



# Board of Regents

## AGENDA - REGULAR MEETING

10:00 a.m., Thursday, February 24, 2022

Meeting will stream live at: <https://youtu.be/EJHW5Zmunol>

**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 [PHelen@commnet.edu](mailto:PHelen@commnet.edu) at least 24 hours before the meeting.

**\* Opportunity to Address the Board**

- Written comments will be accepted concerning any matter and will be forwarded to the Regents in advance of the meeting. They will become part of the permanent record of the meeting. Written comments must be received via email to [pheleen@commnet.edu](mailto:pheleen@commnet.edu) at least 24 hours in advance of the meeting.
- 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](mailto:pheleen@commnet.edu). 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. Students will address the Board first, followed by public, faculty, and staff for a total of no more than 30 minutes.

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

**2. Adoption of Agenda**

**3. Election of Vice Chair of the Board of Regents for Higher Education**

**4. Comments from Board of Regents Chair Matt Fleury**

**5. Comments from CSCU System President Terrence Cheng**

**6. Institutional Updates**

- Dr. Mike Rooke, Interim President, CT State Community College

**7. Opportunity to Address the Board\***

**8. Approval of Previous Meeting Minutes..... Page 1**

- December 16, 2021

**8. Consent Agenda**

**a. Academic Programs – Modifications ..... Page 49**

- i. Nurse Educator – MS in Nursing (MSN) - Southern CT State University  
[Modification of Instructional Delivery]
- ii. Nurse Educator – Post MS in Nursing (MSN) Certificate - Southern CT State University  
[Modification of Instructional Delivery]
- iii. Clinical Nurse Leader – MS in Nursing (MSN) - Southern CT State University  
[Modification of Instructional Delivery]
- iv. Clinical Nurse Leader – Post MS in Nursing (MSN) Certificate - Southern CT State University  
[Modification of Instructional Delivery]
- v. Master's Degree in Marriage and Family Therapy (MFT) – Southern CT State University  
[Modification of Instructional Delivery]
- vi. Spanish – Secondary Education and Spanish – BA/BS – Western CT State University  
[Modification of Instructional Delivery]

- b. Academic Programs – New Programs ..... Page 67
  - i. Homeland Security – MS - Western CT State University
  - ii. Social Work – BSW- Charter Oak State College
  - iii. Music Therapy – BS – Southern CT State University
- c. CT State Community College Aligned Degrees & Certificates ..... Page 77
- d. Appointment of CSU Professor – Dr. Neeta Connally, Western CT State University..... Page 128
- e. Reporting of Gifts – Manchester Community College..... Page 132
- 9. Academic & Student Affairs Committee – Ira Bloom, Committee Chair**  
<https://www.youtube.com/watch?v=oQ28HaLIYcU>  
*Report and informational items*
  - *CSCU Sabbatical Leaves for 2022 – 2023*..... Page 135
- 10. Audit Committee – Eleese Wright, Chair**  
[https://www.youtube.com/watch?v=otDE8n1A\\_Vo](https://www.youtube.com/watch?v=otDE8n1A_Vo)  
*Report. No items.*
- 11. Finance & Infrastructure Committee – Rich Balducci, Committee Chair**  
[https://www.youtube.com/watch?v=NM7VOABg2\\_k](https://www.youtube.com/watch?v=NM7VOABg2_k)  
*Report and action items*
  - *Establishment of Community College Tuition and Fees*..... Page 143
- 12. Human Resources & Administration Committee – Holly Howery, Committee Chair**  
*No Report. No items.*
- 13. Executive Committee – Matt Fleury, Committee Chair**  
*No Report. No items.*
- 14. Executive Session - Concerning Collective Bargaining and Litigation**
- 15. Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)  
MINUTES OF REGULAR MEETING  
THURSDAY, DECEMBER 16, 2021  
CONDUCTED VIA REMOTE PARTICIPATION**

<b>REGENTS - PARTICIPATING (Y = yes / N = no)</b>	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Felice Gray-Kemp	N
Holly Howerly	Y
David R. Jimenez	N
Richard Porth	Y
JoAnn Ryan	Y
Ari Santiago	Y
Elease E. Wright	Y
Julia Noriega, Student Regent	Y
Brandon Iovene, Student Regent	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Dante Bartolomeo, Interim Labor Commissioner	Y
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner-Designate	Y
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
<i>*ex-officio, non-voting member</i>	

**CSCU STAFF:**

Terrence Cheng, CSCU System President  
Dr. Alice Pritchard, Chief of Staff/Chief of Operations

Ben Barnes, Chief Finance Officer  
Andy Kripp, VP of Human Resources  
Dr. Ken Klucznik, VP of Academic Affairs  
Ernestine Y. Weaver, Counsel  
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

Dr. Joe Bertolino, President, Southern Connecticut State University  
Dr. Terry Brown, Campus CEO, Gateway Community College  
Cheryl DeVonish, Campus CEO, Norwalk Community College

**CALL TO ORDER**

Chair Fleury called the meeting to order at 10:02 a.m. Following roll call, Chair Fleury declared a quorum present.

### **ADOPTION OF AGENDA**

*Chair Fleury made a motion to amend the agenda to add 2 items and remove one:*

- *to add a special resolution to recognize Dr. Harris' contribution to the Board and to higher education in the State of Connecticut*
- *to add an Action Item presented by the Executive Committee for the Official appointment of Dr. Mike Rooke as the Interim President of CT State Community College*
- *to remove the Executive Session agenda item.*

*The motion to amend the agenda was seconded by Regent Ryan. The amendments were accepted by unanimous voice vote.*

*The motion to adopt the agenda as amended was made by Regent Wright, seconded by Regent Balducci, and adopted by unanimously voice vote.*

### **CHAIR FLEURY REMARKS**

- Chair Fleury congratulated everyone on the completion of the Fall, 2021 semester.
- Chair Fleury thanked two key members of the CSCU administration and formally announced their retirement: Dr. Jane Gates, CSCU System Provost and Senior Vice President for Academic and Student Affairs; and Dr. David Levinson, Interim President of CT State Community College.
- He announced that Dr. Ken Klucznik will step in as Interim System Provost, and Dr. Michael Rooke will serve as interim president for CT State.
- He announced that President Cheng awarded Dr. Levinson the honor of President Emeritus of Connecticut State Colleges & Universities. And, during our Academic & Student Affairs Committee meeting on December 3, Vice Chair Harris read President Cheng's letter awarding the honor of Provost Emeritus to Dr. Gates.
- Chair Fleury announced the retirement of Vice Chair, Dr. Merle Harris. He introduced retired Regent Naomi Cohen to read the following resolution of recognition into the record:

***THE CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Expresses its Deepest Respect and Heartfelt Gratitude to  
Dr. Merle W. Harris***

*Connecticut's history of higher education is filled with Merle Harris's remarkable achievements. From her earliest days in CT's Department of Higher Education, during her tenure as President of Charter Oak State College and Interim President of Central CT State University, and as professor of public policy and higher education at Charter Oak and the University of Hartford, Merle's record is full of major successes and includes awards from the New England Board of Higher Education, the CT Women's Hall of Fame, and Central CT State University that named her as a Woman of Influence.*

*The education and empowerment of women has been a driving vision in Merle's professional life. To that end she established a Women in Transition initiative to assist mothers to earn college degrees through distance learning. That pioneering effort helped Charter Oak State College become a nationally recognized public online college.*

*Throughout her decade long BOR tenure, Merle's acumen and dedication have been the hallmarks of her service in many roles--as Vice-Chair, Academic and Student Affairs Committee Chair, Executive Committee member, and Chair and member of various Presidential Search committees.*



*With hard work, grace, humility and quiet leadership, Merle has always listened carefully, weighed issues thoughtfully, and sought inclusive decision-making. Under her stewardship, major academic initiatives were adopted, including a Transfer and Articulation policy benefiting students with clear academic pathways, tuition savings, and faster degree completion. Always a champion of fairness and justice, Merle's was a leading voice for adopting consistent, system wide CSCU standards to maintain a safe, welcoming learning and working environment free from sexual misconduct. First and always, Merle has been a tireless advocate for meeting the diverse needs of all students, equipping them for the 21st century workforce, and assuring accessible, affordable, equitable education opportunities.*

*Therefore, be it RESOLVED, that WE, the members of The Board of Regents, on behalf of all students, faculty, and staff, applaud and thank Dr. Merle Harris for her invaluable and innumerable contributions to CT higher education and for making a real difference in students' lives. We have been indeed fortunate to call Merle our colleague, our mentor, our friend.*

Chair Fleury made a motion to adopt the resolution which was seconded by Regent Wright and carried following a unanimous voice vote.

He announced that the Board of Regents, in consultation with the President Cheng has conferred a CSCU-wide honorary degree of Doctor of Educational Leadership from Central Connecticut State University to be awarded to Dr. Harris at their Commencement Exercises in May.

- Chair Fleury announced that the Board has received word from the Governor's Office of the appointment of Ira Bloom to the Board of Regents. Ira Bloom is a Professor in the Department of Political Science at Lehman College, a CUNY School. His areas of expertise are American Politics and Constitutional Law. His research interest, publications, and teaching focus on the areas of internet law, information privacy, United States public education, higher education policy and constitutional law. In 2020, Professor Bloom was appointed to the Board of Directors of the Lehman College Foundation where he now serves on the Executive Committee, the Finance Committee, and the Governance Committee of the Foundation's Board. Professor Bloom has served on several major committees at Lehman including chair of the Lehman College Strategic Planning Council, chair of the Executive Committee charged with preparation of the Middle States Commission on Higher Education accreditation report, and a faculty representative for the most recent Lehman College Presidential Search. He holds a Bachelor of Arts degree in Political Science from City College of New York and his J.D. from Harvard University. He will take over Dr. Harris' role as Chair of the Academic & Student Affairs Committee.

### **INSTITUTIONAL UPDATES**

#### **Norwalk Community College - Cheryl DeVonish**

- Presentation is included as Attachment A

#### **Southern Connecticut State University - Dr. Joe Bertolino**

- Presentation is included as Attachment B

#### **Gateway Community College - Dr. Terry Brown**

- Presentation is included as Attachment C

**PRESIDENT CHENG'S REMARKS**

- President Cheng thanked the three campus leaders and in the interest of time, suggested that questions concerning the presentations be forwarded directly to the appropriate presenter.

**OPPORTUNITY TO ADDRESS THE BOARD**

In addition to the three speakers, the Board received one communication. In accordance with FOI guidelines as amended during the pandemic, the communication was posted on the CCSU website immediately prior to the meeting start time and distributed to the Board in advance of the meeting. It is included as Attachment D.

The following individuals addressed the Board:

<b><u>Students</u></b>	<b><u>Faculty/Public</u></b>
<b>Francesca Palmer</b> Undergraduate – Psychological Science & English CCSU	<b>Dr. Cynthia Stretch</b> English Department CCSU
<b>Suomia Dode</b> Tunxis Community College	<b>John O'Connor</b> Sociology Department CCSU
	<b>Ann Spinelli</b> Mathematics Department CCSU
	<b>Susan Gilmore</b> CCSU
	<b>Seth Freeman</b> 4Cs President

**PRESIDENT CHENG'S REMARKS AND RESPONSE TO PUBLIC COMMENT**

- President Cheng noted that many CCSU leaders attended the NECHE conference in early December. He noted that the conference affirmed two things:
  - CCSU is not only headed in the right direction; CCSU is leading the way.
  - Once we are able to galvanize our efforts across CCSU, CCSU will have a tremendous impact on education in the State.
- Visits to all 17 campuses have been completed. President Cheng thanked everyone for their hospitality and the efforts to make him feel welcome. He met with more than 1500 staff, faculty, and students - virtually and in person. He noted that the candor, debate, and engagement was passionate and intense at times. The visits helped him see where we are as an institution.

**ADDITIONAL COMMENTS**

Chair Fleury recognized Professor Blitz and Professor Sesanker for brief comments.

- Professor Blitz commented that the Faculty Advisory Committee (FAC) had requested that a regular agenda item be added to accommodate a monthly report from the FAC. In addition, he provided FAC commentary on the vaccine mandate.
- Professor Sesanker commented on the need for continued engagement and discussion between the BOR and the FAC.
- President Cheng agreed that more dialogue is the goal and the BOR and System Office are working on follow-up items, as well as the best approach (date, length of meeting, and venue) for next steps.

## **APPROVAL OF PREVIOUS MEETING MINUTES**

On a motion by Regent Wright and seconded by Regent Howery, the October 21, 2021 Regular Meeting minutes and November 18, 2021 Special Meeting minutes were approved after a unanimous voice vote.

## **CONSENT AGENDA**

On a motion by Regent Budd, seconded by Regent Howery, the Consent Agenda was unanimously adopted.

### **Academic Programs**

#### Discontinuations

- i. American Studies - BA - Western CT State University
- ii. Earth and Planetary Sciences - BA/BS (Education Track) - Western CT State University

#### Accreditation of a Licensed Program

- i. Cybersecurity - BS - Central CT State University
- ii. Social Work - Doctorate - Southern CT State University
- iii. Cybersecurity - AS - Quinebaug Valley CC

#### Modifications

- i. Accounting - AS - Quinebaug Valley CC [Modification of Instructional Modality]
- ii. Advanced Accounting - C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- iii. Advanced Management - C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- iv. Applied Accounting - C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- v. Applied Management - C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- vi. Business Administration - AS - Quinebaug Valley CC [Modification of Instructional Modality]
- vii. Business Administration - Management Option - AS - Quinebaug Valley CC [Modification of Instructional Modality]
- viii. Administrative Medical Office Skills - C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- ix. General Studies - AS - Quinebaug Valley CC [Modification of Instructional Modality]
- x. Cannabis Studies - C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- xi. Liberal Arts and Sciences - AA - Quinebaug Valley CC [Modification of Instructional Modality]
- xii. Computer Science - MS - Southern CT State University [Modification of Instructional Modality]

#### New Programs

- i. Cancer Registry Management - C3 Certificate - Charter Oak State College
- ii. Physician Practice Management - C2 Certificate - Charter Oak State College

#### CT State Community College Aligned Degrees & Certificates

CT Center for School Safety and Crisis Preparation - Western CT State University - Proposed New Center

### **Finance Resolutions**

Reporting of Gifts - Paintings - Naugatuck Valley Community College  
Reporting of Gifts - Vehicle - Gateway Community College

Adoption of CSCU Naming Policy  
Adoption of 2022 Board of Regents Meeting Schedule

**RESOLUTIONS APPROVED ON CONSENT**

**Academic Programs - Discontinuations**

- i. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, American Studies, (CIP Code: 05.0102 / OHE# 002662), leading to a Bachelor of Arts at Western Connecticut State University, effective June 2024.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Earth and Planetary Sciences, (CIP Code: 40.0601 / OHE# 000197), leading to a Bachelor of Arts / Bachelor of Science (Education Track) at Western Connecticut State University, effective June 2024.

**Academic Programs - Accreditation of a Licensed Program**

- i. RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Cybersecurity (CIP Code: 11.1003 OHE # 019464), leading to a Bachelor of Science at Central Connecticut State University.
- ii. RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program, Social Work (CIP Code: 44.0701 OHE # 019156), leading to a Doctorate in Social Work at Southern Connecticut State University.
- iii. RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Cybersecurity (CIP Code: 11.1003 OHE # 019395), leading to an Associate of Science at Quinebaug Valley Community College.

**Academic Programs - Modifications**

- i. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Accounting (CIP Code: 52.0302 / OHE# 001772), specifically the addition of hybrid and online modalities to the current on ground modality - leading to an Associate of Science at Quinebaug Valley Community College.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Advanced Accounting (CIP Code: 52.0302 / OHE# 011770), specifically the addition of hybrid and online modalities to the current on ground modality - leading to a C2 Certificate at Quinebaug Valley Community College.
- iii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Advanced Management (CIP Code: 52.0201 / OHE# 011772), specifically the addition of hybrid and online modalities to the current on ground modality - leading to a C2 Certificate at Quinebaug Valley Community College.
- iv. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Applied Accounting (CIP Code: 52.0302 / OHE# 011771), specifically the addition of hybrid and online modalities to the current on ground modality - leading to a C2 Certificate at Quinebaug Valley Community College.

- v. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Applied Management (CIP Code: 52.0201 / OHE# 011773), specifically the addition of hybrid and online modalities to the current on ground modality - leading to a C2 Certificate at Quinebaug Valley Community College.
- vi. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Business Administration (CIP Code: 52.0201 / OHE# 001776), specifically the addition of hybrid and online modalities to the current on ground modality - leading to an Associate of Science at Quinebaug Valley Community College.
- vii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Business Administration: Management Option (CIP Code: 52.0201 / OHE# 017321), specifically the addition of hybrid and online modalities to the current on ground modality - leading to an Associate of Science at Quinebaug Valley Community College.
- viii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Administrative Medical Office Skills (CIP Code: 52.0401 / OHE# 009690), specifically the addition of hybrid and online modalities to the current on ground modality - leading to a C2 Certificate at Quinebaug Valley Community College.
- ix. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - General Studies (CIP Code: 24.0102 / OHE# 002456), specifically the addition of hybrid and online modalities to the current on ground modality - leading to an Associate of Science at Quinebaug Valley Community College.
- x. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Cannabis Studies (CIP Code: 01.0699 / OHE# 019942), specifically the addition of hybrid and online modalities to the current on ground modality - leading to a C2 Certificate at Quinebaug Valley Community College.
- xi. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Liberal Arts and Sciences (CIP Code: 24.0101 / OHE# 001781), specifically the addition of hybrid and online modalities to the current on ground modality - leading to an Associate of Arts at Quinebaug Valley Community College.
- xii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Computer Science (CIP Code: 11.0701 / OHE# 008895), specifically the replacement of the current on ground modality with hybrid modality - leading to a Master of Science at Southern Connecticut State University.

**Academic Programs - New Programs**

- i. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cancer Registry Management (CIP Code: 51.0721, OHE# TBD) leading to a C3 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Physician Practice Management (CIP Code: 51.0717, OHE# TBD) leading to a C2 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

**CT State Community College Aligned Degrees & Certificates**

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

The degrees and certificates include:

(\*The Ophthalmic Design & Dispensing A.S. degree was previously approved at 68 credits.)

Program	Program Type	Minimum # of Credits
1. Art Studies, A.A. (CSCU Pathway Transfer Degree)	A.A.	60
2. Biology Studies, A.A. (CSCU Pathway Transfer Degree)	A.A.	60
3. Cannabis Studies	Certificate	18
4. Disability Specialist	A.S.	60
5. Disability Specialist	Certificate	30
6. Drug and Alcohol Recovery Counselor	A.S.	60
7. Drug and Alcohol Recovery Counselor	Certificate	21
8. Exercise Science	A.S.	60
9. Exercise Science Studies (CSCU Pathway Transfer Degree)	A.A.	60
10. Graphic Design	A.S.	60
11. Graphic Design: Design & Illustration	A.S.	60
12. Graphic Design: Digital Media/Web Design	A.S.	60
13. Honda Professional Automotive Career Training (PACT)	A.S.	61
14. Honda PACT Automotive Service	Certificate	40
15. Medical Assisting	A.S.	60

16. Medical Assisting	Certificate	31
17. Ophthalmic Design & Dispensing	A.S.	68*
18. Sociology Studies (CSCU Pathway Transfer Degree)	A.A.	60
19. Speech & Language Pathology Assistant	A.S.	60
20. Sports and Leisure Management	A.S.	60
21. Visual Art	A.A.	60
22. Visual Art: Design	A.A.	60
23. Visual Art: Illustration	A.A.	60
24. Visual Art: Photography	A.A.	60

**CT Center for School Safety and Crisis Preparation - Western CT State University**

WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that the Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and

WHEREAS The Connecticut State Colleges and Universities Board of Regents Resolution #20-012 provides a policy and procedures to establish CSCU Centers and Institutes, and

WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and

WHEREAS Center and Institutes established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it

**RESOLVED:** That the Board of Regents for Higher Education establishes the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025.

