needs

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

It is important to note that *not all these concentrations are new*. SCSU has long been offering a B.A. Mathematics (mostly for students interested in graduate school), B.S. in Applied Mathematics (mostly for students interested in working in industry), and a B.S. Mathematics 7 – 12 (for our Teacher

¹ <http://www.ams.org/profession/data/cbms-survey/cbms2015-Report.pdf>

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Certification program). The new B.S. in Mathematics fuses our current B.A. and B.S. programs to have larger core set of courses and creates another concentration, in Statistics. Certified Mathematics Teachers constitute a severe teacher shortage area in the State of Connecticut. Our program will continue to help the state remedy the teacher shortage in the same way that we have been doing for years.

The mathematics teacher shortage in Connecticut is evidenced by a large volume of job postings and job requests made to us by district coordinators and superintendents. During the 2021 – 2022 academic year, at least 12 district stakeholders contacted the Mathematics Certification Coordinator to inquire as to whether we had any students who might be able to take over vacant mathematics teaching positions in neighboring school districts. The teacher shortage is partially due to the global pandemic, as many teachers decided on an earlier retirement for health concerns and the inability to adjust to a more online presence in the classroom. The pandemic also affected the training of students interested in mathematics. With less active learning in an online format, many students found it more of a struggle to learn and appreciate the beauty of mathematics. Because of this, we expect the teacher shortage to become even more pronounced. According to the Consortium for Policy Research in Education Report (University of Pennsylvania #RR-80, 2014), certain high-need fields, such as mathematics, as well as high-poverty urban and rural schools, face continual shortages. The U.S. Department of Education Office of Postsecondary Education has noted a shortage of mathematics teachers in Connecticut since 2011.² Students who graduate from the B.S. Mathematics with a concentration in Teacher Certification will be prepared to work as mathematics teachers in grades 7-12. SCSU has long been helping the state prepare teachers to meet the workforce demand; the continuation of this vital program will assure that we continue to prepare this valuable set of future mathematics educators.

The addition of a concentrations in Statistics will help to fill the growing need for statisticians in Connecticut. According to the U.S. Bureau of Labor Statistics, statisticians are one of the fastest growing and highest paying occupations, with a 35% growth rate projected from 2020 – 2030 and a salary of \$95, 570.³ In addition, the Applied Mathematics and Statistics concentrations will also help Connecticut's work force, as these majors can work in a variety of industries: insurance, finance and banking, pharmaceutical, and technology. Connecticut, with its own "tech corridor" running from Stamford/Bridgeport, through New Haven, and up to Hartford/Farmington, offers a rich source of employment opportunities for mathematicians and statisticians:

- Hartford is home to major insurance companies like Aetna, Hartford Financial Services Group, and Cigna, as well as institutions that are deeply invested in medical care and research.
- In the greater Hartford area are companies like VLink as well as the Jackson Laboratory for Genomic Medicine and UConn Health in Farmington.
- New Haven has fast-growing companies like Arvinas (pharmaceuticals), SeeClickFix (digital communications), and Continuity (compliance management systems).
- Gartner is headquartered in Stamford, and employs almost 2,000 IT research analysts and consultants in the service of its clients.

Finally, the Pure mathematics concentration offers students more general background. Students in this concentration (equivalent to the BA in math) may end up going to graduate school in mathematics. However, because of their ability to analyze and problem solve, they are employable by any business or industry requiring quantitative problem-solving abilities. In today's data-centric work, the need for such employees is only going to increase.

² <https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf>

³ <https://www.bls.gov/ooh/fastest-growing.htm>

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

The B.S. in Mathematics with four concentrations allows SCSU to continue providing an accessible, affordable, and relevant educational experience in the field. We reiterate the proposed revisions are a restructuring of the current offerings at SCSU, and will take advantage of the expertise of our faculty. For the Teacher Certification, the department employs five mathematicians who either have a doctorate in mathematics education or are trained to work with pre-service teachers at the 7 – 12 (Dr. Younhee Lee, Dr. Klay Kruczek, Dr. Kathleen Rondinone, Dr. Braxton Carrigan, and Dr. Martin Hartog). For the Statistics concentration, the department employs four mathematicians whose doctorates are in statistics or data science (Dr. Raymond Mugno, Dr. Yulei Pang, Dr. Andrew Bartlett, and Dr. Daniel Cicala). For the Applied Mathematics concentration, we have faculty members who worked in industry (Dr. Joe Fields as an engineer, Dr. Aaron Clark as a software engineer).

The curriculum for the teacher certification follows the guidelines recommended by CAEP (Council for the Accreditation of Educator Preparation). The other three concentrations follow the recommendations of the (Mathematical Association of America's CUPM (Committee on the Undergraduate Programs in Mathematics)).⁴

Our curriculum will continue to attract the interest of students from a broad range of backgrounds interested in becoming teachers. Our efforts will culminate in a strong pool of qualified, workforce-ready candidates who can better serve the middle and high school students of the state of Connecticut. The addition of a statistics concentration will help attract students interested in becoming an actuary for the numerous insurance companies based in Hartford.

- 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?
Southern's Office of Institutional Research publishes comprehensive data sets detailing the distribution and performance of the student body across these dimensions. Performance data includes DFW, completion, and retention rates, grade distributions, and data concerning course repetition.
 - 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 university, recognizing the need for these supports, provides a First Year Experience and learning communities to first-year students. In addition, Southern has a Center for Academic Success and Accessibility Services which provides academic and access support for our students.
 - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
Interventions specific to the inequities would be developed, and the data would be used to compare pre- and post-intervention outcomes. For example, an intervention targeting high DFW rates (as identified by institutional data) would be judged by comparing pre- and post-intervention DFW rates across the dimensions of interest, and appropriate statistical methods would be employed to determine whether a significant change had occurred.

⁴ <https://www.maa.org/sites/default/files/CUPM%20Guide.pdf>

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

Southern has TAP agreements with the community colleges for its existing BA and BS Applied degrees. Students in the community colleges working under these agreements would be able to transfer into the the Pure and Applied concentrations, respectively, with no modification to the TAP agreements required. In addition, students working under either arrangement could optionally transfer into the Statistics concentration. Finally, we do not have a TAP agreement for the BS Math 7 – 12 due to specific general education requirements for admissions to the College of Education.

Beyond TAP, Southern's sister institutions (Central, Eastern, Western) routinely accept transfers (courses, students) from Southern (as Southern does from each). However, in this case, there is no formalized agreement as with TAP.

