

CSCU Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, March 23, 2023

Conducted Remotely

Meeting will stream live at: <https://youtube.com/live/OEWq128DakQ?feature=share>

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

OPPORTUNITY TO ADDRESS THE BOARD:

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

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

2. Adoption of Agenda

3. Comments from Chair JoAnn Ryan

4. Report from CSCU President Terrence Cheng

5. Institutional Update – Western Connecticut State University

6. Public Comment

7. Approval of Previous Meeting Minutes

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8. Consent Agenda

- a. Academic Items - New Programs.....**Page 23**
 - i. Health & Wellness Coaching – B.S. – Southern CT State University
 - ii. Intermediate Administrator – Post-Masters Certificate – Southern CT State University
- b. Academic Items – Modifications.....**Page 66**
 - i. Health Promotion Studies – B.S. – Western CT State University [Name change to Public Health]

- c. Honorary Degrees – Nominations from Campuses.....Page 70
- d. Policy RevisionsPage 99
 - i. Centers and Institutes
 - ii. CT State Policy Rescissions
- e. Tenures – Western Connecticut State University.....Page 112
- 9. **Academic & Student Affairs Committee – Ira Bloom, Chair**
 March Meeting: <https://www.youtube.com/watch?v=cjNMJFsbRVk>
Report. No action items.
- 10. **Audit Committee – Eleese Wright, Chair**
No Report. No items
- 11. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
 March Meeting: <https://www.youtube.com/watch?v=zS6eP9WviK8>
Report. Action Item.
 - a. Community College FY2024 Tuition, Fees, and Financial Aid Set-Aside.....Page 129
- 12. **Human Resources & Administration Committee – Holly Howery, Chair**
No Report. No Items.
- 13. **Executive Committee – JoAnn Ryan, Chair**
No Report. No Items.
- 14. **Executive Session** – To discuss the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.
- 15. **Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, FEBRUARY 16, 2022
CONDUCTED VIA WEBEX
LIVESTREAMED ON**

<https://www.youtube.com/watch?v=ZIBMOjFiK5k>

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

CSCU STAFF:

Terrence Cheng, CSCU System President
 Dr. Alice Pritchard, CSCU Chief of Staff/Chief Strategy Officer
 Ben Barnes, CSCU VP of Finance and Administration
 Dr. Rai Kathuria, CSCU Provost & SVP of Academic and Student Affairs
 Dr. Paul Beran, Interim President, Western CT State University
 Dr. Joe Bertolino, President, Southern CT State University
 Ed Klonoski, President, Charter Oak State College
 Dr. John Maduko, President, CT State Community College
 Dr. Zulma Toro, President, Central CT State University
 Ernestine Y. Weaver, CSCU System Counsel
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)
 Manohar Singh, SCSU, Dean of Graduate and Professional Studies

CALL TO ORDER

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

ADOPTION OF AGENDA

Chair Ryan noted that there would not be a need for an Executive Session at the end of the Board Meeting and made a motion to amend the agenda to remove that item. Regent Howery seconded her motion.

The motion was approved by unanimous voice vote.

The motion to adopt the amended agenda was made by Regent Bloom, seconded by Regent Santiago and adopted by unanimous voice vote.

CHAIR RYAN'S REMARKS

- Chair Ryan welcomed everyone to the first Board meeting of the Spring 2023 semester.
- She noted that there is challenging and fulfilling work ahead and thanked the faculty, staff, and students in advance for their hard work.
- Chair Ryan also thanked the campuses for sending the Regents the calendars of upcoming events and celebrations and noted that they were looking forward to visiting campuses very soon.
- She thanked the SCSU Jazz Trio, led by Professor David Chevan, for the beautiful music provided at both the Regents' December Luncheon and the NWCT Chamber's Annual January Open House.