**Finance Resolutions:**

**Reporting of Gifts - Paintings - Naugatuck Valley Community College**

WHEREAS Naugatuck Valley Community College is the recipient of a donation of three Cleve Gray acrylic paintings on canvas; and

WHEREAS this donation is for educational purposes that allows Naugatuck to expose the college community to diverse expressions of art and perspectives; and

WHEREAS the donor of this generous donation is Thaddeus Gray; now, therefore, be it

**RESOLVED:** that the Board of Regents accepts and acknowledges with appreciation the following gifts from Thaddeus Gray:

**Description:**

Three acrylic Cleve Gray paintings on canvas

Current market value of the three paintings: \$81,200 (total)

**Reporting of Gifts - Vehicle - Gateway Community College**

WHEREAS Gateway Community College is the recipient of a generous donation of a 2019 Chevrolet Silverado pickup truck donated by Dave McDermott Chevrolet, Inc., for laboratory and experiential instruction in the college's Automotive Technology Program; and



WHEREAS the donation will allow Gateway Community College to include the latest in the automotive technology curriculum and provide the students with learning and career opportunities that they previously did not have; now, therefore, be it RESOLVED that the Board of Regents accepts and acknowledges with appreciation the following gift donated by Dave McDermott Chevrolet, Inc.:

Description:

2019 Chevrolet Silverado pickup truck, VIN: IGCYDED7KZ391486  
Total Current Market Value: \$13,118.88

#### **Adoption of CSCU Naming Policy**

WHEREAS Section 10a-150 of the Connecticut General Statutes empowers the Board of Regents for Higher Education to accept valuable gifts of money, real property, and personal property on behalf of CSCU and/or the individual universities and colleges within it, and

WHEREAS CSCU highly values the contributions donors, sponsors and others make to advance the mission and excellence of the institution, and

WHEREAS, the Board of Regents for Higher Education has the sole authority to provide for the naming of facilities (buildings, parts of buildings, roads, and plazas) and academic units/programs (schools, departments, centers, institutes, and programs) in honor of benefactors (individuals, corporations, and private foundations) and persons or other parties who have made substantial contributions to CSCU, one of its universities, colleges or to education in general, and

WHEREAS the Board of Regents for Higher Education shall consider such recognition as a result of a detailed financial analysis, written substantive rationale, and the recommendation of the university or regional president, therefore, be it

RESOLVED, that the Board of Regents for Higher Education adopts the attached policy for Recognition and Naming of Facilities & Academic Programs, and be it further

RESOLVED, that the Board of Regents for Higher Education hereby rescinds University Resolution 09-38 (dated April 8, 2009) and Community College Policy 4.7.2 (dated September 18, 2006), and be it further

RESOLVED, that the Board of Regents for Higher Education charges senior leadership of the four universities and Charter Oak State College to establish a consistent implementation procedure for the attached policy to be implemented March 12, 2022, and be it further

RESOLVED, that the Board of Regents for Higher Education charges senior leadership of the 12 community colleges (and ultimately the Connecticut State Community College) to establish a consistent implementation procedure for the attached policy to be implemented March 12, 2022.

#### **Adoption of 2022 Board of Regents Meeting Schedule - See Attachment E**

#### **ACADEMIC & STUDENT AFFAIRS COMMITTEE - Committee Chair Harris**

Dr. Harris noted that time was spent at the December 3<sup>rd</sup> ASA meeting honoring Dr. Jane Gates on her retirement. In addition, an update was provided on Key Performance Indicators (KPIs) for student success; the ASA committee is monitoring them and will provide an update to the Board as needed.



**Action Item: Nexus Degree**

This proposed new degree type has been implemented in the University of Georgia System, is endorsed by Dr. Gates, and will not be offered by any campus until/unless faculty are engaged with other entities in the State to bring this forward. This innovative type of degree is a direct response to the need for talent in high demand areas. Part of the program includes experiential learning and there is an employer partnership. It will provide opportunities for multi-campus collaboration.

*Vice Chair Harris moved the resolution which was seconded by Regent Howery.*

Professor Blitz asked for clarification about whether this program was a degree or a certificate and how it would be differentiated at the community college level and university level. ASA Chair Harris noted that this is different from a certificate program in that it includes general education credits. President Cheng noted that this is an approval of a framework for a certain kind of credential with a very targeted purpose and need.

*The resolution carried by unanimous vote.*

**AUDIT COMMITTEE**

No Report

**FINANCE & INFRASTRUCTURE COMMITTEE**

No Report

**HUMAN RESOURCES & ADMINISTRATION COMMITTEE**

No Report

**EXECUTIVE COMMITTEE - Chair Fleury**

The Executive Committee met for a Special Meeting on Tuesday, December 14 to consider the formal appointment of Dr. Michael Rooke as Interim President of CT State Community College. The following resolution is put forth:

RESOLVED, that Dr. Michael Rooke is named Interim President of the Connecticut State Community College effective December 31, 2021 through June 30, 2022 or until such time a permanent President of the CT State Community College is hired;

RESOLVED, that, under the terms and conditions of the CSCU Human Resources Policies for Management and Confidential Professional Personnel, Dr. Rooke will not only serve as Interim CT State President but also continue to perform the duties of his position as President of Northwestern Connecticut Community College (NCCC);

RESOLVED, that Dr. Rooke shall receive a salary biweekly of \$9578.54 in his role as Interim CT State Community College President and NCCC President and that Dr. Rooke will return full-time to his position as NCCC President upon the conclusion of this interim appointment; and,

RESOLVED, that CSCU President Terrence Cheng is authorized to enter into an employment agreement with Dr. Rooke on behalf of the Board of Regents for Higher Education in conformity with the above-referenced terms and policies.

*Regent Ryan moved the resolution which was seconded by Regent Budd. The resolution carried by unanimous voice vote.*

### **ADJOURNMENT**

A motion to adjourn the meeting was made by Regent Budd, seconded by Regent Wright, and accepted after a unanimous voice vote. The meeting adjourned at 12:13 p.m.

Submitted,

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

### Attachment Listing

December 16, 2021 BOR Regular Meeting

Attachment A	Institutional Update - Norwalk Community College
Attachment B	Institutional Update - Southern Connecticut State University
Attachment C	Institutional Update - Gateway Community College
Attachment D	Written Comment from the Public
Attachment E	2022 BOR Calendar of Meetings



# CELEBRATING 60 YEARS!



## Norwalk Community College

Cheryl C. De Vonish, J.D.

Chief Executive Officer

December 16, 2021



143

Students enrolled  
NCC's first semester

3

Degrees  
originally  
offered

\$13

cost per semester  
hour in 1961





Founded in 1961, NCC is the oldest Community College

- Annual enrollment – 11,000 credit/non credit students
- Fall 2021- 4,106 credit students
- 59 degree programs
- 19 certificate programs



- 42% of our students this semester first in the family to attend college
- 60% are women
- 69% of student identify as non-white
- 40% Hispanic
- 90% of our students live/work in Fairfield County

Close to 25,000 Associate Degrees conferred & Over 3,000 Certificates





**\$12.1 Million Dollars in Federal grants to support careers in emerging health and science occupations**



# Student Success Collaborative: Title V

## 2021- Successful wrap up - 5-year, Title V, 2.3-million-dollar grant

## Over the course of the grant:

Student Achievement rates increased from 62% to 69%

## Retention rates increased from 61% to 68%





# CT Statewide Healthcare Industry Pathways Project (CT SHIP)

February 2021 - Serving as lead institution in US Department of Labor, Strengthening Communities Grant

- 4-year Strengthening the Community College grant totaling \$6.9M - \$3.4M (49%) funded through USDOL grant
- \$3.5M (51%) committed through non-federal state and local resources (leverage)
- Key partners: Governor's Workforce Council, Workforce Development Boards, Yale New Haven Health, Stamford Hospital, Norwalk Hospital and Hartford Healthcare
- Milestones as of 9/30/21:
  - Norwalk CC accelerated the first program (C.N.A.) under the grant
  - 236 students have enrolled in the 9 programs across the consortium
  - Governors Workforce Council "Certified" 19 employers to engage



# #NCC Proud

Receiving high quality instruction that prepares them for the workforce

- Respiratory students are in Clinical Rotations at Yale New Haven Health Pediatrics/NICU;
- Continue to work with COVID patients, helping to restore their cardiovascular, pulmonary, and neuromuscular functional limitations







# NCAS

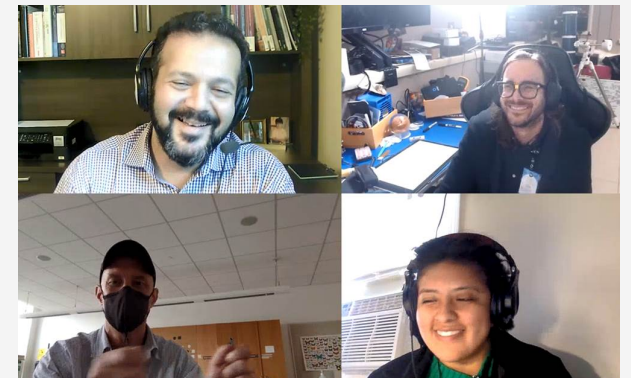
NASA Community College Aerospace Scholars (NCAS) opens doors for 2-year community college students seeking a STEM degree. Students get a closer look at NASA's unique missions, diverse workforce, and world-class facilities and learn how to develop their talents, interests, and passion to become future STEM professionals.

# NASA Experience



- Compete in a design challenge
- Present to a panel of judges
- Network with NASA's diverse STEM workforce
- Collaborate with like-minded students in a team environment
- Receive resume feedback from a STEM professional
- Learn how to navigate NASA internships
- Strengthen understanding of STEM by enabling powerful connections to NASA's mission and work.

Traditionally an on-campus event, but this year was accomplished through an online career simulation event.



# Supporting Student Success

## COVID RESPONSE- Emergency Aid

- Funds donated to the Norwalk Community College Foundation enabled the college to provide emergency funding to qualified students dealing with issues such as food and housing insecurity and utilities
- 95% awarded aid persisted and were able to complete the spring semester
- 71% either maintained or increased their GPA.







# Community Partnerships



- Summer 2021- NCC 1 of 25 recipients awarded CT Department of Education Accelerate CT- Innovation Grant designed specifically to mitigate the disproportionate impact of COVID-19 on the students, families in our local community
- 3- way partnership- Odyssey Summer Camp, Grass roots Tennis
  - Providing summer academic enrichment programming to address COVID learning loss
  - Sports
  - Social/emotional wellbeing workshops
  - 158 students –5-18 years old



- Free/Low cost to all families
  - Robotics
  - Mad Science
  - Rocketry
  - Culinary
  - Financial Literacy Skills
  - Yoga
  - Tennis



Thank You

# Southern Connecticut State University

## *Our Priorities and Responsibilities*

PRESIDENT JOE BERTOLINO

As we aspire to be the **Social Justice and Anti-Racist Public University of Connecticut**, this overarching goal is influenced by the impact of the COVID-19 pandemic and the new economic and social realities faced by many members of our extended community. We will strive to address these challenges, continue to offer exceptional education, advance our mission of access and affordability, and ensure student success by committing to the following priorities:

### 1. Preparing Southern for the Future

- Stabilize the University's fiscal position.
- Develop new revenue streams, including external grants, corporate partnerships and contracts to enhance financial aid/scholarship funding, research/creative activity and program development.
- Establish and market distinctive identity for Southern.
- Create maximum flexibility in both curriculum and services.
- Create a fundraising strategic plan to intentionally focus on DEI initiatives.

### 2. Driving Enrollment

- Use data-informed decision making to enhance graduation and retention rates.
- Focus on regional needs, workforce development and industries of the future.
- Identify and promote/market select, nationally competitive degree programs.
- In our focus on college transitions and preparations, continue to examine basic barriers to access through the perspectives of first generation, low income, international, rural, and BIPOC student populations.
- Develop a clear, intentional, and personalized outreach strategy that makes Southern a first choice for diverse students by involving community and support networks such as family, K-12 teachers, counselors and schools, community organizations, community colleges.
- Become the transfer institution of choice among the CSUs.
- Expand and create opportunities for enhanced student and faculty scholarship through growth of external support.
- Enhance retention by listening to, understanding, and addressing the needs of our students from the time they apply through to graduation.

-CONTINUED-







### 3. Ensuring Student Success

- Remove obstacles to graduation in both curriculum and bureaucratic processes while providing quality service and an ethic of care to students.
- Promote student well-being (mental and physical health, resiliency, self-care, confidence and resourcefulness).
- Enhance focus on outcomes – career readiness, preparation and employability.
- Create a culture of engagement and belonging for each and every student.

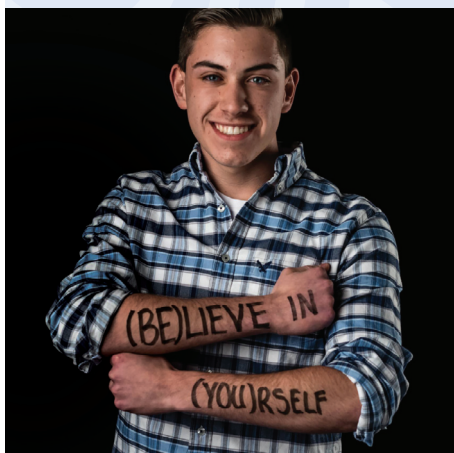
### 4. Advancing Social Justice and Anti-Racism on Campus and Beyond

- Build the Division of Equity and Inclusion and implement the recommendations of the DEI Advisory Council through the active cooperation of senior leadership, deans, chairs and directors.
- Create a community and culture of accountability committed to social justice.
- Recruit and retain more faculty and staff of color to reflect the diversity of the student population.
- Make data-informed decisions to review and realign policies and procedures that perpetuate inequity, racism, and bias.
- Support building diversity and equity into relevant content for curriculum.



### 5. Engaging Our Community and Expanding Our Reach

- Expand opportunities for experiential learning, internships and off-campus employment.
- Create and/or grow significant, self-supported Centers and Institutes in areas of high reputational value (e.g. Social Justice, Sustainability, Autism, Assessment).
- Create new partnerships with area schools, non-profits and the corporate sector.
- Expand the University's donor base and enhance connections with alumni, with renewed focus on promoting alumni success stories.
- Generate additional financial resources to support the development of community programs.
- Engage diverse alumni by understanding and addressing the structural barriers and challenges that can prevent engagement with these critical populations.



**Addressing these priorities and related challenges is everyone's responsibility – it is not Division-specific.**

Please take the opportunity to lend your collective support and hold each other accountable as we work together to achieve our goals and further our mission.



# **GCC Proud**

## **Presentation to the Connecticut Board of Regents for Higher Education**

**William T. Brown, Ph.D.**  
**CEO, Gateway Community College**  
**December 16, 2021**



**Fall in love with *your* future!**





# MISSION

Gateway Community College offers high-quality instruction and comprehensive services in an environment conducive to learning. We respond to the changing academic, occupational, technological and cultural needs of a diverse population.





# COLLEGE HIGHLIGHTS

Fall 2021 Enrollment – 5703 (3244 FTE)

Attendance Status - Full-Time: 31% Part-Time: 69%

Degree Seekers: 85%, Certificate Seekers: 6%, Non-Degree/Certificate Seekers: 9%

Average Age - 26

Gender - Females: 62% Males: 38%

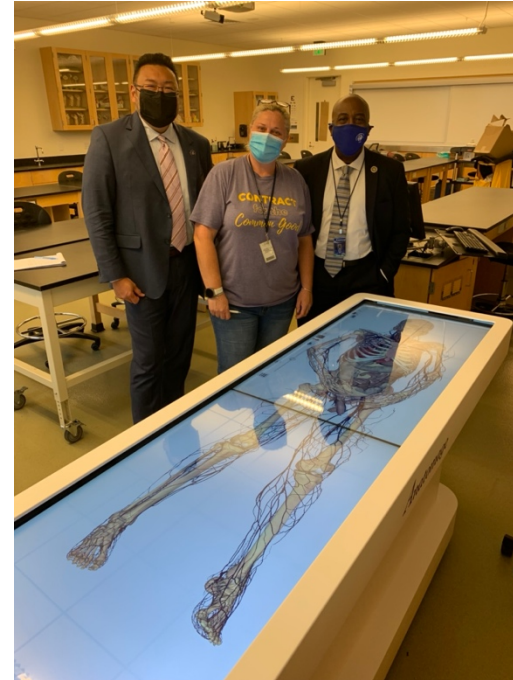
Ethnic Diversity - African American Students: 22% Hispanic Students: 29%

Veterans - 79

Financial Aid Status - 56% of students received financial assistance; 41% of students received Pell grants



# LIONS PRIDE



**Downtown New Haven Campus** – Modern, technologically advanced, LEED Gold Certified campus in the heart of downtown New Haven

**“The Clinical College”** – Home to a full range of clinical programs, integrated with other wellness disciplines (e.g., Nutrition, Culinary). GCC boasts the only full-time evening nursing program in Connecticut





# LIONS PRIDE

**“The Infrastructure College”** – GCC is home to critical programs in Public Utilities Management and Water Management

**“The Transportation College”** – GCC has programs in Aviation Maintenance, Railroad Engineering Technologies, and Automotive Technology

- **Automotive Program** – One of only 2 in Connecticut, students can earn both associates degrees and certifications in several specific vehicle manufacturers (e.g., Honda, GM)





# LIONS PRIDE

**Skill Up for Manufacturing** – Program sponsored by Workforce Alliance that provides entry-level training and certification for manufacturing

**Gateway to College** – Nationally recognized program with New Haven Schools (and associated with Achieving the Dream) – students at high risk for dropping out complete up to 30 college credits prior to high school graduation

**Hamden Engineering Careers Academy (HECA)** – nationally recognized dual enrollment program in partnership with Hamden Public Schools

**Step Forward** – Higher order transitional program that serves several surrounding school districts

**Transfer Degrees & Programs** – GCC has the largest numbers of students majoring in Liberal Arts and TAP degrees for transfer to 4-year institutions across the region and state



# LIONS PRIDE



**GCC Athletics** – Men's and Women's Basketball teams are the only intercollegiate athletics remaining in the Connecticut community college system



**Support for Students** – GCC boasts the full range of supportive services for students, including a Counseling & Wellness Center, Gender Equity Center, Laboratory School, FESP and several others

- **Family Economic Security Program (FESP)** – Student success program that combines coaching, skills development and connection with wraparound and other services

**GCC Foundation** – GCC Foundation strongly supports students with scholarships and technology, and supports the college with resources for professional development, grant technical assistance, community relations, and college advancement







# LIONS PRIDE





# GATEWAYS TO OPPORTUNITY

- **Dedicated, Innovative & Caring Faculty & Staff** – “Students are our job.”
- **Demographic Stability** – New Haven region is projected to not experience steep population decline over the next several years
- **Business & Industry Development** – Regional development of transportation and biotech bode well for GCC programming
- **Strong Legislative Support** – Local, state and federal legislators are all favorably predisposed to the college
- **Strong Community Partnerships** – Key partnerships across sectors bode well for both direct support and indirect support for college development and advancement



# GATEWAY COLLEGE'S COMMUNITY

Yale



The **COMMUNITY** Foundation  
for Greater New Haven

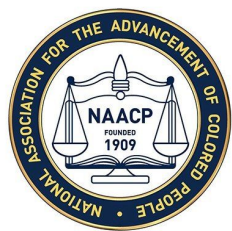
Yale  
NewHaven  
**Health**



NEW HAVEN PUBLIC SCHOOLS



Yale New Haven  
Hospital



QUINNIPIAC  
UNIVERSITY



ALBERTUS  
MAGNUS  
COLLEGE

We have faith in your future.







## Statement to the CSCU Board of Regents – 12/16/21

Seth Freeman  
 President, 4Cs SEIU 1973  
 Professor, Capital Community College



Board of Regents Members,

I address you today to again request you hear the concerns and outright anger of your employees and come to grips with the current crisis in our CSCU system.

CSCU and CCCC managers continue to exercise hostile, anti-worker, and anti-democratic values towards your employees. This includes the union-busting contract proposals and anti-shared governance policies of CT State. This also includes CSCU managers lying to your employees and the public and CSCU managers continued attempts to instilling fear in employees and build a culture of conformity.

When your employees bring our frustration and disgust to this body, Chair Fleury and President Cheng have repeatedly chosen to disregard the substance of our complaints by instead fixating on our tone. In America, tone-policing has long been used by state power to repress and silence marginalized communities, particularly communities of color and women. Tone-policing re-enforces power structures and is itself anti-democratic. But most pointedly, after this Board has roundly ignored pleas of community college faculty and staff for over four years while ramming down our throats the BOR takeover of our colleges, it is rich to hear you talk about our tone.

**Stop attacking us and lying to the public and then we will change our tone.**

This month, I am sharing with this Board some recent and continued examples of the hypocrisy, abuse of power, and mismanagement of this Board and CSCU managers. These include:

- BOR refusal to address over-reliance on adjuncts and PT employees
- CSCU managers refusing to pay adjuncts for completing iTeach training
- CSCU managers harassing employees for protesting at Middlesex Community College
- CSCU managers holding promotion process for community college faculty and staff hostage, but relenting after legislative pressure
- CSCU managers continuing to prevent staff from teleworking and Provost Rooke abdicating responsibility
- BOR offering portable tenure if we publicly support consolidation and stop contacting our elected officials
- BOR subsidizing of anti-worker Jackson Lewis law firm and continued anti-worker policies



## **BOR refusal to address over-reliance on adjuncts and PT employees**

In the recent contract negotiations, our union presented a proposal to move towards 75% tenured FT faculty in our community colleges and transition as many of our current adjunct faculty as possible into these tenured FT faculty positions. This proposal is designed to combat the crisis of over-reliance on adjuncts resulting from decades of disinvestment and declining state support for our colleges and advance equity in our workforce.