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

All three of our sister institutions within the CSCU system offer a pathway to become a state-certified Mathematics teachers. SCSU already has a Teacher Certification program in Mathematics, therefore this is not a duplication of a program. All three of our sister institutions within the CSCU system offer a B.A. in mathematics, which will be similar to our concentration in pure mathematics. This is not a duplication of program, as SCSU currently has a B.A. in mathematics as well. ECSU and WCSU have degrees focusing in applied mathematics, but again, SCSU already offers a B.S. Applied Mathematics, so this will not be a duplication of program. The statistics concentration SCSU is proposing is very similar to the current B.S. Applied Mathematics program at SCSU, so although ECSU and CCSU currently have degrees with a statistics concentration, this is not a duplication of programs.

Given that the concentrations in the revised program proposal all currently exist or are available through programmatic substitutions, there is no anticipated negative effect on the other CSU's in terms of recruiting students away from their programs – Southern's students will remain Southern's, and so on. The restructuring of the program at Southern will certainly help retention by consolidating the core and increasing crossover between concentrations; course content will also be more relevant to mathematics today and the needs of the state workforce.

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
Core -----		Core -----	
MAT 150 Calculus 1	4	MAT 115 Intro. to Modern Mathematics	3
MAT 151 Calculus 2	4	MAT 150 Calculus 1	4
MAT 221 Intermediate Applied Statistics	4	MAT 151 Calculus 2	4
MAT 250 Foundations of Mathematics	4	MAT 250 Foundations of Mathematics	4
MAT 252 Calculus 3	4	MAT 252 Calculus 3	4
MAT 372 Linear Algebra	3	MAT 372 Linear Algebra	3
CSC 152 Programming Fundamentals or DSC 100 Data Science 1	3	MAT 320 Mathematical Statistics 1	3
		DSC 100 Data Science 1	3
		DSC 101 Data Science 2	3

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BS Mathematics 7 – 12 -----		BS Mathematics, Cert. Conc. -----	
Core (above)		Core(above)	
MAT 300 History of Mathematics	3	Choose 3 of 4:	
MAT 360 Foundations of Geometry	3	MAT 360 Foundations of Geometry	3
MAT 375 Abstract Algebra 1	3	MAT 373 Modern Algebra or MAT 375 Abstract Algebra 1	3
MAT 378 Discrete Mathematics	3	MAT 378 Discrete Mathematics	3
MAT 405 Elem. Math. Adv. Standpoint	3	MAT 446 Advanced Calculus or MAT 450 Analysis	3
MAT 408 Tech. Teaching for Math. Ed.	3	Complete all of:	
MAT 490 Teaching Math. Second. School	3	MAT 405 Elem. Math. Adv. Standpoint	3
MAT 494 Student Teaching – Mathematics	9	MAT 408 Tech. Teaching for Math. Ed.	3
MAT 496 Student Teaching Seminar	3	MAT 490 Teaching Math. Second. School	3
		MAT 494 Student Teaching – Mathematics	9
		MAT 496 Student Teaching Seminar	3
BA Mathematics -----		BS Mathematics, Pure Math Conc. -----	
Core (above)		Core (above)	
MAT 375 Abstract Algebra	3	Choose 3 of 4:	
MAT 450 Analysis	3	MAT 245 Differential Equations	3
MAT 488 Seminar in Math. Modeling or MAT 498 Seminar in Mathematics	3	MAT 360 Foundations of Geometry	3
Two math courses with advisor approval	6	MAT 373 Modern Algebra or MAT 375 Abstract Algebra 1	3
		MAT 378 Discrete Mathematics	3
		Complete all of:	
		MAT 446 Advanced Calculus or MAT 450 Analysis	3
		MAT 491 Capstone in Math. 1 and MAT 492 Capstone in Math. 2, or MAT 497 Internship	3-4
		Two math courses with advisor approval	6
BS Mathematics Applied -----		BS Mathematics, Applied Math. Conc. -----	
Core (above)		Core (above)	
Choose 2 of 3:		MAT 245 Differential Equations	3
MAT 375 Abstract Algebra 1	3	MAT 322 Numerical Analysis 1	4
MAT 450 Analysis	3	MAT 446 Advanced Calculus or MAT 450 Analysis	3
MAT 480 Topology	3	MAT 488 Seminar in Math. Modeling	3

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Complete all of:		MAT 491 Capstone in Math. 1 and MAT 492 Capstone in Math. 2, or MAT 497 Internship	3-4
MAT 245 Differential Equations	3	Two math courses with advisor approval	6
MAT 322 Numerical Analysis 1	4		
MAT 378 Discrete Mathematics	3		
One statistics class with advisor approval	3		
Two cognate classes with advisor approval	6		
		BS Mathematics, Statistics Conc. -----	
		Core (above)	
		MAT 321 Mathematical Statistics 2	3
		MAT 326 Regression Analysis	3
		MAT 329 Bayesian Analysis	3
		MAT 446 Advanced Calculus or MAT 450 Analysis	3
		MAT 491 Capstone in Math. 1 and MAT 492 Capstone in Math. 2, or MAT 497 Internship	3-4
		Two math courses with advisor approval	6
Total Credits Original Program	120	Total Credits Modified Program	120

Learning Outcomes - L.O.

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

1. Achieve mastery of a rich and diverse set of mathematical ideas.
2. Use acquired mathematical skills to undertake independent learning and to be a contributing member of a problem-solving team.
3. Demonstrate the ability to write mathematical proofs.
4. Demonstrate the ability to use and understand multiple representations (including graphical, numerical and analytical) of mathematical concepts.
5. Understand and appreciate connections among different areas of mathematics and with other disciplines.
6. Communicate effectively and explain mathematics both verbally and in writing.
7. Utilize appropriate technology to develop models for solving problems and analyzing new situations.
8. Appreciate the beauty, joy, and challenge in mathematics and experience mathematics as an engaging field with contemporary open questions.
9. Think analytically and critically and be able to formulate problems, solve them, and interpret their solutions.

Assessment of Learning Outcomes

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

The department uses/will use the following assessment tools:

- The Major Field Test in mathematics. This is an ETS tool which is administered to thousands of graduating math majors and which assess core competencies across the math curriculum. Comparative data is available each testing cycle which allows the department to judge progress in meeting designated learning outcomes.