PRESIDENT CHENG'S REMARKS

- President Cheng recognized recent tragic events at Michigan State University and in Turkey and Syria. He also commented on the upcoming one year anniversary of the invasion of Ukraine.
- CSCU administration testified in front of the Appropriations committee, backed by institution presidents, faculty, staff, and union leaders. In addition, 20 students testified about the value of their institutions and experiences, followed by nearly 50 public commenters to let the legislators know that CSCU does incredible work every day and deserves the highest levels of support.
President Cheng thanked Louise Williams and John O'Connor of AAUP, Seth Freeman and Colena Sesanker of 4Cs, Gregg Crerar of SUOAF, and all our bargaining unit leaders and members who helped to organize and represent their institutions and constituencies with professionalism, dignity, and sophistication.
He also thanked the students who testified, specifically Luis Sanchez, a student at NWCT CC and a Student Regent who testified on a panel; Rakim Grant, from Southern Connecticut State University who testified during public forum; and Lisandra Hernandez, from Charter Oak who testified on a panel.
- With the assistance of CFO Ben Barnes, President Cheng delivered an update on CSCU 2030. The content of their presentation is included as Attachment A.
 - Regent Porth commented that the CSCU presence at the Capitol was impressive. He asked if there was a way to measure how CSCU is doing with the Appropriation Committee, whether we can predict how it will turn out, and if there is anything else the Regents can do to help out. President Cheng indicated that he thought we did well; he believes we are progressive in our proactive approach to designing and creating solutions. He could not predict where CSCU will land at the end of the budgetary process. Ben Barnes indicated that CSCU will now go to a sub-committee of the Appropriations Committee to provide data items that they want to look at. The nature of their questions suggest that they are in favor of supporting CSCU. The real constraint is the series of spending caps and other limitations.

- Professor Blitz provided commentary (Attachment B). Regent Balducci stated that he would like to see, for the first time, a united front with the Board of Regents, administration, unions, faculty, staff, and students making a positive case about the needs of higher education. A collaborative approach is needed to make the arguments to the Governor and to the legislature, strengthening our relationship with our students and the public.

OPPORTUNITY TO ADDRESS THE BOR

The Board received no written communications this month.

| <u>Students</u> |
|--|
| Samantha Desronvil CCSU Governor's Budget |
| Zakai James SCSU Costs of Higher Education |

President Cheng thanked both students who provided public testimony.

APPROVAL OF PREVIOUS MEETING MINUTES

Associate Director of Board Affairs Heleen noted that General Counsel discovered an error in the December 15, 2022 draft minutes originally posted. The error was corrected and the draft minutes reposted. Professor Freeman's written comments were posted to the site and shared with BOR per policy, but inadvertently omitted from minutes of the December 15, 2022 Board meeting. Professor Sesanker and Professor Blitz provided commentary with regard to the December 15, 2022 minutes leading to an amendment to include Professor Freeman's comments in the minutes.

<https://www.youtube.com/watch?v=ZlBMOjFiK5k> (58:27)

On a motion by Regent Bloom and seconded by Regent Howery, the December 15, 2022 Regular Meeting minutes were approved with the inclusion requested by Professors Sesanker and Blitz after a unanimous voice vote.

CONSENT AGENDA

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

Academic Programs

Discontinuations

- Mathematics - B.A. - Southern CT State University
- Mathematics 7-12 - B.S. - Southern CT State University

New Programs

- Business - B.S. - Central CT State University
- Theatre Arts - B.F.A - Western CT State University
- Popular Music - B.A. - Western CT State University

Modifications

- Organizational Effectiveness and Leadership -M.S. - Charter Oak State College
[Name change to Organizational Leadership]

- ii. Addiction Counseling - Post-Master's Certificate - Southern CT State University
[Name change to Graduate Certificate in Addictions Counseling]
- iii. Applied Mathematics - B.S. - Southern CT State University
[Modification of courses and options and name change to BS Mathematics]

Academic Appointment Recommendation

- i. Recommendation to appoint Edwin Vargas to the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics

Finance and Infrastructure Items

- i. Construction and Slope Easements to DOT for Norwalk Community College
- ii. CSU 2020 Fund Reallocation

RESOLUTIONS APPROVED ON CONSENT

Academic Programs - Discontinuations

- i. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Mathematics (CIP Code: 27.0101 / OHE# 00652), leading to a Bachelor of Arts at Southern Connecticut State University, effective Spring 2027.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Mathematics 7-12 (CIP Code: 13.1205 / OHE# 04465), leading to a Bachelor of Science at Southern Connecticut State University, effective Spring 2027.