The BOR negotiations team articulated they were “Not interested” in working with our union to work on these. Our proposal was dismissed simply because it was deemed too expensive. Our members are disheartened by the unwillingness of BOR representatives to even engage in a discussion with us. This Board has long ago understood the importance of maintaining a high percentage of FT faculty in our system – as demonstrated by your agreement with CSU-AAUP.

Our over-reliance on adjunct faculty directly results from the failure of this Board to fund our community colleges. It is only because this Board views our community colleges as less than, that you refuse to address this crisis.

## **CSCU managers refusing to pay adjuncts for completing iTeach training**

Since Spring 2020, CSCU and CSCC managers have instituted a policy requiring community college faculty take the iTeach training. This requirement was unilaterally created by system managers without any input from shared governance bodies across our state.

For over one year, our unions have been fighting CSCU Vice President Andy Kripp to change the iTeach policy. We have asked CSCU management for two basic things: (1) provide multiple means for faculty to demonstrate proficiency in online teaching, and (2) ensure every FT and PT who is required to take a 35 hour training is justly compensated.

Recently, negotiations with the Vice President Kripp broke down on this. Negotiations broke down because Vice President Kripp says management won't pay for this training.

As an example of our continued frustration, below is a recent email I received from one of our PT faculty:

*I do want to express my disappointment with our unions, however. I am wondering about their failure to "fight" for us adjuncts who are compelled to take a 35-hour course without compensation. This is unconscionable. Full time faculty are compensated by their good salaries. Many of my full-time faculty friends agree that our unions are "dropping the ball" on this issue. Our unions should be advocates for all faculty members not just full-time faculty.*

This adjunct is unaware that our union has been fighting management for over a year. But this employee is correct that what is being done to them is unconscionable.

Beyond the fact it is unjust and illegal to require employees complete a 35-hour training and not pay them, it is grossly inequitable. Particularly for our adjunct employees who are already undervalued, undercompensated, and not treated as full members of our academic community.

What this Board is doing to our adjuncts is shameful and wrong.

### **CSCU managers harassing employees for protesting at Middlesex Community College**

On October 29<sup>th</sup>, AFT, 4Cs and CSU-AAUP held a joint [protest at Middlesex Community College](#) to protest Governor Lamont and highlight our continued opposition to merger of our community colleges.

Following the protest, CSCU management sent a letter to Middlesex employees and others who participated in the protest informing them they were being investigated by CSCU Labor Relations personnel.

It is unprecedented for management to investigate union members for peacefully protesting and rallying on a college campus. Investigating protesters is yet another sign of the corporate, authoritarian state emerging in our CSCU system. Our union immediately filed a Labor Charge for this action and will be fighting this matter at the Labor Board.

This action by CSCU management is nothing short of hostile. It continues a pattern of anti-union behavior. It is a brazen attempt to instill fear into our membership. It is also another step to the corporate culture so fetishized by this Board. This of course is the complete opposite of an equitable and anti-racist organization this Board and CSCU managers lie to yourselves and the media about.

### **CSCU managers holding promotion process for community college faculty and staff hostage, but relenting after legislative pressure**

During the contract negotiations with community college unions, this Board took the unprecedented action of using the promotions process for leverage over employees during contract negotiations. CSCU managers maintained since July that promotion contract committees will not be established. This is a deviation from past practice in our system, whereby union members can fully participate in the promotions process during contract negotiations. This was also a deviation from what this Board was allowing for state university employees. State university employees were already provided a contract extension and allowed to submit promotion applications.

On multiple occasions, our union informed CSCU managers and HR representatives of this illogical and unfair treatment of our members. We pointed out how withholding the promotions process was unprecedented, how it hurt our junior members, how it was insulting considering how hard we have worked throughout this pandemic, and how it was simply wrong

to award the process to university employees but not college employees. Many community college employees also emailed President Cheng directly to petition him to change course. Despite all of this, President Cheng and VP Kripp maintained their position. We assume they figured they could weaken our union, divide our members, and strengthen their negotiations position by continuing to hold the promotions process hostage.

In late November, AFT and 4Cs reached out to our elected legislators to request they intervene. We received support from legislators who immediately understood the hypocrisy and short-sightedness of CSCU managers. They began circulating a letter expressing their discontent and requesting President Cheng open up promotion for all employees.

CSCU managers got wind of this letter circulating amongst our state legislators. On Friday 12/3 Director of Government Relations Sean Bradbury emailed all members of the state legislature stating their letter contained “outdated information and inaccuracies”. Director Bradbury told legislators their concern has been addressed, because President Cheng is allowing the opening of the tenure and promotion process for all unionized faculty. President Cheng notified community college employees of his change of heart **earlier that same morning**.

We find it revealing that it took a letter circulating amongst our state legislators to finally get President Cheng to stop holding our promotions process hostage. Director Bradbury’s letter to the legislature was amazingly misleading in both mischaracterizing contract negotiations as “productive” and redirecting blame. President Cheng’s email to community college employees that morning was also misleading. President Cheng made no mention of the letter from state legislators, and astoundingly and pathetically credited himself for solving a problem that his management created in the first place.

We are pleased the promotions process is moving forward. This entire incident, however, is illustrative of the short-sighted, petty, punitive and disrespectful way CSCU management treats its employees. It shows how seamlessly CSCU managers lie to our community and the public. It highlights so many aspects of the complete mismanagement, failure and complete lack of integrity of this Board and CSCU management.

### **CSCU managers continuing to prevent staff from teleworking – Provost Rooke abdicating responsibility**

It is hard to overstate the frustration experienced by community college staff who continue to be denied reasonable telework accommodations. I shared in a prior statement to this Board the rank hypocrisy exhibited by CSCU managers and this Board, who have been allowing management to telework for almost two-years now, but actively fight and refuse to engage our unions in negotiating telework.

Even worse, after refusing to negotiate with our unions on telework, CSCU managers blame our union for the lack of a telework policy.

In a recent meeting with Northwestern Community College faculty, Interim Provost Mike Rooke lied to our members and abdicated responsibility for his and CSCU managements failure. He amazingly expressed that there is “nothing he can do” in his role to effect this telework policy. We have heard similar sentiments by our Deans, CEOs, Regional Presidents and President Cheng.

Faculty and staff across our state understand this is what happens when shared governance has been completely eroded, and when there is a complete lack of management accountability. Decisions to deny telework are made, yet **no one takes accountability** for these decisions. President Rooke can’t do anything about telework. President Levinson can’t do anything. President Cheng can’t do anything either. No managers are accountable, but unions are blamed, and employees suffer.

### **BOR awarding employees portable tenure if we publicly support consolidation and stop contacting our elected officials**

Our union believes in open and transparent contract negotiations. Open negotiations have many benefits for our union and members. These benefits include increased member participation in the contract negotiations process, increased transparency, and increased opportunity for members to learn and understand about the negotiations process. Importantly, it also allows union members to understand the motivations, strategy, and true nature of CSCU managers.

In one of our recent open bargaining sessions, our union made a proposal that once an employee is awarded tenure, the employee keeps tenure in the event of either a voluntary or involuntary transfer in our community college system. In referencing the need for this contract change, our 4Cs attorney referenced how this proposal would be important as the community college merger proceeds.

BOR representatives replied to this proposal by saying they will agree to portable tenure for voluntary transfers **if our union agrees to publicly support the community college consolidation** and agrees to stop protesting and contacting our elected officials to fight consolidation.

This Board – and our entire state - should be ashamed that BOR negotiators responded in this way. This reply by BOR negotiators makes a mockery of collective bargaining and shows how anti-democratic this BOR really is. It is moments like this where this Board and CSCU managers reveal your true colors. You reveal the disdain you have for your employees and your disdain for collective bargaining. You also reveal you think our unions are a joke.

This response from BOR negotiators was undoubtedly the lowest part of our contract negotiations. It is hard to understate how disgusted we are with this Board and CSCU managers after we are denigrated and insulted like this at the bargaining table.



## BOR subsidizing of anti-worker Jackson Lewis law firm and continued anti-worker policies

Our union directly traces much of the anti-union, anti-worker and anti-democratic actions of this Board to the **unholy corporate alliance** between this Board of Regents and the anti-union, anti-worker law firm Jackson Lewis. This unholy corporate alliance is dually represented by the subsidization of a law firm that preys on working people and communities of color, and the continued gross conflict of interest with Jackson Lewis Principal David Jimenez serving as a member of the Board of Regents.

Our union understands the relationships between this Board's attacks on collective bargaining, attempts to silence the voices of critics, proclivity to lie to the public and your employees, and attempts to divide and conquer employees, with this Board's alliance with Jackson Lewis. Anti-union tactics do not magically emanate from the ether. These tactics align with and are informed by the capitalist, corporatist policies of Jackson Lewis and other union-busting law firms. Anti-equity organizations that slavishly serve corporate greed while ravaging working people and communities of color throughout our society.

It appears this Board is being led by Jackson Lewis now. Anti-union, anti-worker, anti-democracy strategies have driven the merger of our community colleges and has been winning the day in CSCU for over four years now.

Our union obviously finds this disgusting and disturbing. This Board should be ashamed of this alliance. The fact that you somehow consider yourselves to be liberal champions, while serving at the altar of anti-worker, anti-democracy, anti-justice organizations like Jackson Lewis is simply sad and disgusting. You are not fooling anyone, and employees of this system understand clearly and plainly who our enemy is.

Recognizing our enemy, we will continue to organize our members to advocate and fight for the policies we feel best support our members. We will continue to challenge and expose the hypocrisy and mismanagement of this Board and petition our elected leaders to address the crisis of mismanagement in our CSCU system. We demand Governor Lamont do much better, and Governor Lamont will also be held accountable for the failures of this Board.



# Board of Regents for Higher Education

## 2022 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 Thursdays	Finance & Infrastructure 10 am Wednesdays	Executive Committee 10 am Thursdays	Board of Regents 10 am Thursdays
	January 21						
February 11	February 4	February 4		February 3	February 9		February 24
March 4	March 11	March 11			March 16	March 10	March 24
April 22	April 8	April 8		April 7			April 21
May 13	May 6	May 6	May 9		May 11		May 19
June 10	June 3	June 3		June 1	June 8	June 9	June 23
	July 15						
	August 19					August 25	
September 16	September 9	September 9		September 8	September 14		September 22
October 14	October 7	October 7		October 13	October 12		October 20
	November 18						
December 9	December 2	December 2	December 6	December 1	December 7	December 8	December 15

As of 10-27-2021

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Nurse Educator (CIP Code: 51.3817 / OHE# 001901), specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Nurse Educator, specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Nurse Educator	
CIP Code	51.3817	
OHE# (Leave blank for new programs)	001901	
Degree Level	Master of Science in Nursing	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
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 type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

There will be no fiscal impact.

**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.



02/04/2022 – BOR -Academic and Student Affairs Committee

02/24/2022 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Nurse Educator (CIP Code: 51.3817 / OHE# 015712), specifically the replacement of hybrid with online modality – leading to a Post-MSN 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 – Nurse Educator, specifically the replacement of hybrid with online modality – leading to a Post-Master of Science in Nursing Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Nurse Educator	
CIP Code	51.3817	
OHE# (Leave blank for new programs)	015712	
Degree Level	Post-Master of Science in Nursing Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
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 type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This Post-MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

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**RECOMMENDATION**

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02/04/2022 – BOR -Academic and Student Affairs Committee  
02/24/2022 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 014671), specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Clinical Nurse Leader, specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Clinical Nurse Leader	
CIP Code	51.3820	
OHE# (Leave blank for new programs)	014671	
Degree Level	Master of Science in Nursing	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
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 type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

There will be no fiscal impact.

**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.

02/04/2022 – BOR -Academic and Student Affairs Committee  
02/24/2022 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 015713), specifically the replacement of hybrid with online modality – leading to a Post-MSN Certificate at Southern Connecticut State University.

A True Copy:

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



**ITEM**

Modification of a program – Clinical Nurse Leader, specifically the replacement of hybrid with online modality – leading to a Post-Master of Science in Nursing Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Clinical Nurse Leader	
CIP Code	51.3820	
OHE# (Leave blank for new programs)	015713	
Degree Level	Post-Master of Science in Nursing Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
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 type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This Post-MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

There will be no fiscal impact.

**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.

02/04/2022 – BOR -Academic and Student Affairs Committee  
02/24/2022 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Marriage and Family Therapy (CIP Code: 51.1505 / OHE# 001827), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Family Therapy at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Marriage and Family Therapy, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Family Therapy Clinical Nurse Leader at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Marriage and Family Therapy	
CIP Code	51.1505	
OHE# (Leave blank for new programs)	001827	
Degree Level	Master of Family Therapy	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
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 checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

COVID 19 has encouraged the reconsideration for the delivery of this program. During the COVID-19 pandemic, the existing Marriage and Family Therapy program established protocols and delivery mechanisms for providing online synchronous classes and HIPAA compliant clinic delivery. For two-and-a-half semesters, the program has been online. Students' response has been overwhelmingly favorable, with students citing the convenience, quality, and accessibility of the online format as extremely conducive to adult, graduate student learning. 95% students in the program work fulltime. Online programming reduces commute time, an impediment to continuing study. In addition, SCSU will market the program outside Connecticut at existing conferences that faculty currently attend to promote enrollment. Therefore, SCSU has elected to add the hybrid and online modalities to the on-ground modality. Students may elect to take any combination of online, on-ground classwork to complete the 60 credits within the planned



program. The addition of online and combined/hybrid options will offer maximum flexibility to students and support their degree completion options.

**Fiscal Impact:**

There will be no fiscal impact.

**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.

02/04/2022 – BOR -Academic and Student Affairs Committee

02/24/2022 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Spanish; Secondary Education and Spanish (CIP Code: 16.0905 / OHE# 000171), specifically the replacement of on ground modality with hybrid modality – leading to a Bachelor of Arts / Bachelor of Science at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Spanish; Secondary Education and Spanish, specifically the replacement of on ground modality with hybrid modality – leading to a Bachelor of Arts / Bachelor of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Spanish; Secondary Education and Spanish	
CIP Code	16.0905	
OHE# (Leave blank for new programs)	000171	
Degree Level	Bachelor of Arts / Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
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 type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

This program has been a traditional program. However, during the pandemic WCSU moved all language instruction online for students to see instructor facial enunciation and practice conversation. This mode better meets the needs of working students, who make up nearly 70% of the student body.

The Spanish majors' enrollments are too small to offer the entire degrees in both on-ground and online modes. However, demand for online Spanish courses outpaced that for on-ground last year. As demographic shifts change the makeup of the student body, WCSU is finding that some students need the flexibility of an online option. Adult learners need that flexibility to balance their university education with work and family obligations. In addition, the Spanish

majors and Spanish Translation minor both appeal to the local Latino community which makes up nearly 10% of WCSU students and 30% of Danbury.

**Fiscal Impact:**

WCSU does not anticipate that there will be a need for any new faculty or resources for this program at this time. WCSU has offered online sections of core courses as part of regular scheduling practices. If this mode attracts new students in sufficient numbers to warrant it, WCSU will consider hiring additional faculty.

**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.

02/04/2022 – BOR -Academic and Student Affairs Committee  
02/24/2022 – Board of Regents

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Homeland Security (CIP Code: 43.0301, OHE# TBD), leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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



**ITEM**

Establishment of a new program, Homeland Security, leading to a Master of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program		
CIP Code	43.0301	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	2/24/2021	
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	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

Homeland Security is a growing field; state and federal governments want their employees to receive a graduate degree relevant to their professions. According to various authoritative websites, the employment outlook for homeland security professionals is very positive. A simple search using the keywords "homeland security" at usajobs.gov website displays more than 900 available positions at the Department of Homeland Security as of mid-February 2021. The DHS had 188,000 employees in 2010 and was up to 246,147 in January 2018. The following homeland security careers are likely to see an increase in demand over the coming years: Intelligence Analyst, Cybersecurity Analyst, Counterterrorism Analyst, Disaster Recovery Specialist, and Business Continuity Manager. This fact is also confirmed with our HS Interest Survey. Dozens of federal agencies employ graduates with a master's degree in homeland security, including U.S. Customs and Border Protection, the Secret Service, and the Coast Guard. There is almost an 80% increase in employment within a decade.

This new graduate degree program will be a continuance of the Homeland Security track option, for undergraduate students which has been approved by the JLA Division. It will emphasize the data-driven instructional approach and data analytics and Geographical Information Systems (GIS) methods to give WCSU a competitive edge and a long-term market niche. It will do so by capturing the attention of prospective students who are eager to learn evidence-based science and knowledge in the homeland security field. The graduate program will adopt experiential learning at every stage of the course curriculum. In other words, graduates of the program will have better skills and integration of learning/critical thinking along with the understanding of differences between their perceptions of theory and application of knowledge to complex real-world problems. Data analytics and GIS will play a significant role in their knowledge of strategic decision making. The curriculum aligns with the DHS missions and practice so that graduates can be better prepared to serve in this field. Graduate students will be advised to complete the available free courses developed by the DHS on its website.

Adding the MS in Homeland Security offers advanced career opportunities to students from all backgrounds. WCSU undergraduate degree programs in Justice and Law Administration and the BBA in Cybersecurity are among the most diverse majors at WCSU. WCSU anticipates that many undergraduates will be interested in this option. In addition, the online modality allows working professionals in these fields to earn this advanced credential without any interruption in their employment. Finally, the admissions standards are set at a 3.0 undergraduate GPA, with consideration given for students who have been working in the field for three years, who may not meet that GPA requirement. The program is not including a standardized test requirement, which is frequently a barrier for students of lesser means and experience of higher education.

This program also provides a good opportunity for students graduating from Criminology, Psychology, and Cybersecurity programs at any of the CSUs. It is also an easy path from the Criminology Transfer Pathway for any students who wish to move into our undergraduate Justice and Law Administration program.

Although WCSU has sufficient staffing and technological resources to launch this program, there is a need to invest in a strong recruiting plan to fulfill its promise.

### **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.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Social Work (CIP Code: 44.0701, OHE# TBD), leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

**ITEM**

Establishment of a new program, Social Work, leading to a Bachelor of Science at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program		
CIP Code	44.0701	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	2/24/2021	
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	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

There are over 1,000 students currently either in the Social Work TAP pathway or AS in Human Services at the 12 community colleges. Many CSUs must turn away qualified TAP graduates due to a lack of seats in their on-ground BSW program. Charter Oak's online BSW can accommodate as many students as possible, and Charter Oak anticipates robust enrollment once the program begins in Fall 2022. This will be the only online BSW program within the CSCU system. The only other online BSW in Connecticut is at Fairfield University. This program can provide students with a much more affordable path to a BSW. This program is being built to provide a seamless transfer for students in the Social Work TAP program as well as Human Services with the proposed CCCC programs as the template. Students who complete at a community college and transfer will benefit from Charter Oak's community college tuition match program.

The Charter Oak BSW program will be built with the 2022 CSWE standards in mind. The focus of the 2022 standards will revolve around diversity, equity, and inclusion (DEI). In fact, the

CSWE 2021 annual program meeting is titled “Leading Critical Conversations: Racial, Economic, & Environmental Justice”. Financial aid data has suggested that students that major in social work or human services at the community college have the lowest median family income and are more likely to be Pell eligible. By having a focus on recruiting students from the community colleges, Charter Oak is in a strong position to recruit students with low socio-economic status (SES).

BLS anticipates a 13% job growth rate for social workers (much faster than average). In Connecticut the need may be even greater due to some additional variables. For example, Connecticut recently changed the ratio for social workers in nursing homes from a 120-1 ratio to a 60-1 ratio, thus doubling the demand for social workers in nursing homes. DCF and other social service agencies have many social workers retiring over the next five years. Additionally, the national conversation around police reform has highlighted the need for social workers to be hired to work in tandem with law enforcement. The pandemic has also shown the need for more substance abuse counselors and this program will help the jobs pipeline for counselors.

Cost to develop a new course is \$3,000.00. Tuition will cover the cost of the development; usually break even comes the second time the course is offered. The institution has set aside \$90,000 in institutional funds for start-up costs such as course development, instructional design assistance, and consultants to create the initial proposal.

Finally, Charter Oak anticipates also building an online MSW program with a fall 2023 implementation date. The BSW program will be built in a way where a student can then enter into the MSW program with “advanced standing,” thus needing only 30 credits for the MSW instead of the normal 60 credit for non-advanced standing students.

### **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.

02/04/2022 – BOR -Academic and Student Affairs Committee

02/24/2022 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Music Therapy (CIP Code: 51.2305, OHE# TBD), leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

**ITEM**

Establishment of a new program, Music Therapy, leading to a Bachelor of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program		
CIP Code	51.2305	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	2/24/2021	
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	N/A	
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 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The proposed B.S. in Music Therapy program will be the first of its kind in the state of Connecticut. It will offer students comprehensive training in Music Therapy at an affordable price, with a well-defined path to achieving a degree and finding employment. It will increase access to the field of Music Therapy and its attendant careers for Connecticut students, particularly for those from minority backgrounds and first-generation college students. In doing so, it will diversify, strengthen, and grow the population of resident, trained music therapists who serve client populations in institutions and private practice throughout the state.