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- Alumni surveys, to determine the extent to which the learning outcomes proposed by the department meet employer and alumni needs in the workplace.
- Alumni data, including job after graduation and post-graduate applications/acceptance/graduation.

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
MAT 115 Intro. to Modern Mathematics (new)	1,4,5,8	MAT 112	3
MAT 150 Calculus 1	4,5,6,7,9	MAT 122	4
MAT 151 Calculus 2	4,5,6,7,9	MAT 150	4
MAT 250 Foundations of Mathematics	1,3,4,5,6,8,9	MAT 151	4
MAT 252 Calculus 3	4,5,6,7	MAT 151	4
MAT 320 Mathematical Statistics 1	4,5,6,7	MAT 250, MAT 252	3
DSC 100 Data Science 1	5,7	MAT 112	3
DSC 101 Data Science 2	5,7	DSC 100	3
MAT 372 Linear Algebra	4,5,6,7	MAT 150	3
MAT 360 Foundations of Geometry	3,4,6,8	MAT 250	3
MAT 373 Modern Algebra	3,6,8	MAT 250, MAT 372	3
MAT 375 Abstract Algebra 1	3,6,8	MAT 250, MAT 372	3
MAT 378 Discrete Mathematics	3,5,6,8	CSC 152 or DSC 101, MAT 151, MAT 250 or MAT 178	3
MAT 446 Advanced Calculus (revised)	4,5,6,7,8	MAT 252	3
MAT 450 Analysis	3,6,8	MAT 250, MAT 252	
MAT 488 Seminar in Math. Modeling	1,2,4,5,6,7,8	MAT 221 or MAT 321, CSC 152 or DSC 101, MAT 252 and MAT 372	3
MAT 491 Capstone in Math. 1 (new)	1,2,5,6,8	Math major, senior status	1
MAT 492 Capstone in Math. 2 (new)	1,2,3,4,5,6,7,8	Math major, senior status	3
MAT 497 Internship	1,2,5,6,7	Senior status and a Mathematics or Data Science major, mathematics GPA of 2.7, overall GPA of 2.5 and departmental permission.	Varies
MAT 321 Mathematical Statistics 2	4,5,6,7	MAT 320	3
MAT 326 Regression Analysis	4,5,6,7	MAT 221 or MAT 321	3
MAT 329 Bayesian Analysis	4,5,6,7	MAT 221	3
MAT 405 Elem. Math. Adv. Standpoint	1,3,4,6,7,8	MAT 250	3
MAT 408 Tech. Teaching for Math. Ed.	1,4,6,7,8	Departmental permission	3
MAT 490 Teaching Math. Second. School	4,6,7,8	Departmental permission	3
MAT 494 Student Teaching – Mathematics	4,6,7,8	MAT 490	9

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MAT 496 Student Teaching Seminar	4,6	Departmental permission	3
MAT 221 Intermediate Applied Statistics	4,5,6,7	MAT 120 or MAT 122 or MAT 124 or MAT 125 or MAT 139 or MAT 150	4
MAT 245 Differential Equations	4,5,6,7	MAT 151	3
MAT 300 History of Mathematics	1,5,6,8	MAT 139 or MAT 150	3
MAT 322 Numerical Analysis	4,5,6,7	CSC 152 or DSC 101, MAT 151	4
MAT 328 Time Series Analysis	4,5,6,7	MAT 326 and MAT 372	3
MAT 428 Math. Foundations of Machine Learning	4,5,6,7	MAT 221 and MAT 372	3
MAT 429 Modern Non-parametric Statistics	4,5,6,7	MAT 221 and MAT 372	3
MAT 480 Topology	3,6,8	MAT 250 and MAT 372	3
Open Electives (<i>Indicate number of credits of open electives</i>)			12
Total Program Credits:			120

Description of Related Modification(s)
 Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements
 NA

Description of Resources Needed
 As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.
 No new/additional resources are required to support the proposed revision.

Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2022		Fall Term, Year 2021		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students						
Returning Students						
Actual Headcount Enrollment						
Fall FTE accounted for by Program Majors						
Size of Credentialed Group(s) for Given Year	46		52		62	

Impact of Modification on Enrollment and Completion
 Describe the anticipated impact of the modification(s) on future enrollment and completion
 With the consolidation of requirements, expansion of the program core, and additional programmatic flexibility, we anticipate students having greater access to courses necessary for degree completion.

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

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SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

Complete the PRO FORMA Budget below – Projected Resources and Expenditures over the three years beginning with the initiation date of the modified program. Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The proposed revision does not require any new resources or funding. Being a reorganization of existing offerings, the existing budget structure will be sufficient going forward.

PRO FORMA Budget - Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall	Fall	Fall
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue			
PROJECTED Program Expenditures*	Fall	Fall	Fall
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
Total Estimated Program Expenditures			

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://inside.southernct.edu/mathematics>

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

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): Mathematics plays a central role in many fields, from science to computer programming, from finance to economics. It is a critical component in an extensive spectrum of fields. Southern's mathematics certification program is nationally recognized by the National Council for Accreditation of Teacher Education. Students have the opportunity to supplement their small, close-knit classes with participation in the Math Club, weekly problem-solving seminars, trips to conferences, national and international competitions, and in the GeoGebra Institute of Southern.

Careers/Professions and Earnings

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Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 15-2000 Mathematical Sciences Occupations: 15-2010 Actuaries, 15-2020 Mathematicians, 15-2040 Statisticians; 25-1022 Mathematical Sciences Teachers, Postsecondary.

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? 15-2010: \$115,457 (on qualification); 15-2020: \$67,280; 15-2040: \$97,875; 15-2020 \$56,241.

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541715 Mathematics research and development laboratories or services,

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Students completing this program would be able to continue in to the MAT and the proposed MS in data science at SCSU. ☐ 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): Aaron Clark, clarka23@southernct.edu, (203)392-5590

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 14

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Possibly 1 - 2

Admissions Requirements

What are the admissions requirements for the program? The admissions requirements are the same as those for admission to the university.

Graduation Requirements

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

If yes, describe: Under the proposed revision, students in the Applied, Pure, and Statistics concentration complete a capstone research experience under the direct supervision of a faculty member. Students in the Teach Certification concentration participate in a student teaching seminar.