The Southern Music Department has undertaken multiple conversations with CSCU community colleges to prepare pathways for transfer students. Gateway Community College is formulating its music offerings to ensure that students graduated from that institution would have a clear pathway to finishing the B.S. degree at Southern. We have also undertaken conversations with Dr. Carolina Flores, Professor of Music at Manchester Community College and a member of the

Connecticut State College Music Studies alignment working group, on creating clear transfer pathways following the CSC consolidation process.

Music therapy is a growing field. In 2020, twice as many new positions were created in music therapy as were eliminated, reflecting increasing interest in the use music therapy services. At a national level, the federal government has recently provided increasing support for music therapy in several contexts. In October 2020, President Trump signed the Commander John Scott Hannon Veterans Mental Health Care Improvement Act of 2019, which increases access to mental health services among veterans and provides for the addition of music therapy to treatment guidelines of the Department of Defense and Veterans Administration. Additionally, the National Institute of Health's Sound Health Initiative is currently providing \$20 million for research on "ways to enhance the potential for music as therapy for neurological disorders."<sup>3</sup> In Connecticut, the expected passage of a licensure provision for Music Therapy is expected to lead to greater coverage of Music Therapy services by insurance providers and increasingly widespread use, producing a need for trained practitioners.

The American Music Therapy Association (AMTA) describes music therapy as "an established health service similar to occupational therapy and physical therapy [that] consists of using music therapeutically to address physical, psychological, cognitive and/or social functioning for patients of all ages. Because music therapy is a powerful and non-invasive medium, unique outcomes are possible."

AMTA identifies the need to increase the diversity of music therapy practitioners as a key workforce goal for the field: currently, 87% of music therapists are Caucasian and are thus not representative of the broad demographics of their client population. Given the diversity of Southern's student body, a music therapy program would provide an opportunity to train music therapists who are more broadly reflective of Connecticut's population, deepen Southern's commitment to its role as a social justice institution, and to further its diversity goals, including recognition as both a Hispanic Serving Institution and with the Community Engagement Classification.

Music therapy offers workforce benefits for those who are employed in this field. Regionally, the average 2020 salary for full-time music therapists in New England was \$69,725; average salaries for music therapists nationwide have increased steadily from approximately \$31,000 annually in 1998 to \$56,715 annually in 2020. The majority of music therapists take full-time employment after graduating but the field also offers a significant amount of part time work, allowing therapists flexible working conditions. Bachelor's level music therapists receive intensive training in musicianship, music theory, and performance, and therapeutic and clinical methods; they pass a Board Certification exam to receive the Music Therapist-Board Certified (MT-BC) credential. Practitioners with this credential in Connecticut enjoy title protection, which makes it a Class D felony to use the music therapist title without board certification.

Creating a music therapy program would require the hiring of a full-time faculty member, per AMTA requirements: "Academic institutions shall have a minimum of one full-time faculty position in music therapy for each degree program offered" (Standards 6.3.1). Currently, Southern's music department has five full-time faculty members, all of whom hold doctorates;

their degrees are in areas including musicology, theory/composition, and performance. These faculty would be central to instruction in the area of Music Foundations (the largest part of the therapy degree). The new music therapy faculty member would be responsible for teaching within the Music Therapy and Clinical Foundations segments and would hold the MT-BC credential and a minimum of a master's degree in music therapy. A search for a tenure-track Assistant Professor of Music Therapy is underway and on-track to identify a successful candidate by mid-December 2021.

Initial establishment of the program would require small expenditures for the purchase of teaching instruments (percussion and Orff instruments) and publicizing the program; however, the vast majority of the Music Therapy program could be offered using Southern's current materials, facilities, and library resources.

Given the lack of any Connecticut-based music therapy training program and the desirability of music therapy as a career field for current students, we are confident that a program in music therapy, particularly one offered at in-state tuition rates at a public university and with the availability of Stutzman Foundation Scholarships to music majors, would be a strong enrollment driver; we estimate that a therapy program has the potential to double the number of music majors at Southern from its current range of 40-50. Given this strong enrollment potential, we believe the addition of a single full-time faculty hire and small start-up costs are strongly justified as a prudent investment.

### **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.

02/04/2022 – BOR -Academic and Student Affairs Committee

02/24/2022 – Board of Regents

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

February 24, 2022

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

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Civic Engagement	Certificate	18
2. Early Childhood Education	A.S.	60
3. Early Childhood Education (Transfer Studies)	A.S.	61
4. Early Childhood Teacher Credential Studies, ECTC Level A	A.S.	60
5. Early Childhood Education: Administration, Management, & Leadership	Certificate	18
6. Early Childhood Education: Infant and Toddler	Certificate	24
7. Early Childhood Education	Certificate	24
8. General Studies	A.S.	60
9. Liberal Arts & Sciences	A.A.	60
10. Liberal Arts & Sciences	A.S.	60
11. Music Industry	A.S.	62
12. Surgical Technology: Manchester Campus-Hartford Hospital Program	A.S.	62
13. Veterinary Technology: Middlesex Campus Option	A.S.	69
14. Veterinary Technology: Northwestern Campus Option	A.S.	69



<b>Program</b>	<b>Program Type</b>	<b>Minimum # of Credits</b>
15. Veterinary Technology: Norwalk Campus Option	A.S.	69

\*The Music Industry A.S. degree was previously approved at 60-61 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 62 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course if needed.

\*The Surgical Technology: Manchester Campus-Hartford Hospital degree program was previously approved at 62 credits.

\*The Veterinary Technology degrees were previously approved at 66-70 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 69 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course if needed.

A True Copy:

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

**ITEM**

Implementation of the Revised Students First Plan (BOR 18-089) to align community college curricula statewide. The degrees and certificates to be approved meet the specific requirements of the Board's General Education (BOR 20-082) and CSCC College and Career Success 101 (BOR 20-099) policies. All degrees also meet the Credit Normalization policy (BOR 14-111) or are within any credit exemptions previously approved by the Board, unless otherwise noted in the resolution.

**BACKGROUND & ALIGNMENT PROCESS**

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

Alignment of the community college programs and certificates involves synthesizing the existing 600+ programs and 400+ certificates, previously approved by the individually accredited institutions and the Board of Regents, into a single set of programs and certificates with common names, descriptions, learning outcomes, and courses, including a common general education core for degree programs. Similarly, all 4000+ courses previously approved by the individually accredited institutions need to be aligned to have common course names, numbers, descriptions, learning outcomes, pre-requisites/co-requisites, contact hours, and credit hours. This work began in Fall 2018 coordinated by the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC). This work is currently facilitated by a CT State Community College curriculum alignment team, consisting of the interim Associate Vice President of the Academic Programs and Curriculum, the interim Associate Vice President of Higher Education Transitions, the interim Director of Regional and Specialized Accreditation, the interim Director of the College Catalog, and four community college faculty serving as alignment managers.

Curriculum alignment work began in fall 2018. Three curriculum alignment kickoff events were held for faculty (fall 2018, spring 2019, and fall 2019) to learn about the alignment process, ask questions, and meet with their discipline-specific colleagues throughout the system. Many of the faculty invited to the first of these events had previously been involved in curriculum work for the transfer articulation pathways. In fall 2019, the list of faculty members invited to participate was broadened by searching each community college's website, noting the contact individuals for each discipline, and confirming the updated lists with college Presidents, CEOs, and Academic Deans. Faculty on the list received an email inviting them to participate and to invite any interested colleagues to participate. In winter and early spring of 2020, at the urging of union leadership, many faculty withdrew their participation and work on alignment stalled for a few months. To encourage re-engagement of community college faculty throughout the system, the curriculum alignment leadership team sent an email in spring 2020 to all full- and part-time faculty inviting them to participate in their discipline-specific alignment work groups. Additional invitations were distributed via email to faculty in fall of 2020 and spring of 2021. Finally, a link was added to the curriculum alignment website to provide an easily accessible mechanism by which faculty could volunteer to engage in alignment work (<https://www.ct.edu/curriculum>). In the period from June 2020 to December 2021, over 275 faculty have been involved in aligning curriculum within their disciplines and programs.

As outlined in the revised Students First plan, the alignment of degree programs and certificates follows an endorsement process similar to that developed for the Transfer and Articulation Policy (TAP) transfer pathways. This process includes a transitional curriculum committee, the Aligned Program Review Committee (APRC), reporting to the SF ASA CC. Similar to the TAP Framework Implementation Review Committee, the APRC was designed with representation from each community college, but also includes representatives from the Registrar's, Advising, Financial Aid, and Academic Deans' Councils. The endorsement process keeps college communities apprised of the aligned curriculum being recommended for CT State and provides college communities the opportunity to submit feedback that might strengthen a program before it goes to the Board for approval.

The graphic on the next page illustrates the full process for aligned programs and certificates

**RATIONALE**

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

**CT State Curriculum Alignment: Process Flow for Degrees & Certificates****Stage 1: Faculty Preparation**

- Program coordinators and full-time faculty align existing degree and certificate programs into single versions (for similar programs) or clearly differentiate disparate programs into multiple versions (for different programs)
- If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in revisions of the proposals.

**Stage 2: Review by CT State Transitional Committees**

- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

**Stage 3: Campus Endorsement**

- APRC representatives bring programs to their campus for endorsement and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

**Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership**

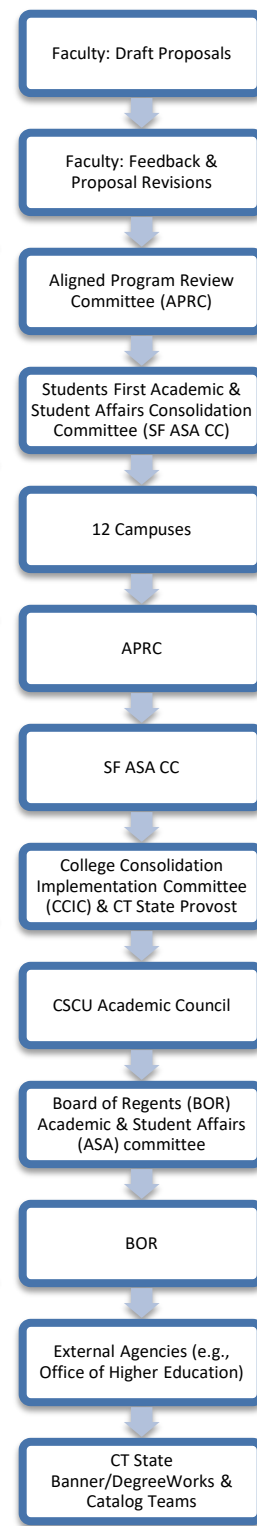
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

**Stage 5: CSCU Notification and BOR Approval**

- With approval of the CT State Provost, the APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of the ASA, the BOR approves programs to be offered at CT State or returns them for further review and revision

**Stage 6: Implementation**

- Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds



**CT State Aligned Degrees & Certificates**  
**February 2022**

1. Civic Engagement Certificate
2. ECED: Early Childhood Education (Transfer Studies), A.S.
3. ECED: Early Childhood Education, A.S.
4. ECED: Early Childhood Teacher Credential Studies, ECTC Level A, A.S.
5. ECED: Early Childhood Education Certificate
6. ECED: Administration, Management, and Leadership Certificate
7. ECED: Infant and Toddler Certificate
8. General Studies, A.S.
9. Liberal Arts & Science, A.S.
10. Liberal Arts & Science, A.A.
11. Music Industry, A.S.
12. Surgical Technology: Manchester Campus-Hartford Hospital Program, A.S.
13. Veterinary Technology: Middlesex Campus Option, A.S.
14. Veterinary Technology: Northwestern Campus Option, A.S.
15. Veterinary Technology: Norwalk Campus Option, A.S.



# **Credit Certificate Program Name:** Civic Engagement

## **Certificate Description:**

The Certificate in Civic Engagement will prepare students for careers designed to positively impact the civic well-being of their communities. This will be accomplished through a diverse array of coursework and a hands-on practicum/internship focusing on sensitizing students to the needs of the community. The Civic Engagement Certificate has a multi-disciplinary curriculum designed to prepare students to communicate effectively, make sound decisions, and effect change in their communities.

The Civic Engagement certificate consists of 18 credits made up of 15 required general education courses and culminating in a 3-credit practicum which includes 80 hours of field work of the student's choosing in consultation with his or her advisor and the Director of the Civic Engagement Institute on the Farmington campus. Employers/businesses have become interested in socially responsible graduates. Students receiving this certificate meet that need and interest because they are prepared for the important role of addressing community needs and practicing civic responsibility.

## **Certificate Learning Outcomes:**

1. Define civic engagement and identify concrete examples of it both in the classroom and in the community.
2. Describe their civic activity through an internship or practicum.
3. Understand the interdisciplinary nature of required courses as it relates to civic engagement.
4. Explain some of the community needs in terms of the social problems that exist in communities across the area.

## **Certificate Descriptors:**

The certificate can be paired with Associate degrees in General Studies and Liberal Arts and is also compatible with eight (8) current CCSU Transfer Pathway AA degrees (Communication, Psychology, Criminology, English, History, Political Science, Mathematics, and Sociology). With the CE certificate and accompanying associate degree, students can transfer into CT State Universities offering bachelor's degrees in applicable areas of study. The Civic Engagement Certificate requires a semester-long internship, which will afford students the opportunity to gain "real world" experience under the direction of a faculty advisor or the CEI Director.

Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' proficiency of the program learning objectives, and to further develop their professional skills.

Civic engagement is by design, a broad certificate, and it embraces options and opportunities for students. Students have some flexibility with choice of electives and are encouraged to complete six credits of electives that are in alignment with their career paths. Students are guided through the selection of appropriate electives based on career interests with the help of the Director of the Civic Engagement Institute and/or a faculty advisor. For more information on possible electives, see the CE Electives Handout. The list of electives is a guide for students. There is flexibility with open electives to meet the interests of students.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #

ENG 101	Composition	3	
POL 111	American Government	3	
Gen Ed Elective	Open Elective <i>*In consultation with CEI Director or Faculty Advisor</i>	3	Varies
HIS 201	U.S. History I	3	
Gen Ed Elective	Open Elective <i>*In consultation with CEI Director or Faculty Advisor</i>	3	Varies
CENG 292	Civic Engagement Practicum	3	A minimum of 9 completed credits in the program of study.
		18	
<b>Certificate Program Total Credits</b>		<b>18</b>	

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

**Program Name: Early Childhood Education (Transfer Continued Studies)****Degree Type: Associate of Science**

**Program Description:** This program is based articulation agreements with four-year institutions for students who plan on transferring to earn a State of Connecticut Teacher Certification in early childhood education. The curriculum includes a comprehensive general education core, pedagogical practice through field experiences, and an inclusive 21<sup>st</sup> century curriculum grounded in theory and evidence-based best practices. Students are strongly encouraged to consult with a guided pathways or transfer counselor in addition to their academic program advisor each semester to review the degree evaluation and plan of study for advising on course registration. Additionally, consulting with an academic advisor at the four-year university of their choice is strongly recommended. Field work is a principal instructional method and requirement in specific program courses.

**Program Learning Outcomes:**

Upon completion of all program requirements, graduates have/are prepared to:

1. Transfer to a four-year college/university to complete their academic studies in teacher education for early childhood.
2. Transfer (for accepted students) to a School of Education from transfer advising (two-year campus transfer counselor, four-year campus transfer counselor, and degree program advisor).
3. Completed a rigorous, competency-based education program of study.
4. Earned an associate of science degree with an emphasis in teacher education (early childhood education) and careers in teaching.
5. Promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive.
6. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight.
7. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development.
8. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development.
9. Design and deliver a challenging, high-quality, twenty-first century curriculum.
10. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods.
11. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology.
12. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing themselves to reflection and evaluation, continuous professional development, self-advocacy, and advocacy for children, families, and the profession.

**Program Descriptors**

Under current provisions, graduates of this path of study with a grade point average of 2.7 or higher, who receive this associates degree can apply to the Schools of Education and/or Professional Studies at four-year colleges and universities. Upon acceptance, credits may transfer toward a bachelor's degree in teacher education. Note that admission to the university does not automatically guarantee admission to the School of Education or the Teacher

## CT State Community College Common Program Template

Education program.

The degree program and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP). The Early Childhood Education associate degree program is currently a national accredited program by the National Association for the Education of Young Children (NAEYC).

General Education Core Courses (21-25 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2	MAT 143	Math for Elementary Education: Algebra/Number System	3
3	PHL 111	Ethics	3
4	Scientific Knowledge & Understanding	BIO, CHEM, EAS, EVS, or PHY	4
5	PSY 111	General Psychology	3
6	ENG 102 or ENG 200	Literature and Composition or Advanced Composition	3
7	HIS 201	U.S History I	3
8	CCS 101	College and Career Success	3
General Education Core Credits			25

Total Program Requirements (36 – 39 credits)			
Program Required Courses (21 – 36 credits)			
Course Number	Course Name	# of Credits	Pre-req./ Co-req. Course #
ECED 101	Introduction to Early Childhood Care and Education	3	
PSY 204	Child and Adolescent Development	3	PSY 111
ECED 275 or SOC 111	Children, Families, and Communities or Child, Family, School, and Community	3	Eligibility for ENG 101 or permission of program coordinator.
ECED 210	Observation, Documentation, and Assessment of Young Children	3	ECED 101, PSY 204 or ECED 182, and ENG 101

# CT State Community College Common Program Template

ECED 215	Exceptional Learners	<b>3</b>	ECED 101, PSY 204 or ECED 102, permission of program coordinator, or BS/BA in Education or related discipline.
ECED 231	Language Development and Emergent Literacy in Young Children	<b>3</b>	ECED 101 or ECED 241 and ECED 141, PSY 204 or ECED 102
Elective	Open Electives <i>*Consult program advisor, guided pathways advisor, or transfer counselor</i>	<b>12</b>	To be selected in consultation
ECED 290 and ECED 291 or ECED 295	Student Teaching (I and II) or Student Teaching Practicum	<b>6</b>	ECED courses with a grade of C- or better, within 9 credits of graduation for 291 and 295, and permission of program coordinator.
<b>Total Program Requirement Credits</b>		<b>36</b>	
<b>General Education Core Credits</b>		<b>25</b>	
<b>Program Total Credits</b>		<b>61</b>	

**Program Name: Early Childhood Education****Degree Type: Associate Degree****Program Description:**

The Early Childhood Education program is designed to provide students with the skills, knowledge, and competencies necessary for effective teachers of all young children from birth through age eight in the 21<sup>st</sup> century. The curriculum provides a comprehensive general education core, pedagogical practice through field experiences, and a solid theoretical foundation in primary education as well as prepares graduates for transfer (course by course) to a baccalaureate program and prepares students for immediate employment in inclusive, diverse, and culturally responsive early care and education settings. For individuals currently employed in the field, this degree program strengthens and enhances professional competencies, skills, knowledge, and employability. Field work is a principal instructional method and a requirement in specific program courses. Additional fees for field work such as background checks, fingerprinting, and other related costs are associated with this program of study. Education majors are expected to complete a minimum of 100 hours of observation and/or field work prior to student teaching and at minimum of 200 hours of student teaching.

**Program Learning Outcomes:**

Upon successful completion of all program requirements, graduates will:

1. Know and promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive.
2. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight.
3. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development.
4. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development.
5. Design and deliver a challenging, high-quality, twenty-first century curriculum.
6. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods.
7. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology.
8. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing themselves to reflection and evaluation, continuous professional development, self-advocacy, and advocacy for children, families, and the profession.

**Program Descriptors:**

Areas of study in this degree program include the 21<sup>st</sup> century learning skills, language education (including bilingual), reading, writing, literature for a young audience, multiliteracies, anti-bias and multicultural education, communication written and oral, creativity and innovation, global awareness, cultural competency, self-directed learning, digital literacies, critical media literacy, STEM, multimodality, special education, teamwork/collaboration, professional growth, curricula, problem-solving, advocacy, the 21<sup>st</sup> century learning skills, and leadership. In the



## CT State Community College Common Program Designated Electives Template

interaction and interplay of these areas, our students and faculty seek to broaden the scope to meet the needs of all learners in a diverse society.

Students are expected to complete a minimum of 100 hours of observation and/or field placement prior to student teaching and at minimum of 200 hours of student teaching.

The degree program and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

The Early Childhood Education associate degree program is currently a national accredited program by the National Association for the Education of Young Children (NAEYC).

Graduates are eligible for transfer and admission to four-year colleges and universities. Please consult with a guided pathways counselor for the specific requirements for the transfer institution(s) of your choice.