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: Students interested in mathematics and applications of mathematics; students interested in mathematical modeling and statistics; students seeking preparation for teaching high school math; students interested in attending graduate school for mathematics.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

designating

EDWIN VARGAS

To fill the

GOVERNOR WILLIAM A. O'NEILL ENDOWED CHAIR IN PUBLIC POLICY AND
PRACTICAL POLITICS

at

CENTRAL CONNECTICUT STATE UNIVERSITY

February 16, 2023

WHEREAS, Central Connecticut State University is seeking to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the fields of public policy and politics, and

WHEREAS, Mr. Edwin Vargas's public service career spans 45 years, most recently serving Connecticut as State Representative and Deputy Speaker; Mr. Vargas volunteered to serve as a Commissioner for the Hartford Planning and Zoning Commission, and served on boards for the United Way, and the Hartford Hospital Corporation at the appointment of the Governor; Outside of his political service, Mr. Vargas worked as an educator for the Hartford Public School System for 35 years; Mr. Vargas has also served in various leadership roles nationally and on a state level for the Hartford Federation of Teachers, Connecticut State Federation of Teachers, American Federation of Teachers Civil and Human Rights Committee, the Greater Hartford Labor Council, and as President of the National Congress for Puerto Rican Rights and Public Policy Chair of the National Puerto Rican Coalition, and

WHEREAS, Mr. Vargas earned his Master's degree in Public Administration, and his Bachelor's in Education from the University of Hartford upon transferring from the University of Puerto Rico, and

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Edwin Vargas to this position, be it

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Edwin Vargas to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University at the rank of Assistant

Professor for a period of one-year, renewable yearly at CCSU's discretion, for up to two additional separate and distinct one-year terms.

A True Copy:

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

ITEM

Designation to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University.

BACKGROUND

Central Connecticut State University has requested designation of Mr. Edwin Vargas to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics. The Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics offers experience in public service and public policy that will enrich the campus community and connect students and faculty to resources. The Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics will engage in the following activities:

- Teaching: instructing a class, to be determined in consultation with the Political Science Department, with targeted start of Fall 2023, and guest lecturing in state/local government or other relevant classes in which special expertise is held by the Chair Holder.
- Programming: addressing issues of public policy and practical politics through public lectures and by organizing and participating in campus forums and supporting CCESR outreach and programming.
- Collaboration: arranging for policymakers to address CCSU students and faculty as guest speakers, while also facilitating University collaborations with state governmental leadership on policy initiatives.
- Mentorship: mentoring students, especially those with a public service career path.

The ideal candidate would be an individual with vast experience in their career in the political and public policy arena. Mr. Edwin Vargas's qualifications match the prestige and expectations of an Endowed Chair. President Toro advises that the recommendation be brought forward for the Board of Regents consideration following an extensive search.

RECOMMENDATION

That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Mr. Edwin Vargas as the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics by adopting the proposed resolution.

02/03/2023 – BOR -Academic and Student Affairs Committee

02/16/2023 – Board of Regents

Edwin Vargas

141 Douglas Street, Hartford CT 06114 860-930-6359 edvargas49@gmail.com

Education

- Master's Degree in Public Administration (1986) University of Hartford
- Bachelor's Degree of Science in Education, cum laude, (1974) University of Hartford
- Transfer Student, from the University of Puerto Rico, San Juan, PR
- Three years of Undergraduate studies at the University of Puerto Rico, San Juan, PR
- Training Program, New Century Education Corporation, Mathematics Curriculum, 1974
- Extensive graduate coursework beyond degrees, 90 credits and CEUs
- English/Spanish bilingual and bicultural, speak and write at professional level

Selected Experience

Jan. 2013 – Present

State Representative/Deputy Speaker. Working with my fellow legislators for balanced budgets that addressed the needs of our fellow residents while ensuring that our taxes were fair. Raising funds for political campaigns and for a variety of worthy causes. Debating and consulting with my fellow legislators on a bipartisan basis to ensure that our state laws are consistent with the needs of our state and its people. Engage in long-term planning to ensure that future generations have the tools they need to succeed.

2009-2010

2010 United States Census, Hartford Office, Local Administrator

I worked as a local administrator for the 2010 Census Bureau's Hartford office under the auspices of the US Treasury Department. The role of the office administrators was to recruit, train and supervise local canvassers. We also were charged with collecting the census data for the Hartford area and forwarding it to the national office.

1972 – 2007

Teacher, Hartford Public Schools

Taught in different schools and served in different capacities, among them teacher of American History at the high school level, Mathematics Lab Supervisor, trained by the New Century Corporation, Los Angeles, CA, and lead teacher at the North End Adult School, which included teaching English to immigrant students from throughout the world.

Civic Engagement

Teacher Leadership, Hartford Federation of Teachers

I served as an elected leader at every level of the Hartford Federation of Teachers and its parent organizations during my teaching career from 1972 until my retirement from Hartford Public Schools in 2007. At the local level I held the following positions which I believe carried the most responsibility:

Grievance Chair

In this position I was responsible to work with the Hartford Public Schools Department of Human Resources to ensure that the school system was meeting its responsibilities towards its employees. The rights of said employees are enumerated in the administrative manual, state statutes, Board of Education policies, and any contractual language contained within that employee's specific bargaining unit agreement. Actions deemed in violation of said employee's rights by the grievance committee were appealed to the different levels of administration within the school system. If the Grievance Committee disagreed with the administrative remedies, I was responsible to seek further action through the appeals procedure available depending on the issue. Some appeals were made to an independent arbitrator, while others were appealed to state agencies such as the Labor Department, Workers Compensation Board, and the Unemployment Compensation Board. My responsibilities included researching issues, interviewing witnesses, preparing material evidence, litigating cases, including presenting witness testimony, cross-examining hostile witnesses, summations, etc.

Chief Negotiator

In this position, I was responsible to prepare contract language that our negotiating team considered necessary professional treatment of our federation membership. As chief negotiator, it was my responsibility to negotiate across the bargaining table with the Hartford Board of Education's team which could include the Superintendent of schools or a designee and management professional negotiators which in our case were attorneys from the Shipman and Goodwin law firm. It was also my responsibility to present any negotiated settlement to our membership for approval. In matters which reached impasse, I was responsible to take these issues to a mediator. If mediation failed, I was further responsible for litigating the matter in front of a state-established tripartite board of arbitrators. The decisions issued by these arbitrators were binding on both parties.

President

As president of the Hartford Federation of Teachers, it was my responsibility to perform all the duties of the chief administrative officer. This included supervising the staff, both secretarial and professional, building maintenance, representing the organization before other bodies, serving as the principal spokesperson, hiring and evaluating staff, recommending salaries to our executive board, etc.

American Federation of Teachers CT (AFT-CT) Executive Vice President

As executive vice president of AFT- CT, then known as the Connecticut State Federation of Teachers, I was responsible for assisting the president in serving all of our affiliated federations throughout the state of Connecticut. These included local federations that represented teachers in individual municipalities, hospital nurses, employees in higher education, and some state employee bargaining units. The president and I took turns in presiding meetings with delegates

from all the affiliate organizations. We played an active role in organizing, public relations, lobbying, and providing training to our local leaders. We were also responsible for hiring, supervising, and evaluating all staff. In my particular position, I was also responsible for assuming the president's responsibilities in his absence. I also assisted in training and organizing AFT affiliates in Florida, New Mexico, Arizona, and Puerto Rico at the request of AFT national.

American Federation of Teachers (national) Civil and Human Rights Committee

Although I was originally appointed to the position of national vice chair by the national AFT president, Sandra Feldman, she subsequently asked me to serve as the national Acting Chair due to the original Chair's resignation. In this position, I was responsible for organizing numerous forums on civil and human rights issues. I presided over committee meetings and presented policy recommendations to the national executive board of AFT for their consideration and possible adoption. While holding this position I was able to meet with many foreign teacher delegations. This allowed us to learn of the challenges facing our colleagues in the international arena. Many of our colleagues were facing human rights violations and our exchanges allowed us to aid them and also to educate our federal leaders as to the actual conditions on the ground in many nations.

Latino Leadership and Activism

Although Latino activism has been a factor in many of my other roles there are some organizations in my background that concentrated their efforts specifically in this direction:

President, the National Congress for Puerto Rican Rights

This organization was founded in Philadelphia PA by a group of community activists many of whom had been involved in the Young Lords organization. Our purpose was to organize the Puerto Rican and other Latino communities at the grassroots level throughout the U.S. to give them a national voice. Among my responsibilities as national president was to travel to local chapters throughout the country with the purpose of encouraging their local work, speaking to their members regarding national issues affecting our communities, and listening to their local concerns which I reported back to our national board. Among my many responsibilities one that stands out was giving a report on the status of Puerto Rico to the United Nations Decolonization Committee. I also organized the biennial National Convention held in Manhattan where I was able to secure the participation of the reverend Jesse Jackson as our keynote speaker.

Public Policy Chair, National Puerto Rican Coalition, Inc.

The Washington-DC-based National Puerto Rican Coalition, Inc. was a national think tank organization. It was based in our nation's capital with the strategic purpose of being close to our national policymakers with a special focus on the Hispanic Congressional Caucus. We were able to provide timely and useful information to local, state, and federal officials on topics such as health, education, demographics, and employment. We did this by issuing a series of publications and sponsoring educational forums. While the coalition had several standing committees, the Public Policy Committee was at the heart of the organization. We were supported by a National Business Advisory Committee that included in its membership key executives of major corporations. By virtue of my being chair of the Public Policy Committee, I was a member of NPRC's Executive Committee.

La Casa de Puerto Rico, Inc. Board Member

La Casa de Puerto Rico was a nonprofit organization devoted to serving Hartford's Latino community. During my years as a board member in the 1970s and early 1980s La Casa's mission was to provide policy guidance to our city leaders, foster the development of other needed organizations, secure funding for direct services and support cultural activities.

The Center for Latino Progress, Board Vice Chair and Chair of Annual Gala

The Center for Latino Progress, formerly the Connecticut Puerto Rican Forum, is a nonprofit organization. Its mission is to provide job training skills, especially in the area of secretarial and clerical positions. It collaborates closely with many Hartford area employers. Among the many responsibilities of the agency, we were charged with educating our community in regard to expanding job opportunities and what skills were necessary to access these jobs. Besides my role as a board member and vice chair I was also responsible for chairing the annual gala committee. This was key to the organization since the annual gala dinner dance was the major fundraising activity of the organization beyond the grants we received.

Other Non-Profit Service:

Hartford Hospital Corporation, Governor's Appointee to the Board of Directors

In the late 1970s, I was appointed to the board of directors of the Hartford Hospital Corporation by the then-governor of Connecticut the Honorable Ella Grasso. During the time that I served on the board, we laid the groundwork for the creation of Hartford Healthcare Corporation which now represents several affiliated Connecticut hospitals and one of the state's largest medical groups. Unfortunately, while still serving my term at the hospital Gov. Grasso was admitted as a patient and shortly thereafter passed away thus being succeeded as governor by her lieutenant governor, William O'Neill.

United Way of the Capital Region

This United Way is now known by the name of The United Way of Central and Northeastern Connecticut. Throughout the 1980s and 1990s, I rotated in and out of the board of directors of this United Way as required by the bylaws. I served in various capacities throughout the years including the executive committee, the campaign cabinet and the agency evaluation committee. I have continued my association with this organization as a leadership donor and an active promoter.

Wadsworth Atheneum, Elector

I have recently been appointed as an elector of the museum by its CEO Mr. Jeffrey Brown. As I understand, the main responsibility of the electors shall be to decide appointments to the Atheneum's board of directors to serve as the museum's ambassadors to the greater community.

The Connecticut Guitar Society, Board of Directors

The Connecticut guitar society is a nonprofit organization that brings outstanding guitarists from every genre to the state of Connecticut. We have brought classical guitarists, blues guitarists, jazz guitarists, bossa nova guitarists and tango guitarists just to name a few. The style is not as important as the player's virtuosity. I served on the Board and I truly enjoyed my service on it since I am an amateur guitar player myself.

The Latino Endowment Fund, Member/Donor

This fund is affiliated with Hartford Foundation for Public Giving. Its main purpose is to fund studies that examine the needs of the Latino population in the state of Connecticut and specifically in the greater Hartford area. The purpose of these studies is to provide guidance to policymakers to ensure that decisions that are made are beneficial truly to our community.

Politics and Public Policy

Although the experience that is listed below is under the category of politics and public policy these topics permeated almost every aspect of my activities in other areas not specified here including having served as a commissioner on two Hartford Charter Revision Commissions.

2003 – 2013

Planning and Zoning Commission, City of Hartford

I served for 10 years as a commissioner of planning and zoning for the city of Hartford. Although, as was the case with most of my civic involvement, this was a volunteer position it was nonetheless a very important one. We met twice a month for approximately 3 hours per meeting to decide what could or could not be built in our capital city. During my tenure as a planning and zoning commissioner, we held several public hearings with the community to allow for citizen input into our city's 10-year development plan. This plan was published by the city and served as a blueprint for much of Hartford's development.