General Education Core Courses (24-28 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2		Math 100 or higher (college level) *Recommended course for transfer. Math for Elementary Education: Alg/Number System	3-4
3		<b>Arts and Humanities:</b> <ul style="list-style-type: none"> <li>Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)</li> </ul> * Recommended Courses: ENG 114, ART 101, MUS 101, THR 101, PHL 111,	3-4
4		<b>Choose one from:</b> <ul style="list-style-type: none"> <li><b>Scientific Reasoning</b> – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning</li> <li><b>Scientific Knowledge and Understanding</b> – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes</li> </ul> *Recommended Courses: BIO 105, BIO 115, BIO 111, OCE 101, AST 101	3-4
5	HIS xxx	<b>Historical Knowledge</b> – HIS course vetted for TAP Historical Knowledge outcomes *Recommended Courses: HIS 101, HIS 102, HIS 121, HIS 122, HIS 201, HIS 202	3
6	ENG 102 or ENG 202	Literature and Composition or Technical Writing or	3

# CT State Community College Common Program Designated Electives Template

	or COM 172 COM 173, or COM 278	Interpersonal Communication, Public Speaking, or Group Communication	
7	PSY 111	General Psychology	3
8	CCS 101	College and Career Success	3
<b>General Education Core Credits</b>			<b>24-27</b>

## Total Program Requirements (36 – 39 credits)

### Program Required Courses (21 – 36 credits)

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 101	Introduction to Early Childhood Care and Education	3	
PSY 204 or ECED 102	Child and Adolescent Development or Foundations of Child Development	3	PSY 111 or ENG 101 and PSY 111
ECED 215	Exceptional Learners	3	ECED 101, ECED 102 or PSY 204, permission of coordinator, or BS/BA degree in Education or related discipline.
ECED 210	Observation, Documentation, and Assessment of Young Children	3	ECED 101 or ECED 141 and ECED 241, PSY 204 or ECED 102, and ENG 101
ECED 231	Language Development and Emergent Literacy in Young Children	3	ECED 101 or ECED 141 and ECED 241 and PSY 204 or ECED 182
ECED 275	Children, Families, and Communities	3	Eligibility for ENG 101 or permission of program coordinator
ECED 222	Curriculum and Methods for Diverse Learners	3	ECED 210
ECED 103, ECED 106, ECED 207, or ECED 109	Creative Arts and Experiences, Music and Movement for Young Children, Natural Sciences for Young Children, or STEM for Young Children	3	
Elective	ECED Electives	6	Varies

**CT State Community College Common Program Designated Electives Template**

ECED 290 and ECED 291 or ECED 295	Student Teaching (I and II) or Student Teaching Practicum	<b>6</b>	ECED courses with a grade of C- or better, within 9 credits of graduation for 291 and 295, and permission of the program coordinator
		<b>36</b>	

**Program Designated Electives (3 – 15 credits)**

**Students may choose from a list of specified courses. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of electives with campus specific location, if applicable.**

<b>Course Number</b>	<b>Course Name</b>	<b># of Credits</b>	<b>Pre-req./Co-req. Course #</b>
ENG 114/ECE D131	Introduction to Children's Literature (CCC, GCC, MCC, MxCC) <i>*This course is cross listed with ENG 114.</i>	<b>3</b>	ENG 101 or Permission of PC
ECED 102	Foundations of Child Development (ACC, CCC)	<b>3</b>	PSY 111 and ENG 101
ECED 141	Infant and Toddler Growth & Development (ACC, CCC, GCC, MxCC, NCC, NVCC, NWCC, TxCC, TRCC, QVCC)	<b>3</b>	
ECED 142	Developmental Interventions for Infants & Toddlers at Risk (GCC)	<b>3</b>	ECED 141, ECED 102, or PSY 204
ECED 176	Health and Wellness (ACC, CCC, NVCC, GCC, MCC, NCC, MxCC, TCC, NWCC, TRCC, TxCC, QVCC)	<b>3</b>	
ECED 190	Guiding and Understanding Young Children's Behavior (ACC, CCC, NCC, HCC, TRCC, QVCC)	<b>3</b>	PSY 204 or ECED 102
ECED 206	Administration and Supervision of Programs for Young Children (ACC, CCC, GCC, HCC, NCC, NWCC, TRCC, TxCC)	<b>3</b>	Eligibility for ENG 101 and Permission of program coordinator
ECED 212	Management and Leadership in Programs for Young Children (ACC, GCC, NCC, HCC, CCC)		ECED 206 or Permission of the PC
ECED 225	Anti-Bias, Equity, and Diversity in Education (ACC, CCC)	<b>3</b>	Eligibility for ENG 101 or permission of program coordinator
ECED 241 (ECED 1xx)	Fundamentals of Infant and Toddler Care and Education (ACC, CCC, GCC, NCC, TRCC, TxCC)	<b>3</b>	ECED 141

# CT State Community College Common Program Designated Electives Template

ECED 252	Children on the Autism Spectrum (TRCC)	3	ECED 215 or SPED 112, ECED 102 or PSY 204, and eligibility for ENG 101 or permission of program coordinator
HSE 2xx/EDUC 2xx	The Foundations of Research Methods in HSE and EDUC (ACC, CCC, MCC, MxCC)  <i>*This course is cross listed with HSE xxx.</i>	3	ENG 101, PSY 111, and MAT 104 or higher or permission of either the HSE or ECED program coordinator.
EDUC 200	Principles of Teaching for Elementary Education (CCC, GCC)	3	
EDUC 201	Secondary Education Teaching Professions (GCC)	3	Permission of program coordinator
SPED 112	Introduction to Special Education for Young Children (GCC)	3	ENG 101 and ECED 102 or PSY 204
SPED 207	Advanced Exceptional Learners (GCC)	3	BS or BA in Education, Special Education, or related discipline or SPED 112 or ECED 215 or permission of program coordinator
SPED xxx/PSY 249	Disorders in Childhood and Adolescence (CCC, HCC, MxCC)  <i>*This course is cross listed with PSY 249.</i>		PSY 111 or PSY 204 with a grade of C- or better and ENG 101
<b>Total Program Requirement Credits</b>		<b>36</b>	
<b>Total General Education Core Credits</b>		<b>24-27</b>	
<b>Program Total Credits</b>		<b>60-64</b>	

**Program Name:** Early Childhood Credential Studies, ECTC Level A

**Degree Type:** A. S.

**Program Description:** Students must declare the Transfer Ticket: CSCU Pathway Transfer Degree A.S. major as their intended path of study. With this degree, students will be able to transfer into the following majors at a CSU university or Charter Oak State College:

- Eastern Connecticut State University: Bachelor of General Studies with a Concentration in Early Childhood Education – ECTC Level B
- Southern Connecticut State University: Bachelor of Arts in Interdisciplinary Studies with concentrations in Early Childhood Pedagogy and Curriculum or Child, Family and Community Studies.
- Charter Oak State College: Bachelor of Science in Early Childhood Education – ECTC Track.

**Program Learning Outcomes:** Students are prepared to/have

1. Transfer to one of the 2 state universities in the CSU System listed below to complete either a Bachelor of General Studies with a Concentration in ECED- Level B at ECSU or a Bachelor of Arts in Interdisciplinary Studies with a Concentration in Early Childhood Pedagogy and Curriculum or Child, Family, and Community Studies at SCSU.
2. Transfer to Charter Oak State College (COSC) to complete a Bachelor of Science in Early Childhood Education-ECTC Track.
3. Completed a rigorous, competency-based education program of study.
4. Earned an associate of science degree with an emphasis in teacher education (early childhood education) and careers in teaching.
5. Promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive.
6. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight.
7. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development.
8. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development.
9. Design and deliver a challenging, high-quality, twenty-first century curriculum.
10. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods.
11. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology.
12. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing themselves to reflection and evaluation, continuous professional development, self-advocacy, and advocacy for children, families, and the profession.

**Program Descriptors:** There is a recommended course of study for this CSCU Pathway Transfer A.S. Degree. If you are studying part time, simply follow the order of the courses listed here. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category from accessible lists of the courses in the required categories.

Important Note: Earning the Early Childhood Teacher Credential (ECTC) is not equivalent to earning public school teaching certification and does not qualify you to work in a role where a State Teacher Certification Endorsement is required. If a student is interested in State Teacher Certification, the Early Childhood Continued Studies Transfer degree is recommended.

In order to graduate and be guaranteed admission to a state university or to Charter Oak State College, you must earn an overall 2.0 grade point average.

General Education Core Courses (30-40 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2	MAT 143	Math for Elementary Education: Algebra/Number Systems I	3
3	Arts and Humanities	Arts and Humanities: Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4
4	Scientific Reasoning	Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning	3-4
5	Social / Behavioral Science	PSY 111- General Psychology	3
6	Written Communication II	Written Communication II – ENG course vetted for TAP Written Communication II outcomes	3
7	Scientific Knowledge and Understanding	Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4
8	Historical Knowledge	Historical Knowledge – HIS course vetted for TAP Historical Knowledge *HIS 201- U. S. History I recommended	3
9	Oral Communication	Oral Communication- course vetted for TAP Oral Communication outcomes	3
10	CCS 101	College Success	3
General Education Core Credits			30-33



Program Requirements & Restricted Electives (30-34 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
PSY 204	Child and Adolescent Development	3	PSY 111
ECED 101	Introduction to Early Childhood Care and Education	3	
ECED 215	Exceptional Learners	3	ENG 101 and PSY 204 or ECED182 or permission of program coordinator or BS/BA in Education or related discipline.
ECED 210	Observation, Documentation, and Assessment of Young Children	3	ECED 101 and ECED 182 or PSY204
ECED 231	Language Development and Emergent Literacy of Young Children	3	ECED 101 or ECED 241 and ECED 182 or PSY204
Elective	ECED, EDUC, or SPED Electives	9	
ECED 290 and ECED 291 or ECED 295	Student Teaching I and II or Student Teaching Practicum	6	ECED core courses with a grade of C- or better and permission of program coordinator. AND ECED 290 with a grade of C- or better, within 9 credits of graduation, and permission of program coordinator. OR All ECED courses with a grade of C- or better, permission of program coordinator and within 9 credits of graduation.
	<b>Program Requirement Credits (including 9 Restricted Electives)</b>	<b>30</b>	
	<b>General Education Core Credits</b>	<b>30-33</b>	
	<b>Unrestricted Electives</b>	<b>0</b>	
	<b>Program Total Credits</b>	<b>60-64</b>	

## CT State Early Childhood Education Certificates

### **Certificate Program Name: Administration, Management, and Leadership**

#### **Certificate Description:**

This administrator's certificate is designed to provide a balanced, high-quality education for current and prospective administrators that serve the educator, and all families and young children. Course work is completed in the areas of administration and leadership, education, psychology, communications, inclusion and equity, and business management that mirror the required state competencies. Students who complete this certificate are qualified to serve in an administrative role in an early care and educational setting that meets the diverse needs of all children between the ages of 0 and 8.

#### **Certificate Learning Outcomes:**

Upon successful completion of the certificate, a recipient should be able to:

1. Develop and maintain an effective organization, curriculum, and physical facility.
2. Demonstrate an understanding of the administrator's responsibilities using acquired knowledge and skills.
3. Administer, manage, and maintain standards of quality childcare and education programs.
4. Foster positive community and family relationships.
5. Apply basic business management knowledge, tools, and skills.
6. Plan, implement, and guide effective administrative and management systems, policies, and procedures in care and education.

#### **Certificate Descriptors:**

May require field placement in ECED courses. These courses meet the Connecticut Director's Credential educational requirements and competency areas.

The certificate and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

ECED courses may require field placement.

Courses completed in this certificate may be applied to a degree in early childhood education.

### CT State Early Childhood Education Certificates

Certificate Program Requirements (#credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 206	Administration and Supervision of Programs for Young Children	3	Permission of program coordinator and Eligibility for ENG 101
ECED 212	Management and Leadership of Programs for Young Children	3	ECED 206 and program coordinator permission
ECED 275	Children, Families, and Communities	3	Eligibility for ENG 101 or permission of program coordinator.
PSY 247 or BMG 210	Industrial & Organizational Psychology or Organizational Behavior	3	
BBG 210 or BMG 204	Business Communication or Managerial Communication	3	
ECED 225	Anti-Bias, Equity, and Diversity Education	3	Eligibility for ENG 101 or permission of program coordinator.
	<b>Certificate Program Total Credits</b>	<b>18</b>	

## CT State Early Childhood Education Certificates

### Credit Certificate Program Name: Infant and Toddler

#### Certificate Description:

Students who complete this certificate are qualified to develop and foster a nurturing environment for all children birth to three in professional early care inclusive settings. In this certificate, the program of study is designed for students to demonstrate specialized knowledge that promotes positive outcomes for infants and toddlers and on healthy development including social and emotional development through observation, assessment, and documentation. Upon completion of the Infant and Toddler certificate, graduates are well prepared to assist in all aspects of a high-quality educational program that includes intentional teaching, supervision, guidance, and nurturing for ages birth to three and children at-risk.

#### Certificate Learning Outcomes:

Upon successful completion of the certificate, a graduate should be able to:

1. Recognize and identify current and historical theoretical early childhood educational approaches specifically as it relates to all children ages 0 to 3.
2. Apply child development theory to practice to all infants and toddlers including diverse learners and at-risk learners.
3. Design developmentally appropriate curriculum for all young children ages 0-3.
4. Practice intentional, respectful, reciprocal, and responsive teaching and care.
5. Advocate for all young children and their families.
6. Practice professional reflection.
7. Incorporate theory into classroom practice utilizing standards, code of ethics, and best practices.
8. Practice collaborative community education that includes area partners and families.

#### Certificate Descriptors:

This entry level certificate is designed for employment in early care infant and toddler settings.

The certificate and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

Courses completed in this certificate may be applied to a degree in early childhood education.

ECED courses may require field placement. Field work is a principal instructional method and requirement in specific program courses.

### CT State Early Childhood Education Certificates

Certificate Program Requirements (#credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 141	Infant and Toddler Growth & Development	3	
ECED 142	Developmental Interventions for Infants and Toddlers at Risk	3	ECED 141
ECED 241 (ECED 1xx)	Fundamentals of Infant and Toddler Care and Education	3	ECED 141
ECED 231	Language Development and Emergent Literacy in Young Children	3	ENG 101, ECED 101 or ECED 241, and PSY 204 or ECED 141 or ECED 102
ECED 176	Health and Wellness	3	
ENG 101	Composition	3	
Elective	ECED or SPED Elective	6	Varies
<b>Certificate Program Total Credits</b>		<b>24</b>	

*\*See advisor or ECE program coordinator for most appropriate elective choice.*

## CT State Early Childhood Education Certificates

### Credit Certificate Program Name: Early Childhood Education

#### Certificate Description:

The certificate is designed to develop skills and knowledge necessary and desirable to work with all young children and transfer to the Associate of Science degree Early Childhood Education program. Students who complete this 24-credit certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs.

#### Certificate Learning Outcomes:

Upon successful completion of the ECED Certificate, a graduate should be able to:

1. Know and promote child development by understanding young children characteristics; the multiple influences development; and recognize and create appropriate learning environments where all young children thrive.
2. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children from birth through age eight.
3. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve all families in their children's education and development.
4. Develop a basic knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development including children with developmental delays and disabilities.
5. Use effective communication in a professional setting.

#### Certificate Descriptors:

This entry level certificate is designed for employment in early care and education settings.

Courses completed in this certificate may be applied to a degree in early childhood education.

The certificate and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

ECED courses may require field placement.



### CT State Early Childhood Education Certificates

Certificate Program Requirements (#credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 101	Introduction to Early Childhood Care and Education	3	
PSY 204 or ECED 102	Child and Adolescent Development or Foundations of Child Development	3	PSY 111 or ENG 101 and PSY 111
ECED 215	Exceptional Learners	3	ECED 101 and PSY 204 or ECED 102 or permission of program coordinator, or bachelor's degree in education or related discipline.
ECED 231	Language Development and Emergent Literacy of Young Children	3	ECED 101 or ECED 241 and PSY 204 or ECED 102
PSY 111	General Psychology	3	
COM 172, COM 173, or COM 278, ENG 101 or ENG 202	Interpersonal Communication, Public Speaking, or Group Communication, or Composition or Technical Writing	3	
Elective	ECED, EDUC, or SPED Elective	6	Varies
	<b>Certificate Program Total Credits</b>	<b>24</b>	

**Program Name:**

General Studies

**Degree Type:**

Associate in Science

**Program Description:**

General Studies is a program for students who are adult learners, veterans, students who transfer to the Connecticut State Community College, students who are exploring career and academic options, and lifelong learners. The General Studies Program is well designed for students who seek a two- year degree for personal or career advancement.

The General Studies Program provides students flexibility in degree completion and maximizes the number of credits that are transferred to the Connecticut Community College.

The Connecticut State Community College General Studies Program is designed to ensure that students develop strong communication skills, increase literacy and math skills, develop critical thinking and problem solving skills in the sciences, social sciences, and the arts and humanities. General Studies students gain foundational knowledge in a variety of academic disciplines. The General Studies degree program is designed to give students the opportunity to explore knowledge from multiple perspectives. Students are challenged to become intellectually curious, aesthetically aware, and critically perceptive. The program gives students the flexibility to adapt to the changing needs of the workplace and the foundation necessary for lifelong learning and personal growth.

The general education curriculum and career education are dynamic and interactive components. They enrich each other by helping students to make career choices in keeping with their understanding of themselves and their world. Together, they provide the skills and perspectives that make possible the dignity of work and social contribution. They cultivate a framework of meaning, value, ethical purpose, and commitment that enrich every aspect of life. They foster an attitude of critical inquiry, curiosity, openness and wonder that enables a spirit of lifelong learning.

Adult Learners Bring Assets to the Community College Classroom: 73 % of students may be viewed as nontraditional (Choy 2002). These assets and characteristics include

- entry to college delayed by at least one year following high school,
- having dependents,
- being a single parent,
- being employed full time,
- being financially independent,
- attending part time and not having a high school diploma.

The General Studies Program requires **60 credits** minimum for degree completion.

Students pursue a General Studies degree for a variety of reasons, including to:

- promote career advancement
- facilitate a career change
- transfer credits earned from two- and four-year public and private universities and colleges to the Connecticut State Community College
- maximize the impact of transfer credits and previous college experience
- focus on personal goals and areas of interest

General Studies graduates have numerous career options in many areas such as: business, social services, educational support, and commerce. A few examples are:

- Administrative Services Manager
- Educational Assistant
- Research Assistant, Medical
- Manager, Retail
- Administrative Case Manager

**Program Learning Outcomes:**

- Apply skills necessary to think critically, write clearly, argue persuasively, and problem-solve effectively
- Demonstrate competence with current computer software applications used in the workforce.
- Demonstrate college level writing, oral communication, and critical thinking
- Recognize broader historical, cultural, global, and scientific perspectives
- Collaborate with culturally and intellectually diverse peoples
- Apply traditional research skills and digital technology to access, evaluate, and apply information ethically
- Define and analyze both personal and social ethical issues; understand the consequences of a decision or a course of action.

**Program Descriptors: N/A**

The General Studies program also offers flexibility as a basis for further study or career paths; its primary purpose is not for transfer. Students planning to transfer to a bachelor's degree-granting program should consider one of the Associate Degrees in Liberal Arts and Science, which is carefully designed to satisfy transfer requirements while offering students flexibility and variety in course work.

# CT State Community College Common Program Template

General Education Core Courses (21-24 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT	MAT *100 or above	3-4
3	Arts and Humanities	Arts and Humanities Any course vetted as Arts and Humanities (ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR), Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4
4	Scientific Knowledge and Scientific Reasoning	Scientific Knowledge and Scientific Reasoning Any course vetted as Scientific Knowledge and Scientific Reasoning (AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI)	3-4
5	Historical Knowledge	Historical Knowledge Any HIS course vetted as Historical Knowledge	3
6	Oral Comm	Oral Communication Any course vetted as Oral Communication	3
7	Info Lit/Cont. Learning	CCS 101 College and Career Success	3
General Education Core Credits			21-24

Program Requirements (39-42 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Written Communication II - any course vetted for Written Communication II outcomes or ENG 202- Technical Writing	3	
	Science – Any 100 course level or above if pre-requisite is met (AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI)	3-4	
	Social / Behavioral Science -- Any course 100 level or above (ANT, ECN, GEO, POL, PSY, SOC, WMS)	6	
	Arts and Humanities -- Any course 100 level or above (ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR), Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	6-8	
	Ethics PHL* 111-Ethics, PHL* 112-Bioethics, or any course vetted for Social & Behavioral Sciences	3	
	Computer Literacy Elective -- CSC*101 Introduction to Computers, CSA*105 Intro to Software Applications, or CSA*205 Advanced Applications	3	
	Unrestricted Electives*	15	
	<p>*Unrestricted Electives -- Any course 100 or above No more than fifteen credit hours may be completed from any one subject area. Courses taken to satisfy the general education core requirements will not be counted in the calculation of the fifteen hours.</p> <p>General Studies students must complete 6 credits at the 200 course level.</p>		
	<b>Program Requirement Credits</b>	<b>39-42</b>	
	<b>General Education Core Credits</b>	<b>21-24</b>	
	<b>Program Total Credits</b>	<b>60-66</b>	

4 semester sequence

First Semester Plan:

- CCS \*101 College and Career Success (General Education/3 credits)
  - ENG\* 101 - Composition (General Education/3 credits)
  - MATH\* XXX- Mathematics 100 or above (General Education/3-4 credits)
  - Arts and Humanities Any course vetted as Arts and Humanities (General Education/3-4 credits)
  - Elective - Unrestricted Elective\* (3 credits)
- 

Total credits: 15-17 credits

Second Semester Plan:

- Written Communication II vetted course or ENG 202-Technical Writing (3 credits)
  - COM \* 173 – Public Speaking (3 credits) or COM courses vetted for Oral Communication (General Education/3 credits)
  - Elective – Unrestricted Elective\* (3 credits)
  - Scientific Knowledge & Understanding (General Education/3-4 credits) \*General Studies Program students should enroll in a science w/lab in either their second or third semester.
  - Computer Literacy Elective - CSC\*101 Introduction to Computers, CSA\*105 Intro to Software Applications, or CSA\*205 Advanced Applications (3 credits)
- 

Total credits: 15-16 credits

Third Semester Plan:

- Elective – Science – Any 100 course level or above if pre-requisite is met (3-4 credits)
  - Elective - Social/Behavioral Science- Any course 100 level or above (3 credits)
  - Elective - Arts and Humanities -- Any course 100 level or above, or with the pre-requisite of ENG \*101 (3-4 credits)
  - History -- Any HIS course vetted as Historical Knowledge (General Education/3-4 credits)
  - Elective - Ethics - PHL 111, PHL 112 or course vetted for Social & Behavioral Sciences (3 credits)
- 

Total credits: 15-17 credits

Fourth Semester Plan:

- Elective - Social/Behavioral Science -- Any course 100 level or above (3 credits)
  - Elective - Arts and Humanities -- Any course 100 level or above, or with the pre-requisite of ENG \*101 (3-4 credits)
  - Unrestricted Electives\* -- Any course 100 or higher (9 credits)
- 

Total credits: 15-16 credits

\*General Studies Students must complete at least 6 credits at the 200 course level



**Program Name:** Liberal Arts & Science

**Degree Type:** Associate of Arts

**Program Description:**

**LAS A.A.:** The Liberal Arts and Science Associate in Arts degree program provides students with a broad background that prepares them for transfer to a bachelor's degree program at a four-year college or university. Students will take a wide range of courses with an emphasis on fulfilling general education or similar requirements at four-year colleges and universities. The Associate of Arts (A.A.) emphasizes courses in the humanities, arts, and social sciences.

**Program Learning Outcomes:**

1. Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.
2. Analyze literary, artistic, or philosophical works of world cultures.
3. Analyze changes and developments in history, including their causes and effects.
4. Apply social scientific theories to understand human behavior and world events.
5. Use mathematical tools and technology to create mathematical models.
6. Describe scientific principles and apply them to understand the physical world.
7. Identify the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

**Program Descriptors:** Transfer Degree

General Education Core Courses (30-34 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2		<b>Math 100 or higher</b> (college level) course vetted for TAP Quantitative Reasoning	3-4
3		<b>Arts and/or Humanities</b> Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4
4		<b>Scientific Reasoning</b> AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning	3-4
5		<b>Social / Behavioral Science</b> ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3
6		<b>Written Communication II</b> ENG course vetted for TAP Written Communication II outcomes	3
7		<b>Scientific Knowledge and Understanding</b> AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4
8		<b>Historical Knowledge</b> HIS course vetted for TAP Historical Knowledge outcomes	3
9		<b>Oral Communication</b> courses vetted for TAP Oral Communication	3
10	CCS 101	<b>Continued Learning &amp; Information Literacy</b> CCS 101: College and Career Success	3
General Education Core Credits			30-34

Program Requirements (30-32 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Choose one additional course in Arts: ART, MUS, or THR	3	Eligibility for ENG 101 for most
	Choose one additional course in Social / Behavioral Science: ANT, ECN, GEO, POL, PSY, SOC, WMS	3	Eligibility for ENG 101 for most
	Choose one additional course in Humanities: ENG, HIS, PHL, HUM, COM	3	Eligibility for ENG 101 for most
	Choose two additional Liberal Arts courses at the 100 level or above: ANT, ART, AST, BIO, CHE, COM, DGA, EAS, ECN, ENG, EVS, GEO, GLG, GRA, HIS, HUM, IDS, MAT, MET, MUS, OCE, PHL, PHY, POL, PSY, SOC, THR, ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL	6	Eligibility for ENG 101 for most
	Choose 6-8 credits of ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL, or the two upper-level courses of ESL  The completion of three years of study up to the third level in a single language at the high school level waives the language requirement for the Liberal Arts and Science, A.A. Degree. If a student can waive the required 6-8 credits of a language, they must substitute 6-8 credits of free elective courses.  <i>Transfer institutions can vary widely in their foreign language requirements. Additionally, Sign language courses do not transfer in this requirement at all schools. For example, Sign language courses fulfill this requirement at CCSU, but not ECSU. Before selecting a language sequence, check the specific transfer requirements for the colleges and universities to which you are considering transferring and/or consult an advisor.</i>	6-8	Varies
	<b>Choose 9 Credits of 100-level or Above Free Electives</b>	9	Varies
	<b>Diversity Requirement</b> Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program courses.		
	<b>Program Requirement Credits</b>	<b>30-32</b>	
	<b>General Education Core Credits</b>	<b>30-34</b>	
	<b>Program Total Credits</b>	<b>60-66</b>	

**Program Name:** Liberal Arts and Science

**Degree Type:** Associate of Science

**Program Description:**

**LAS A.S.:** The Liberal Arts and Science Associate in Science degree program provides students with a broad background that prepares them for transfer to a bachelor's degree program at four-year college or university. Students will take a wide range of courses with an emphasis on fulfilling general education or similar requirements at four-year colleges and universities. The Associate of Science (A.S.) emphasizes courses in the sciences and mathematics.

**Program Learning Outcomes:**

1. Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.
2. Analyze literary, artistic or philosophical works of world cultures.
3. Analyze changes and developments in history, including their causes and effects.
4. Apply social scientific theories to understand human behavior and world events.
5. Use mathematical tools and technology to create mathematical models.
6. Describe scientific principles and apply them to understand the physical world.
7. Identify the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

**Program Descriptors: Transfer Degree**

General Education Core Courses			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2		<b>Math 100 or higher</b> (college level) MAT 172, MAT 186, MAT 254, MAT 256 sequence STRONGLY suggested for most Science and Mathematics transfer students	3-4
3		<b>Arts and Humanities:</b> Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	3-4
4	<b>Choose One Sequence:</b> BIO 121 CHE 121 PHY 121 PHY 221	<b>Scientific Reasoning</b> Choose a two-course lab sequence with the second course in <b>Scientific Knowledge and Understanding</b> General Biology I General Chemistry I General Physics I Calculus-Based Physics I	4
5		<b>Social / Behavioral Science</b> – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3
6		<b>Written Communication II</b> – ENG course vetted for TAP Written Communication II outcomes	3
7	<b>Choose One Sequence</b> BIO 122 CHE 122 PHY 122 PHY 222	<b>Scientific Knowledge and Understanding Reasoning</b> Choose a two-course lab sequence with the first course in <b>Scientific Reasoning</b> General Biology II General Chemistry II General Physics II Calculus-Based Physics II	4
8		<b>Historical Knowledge</b> – HIS course vetted for TAP Historical Knowledge outcomes	3
9		<b>Oral Communication</b> – courses vetted for TAP Oral Communication	3
10	CCS 101	<b>Continued Learning and Information Literacy</b> – CCS 101: College and Career Success	3
General Education Core Credits			32-34

Program Requirements (30-33 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Choose one additional course in Arts: ART, MUS, or THR	3	Eligibility for ENG 101 for most
	Choose one additional course in Social / Behavioral Science: ANT, ECN, GEO, POL, PSY, SOC, WMS	3	Eligibility for ENG 101 for most
	Choose one additional course in Humanities: ENG, HIS, PHL, HUM, COM, IDS, ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL	3	Eligibility for ENG 101 for most
	Choose TWO additional courses in Science, Math or Computer Science: AST, BIO, CHE, CSC, EAS, ENV, EVS, GLG, MAT, MTR, OCEN, PHY, SCI	6-8	Eligibility for ENG 101 for most Other requirements vary
	Choose one additional course in Math at level 142 or higher: MAT 172, MAT 186, MAT 254, MAT 256 sequence STRONGLY suggested	3-4	Eligibility for ENG 101 for most Other requirements vary
	<b>Choose 12 Credits of 100-level or Above Electives</b> Remaining Unrestricted Electives- You should use these credits to take courses that prepare you for requirements in your transfer degree program. <u><b>You should also consider using unrestricted electives to meet foreign language requirements if you do not already meet the foreign language requirement at your transfer institution.</b></u>	12	Varies
	<b>Diversity Requirement</b> Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program courses.		
	<b>Program Requirement Credits</b>	<b>30-33</b>	
	<b>General Education Core Credits</b>	<b>32-34</b>	
	<b>Program Total Credits</b>	<b>62-67</b>	



**Program Name:** Music Industry

**Degree Type:** Associate of Science

**Program Description:**

The Music Industry Associate in Science Degree will provide students with a comprehensive experience and knowledge of the music industry for the purpose of immediate entry into the professional world and/or successful matriculation to a four-year music industry program.

**Program Learning Outcomes:**

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

1. Apply a comprehensive knowledge of the principles and practices of managing musical artists and music institutions in an administrative/managerial function.
2. Apply a comprehensive knowledge of the principles and practices of managing and administrating commercial music/media institutions in sales, advertising, and publicity.
3. Operate and manage a complete recording studio.
4. Operate and execute all functions and processes involved in a recording project, from recording the artist, mixing and editing the music, to packaging compact disks for commercial distribution.
5. Produce professional quality studio music through the use of music technologies and music software.
6. Demonstrate proficiency in acoustic music theory.
7. Demonstrate proficiency in piano/keyboard skills.
8. Demonstrate a general knowledge of Western music.
9. Communicate effectively, think critically, reason scientifically and quantitatively, and employ a global perspective.

**Program Descriptors:**

The program has an official articulation agreement with the University of Bridgeport.

Students may also transfer to other schools such as the University of New Haven, Berklee College of Music, etc. but official articulation agreements for these schools are not currently in place.

General Education Core Courses (21-23 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG 101	English Composition	3
2	Math	Any course vetted for Math: Math 100 or higher	3-4
3	MUS 101 or MUS 102	Arts & Humanities: Music History and Appreciation I or Music History and Appreciation II	3
4	Scientific Reasoning or Scientific Knowledge and Understanding	Any course vetted for Scientific Reasoning or Scientific Knowledge and Understanding	3-4
5	Social / Behavioral Science	Any course vetted for Social / Behavioral Science	3
6	ENG 102	Written Communication II: Literature and Composition	3
7	CCS 101	Continued Learning and Information Literacy: College and Career Success	3*
General Education Core Credits			21-23

\* The program is requesting an exemption of the two credits of CCS 101 toward the credit normalization policy.

# CT State Community College Unique Program Template

Program Requirements (41 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
COM 131	Audio Production	3	P: NONE
MUS 104, MUS 107, MUS 108, or MUS 116	World Music, Today's Music, Today's Music Gospel, Ragtime, Blues, Jazz, or Music Theory II	3	(MUS 104, MUS 107, & MUS 108) P: Eligibility for ENG 101 (MUS 116) P: MUS 115 and MUS 166 with a "C" or better; or by permission of the instructor (MUS 116) C: MUS 168: Ear-Training II. This corequisite can only be override by permission of the instructor upon the successful completion of a placement test.
MUS 105	Introduction to Music Business	3	P: Eligibility for ENG 101
MUS 111 or MUS 115	Fundamentals of Music or Music Theory I	3	(MUS 111) P: NONE (MUS 115) P: NONE, although a very basic understanding of notation before beginning this class is highly recommended. Successful completion of MUS 111 (Fundamentals of Music) is recommended before taking MUS 115, but not required. (MUS 115) C: MUS 166
MUS 190	Group Piano I	1	P: Permission by the instructor. Basic understanding of music notation and/or be taking MUS 115: Music Theory I concurrently. C: NONE, although it is highly recommended to take it concurrently with MUS 115: Music Theory I
MUS 191	Group Piano II	1	P: MUS 190 with a "C" or higher or permission by the instructor. C: NONE, although it is highly recommended to take it concurrently with MUS 116: Music Theory II
MUS 205	Survey of Recording Industry	3	P: Eligibility for ENG 101
MUS 218	Electronic Music Composition I	3	P: MUS 115, MUS 166, and MUS 190, or Instructor's Approval
MUS 219	Electronic Music Composition II	3	P: MUS 218 with a 'C' or above; OR by permission of the instructor
MUS 225 or BMG 202	Arts & Entertainment Management or Principles of Management	3	(MUS 225): P: ENG 101 or permission from the Music Program Coordinator (BMG 202): TBD
MUS 230	Music for Film, TV, and Other Media	3	P: MUS 219 or by Music Program Coordinator's approval.
MUS 237	Principles of Sound Recording	3	P: MUS 219 C: MUS 238
MUS 238	Advanced Music Mixing and Processing	3	P: MUS 219 C: MUS 237
MUS 295	Music Industry Practicum Project/Internship	3	P: Approval of Music Program Coordinator
Elective	Elective	3	TBD
Program Requirement Credits		41	
Gen Education Core Credits		21-23	
Program Total Credits		62-64*	

\* The program is requesting an exemption of the two credits of CCS 101 toward the credit normalization policy.

**Program Name:** MC (Manchester Campus) Hartford Hospital Surgical Technology (ST) Program

**Degree Type:** Associate in Science (AS)

**Degree Name:** Surgical Technology

**Program Description:** The purpose of the MC Hartford Hospital Surgical Technology program is to educate individuals in surgical technology.

The goal of this program is to provide students with the opportunity to develop the skills and knowledge necessary to gain employment as entry-level surgical technologists and become contributing members of the health care team in accordance with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) required minimum expectation statement for surgical technology programs “to prepare competent, entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.” This will be accomplished by preparing competent graduates through didactic coursework in the cognitive learning domain and through clinical scrub experience in the psychomotor and affective learning domains. The program goal meets or exceeds the criteria set forth in the current Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology.

The consortium agreement, between the CT State Community College Manchester Campus (MC) and Hartford Hospital, was developed in response to both a community and workforce need in Connecticut for surgical technologists. A consortium agreement is unique as it mandates the separation of curriculum with General Education Core course education and Core ST curriculum courses as required by ARC/STSA accreditation standards and guidelines. This consortium supports the Association of Surgical Technologist (AST) statements on the Associate Degree model for entry-level Certified Surgical Technologist (CST) with first year prerequisite courses taken prior to acceptance into the ST program. This includes the CT State Community College General Education component as well as science courses, including Anatomy and Physiology I and II, as baseline knowledge recommended by the AST Surgical Technology curriculum. AST’s statement... “Logically, this prerequisite year could be developed into a sequence of courses that provide foundational preparation for sophomore surgical technology courses and comprehensive coverage of each state’s general education requirements” ...aligns with the MC Hartford Hospital ST Program curriculum sequencing. This consortium agreement denotes separate and shared responsibilities for both entities involved in the education of surgical technology students. General education core courses instruction is the sole responsibility of CT State Community College faculty and core ST curriculum course instruction is provided on the Hartford Hospital campus and is the sole responsibility of Hartford Hospital qualified Surgical Technology Instructors. CT State Community College provides academic support services i.e., admission, financial aid, transcript evaluation and grants the AS degree. Hartford Hospital provides and supports all surgical technology student lab spaces, lab materials and lab instruction with all ST instructors and the consortium director being Hartford Hospital employees as per the consortium agreement. ST students perform clinical rotations throughout the Hartford Healthcare System (HHC) in the state of Connecticut.

### **Program Learning Outcomes:**

Upon successful completion of all the MC Hartford Hospital Surgical Technology program requirements, the graduate will be prepared to:

1. Incorporate the theoretical knowledge of the basic sciences, medical terminology, pharmacology and pathophysiology into clinical practice as a qualified, entry level surgical technologist.
2. Demonstrate proficient practice in aseptic technique, proper use and care of instrumentation, clinical judgments with anticipation of the surgeon and surgical case needs.
3. Demonstrate a comprehensive understanding of Health Insurance Portability and Accountability Act (HIPAA), AST standards, principles and scope of practice, ethical, legal, moral and cultural diversity of the patient population in the perioperative setting.
4. Demonstrate proficient communication skills to effectively work as a member of the surgical team and professionally interact with patients and the healthcare community.

## CT State Community College Unique Program Template

5. Demonstrate a strong surgical conscience, self-discipline, professional work ethic and longstanding commitment to personal and educational growth.
6. Sit for the National Board of Surgical Technology of Surgical Assisting (NBSTSA) CST National Certification Exam.

### Program Descriptors:

The MC Hartford Hospital Surgical Technology (ST) Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). [www.caahep.org](http://www.caahep.org)

### Application to the Program

Consideration for admission to the MC Hartford Hospital Surgical Technology program follows a sequential application and selective admission process. The Surgical Technology applicant may not advance in the process if the prior step has not been completed.

1. Complete the following required non-core Surgical Technology courses (34 credits) or their equivalent, if transferring, and demonstrate a minimum GPA of 2.5 in all courses completed:
  - BIO\* 211: Anatomy and Physiology I
  - BIO\* 212: Anatomy and Physiology II
  - BIO\* 235: Microbiology
  - CCS\* 101: College Career and Success
  - COM\* 172: Interpersonal Communications or COM\* 173: Effective Speaking
  - ENG\* 101: English Composition
  - MAT\* 109: Quantitative Literacy or higher
  - Any required pre-requisite course for BIO 211 that is vetted in Scientific Reasoning or Scientific Knowledge and Understanding
  - Elective: Any one course from General Education category – Social/Behavioral Science
  - Elective: Any one course from General Education category - Arts and Humanities
2. Attend a virtual and/or in person Surgical Technology information session before the application deadline
3. Submit the CT State Community College General Application for Admission and choose 'General Studies' for your major. [Please note you will automatically be admitted to the college once required supplemental items are provided but must apply for the Surgical Technology Program separately (step 5).
4. Submit official copies of all transcripts. Electronic transcripts are encouraged, but paper copies are acceptable.
  - For electronic transcripts, visit your previous institutions' website for instructions on how to order online transcripts.
  - To mail a transcript, please send it to CT State Community College
  - Current CT State Community College students may submit unofficial transcripts to the Hartford Hospital Surgical Technology Program Director
5. Submit the online Surgical Technology Application.
6. Sit for ST program entrance literacy exam. Demonstrate a minimum score of 70 percent on ST program entrance exam to advance to step 7.
7. Attend an in-person interview with an oral and written component. After completing steps 1-7, the Surgical Technology Interview Committee will offer admission to ST applicants based on final rubric score and number of HHC facility scrub slots available. Students offered fall admission to the ST program are required to complete steps 8-10.
8. Attend Surgical Technology program orientation (scheduled for summer of admission year.)
9. Submit and pass a background check (paperwork provided at Surgical Technology program orientation).
10. Demonstrate that program's physical standards are met through submission of current physical examination/immunization records (form provided at Surgical Technology program orientation).
11. Wear Surgical Technology program scrubs and appropriate personal protective equipment (as designated in Program Handbook) while on HHC campus and facilities.
12. Achieve/maintain a minimum grade of 2.5 GPA throughout the course to maintain program enrollment.