Puerto Rican Political Action Committee, Founder and President

This organization was founded for the purpose of assisting our community in obtaining political power during a period when it was politically disenfranchised and underrepresented. It was patterned along the lines of other existing PACs. We registered voters and campaigned for Latino candidates and others who were friendly to our community. Using this committee as a vehicle we were able to elect public officials at the local and state level. We also secured the appointment of several Latinos to key administrative positions. Furthermore, we were able to impact public policy decisions that affected our community.

Hartford Democratic Town Committee, Chair

As a result of our political success, I was the first Latino ever elected Chair of the Hartford Democratic Town Committee. This happened during the administration of then Mayor Carrie Saxon Perry, since deceased. This was the first time anyone from any minority community held this post.

People for Change Party, Founding Member

This was a third party established in Hartford for the purpose of competing for minority-party elected slots. State law did not allow a major party to hold more than 2/3 of our City Council seats because they are elected at-large rather than by districts. It reserved 1/3 of the seats for a minority party. By creating a third party we were able to field candidates for those offices. We successfully challenged the existing minor party and elected candidates affiliated with the People for Change Party to those offices. The successor organization to this one is the Working Families Party of which I am a contributing member and which has cross-endorsed my political campaigns.

Legislative Electoral Action Program (LEAP), Co-Founder

This was a statewide coalition of diverse organizations, many of which had not previously worked together. As president of the Puerto Rican Political Action Committee, I was able to work closely with leaders of organizations that dealt with labor, women, the environment, gays and many other issues. We were able to find common ground on many electoral and legislative campaigns. This collaboration led to a better understanding among the member organizations. By joining forces, we were able to elect state legislators that supported these initiatives and we were able to better influence our state legislature in adopting policies that we believed were pro-people.

Latinos for Obama '08, State Chair

During Barack Obama's 2008 US presidential campaign I was appointed Connecticut Chair of Latinos for Obama '08. This organization was part of the broader Obama '08 campaign. Its purpose was to generate support in the Latino community for Obama's candidacy. Our efforts resulted in Connecticut being the first state where Latino voters favored him over his rival in a statewide Democratic primary. He went on to win the Latino vote in the subsequent primaries and in the general elections.

Labor activism and leadership

AFL-CIO

From 1981 until 1985 I served two terms as president of the Greater Hartford Labor Council which represents the membership of all unions affiliated with the AFL-CIO in the Hartford metropolitan region. This allowed me to work with individuals who worked in a wide variety of industries both private and public. I became very familiar with a broad range of issues affecting blue-collar and white-collar workers. My election to this office was a first on many levels. I was the first Latino, white-collar worker, college-educated professional, public employee and minority individual to occupy this position. Among the most memorable events during this period are my coordination of the local support for the Professional Air Traffic Controllers (PATCO) strike, coordinating local support for Cesar Chavez and the United Farm Workers Union, assisting the drivers involved in the Greyhound bus strike, coordinating fundraising events for the Polish Solidarity Union, serving as a strike captain for the Building and Construction Trades Council, mobilizing participation for a Solidarity Day in Washington DC and at our state Capitol, supporting striking workers at nursing homes, Colt's Firearms, Pratt and Whitney among others, and providing assistance in many organizing campaigns including one at Yale University.

International Ladies Garment Workers Union ILGWU, Volunteer Organizer

I was asked by the organizing director of the ILGWU, Mr. Danny Perez, to assist in several organizing campaigns as a volunteer organizer. Although I was extremely busy with many other responsibilities, I made time to assist this union. Besides my desire to help low-paid workers laboring in sweatshops, I had additional personal reasons. My mother who had worked in the garment industry in New York City in her youth had been a long-time member of this union. I felt that it was my family's debt and responsibility to make the time to assist them in their organizing efforts.

Media

Radio Communications

I produced and broadcast a daily radio show through the airwaves of WYRM AM Radio, Newington. The purpose of this show was to update the Latino community on issues of interest and to provide some analysis of the current political situation and how it affected us. This show went on for several years from the late 1970s through the early 80s.

Television

I produced and hosted a weekly talk show during the mid to late 1980s. This show was broadcast on channel 13 Telemundo, Hartford. The name of the show was "Mano a Mano con el Pueblo." This program allowed employers to recruit members of our community, nonprofits to promote their services, and cultural organizations to promote their events. The program was sponsored by the now-defunct Connecticut Bank and Trust Company.

Print Media

Throughout my career as an educator and activist, I have written columns for a variety of small community newspapers. These columns usually dealt with public policy and political issues in our community and in the broader community that affected us.

Selected Awards & Acknowledgements

Throughout the years, I have received numerous awards in recognition of my work and leadership in the fields of human and civil rights, support to nonprofit organizations, Latino political empowerment, and international justice issues. A selection of those awards follows.

- Thank you for tireless efforts to fund tobacco prevention programs to protect Connecticut youth, Cancer Action Network, American Cancer Society, 2022
- Certificate of Appreciation, St. George Armenian Church, 2021
- Sincere Appreciation, Adult Education Center in Hartford, 2014
- The South End Ladies Democratic Club, 2014 Fellowship Award
- Legislative Award, The Connecticut Police Chiefs' Association, 2013
- Latino de Oro, Latino de Oro Foundation and Identidad Latina, 2013
- Leadership and Dedicated Board Service, Connecticut Puerto Rican Forum, 2011
- Edwin Vargas Day, Proclamation of the City of Hartford, June 1, 2007
- In Solidarity Award, Hartford Federation of Teachers, 2007
- Lasting Contributions and Outstanding Service as Office and President of the Hartford Federation of Teachers, 2007
- National Association for Puerto Rican Civil Rights Roberto Clemente Award for Conspicuous Service to our Community, no date.
- Key to the City, City of Providence, RI
- Official Citation State of Connecticut General Assembly, On being elected as the first Puerto Rican Chair of the Hartford Democratic Town Committee. 1992
- Official Citation, State of Connecticut General Assembly, for leadership in the fight against lead poisoning. 2008
- Local Hero, Municipal and Education, United Way and Webster Bank, 2001
- COMAH in appreciation for your dedication, time, and effort on behalf of our bilingual program and bilingual students in Hartford, 1999
- Leadership, dedication and service to the Latino Community, Puerto Rican/Latin American Cultural Center, University of Connecticut, 1991