General Education Core Courses (22 credits)			
Course Number or Category		Course Name	# Of Credits
1	ENG*101	English Composition	3
2	MAT*109 or higher	Math: Math 109 or higher (college level) – only courses with a MAT 137 prerequisite count for the Framework30 / Transfer Ticket Programs.	3
3	Arts and Humanities	Any course vetted in Arts and Humanities	3
4	Scientific Reasoning or Scientific Knowledge and Understanding	Any required pre-requisite course for BIO 211 that is vetted in Scientific Reasoning or Scientific Knowledge and Understanding	4
5	Social / Behavioral Science	Any course vetted Social / Behavioral Science	3
6	COM*172 or COM*173	Oral Communication: Interpersonal Communication or Public Speaking	3
7	CCS*101	College Career and Success	3
General Education Core Credits			22

Additional General Education Core Courses (12 credits)			
Course Number		Course Name	# Of Credits
1	BIO*211	Anatomy and Physiology I	4
2	BIO*212	Anatomy and Physiology II	4
3	BIO*235	Microbiology	4
Additional General Education Core Credits			12

<b>ST Program Core Curriculum Requirements (28 credits) - Hartford Hospital Campus</b>			
<b>Course Number</b>	<b>Course Name</b>	<b># Of Credits</b>	<b>Pre-req./Co-req. Course #</b>
SUR 101	Former Name: Operating Room Procedures I New Proposed Name: Surgical Technology Principles and Practice	<b>4</b>	P: BIO 211, BIO 212, BIO 235, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 102, SUR 105, SUR 201, SUR 221
SUR 102	Former Name: Operating Room Procedures II New Proposed Name: Surgical Technology Peri-Operative Practice	<b>4</b>	P: BIO 211, BIO 212, BIO 235, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 105, SUR 201, SUR 221
SUR 105	Medical Terminology for the Surgical Technologist	<b>2</b>	P: Admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 102, SUR 201, SUR 221
SUR 201	Former Name: Seminar in Surgery New Proposed Name: Surgical Technologist Role and Responsibilities	<b>2</b>	P: COM 172 or 173, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 102, SUR 105, SUR 221
SUR 220	Former Name: Clinical Experience I New Proposed Name: Surgical Technologist Level I Skills	<b>2</b>	P: SUR 101, SUR 102, SUR 105, SUR 201, SUR 221 with successful demonstration of clinical competencies through achievement level of 90 percentile or greater on a clinical practicum final C: SUR 225
SUR 221	Former Name: Pathology/Pharmacology for the Surgical Technologist New Proposed Name: Pathophysiology/Pharmacology for the Surgical Technologist	<b>3</b>	P: BIO 211, BIO 212, BIO 235, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 102, SUR 105, SUR 201
SUR 222	Former Name: Clinical Experience II New Proposed Name: Surgical Technologist Level II Skills	<b>4</b>	P: SUR 220: Completion of Surgical Technologist Level I Skills with achievement and maintenance of 2.5 GPA or greater C: SUR 225
SUR 224	Former Name: Clinical Experience III New Proposed Name: Surgical Technologist Level III Skills	<b>4</b>	P: SUR 222: Completion of Surgical Technologist Level II Skills with achievement and maintenance of 2.5 GPA or greater C: SUR 225
SUR 225	Former Name: Advanced Seminar in Surgery New Proposed Name: The Surgical Technologist Professional	<b>3</b>	P: Permission of the Surgical Technology Program Director C: SUR 220, SUR 222, SUR 224
		<b>28</b>	
	<b>General Education Core Credits</b>	<b>22</b>	
	<b>Additional General Ed Core Credits</b>	<b>12</b>	
	<b>ST Program Core Curriculum</b>	<b>28</b>	
	<b>MC Hartford Hospital ST Program Total Credits</b>	<b>62</b>	



**Program Name:** Veterinary Technology

**Degree Type:** Associate in Science Degree

**Program Description:**

The Veterinary Technology programs at Middlesex, Northwestern, and Norwalk campuses of Connecticut State Community College offer an Associate in Science Degree and are AVMA-CVTEA (American Veterinary Medical Association - Committee on Veterinary Technician Education and Activities) accredited. Successful degree completion prepares students for immediate employment in veterinary practices, biomedical research, zoo/wildlife medicine, industry, military, livestock health management, and pharmaceutical sales. Through classroom, laboratory, and field experience students are prepared for entry-level positions in the veterinary/animal fields, with a special focus on companion animal medicine and practice. Graduates are able to sit for the Veterinary Technician National Exam (VTNE). VTNE preparation and job placement assistance are provided.

**Program Learning Outcomes:**

1. Sit for the Veterinary Technician National Exam.
2. Demonstrate skills and knowledge of domestic animals including normal values for temperature, pulse, and respiration; conduct a thorough and accurate physical examination including the proper use of the stethoscope; and restrain animals for physical examination and veterinary techniques.
3. Perform animal nursing and critical care for all common domestic animals including: restraint, administering medications, diagnostic sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying established emergency protocols.
4. Assist with animal surgery including knowledge of routine procedures and operating room equipment; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; and function effectively as a surgical assistant to the veterinary surgeon during surgical procedures.
5. Induce, stabilize, monitor, and maintain anesthesia under supervision of the veterinarian; recognize and report anesthetic emergencies; and apply resuscitation techniques and cardiopulmonary resuscitation (CPR).
6. Assist with diagnostic imaging including radiography and ultrasound; produce and evaluate radiographs to provide diagnostic images for veterinary interpretation and diagnosis; and properly clean and maintain diagnostic imaging equipment.
7. Perform common laboratory procedures: hematologic examinations, blood chemistries, urinalysis, parasitic examinations, cytological procedures, microbiological procedures, and necropsy.
8. Provide competent assistance with office procedures: telephone contacts, scheduling appointments, admitting and discharging patients, maintaining medical and financial records, and establishing and maintaining a clean and orderly veterinary facility.
9. Communicate with the public, clients, and colleagues through both verbal and written communication skills, including effective listening.
10. Demonstrate knowledge of the common medicines used in veterinary medicine including: types and groups of drugs; indications, contraindications and side effects; labeling and packaging of dispensed drugs; using weights and measures correctly; calculating dosages; and safely storing, handling, and disposing of controlled substances, biologics, therapeutic agents, and hazardous wastes.
11. Differentiate between normal and abnormal patient responses to medication.
12. Understand basic knowledge of animal health and husbandry, and common diseases and disease processes for all common domestic animals.
13. Demonstrate skills and knowledge associated with the use of common laboratory animals including basic principles of animal research and local, state, and federal animal welfare regulations.
14. Demonstrate skills and knowledge associated with cleaning, sanitizing, and sterilizing equipment and facilities, including knowledge of products, equipment, procedures, and techniques routinely used in reducing, eliminating, or preventing contamination of the animal-care institutions.

### Program Descriptors:

The CT State Community College Veterinary Technology programs are campus-specific programs with selective admissions. The programmatic accrediting body, Committee on Veterinary Technician Education and Activities, requires campus-specific accreditations and all program-required VET courses must be completed at the campus of admittance as each program provides students with clinical experiences unique to their campus location. All prerequisite courses and general education (non-VET) post-admittance courses can be completed at any campus of CT State Community College.

The Veterinary Technology programs have enrollment caps and selective admission. The Veterinary Technology programs have the following application requirements:

- Completion of the following prerequisite courses (all with a grade of C or better): English 101, Math 130 or higher, Biology 121, Chemistry 111. The biology and chemistry must have been completed within five years prior to the application deadline.
- Two letters of recommendation. One each from a teacher (academic) and supervisor (professional).
- Personal statement/essay stating the applicant's goals & reasons for program entry.
- Preference is given to students with a GPA of 2.7 or higher.
- Interview with Veterinary Technology admissions committee. Not all eligible students will be selected for an interview.

Given the selective nature of the admissions process, admission cannot be guaranteed.

In order for the three Veterinary Technology programs to remain accredited through the AVMA-CVTEA, certain policies currently in place must remain:

- Exemption to the credit normalization policy: All three Veterinary Technology programs currently have exemptions to the 60-credit hour requirement. In order for the curriculums to properly align and meet accreditation standards, the highest current exemption (68 credits) must remain in place. Additionally, the CCS 101 course will add one credit to the program total credits. The program is requesting an additional exemption of this one credit toward the credit normalization policy.

Additionally, VET 102 (Veterinary Office Management and Communication) is currently vetted at Middlesex Community College as an Oral Communications General Education course. Middlesex is the only community college with a vet tech program that has currently adopted the TAP competencies for general education requirements. To not further increase the number of credits within the program, the Veterinary Technology programs are requesting that VET 102 be vetted in CT State Community College by the General Education work group as fulfilling the Oral Communications requirement.

General Education Core Courses ( 15-22 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT 130 or higher	Math: Applied Intermediate Algebra or higher	0 (3)*
3	Arts and Humanities	Any course vetted for Arts and Humanities	3
4	CHE 111	Scientific Reasoning/Scientific Knowledge and Understanding: Concepts of Chemistry	0 (4)*
5	Social/Behavioral Science or Historical Knowledge	Any course vetted for Social/Behavioral Science or Historical Knowledge	3
6	VET 102	Oral Communication: Veterinary Office Management and Communication	3
7	CCS 101	College Career and Success (meets Diversity Requirement)	3
General Education Core Credits			15-22#

\*MAT 130 or higher and CHE 111 are preadmission requirements/competencies. These course requirements/competencies can be met in a variety of ways prior to program admission.

#The program is requesting an additional exemption of one credit of CCS 101 toward the credit normalization policy.

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

# CT State Community College Common Program Designated Electives Template

Minimum Total Program Requirements (69 credits)			
Core Program Courses (51 credits)			
Campus Designated Program Courses (3 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BIO 121	General Biology	4	TBD
Former: VET 100 New Proposed: VET 105	Former: Intro to Animal Care New Proposed: Animal Care and Handling	3	P: Admission to Vet Tech Program
VET 101	Introduction to Veterinary Technology	3	P: Eligible for ENG 101
Former: VET 125 New Proposed: VET 126	Former: Veterinary Medical Terminology New Proposed: Veterinary Terminology and Medical Math	2	P: Admission to Vet Tech Program
VET 151	Former: Small Animal Veterinary Technology with Lab New Proposed: Small Animal Clinical Nursing	4	P: VET 101, VET 105, VET 102, VET 201 all with C or better
VET 152	Former: Large Animal Veterinary Technology with Lab New Proposed: Large Animal Clinical Nursing	4	P: VET 101, VET 105, VET 201 -all with C or better P or C: VET 202 (with a C or better if prerequisite)
VET 201	Veterinary Anatomy & Physiology I	4	P: Admission to Vet Tech Program
VET 202	Veterinary Anatomy & Physiology II	4	P: VET 201 with C or better
VET 205	Former: Vet Lab Procedures New Proposed: Veterinary Laboratory Procedures	2	P: VET 126 and VET 201, both with C or better P or C: VET 202 (with C or better if prerequisite) C: VET 206 OR VET 231
VET 212	Former: Principles of Imaging with Lab New Proposed: Principles of Veterinary Imaging	1	P: VET 126, VET 151, VET 202- all with C or better P or C: VET 152 (with C or better if prerequisite) C: VET 213 OR VET 231
VET 220	Former: Animal Pathology New Proposed: Animal Pathophysiology	3	P: VET 151, VET 152, VET 202, VET 205, and VET 250 as well as VET 206 OR VET 231 – all courses with a C or better
VET 230	Veterinary Anesthesia and Surgical Nursing	3	P: VET 151, VET 202, VET 205, VET 250 and VET 280, all with a C or better C: VET 231, VET 232, OR VET 233
VET 235	Former: Veterinary Microbiology New Proposed: Veterinary Microbiology and Immunology	4	P: Admission to Vet Tech Program and Instructor Approval
VET 238	Veterinary Parasitology	3	P: VET 151, VET 152, VET 205, and VET 250 as well as VET 206 OR VET 231 – all courses with a C or better

# CT State Community College Common Program Designated Electives Template

VET 240	Periodontology and Oral Radiology	2	P: VET 205 with C or better P or C: VET 212 and VET 230 as well as either VET 231 OR both VET 213 AND VET 232 or VET 233 (all with C or better if prerequisite)
VET 250	Principles of Pharmacology for the Veterinary Technician	3	P: VET 126 and VET 201 both with C or better; P or C: VET 202 (with C or better if prerequisite)
VET 280	Veterinary Technology Externship I	1	P: VET 102, VET 151, VET 202 - all with C or better AND instructor approval
Former: VET 281/VET 286 New Proposed: VET 290	Veterinary Technology Externship II	1	P: Instructor Approval
	<b>Core Program Credits</b>	<b>51</b>	

<b>Norwalk Campus Program Designated Courses (3 credits)</b>			
<b>Students must take the specified courses listed below that are required for the Vet Tech program at their campus location. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of courses with campus specific location, if applicable.</b>			
<b>Course Number</b>	<b>Course Name</b>	<b># of Credits</b>	<b>Pre-req./Co-req. Course #</b>
Former: VET 205 New Proposed: VET 206	Former: Vet Lab Procedures New Proposed: Clinical Application to Veterinary Laboratory Procedures (Northwestern and Norwalk Campuses)	1	P: VET 126 and VET 201, both with C or better P or C: VET 202 (with C or better if prerequisite) C: VET 205
Former: VET 212 New Proposed: VET 213	Former: Principles of Imaging with Lab New Proposed: Clinical Diagnostic Imaging for the Veterinary Technician (Northwestern and Norwalk Campuses)	1	P: VET 126, VET 151, VET 202 all with C or better P or C: VET 152 (with C or better if prerequisite) C: VET 212
Former: VET 230 (Formerly combined lecture/lab course) New Proposed: VET 233	Former: Veterinary Anesthesia and Surgical Nursing with Lab (Formerly combined lecture/lab course) New Proposed: Clinical Approach to Veterinary Anesthesia and Surgical Nursing (Norwalk Campus)	1	P: VET 126, VET 151, VET 202, VET 205, VET 206, VET 250, and VET 280, all with a C or better
	<b>General Education Core Credits</b>	<b>15-22</b>	
	<b>Core Program Credits</b>	<b>51</b>	
	<b>Norwalk Campus Program Designated Credits</b>	<b>3</b>	
	<b>Minimum Norwalk Campus Program Total Credits</b>	<b>69</b>	

**Middlesex Campus Program Designated Courses (3 credits)**

Students must take the specified courses listed below that are required for the Vet Tech program at their campus location. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of courses with campus specific location, if applicable.

<b>Course Number</b>	<b>Course Name</b>	<b># of Credits</b>	<b>Pre-req./Co-req. Course #</b>
Former: VET 230 (Formerly combined lecture/lab course) New Proposed: VET 231	Former: Veterinary Anesthesia and Surgical Nursing with Lab (Formerly combined lecture/lab course) New Proposed: Combined Clinical Course for Veterinary Surgical Nursing, Lab Procedures, and Radiology (Middlesex Campus)	3	P: VET 151, VET 202, VET 250 and VET 280, all with a C or better C: VET 205, VET 212, VET 230
	<b>General Education Core Credits</b>	<b>15-22</b>	
	<b>Core Program Credits</b>	<b>51</b>	
	<b>Middlesex Campus Program Designated Credits</b>	<b>3</b>	
	<b>Minimum Middlesex Campus Program Total Credits</b>	<b>69</b>	



<b>Northwestern Campus Program Designated Courses (3 credits)</b>			
<b>Students must take the specified courses listed below that are required for the Vet Tech program at their campus location. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of courses with campus specific location, if applicable.</b>			
<b>Course Number</b>	<b>Course Name</b>	<b># of Credits</b>	<b>Pre-req./Co-req. Course #</b>
Former: VET 205 New Proposed: VET 206	Former: Vet Lab Procedures New Proposed: Clinical Application to Veterinary Laboratory Procedures (Northwestern and Norwalk Campuses)	1	P: VET 126 and VET 201, both with C or better P or C: VET 202 (with C or better if prerequisite) C: VET 205
Former: VET 212 New Proposed: VET 213	Former: Principles of Imaging with Lab New Proposed: Clinical Diagnostic Imaging for the Veterinary Technician (Northwestern and Norwalk Campuses)	1	P: VET 126, VET 151, VET 202- all with C or better P or C: VET 152 (with C or better if prerequisite) C: VET 212
Former: VET 230L New Proposed: VET 232	Former: Veterinary Anesthesia and Surgical Nursing with Lab New Proposed: Clinical Anesthesia, Surgical Nursing and Dentistry for Veterinary Technicians (Northwestern Campus)	1	P: VET 126, VET 151, VET 202, VET 205, VET 206, VET 250 and VET 280, all with a C or better C: VET 240
	<b>General Education Core Credits</b>	<b>15-22</b>	
	<b>Core Program Credits</b>	<b>51</b>	
	<b>Northwestern Campus Program Designated Credits</b>	<b>3</b>	
	<b>Minimum Northwestern Campus Program Total Credits</b>	<b>69</b>	

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

NEETA CONNALLY

February 24, 2022

- WHEREAS, The faculty at Western Connecticut State University has recommended Dr. Neeta Connally for the title of Connecticut State University Professor; and
- WHEREAS, The President of Western Connecticut State University, John B. Clark, has endorsed the faculty recommendation to award the title to Professor Connally and Connecticut State Colleges and Universities President Terrence Cheng concurred; and
- WHEREAS, Professor Connally, a highly distinguished teacher and scholar, has served Western Connecticut State University since 2011 as a member of the Department of Biological and Environmental Sciences, while attaining extraordinary levels of achievement in research, teaching and service, and
- WHEREAS, Professor Connally has earned national recognition for her research on the blacklegged tick, the anthropod that most commonly transmits the causal agent of Lyme disease to humans and other animals, therefore be it
- RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Neeta Connally of Western Connecticut State University effective February 24, 2022, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further
- RESOLVED, That Professor Connally be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

**ITEM**

Award of the title Connecticut State University (CSU) Professor to Dr. Neeta Connally of Western Connecticut State University

**BACKGROUND**

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

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

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

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

**RECOMMENDATION**

President John B. Clark endorses the recommendation of Western's nominating committee and requests that the Board of Regents award the title CSU Professor to Dr. Neeta Connally of the Department of Biological and Environmental Sciences. The System President Terrence Cheng concurs with this recommendation. President Clark's letter of recommendation is attached.

02/04/2022 – BOR Academic & Student Affairs Committee

02/24/2022 – Board of Regents



OFFICE OF THE PRESIDENT

DR. JOHN B. CLARK

December 20, 2021

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

Dear President Cheng:

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Dr. Neeta Connally, Professor in the Biological and Environmental Sciences Department in the Macricostas School of Arts and Sciences, be appointed a Connecticut State University Professor from Western Connecticut State University effective Spring Semester 2022. Professor Connally will replace Dr. C. Thomas Philbrick who retired in July 2021.

Professor Connally, has distinguished herself both in her academic discipline and in her service to our students, colleagues, university, and the community. Below is a brief profile of her accomplishments and a copy of her curriculum vitae is also attached for your reference.

Professor Connally, a medical entomologist, has earned national recognition for her research on the blacklegged tick, the arthropod that most commonly transmits the causal agent of Lyme disease to humans and other animals. Just as important, she fully involves students in her research in the field, where ticks are observed, gathered and analyzed, and in the Tick Lab on the WCSU campus.

Since 2011, when Dr. Connally joined the University, she has earned more than \$2.6 million in federal, state and local grants to support her work. The granting agencies include the Centers for Disease Control, the U.S. Environmental protection Agency and the Connecticut Department of Public health. She and her students have also partnered with the town of Ridgefield Health Department in the "Spray Safe, Play Safe" program to promote integrated tick management for preventing Lyme disease in children.

Terrence Cheng  
December 20, 2021  
Page 2

Dr. Connally is a tenured Professor in the Biological and Environmental Sciences Department and, in addition to her classroom teaching, has guided the work of more than 40 undergraduate students in the Tick Lab. She was recognized with the systemwide Connecticut State University Board of Regents Faculty Research Award in 2020 and was named a National Academies Education Fellow in Science in 2016. She has been the lead writer or co-writer on 23 reference publications and has presented at 19 scientific presentations and panels, as well as numerous conferences and other scholarly meetings.

This colleague demonstrates many substantial and professional accomplishments in her discipline as an academic and educator, and I am pleased and proud to recommend Professor Connally to the Board of Regents her appointment as Connecticut State University Professor.

Thank you for your attention, and please let me know if you have any questions about this recommendation.