- For Loyal Dedication and Continuous Service to the Teachers' Union, Given by the Bilingual Teachers of Hartford, CT (no date)
- Certificate of Appreciation, Celebrity Story Hour, 1997
- Ph.D. (Protector of Human Dignity) Award, Locals 34 and 35, New Haven, CT, 1996
- For Years of Dedicated Service, Hartford Federation of Teachers, Local 1018, 1994
- President's Award, CSFT, AFT, AFL-CIO, 1991
- Activist of the Year, Caucus of Connecticut Democrats, 1990
- Carl Hurwit Award, LEAP 10th Anniversary Dinner, New Haven, CT, 1990
- Jesus Colon Labor/Civil Rights Award, National Congress for Puerto Rican Rights, 1988
- Citation for Distinguished Service, Connecticut State Federation of Teachers, 1985
- Grateful Appreciation, Greater Hartford Labor Council, AFL-CIO, 1984
- Outstanding Efforts on Behalf of Teacher Unionism, Hartford Federation of Teachers, Local 1018, 1983
- Outstanding Community Service Award, Que Pasa Newspaper and Hartford Neighborhood Centers, 1980-81
- Certificate of Appointment from Gov. Ella Grasso to Hartford Hospital's Board of Directors, 1977
- Award for being the Keynote Speaker of 9th Annual Banquet, Movimiento Jíbaro for the Puerto Rican Parade of Rhode Island

HOBBIES

I enjoy playing the guitar and singing at senior homes and centers. I am an avid reader, essay writer, and traveler. My wife Sylvia and I enjoy spending time with our family, especially during the holidays.

M E M O R A N D U M

TO: Terrence Cheng
President, Connecticut Board of Regents for Higher Education

FROM: Dr. Zulma Toro
President

DATE: January 5, 2023

SUBJECT: Recommendation to Appoint Edwin Vargas to the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Mr. Edwin Vargas, of Hartford, Connecticut, to succeed Don DeFronzo, as holder of the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University.

Following a national search, the O'Neill Chair Search Committee recommended the appointment of Mr. Vargas.

The O'Neill Endowed Chair is housed in the Center for Community Engagement and Social Research (CCESR), which has been duly designated as a Connecticut Higher Education Center of Excellence. This appointment will be for a period of one-year, renewable yearly at CCSU's discretion, for up to two additional separate and distinct one-year terms.

This proposed appointment, which has my full support, has been reviewed and recommended by the Executive Director of CCESR, Dr Beth Merenstein.

Mr. Vargas has had a professional career in public service spanning the last forty-five years.

A lifelong student of public policy and education, he earned a master's degree in Public Administration from the University of Hartford in 1986, as well as a BS in Education from the University of Hartford after transferring from the University of Puerto Rico.

Mr. Vargas served the state of CT as State Representative and Deputy Speaker since 2013 (recently resigning from this position). Prior to this political position, Mr. Vargas volunteered as a Commissioner for the Hartford Planning and Zoning Commission. His ten years on the commission culminated with a plan that was published by the city and served as a blueprint for much of Hartford's development.

For 35 years, Mr. Vargas worked in the Hartford Public School system. He taught in different schools and served in different capacities, among them as a teacher of American History at the

high school level, Mathematics Lab Supervisor, and lead teacher at the North End Adult School, which included teaching English to immigrant students from throughout the world.

During this time, Mr. Vargas served in a leadership capacity with the Hartford Federation of Teachers. At various times, he held the local positions of Grievance Chair, Chief Negotiator, and President of the Hartford Federation of Teachers. Additionally, Mr. Vargas served in state and national leadership roles as well; he was executive vice president of AFT- CT, then known as the Connecticut State Federation of Teachers and national Acting Chair of the American Federation of Teachers Civil and Human Rights Committee. His experience with labor activism also extended to working as President of the Greater Hartford Labor Council for the AFL-CIO.

The duties of the O'Neill Chair would give him the opportunity to share this experience, perspective and knowledge with CCSU students, to collaborate with CCSU faculty and to assist the public policy outreach work of the Center to state and municipal policymakers, and to the public at large. He has both management and labor experience, and can share his negotiation skills with our campus.

Mr. Vargas has continued to maintain a strong connection to his Puerto Rican roots, and while bringing this into all aspects of his work, he also has held various state and national leadership positions that highlight his commitment to the Latino community. Among other roles, he has been President of the National Congress for Puerto Rican Rights and Public Policy Chair of the National Puerto Rican Coalition.

Finally, as an important member of the Hartford and Connecticut community, Mr. Vargas has served on a number of boards, including the Hartford Hospital Corporation (a Governor appointment) and the United Way. He has won a number of awards and various recognitions for his dedicated service to the local and state community dating back to the 1970s.

This highly varied experience in policy development encompasses both the public and non-profit arenas, leadership positions representing both management and labor, and service in the legislative branch of government.

Mr. Vargas possesses a great depth of public policy experience that will certainly enrich our campus community. He will connect students and faculty to resources that will greatly support the O'Neill Endowed Chair's emphasis on practical politics, as intended by the CSU BOT creation of the Chair in 2000, and by the BOT appointment of Governor O'Neill as the first holder of the Chair (2000–2007).

As the O'Neill Chair Holder, Mr. Vargas's responsibilities would consist of:

- instructing a class, to be determined in consultation with the Political Science Department, with targeted start of Fall 2023;
- addressing issues of public policy and practical politics through public lectures and by organizing and participating in campus forums;
- guest lecturing in state/local government or other relevant classes in which special expertise is held by the Chair Holder;
- arranging for policymakers to address CCSU students and faculty as guest speakers;

- facilitating University collaborations with state governmental leadership on policy initiatives;
 - mentoring students, especially those with a public service career path;
 - supporting CCESR outreach and programming
-
- I have attached a copy of Mr. Vargas's résumé for your review. Thank you for considering this recommendation, which I would appreciate you forwarding to the Board of Regents for approval.

RESOLUTION

concerning

GRANT OF EASEMENTS
to the CONNECTICUT DEPARTMENT OF TRANSPORTATION
at
NORWALK COMMUNITY COLLEGE
February 16, 2023

- WHEREAS, The State Department of Transportation (CT DOT) will be commencing with bridge reconstruction to roadway bridge 04152 located at West Cedar Street, Norwalk, and crossing over the 5 Mile River, and
- WHEREAS, The bridge is located at the south-west corner of Norwalk Community College, and
- WHEREAS, CT DOT will require easements from the BOR of approximately 371 square feet to temporarily access part of the bridge construction site, and a permanent slope easement of 122 square feet as when complete, and
- WHEREAS, CT DOT will purchase rights from the BOR for the temporary and permanent easements based on a fair market appraised value of approximately \$2,000, and
- WHEREAS, Neither easement compromises the College's current or projected operations, and therefore, be it
- RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities grant CT DOT's request for both a temporary land and permanent slope easement.

A True Copy:

Alice Pritchard
Secretary of the Board of Regents

ITEM

Grant of Construction and Slope Easement to the Connecticut Department of Transportation for a Land Parcel Situated at Norwalk Community College in Norwalk, Connecticut.

BACKGROUND

In accordance with the provisions of Section 13a-73(g) of the General Statutes of Connecticut, a petition may be submitted to the Office of Policy and Management by the Commissioner of Transportation (CT DOT), requesting a transfer of custody and control of a portion of land under the custody and control of the State of Connecticut Board of Regents for Higher Education (BOR). A petition has been filed for custody and control of a roadway bridge reconstruction easement adjacent to Norwalk Community College.

ANALYSIS

The CT DOT notified the Connecticut State Colleges and Universities that Bridge No. 04152, located at West Cedar Street., Norwalk, and spanning the 5 Mile River, is scheduled to be replaced in early to mid-2024. The 5 Mile River bounds the west end of Norwalk Community College's (NCC) West Side campus and is located adjacent to NCC's southwest campus corner. CSCU assets are under care and control of the BOR for the State of Connecticut. CT DOT projects that construction and maintenance logistics of this project require more land than the CT DOT may legally access within current rights of way and easements. CT DOT has requested a small, temporary easement of 371 s.f. for construction, and a permanent slope easement of 122 s.f. All site disruptions in the easement area will be restored by CT DOT as part of this project. Other than a vehicle and pedestrian detour on West Cedar Street during the bridge reconstruction, daily operations for NCC should not be impacted.

As standard CT DOT operating protocol, CT DOT will retain a professional real estate appraiser to value the easement rights. Based on the fair market value, the CT DOT will purchase those rights from the BOR. The cost for the temporary construction and permanent slope easement is not projected to exceed \$2,000.

PRESIDENT'S RECOMMENDATION

Grant the CT DOT's request for a temporary construction easement of approximately 371 square feet, and permanent slope easement of approximately 122 square feet.

2/8/23 Finance & Infrastructure
2/16/23 Board of Regents

RESOLUTION

concerning

CSCU 2020 FUNDING REALLOCATION
FOR
CENTRAL CONNECTICUT STATE UNIVERSITY
February 16, 2023

WHEREAS, On December 14, 2017, the BOR reallocated \$9,125,000 of CSCU 2020 Program, FY 2020, Supplemental Project Funding to Central's Engineering Building to mitigate escalation and an equipment funding shortfall, and

WHEREAS, The Engineering Building is complete with \$4,967,252 of the reallocated funds remaining uncommitted, and

WHEREAS, Of the \$4,967,252 uncommitted funds, \$2,356,607 will be reallocated to mitigate escalation that has caused a funding shortfall for Central's Burritt Library Renovation and Addition Project, and

WHEREAS, Of the \$4,967,252 uncommitted funds, \$2,610,645 will be reallocated to Central's FY 2020 Code Compliance/Infrastructure Improvement Program to complete various campus improvements, and

WHEREAS, This funding reallocation does not require legislative approval, therefore be it

RESOLVED, Central's Burritt Library Renovation and Addition Project funding will be increased by \$2,356,607 and Central's FY 2020 Code Compliance/Infrastructure Program funding will be increased by \$2,610,645.

A True Copy:

Alice Pritchard
Secretary of the Board of Regents

ITEM

CSCU 2020, FY 2020, Funding Reallocation

BACKGROUND

The CSCU 2020 program was legislatively approved as a multiyear program to fund capital improvements, equipment, telecom, land acquisitions and deferred maintenance for the universities beginning in FY 2009 and running through FY 2018. The total program funding was \$950,000,000. In FY 2016 & FY 2017, community college funding of \$103,500,000 was added to this program to support deferred maintenance, equipment and telecom purchases and construction of one community college project. In FY 2010, FY 2017 and FY 2018 some annual university funds were deferred through FY 2021. Subsequently, FY 2020 program funding was increased by \$16,000,000 compensating for projected escalation on the programs final four deferred projects. Total program funding was increased to \$1,069,500,000. Unlike traditional bond funds that require Bond Commission approval for individual funding requests, CSCU 2020 annual funding occurs as approved by the Governor prior to March 31st of each year. Of scheduled project funds, the Board of Regents may increase the total value of a project not more than 5% without legislative approval, except for the FY 2020 \$16,000,000 additional funds. Per OPM guidance, Legislative approval is not required for applying the additional funds to the final four projects. Legislative approvals are also not required for reallocating completed project funds.

ANALYSIS

Of the \$16,000,000 CSCU 2020 Program FY 2020 increased funding, the CSCU prorated funds of \$9,125,000 for both Central's new Engineering Building and the Burritt Library Renovation and Addition project. \$6,875,000 was prorated for both Southern's new Health and Human Services and new Business School projects.

Of Central's \$9,125,00, on December 14, 2017, the BOR allocated those funds to the Engineering Building. That project is complete and in its final closeout stage. \$4,967,252 of the reallocated funds remain uncommitted

Competitive bids for construction were recently opened for the Burritt Library Renovation and Addition project. Based on the lowest qualified bid, including an equipment budget adjustment of \$240,810, the project has a funding shortfall of \$2,356,607. The total project budget of \$16,500,000 needs to be increased to \$18,856,607. Of the \$4,967,252 in uncommitted funds \$2,356,607 will be reallocated to Central's Burritt Library Renovation and Addition project and the remaining \$2,610,645 reallocated to Central's Code Compliance/Infrastructure Improvement program for other campus improvements.

PRESIDENT'S RECOMMENDATION

Approve reallocation of \$4,967,252 uncommitted funds as \$2,356,607 to Central's Burritt Library Renovation and Addition project, and \$2,610,645 to Central's Code Compliance/Infrastructure Improvement program.

2/8/23 Finance & Infrastructure

2/16/23 Board of Regents