Yours truly,



Dr. John B. Clark

Attachment

cc: M. Alexander, WCSU Provost & V.P. for Academic Affairs  
F. Cratty, WCSU Chief Human Resources Officer  
L. Warren, WCSU CSU Professor Committee Chair

## RESOLUTION

Concerning

### ACCEPTANCE OF GIFTS MANCHESTER COMMUNITY COLLEGE – ARTWORK DONATION February 24, 2022

- WHEREAS, Manchester Community College is the recipient of a donation consisting of thirteen oil portrait paintings and one sculpture completed by Jack Lardis; and
- WHEREAS, The donor of this generous donation is the artist, Jack Lardis;
- WHEREAS, This donation is to support Manchester's educational mission, enhance the aesthetic character of the College and advance the campus and public understanding of art; and
- WHEREAS, Display and exhibition of the artwork is at Manchester's discretion but will include hallway and office installations; and
- WHEREAS, When displayed, the artwork will be labeled recognizing the Donor/Artist; and
- WHEREAS, Recognition of the Donor/Artist's generosity will include an acknowledgement letter from the College CEO and an invitation to any art show where the work will be displayed; and
- RESOLVED, The Board of Regents accepts and acknowledges with appreciation the following gifts from Jack Lardis:

#### Title and Estimated Value of the Thirteen Portraits and One Sculpture:

James Earl Jones	\$3,500
Colin Powell	\$3,500
Internal Kitt #2	\$3,500
Nick #7	\$3,500
SP-415	\$2,500
SP-415 Revisited	\$3,500
Shirley 11	\$3,500
Preacher	\$2,500
Barbera Sher	\$3,500
George: MS	\$3,500
Trilogy #3	\$3,500

Eternal Triangle #3	\$3,500
Scott #2	\$3,500
Three Generations	\$4,500

**Current estimated value of the fourteen pieces of artwork: \$48,000 (total)**

A True Copy:

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Alice Pritchard  
Secretary of the Board of Regents





**Reporting of Gifts (Other Than Money or Securities)  
Connecticut General Statutes – Sec. 10a-150  
Form B**

**Date:** January 4, 2022

**To:** Keith Epstein, Vice President, Facilities Estate & Infrastructure Planning

**CC:** Dr. Alice Pritchard, Chief of Staff, CSCU  
Ben Barnes, Chief Financial Officer, CSCU  
Pam Helen, Associate Director of Board Affairs

**From:** Rob Steinmetz, Capital-East Regional President, CSCU

**Nature of Gift:**

Artwork

**Description:**

Thirteen Portraits and One Sculpture

**Current Market Value:**

\$48,000 (total)

**Date Received:**

delivery date will be set upon approval

**Donor:**

Jack Lardis

**Purpose of nature of Gift:**

Art donation advances the educational mission of the College, enhances the aesthetic character of the College, and advances the campus and public understanding of art.

**Was the purpose specified by the donor?** ☒ Yes ☐ No

**Instructions or additional information:**

See donation agreement

**Signature:**

**Date:** 1/6/2022

As Equal Opportunity Employer


[www.manchestercc.edu](http://www.manchestercc.edu)



OFFICE OF THE PRESIDENT  
DR. JOHN B. CLARK

**To:** Terrence Cheng  
President  
Connecticut State Colleges & Universities

**From:** Dr. John B. Clark



**Date:** December 20, 2021

**Re:** Sabbatical Leaves 2022-2023

Below you will find my recommendations for the 2022-2023 sabbatical leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

**Dr. Ming-Ling Chuang, Professor, Management Department, Spring 2023**

During her sabbatical, Dr. Chuang will be expanding her supply chain research focusing on supply chain disruptions and the challenges of bringing manufacturing back to the U.S. The goal of her research will allow her to write articles for conferences and publications in scholarly journals such as *Journal of Supply Chain Management*. Her studies will also be integrated directly into her teaching, giving our students more exposure to other countries and significantly elevate our students' global perceptions.

**Dr. Kathleen Casey Jordan, Professor, Division of Justice & Law Administration, Fall 2022**

Dr. Jordan plans to conduct a major research project and write a scholarly book, tentatively titled *Modern Profiles in Violent Crime: Investigative Profiling in the 21<sup>st</sup> Century*, focusing primarily on crimes of homicide and sexual assault. With the number of murders in the U.S. significantly increasing this past year, publication of this book will dramatically contribute to and update the existing literature on investigative profiling. This project will also bring more positive attention to WCSU and the Division of Justice & Law Administration program.

**Dr. Tara Kuther-Martell, Professor, Psychology Department, Spring 2023**

The purpose of Dr. Kuther-Martell's project is to gather, organize, and synthesize the current literature on intersectionality across lifetimes, specifically the ways in which factors such as

race, ethnicity, gender, sexual orientation, and ability interconnect with economic and social power and privilege to influence development in all periods in life. This project will support both her teaching and scholarly work.

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Dr. Hagan proposes to study the work of Fr. Patrick O'Connor, an Irish priest born in Dublin, Ireland, who was the voice of American Catholic journalism in the Far East from 1946 to 1972. He plans to write an extensive study of that work with a focus on explaining its importance for our understanding of the Vietnam War. Dr. Hagan will use his research in his teaching as he routinely teaches war literature and the writing of research papers.

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Dr. Ganchev plans to write a textbook for the required course in the Computer Science and Applied Computing Programs CS 240 Software Organization. Although it is not unusual in the Computer Sciences program to have a course without a textbook, many students have difficulty linking the variety of readings together with the lecture materials. Having a well-written textbook in an accessible language will significantly improve students' learning.

**Dr. Stavros Christofi, Professor, Mathematics Department, Spring 2023**

Dr. Christofi would assemble his teaching notes from his teaching experience and other related applied math courses into a book of lectures to share with his students in relevant courses of our newly introduced BS in Applied and Computational Mathematics program. Having this reference book available for our students would significantly aid them in their learning process.

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- c: M. Alexander, WCSU Provost and V.P. for Academic Affairs  
F. Cratty, WCSU Chief Human Resources Officer  
J. Gates, CSCU Provost & Senior V.P. for Academic & Student Affairs  
P. Heleen, CSCU Associate Director of BOR Affairs  
A. Kripp, CSCU V.P. for Human Resources  
T. Puckhaber, WCSU Academic Leave Committee Chair

**MEMORANDUM**

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

**From:** Zulma R. Toro *ZRT*  
President, CCSU

**Date:** January 31, 2022

**Re:** Sabbatical Leaves for 2022-2023 (**corrected**)

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2022-2023 academic year:

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Kuan-Pin	Chiang	Professor	Marketing	Effects of Humanizing Brands on Brand Authenticity and Personality During Covid-19 Pandemic	Spring 2023
Haoyu	Wang	Professor	Manufacturing and Construction Management	Multimodal Interaction Interface and Intelligent Grasping for Industrial Robots	AY 2022-23
Reza	Ghodsi	Professor	Engineering	Cutting Path Optimization in 5-Axis CNC Machining	Fall 2022
Steven	Kirstukas	Professor	Engineering	Extension of a computer-assisted grading application for NX CAD files	Fall 2022
Kristine	Larsen	Professor	Geological Sciences	Conversion of Science Conference Presentations and a Biographical Essay into Peer-reviewed Journal Articles	Fall 2022
Michael	Voight	Professor	Physical Education and Human Performance	Two Applied Leadership Books for University and Professional Coaches	Spring 2023
Wangari	Gichiru	Associate Professor	Educational Leadership, Policy and Instructional Technology	Re-Imagining Educational Inequalities to Embrace Equity and Justice in Past Pandemic Times: Inclusive Education and Critical Democratic Citizenship in Eastern Africa	Fall 2022
Laura	Jacobson	Assistant Professor	Special Education and Interventions	Examining the Experience of Current and Previous BIPOC Master's Degree Seeking Students at CCSU	Spring 2023

Burlin	Barr	Professor	English	Fragments: from a Discourse of Masculinities	AY 2022-23
Jotham	Burrello	Associate Professor	English	Manuscript <i>Love and Flowers</i> , a literary novel	Fall 2022
Cynthia	Pope	Professor	Geography	Health care and caregiving experiences during Coronavirus in Belize and the United States	AY 2022-23
Wujun	Wang	Associate Professor	Art & Design	Studying augmented reality and integrating its components in upper-level 3D design courses at CCSU: responding to the demands of the contemporary design industry	Spring 2023
Cameron	Brewer	Associate Professor	Philosophy	Continue to work on a book examining the relationship between love, morality and moral motivation	AY 2022-23
Rocio	Fuentes	Associate Professor	World Languages, Literatures & Cultures	Expressions of Agency in Spanish Heritage Learner's Discourse	Spring 2023
Carol	Austad	Professor	Psychological Science	The future of biofeedback in academic settings with emphasis on opportunities at CCSU	<b>Spring 2023</b>
Gladys	Moreno-Fuentes	Assistant Counselor	Counseling & Student Development	Latino Educational Attainment Gap, Implications for University Mental Health Counseling	AY 2022-23


/sm



OFFICE OF THE PRESIDENT  
DR. JOHN B. CLARK

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T. Puckhaber, WCSU Academic Leave Committee Chair

## RESOLUTION

### Concerning

#### COMMUNITY COLLEGE FY2023 TUITION, FEES AND FINANCIAL AID SET-ASIDE

February 24, 2022

- WHEREAS, The Board of Regents for Higher Education (“BOR”) pursuant to Connecticut General Statute section 10a-6(a)(3) establishes tuition and fee policies for the institutions that comprise the Connecticut State Colleges & Universities (“CSCU”); and
- WHEREAS, The BOR in accord with Connecticut General Statute section 10a-77(a), shall fix fees for tuition at the regional community colleges and shall fix fees for such other purposes as the Board deems necessary at the regional community colleges; and
- WHEREAS, The BOR in Board Resolution 2015-035 committed to maintaining the Colleges’ financial aid set-aside at a minimum of 15%; and
- WHEREAS, CSCU has been successful in achieving savings in the community colleges through attrition of non-academic positions based on the Students First plan but still faces daunting budgetary shortfalls because of the expiration of federal assistance under the Higher Education Emergency Grant program; and
- WHEREAS, CSCU remains committed to access and affordability, and is reflecting that commitment with the launch of Pledge to Advance Connecticut (“PACT”), Students First, and Guided Pathways, all of which are anticipated to grow enrollment across the system while improving outcomes for students, and
- WHEREAS, The proposals for tuition and fees as presented were developed through discussions among stakeholders, including campus leaders, who arrived at the consensus that CSCU is best served by providing an inflationary increase to tuition and mandatory fees at our institutions while also increasing the financial aid set-aside percentage, therefore be it
- RESOLVED, That the FY2023 rates reflected on the attached report and schedules are effective at each community college, and be it further
- RESOLVED, That for FY 2022-23, the Colleges shall set aside 17% of tuition for financial aid, and that increased funding shall be directed by the Vice President of Enrollment Management to address unmet financial need and foster enrollment growth, and be it further
- RESOLVED, That the President of CSCU in facilitating Board-approved policies, may make limited and necessary adjustments to tuition and fees to conform with these

policies, provided that the adjustments shall not materially increase the combined cost of tuition and fees as established by the BOR, so as to not increase costs to students, and that said adjustments will be promptly communicated to the Finance and Infrastructure Committee of the Board for their review, and be it further

RESOLVED, Rate adjustments may be reconsidered by the BOR should circumstances warrant.

A True Copy:

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

## ITEM

**Fiscal Year 2023 CCC Tuition and Fees**

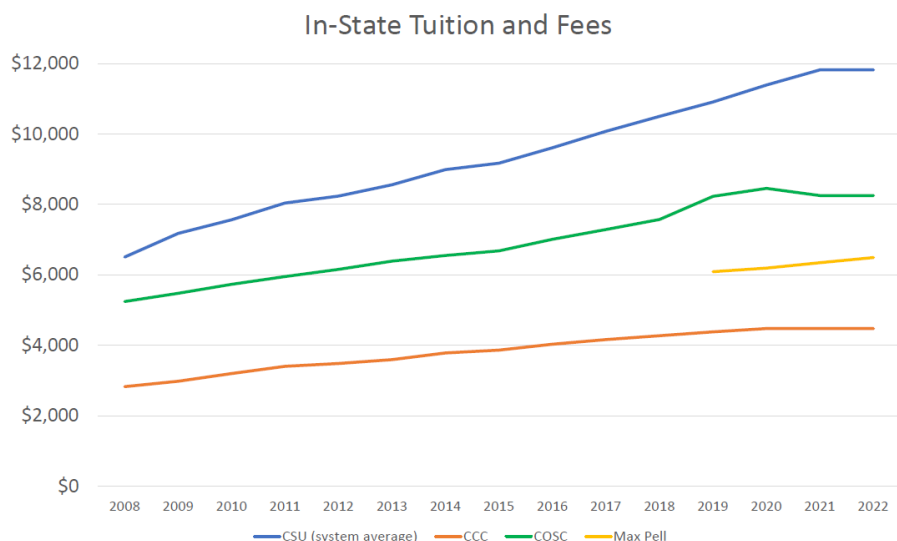
For the Community Colleges only, staff recommends setting tuition and fees at \$266 per credit and \$4,700 for full-time annual tuition and general fees. This represents an increase of \$12 per credit, and \$224 per year. The recommendation includes an increase in the “set-aside” funds for financial aid from the BOR-policy minimum of 15% to 17%. This recommendation is supported by leadership of CT state and individual campus and regional leaders who have participated in several discussions about the finances of the system, the level of affordability currently achieved in the system, financial aid levels and distribution, and national tuition comparisons. This recommendation is aligned with financial projections that have been prepared to support our application with NECHE.

A separate item covering tuition and fees at the Universities and Charter Oak State College will be brought before the Board of Regents during the next cycle in March 2022. These items are being presented separately because the Universities are undertaking a more comprehensive review of affordability and enrollment management strategy that is underway and will not conclude until the end of February. Earlier action on tuition and fees for the Colleges allows them to focus sooner on enrollment and budget planning for Fall 2023.

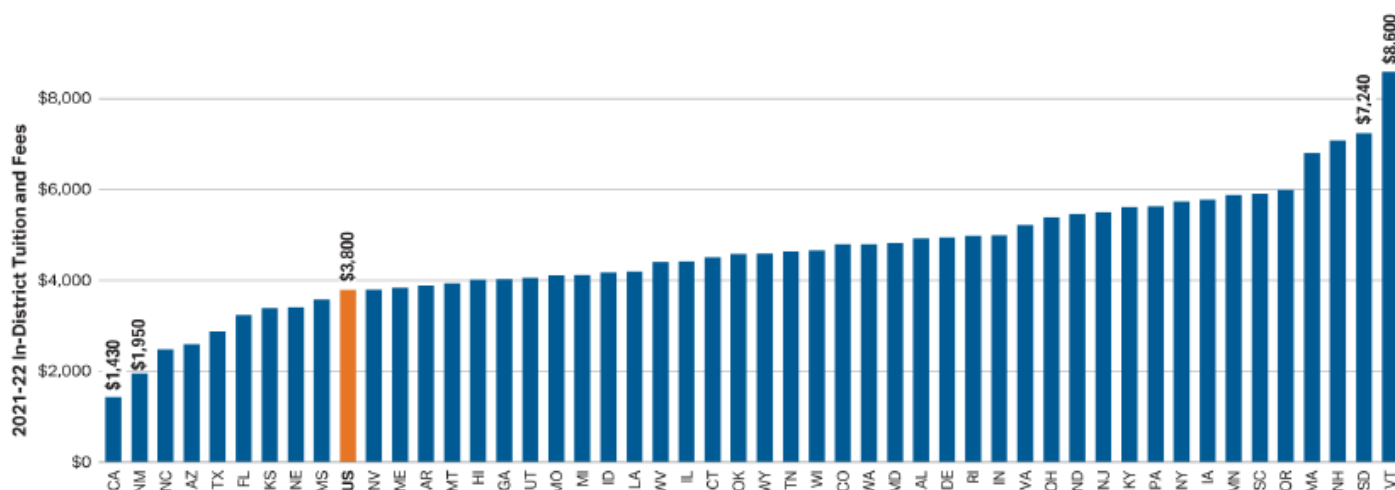
**Affordability**

The proposed \$224 per year increase that is proposed will maintain affordability for our students in the following ways:

- The current maximum Pell award is \$6,495, up \$400 since 2018-19 and still sufficient to support full-time tuition and fees plus funds for books and the cost of attendance.
- Community College tuition and fees have been flat for three years (see chart.)



- 71% of aid-seeking students pay nothing for tuition and fees because of Pact, Pell, Roberta Willis or some combination of grants. An additional 11% have a portion covered, based on need. PACT alone accounts for nearly 25% of our current FTE enrollment.
- The recommended increase in set-aside funds for institutional financial aid will increase those funds by an estimated \$2.5 million to \$15.8 million, providing significant resources to mitigate the impact for students who would not have the increase covered by existing financial aid. This change is discussed further below.
- Connecticut remains affordable compared to public community colleges in other states, and will continue to compare favorably with Rhode Island, New York, Massachusetts, and New Jersey. See chart below from the College Board.



## Budget Context

The Community Colleges continue to face enrollment declines, operations limited by pandemic conditions, and long-standing financial pressure. These are exacerbated for FY 23 by the expiration of Higher Education Emergency Relief payments from the federal government and by the anticipated resolution of state employee collective bargaining. At current tuition rates, and assuming no change in enrollment or expenses other than collective bargaining increases, the Colleges will face a collective shortfall in FY 2023 of \$61 million. This shortfall is described in detail in the table Community Colleges: Impact of Recommended Tuition, Fee and Set-Aside Levels, below.

To fully cover such a shortfall would require tuition rates to grow by nearly 50%, which would result in significant hardship for students and would likely trigger further drops in enrollment and is NOT recommended. Instead, this recommendation assumes that tuition can only address a portion of our shortfall, and that the colleges will also need to identify additional state revenue, control expenses, grow enrollment, and utilize reserves.

**Change in Set-aside**

In 2015, the Board passed a resolution that reaffirmed their commitment to tuition set-aside funding for financial aid at the Connecticut Community Colleges and State Universities (BR15-035). The 2015 resolution required our institutions to set aside a minimum of 15% of net tuition revenue, defined as gross tuitions, less waivers, contra-revenue, and refunds. This resolution does not replace that ongoing commitment, but rather commits to expanding the set-aside to 17% for FY 2023 to provide additional funding opportunities to eligible students.

While our colleges have enjoyed the fruits of state-appropriated funding toward our Pledge to Advance Connecticut (PACT) program and the Roberta Willis Scholarship Program, we still find that these two funds do not provide eligibility for certain populations either singly or in combination. For example, transfer students and students who did not graduate from a Connecticut High School are ineligible for PACT. Students with a previous baccalaureate degree are not eligible for PACT, the Roberta Willis Scholarship Program, or Pell Grants. Students with an undocumented or DACA status are ineligible for PACT, the Roberta Willis Scholarship Program, and all federal student aid.

In general, students who fit into these populations and have financial need as defined at the federal level are only eligible for institutional aid derived from the tuition set-aside program at our community colleges. When those set-aside funds are exhausted the options become cash payments or federal/private loan options, if eligible. Or worse, the student does not attend. Additional targets for expanded funding could also include setting aside a percentage to supplement term-to-term retention goals for students with relatively nominal unpaid balances and remaining financial need.

**Recommendation**

Staff recommends adoption of the attached resolution implementing the attached Proposed Tuition and Fee Schedules for the Connecticut Community Colleges.



## Community Colleges

### Estimated Impact of Recommended Tuition, Fee and Set-Aside levels on FY 23 Budget Gap

		FY23 Projected -- assumes flat enrollment and expenses	
	FY22 Projected Budget (Includes SEBAC estimate)	Current Rate: \$254/credit \$4476 FT 15% set aside	Recommendation: \$266/credit \$4700 FT 17% set aside
<b>Revenue</b>			
State Appropriations	160,735,819	166,206,178	166,206,178
GF Fringe	151,023,538	155,681,098	155,681,098
OF Fringe paid by State	37,532,961	38,365,000	38,365,000
Additional Funds(Dev Edu & OBF)	8,564,677	8,564,677	8,564,677
ARPA Funds	4,866,345	2,433,173	2,433,173
HEERF Funds	40,212,062	-	-
Tuition (FT & PT)	93,716,321	93,716,321	98,402,137
Fees	48,004,928	48,004,928	50,405,174
Other Revenue	3,039,063	3,039,063	3,039,063
Contra Revenue	(1,892,743)	(1,892,743)	(1,987,380)
<b>Total Revenue</b>	<b>545,802,971</b>	<b>514,117,695</b>	<b>521,109,120</b>
<b>Expenditures</b>			
Personnel Services	271,393,028	278,084,627	278,084,627
Fringe paid by State	188,556,499	194,046,098	194,046,098
OF Fringe Benefits	11,561,289	12,046,444	12,046,444
Inst. Financial Aid	14,260,302	13,272,763	15,794,588
Waivers	3,338,490	3,338,490	3,505,415
Other Expenses	74,456,110	74,456,110	74,456,110
Transfers In/Out HEERF and ARPA Funding	(1,872,380)	-	-
<b>Total Expenditures</b>	<b>561,693,337</b>	<b>575,244,532</b>	<b>577,933,282</b>
Shortfall, pre SEBAC	(3,000,424)	(44,198,460)	(39,895,784)
Anticipated SEBAC impact	(12,889,942)	(16,928,378)	(16,928,378)
<b>Net Change/Funding Gap</b>	<b>(15,890,366)</b>	<b>(61,126,838)</b>	<b>(56,824,162)</b>

*Note: These projections include preliminary estimates of the full cost of SEBAC agreement as expense, and assume state funding of General Fund portion of those costs. In particular, this assumes state assumption of \$27.5 m and \$36.2 m in FY 22 and 23, respectively, for the general fund portion of salary and fringe benefit increases resulting from a statewide wage agreement.*

02/10/22 Finance and Infrastructure Committee  
02/24/22 Board of Regents