Academic Programs - New Programs

- i. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business (CIP Code: 52.0101, OHE# TBD) leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Theatre Arts, with three concentrations (Acting, Design Tech, and Stage Management, CIP Code: 50.0599, OHE# TBD), leading to a Bachelor of Fine Arts at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.
- iii. RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Popular Music (CIP Code: 50.0901, OHE# TBD) leading to a Bachelor of Arts at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

Academic Programs - Modifications

- i. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Organizational Effectiveness and Leadership (CIP Code: 52.0213 / OHE# 018066), specifically a name change to Organizational Leadership - leading to a Master of Science at Charter Oak State College.
- ii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Post-Master's Certificate in Addictions Counseling (CIP Code: 51.1501 / OHE# 20013), specifically a name change to Graduate Certificate in Addictions Counseling - leading to a Certificate at Southern Connecticut State University.
- iii. RESOLVED: That the Board of Regents for Higher Education approve the modification of a program - Mathematics, Applied (CIP Code: 27.0101 / OHE# 000653), specifically modification of courses and options and a name change to Mathematics - leading to a Bachelor of Science at Southern Connecticut State University.

Academic Appointment Recommendation

- i. WHEREAS, Central Connecticut State University is seeking to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics, and
WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the fields of public policy and politics, and
WHEREAS, Mr. Edwin Vargas's public service career spans 45 years, most recently serving Connecticut as State Representative and Deputy Speaker; Mr. Vargas volunteered to serve as a Commissioner for the Hartford Planning and Zoning Commission, and served on boards for the United Way, and the Hartford Hospital Corporation at the appointment of the Governor; Outside of his political service, Mr. Vargas worked as an educator for the Hartford Public School System for 35 years; Mr. Vargas has also served in various leadership roles nationally and on a state level for the Hartford Federation of Teachers, Connecticut State Federation of Teachers, American Federation of Teachers Civil and Human Rights Committee, the Greater Hartford Labor Council, and as President of the National Congress for Puerto Rican Rights and Public Policy Chair of the National Puerto Rican Coalition, and
WHEREAS, Mr. Vargas earned his Master's degree in Public Administration, and his Bachelor's in Education from the University of Hartford upon transferring from the University of Puerto Rico, and
WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Edwin Vargas to this position, be it
RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Edwin Vargas to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University at the rank of Assistant Professor for a period of one-year, renewable yearly at CCSU's discretion, for up to two additional separate and distinct one-year terms.

Finance and Infrastructure Items

- i. WHEREAS, The State Department of Transportation (CT DOT) will be commencing with bridge reconstruction to roadway bridge 04152 located at West Cedar Street, Norwalk, and crossing over the 5 Mile River, and
WHEREAS, The bridge is located at the south-west corner of Norwalk Community College, and
WHEREAS, CT DOT will require easements from the BOR of approximately 371 square feet to temporarily access part of the bridge construction site, and a permanent slope easement of 122 square feet as when complete, and
WHEREAS, CT DOT will purchase rights from the BOR for the temporary and permanent easements based on a fair market appraised value of approximately \$2,000, and
WHEREAS, Neither easement compromises the College's current or projected operations, and therefore, be it
RESOLVED, That the Board of Regents for the Connecticut State Colleges and Universities grant CT DOT's request for both a temporary land and permanent slope easement.
- ii. WHEREAS, On December 14, 2017, the BOR reallocated \$9,125,000 of CSCU 2020 Program, FY 2020, Supplemental Project Funding to Central's Engineering Building to mitigate escalation and an equipment funding shortfall, and
WHEREAS, The Engineering Building is complete with \$4,967,252 of the reallocated funds remaining uncommitted, and
WHEREAS, Of the \$4,967,252 uncommitted funds, \$2,356,607 will be reallocated to mitigate escalation that has caused a funding shortfall for Central's Burritt Library Renovation and Addition Project, and

WHEREAS, Of the \$4,967,252 uncommitted funds, \$2,610,645 will be reallocated to Central's FY 2020 Code Compliance/Infrastructure Improvement Program to complete various campus improvements, and

WHEREAS, This funding reallocation does not require legislative approval, therefore be it RESOLVED, Central's Burritt Library Renovation and Addition Project funding will be increased by \$2,356,607 and Central's FY 2020 Code Compliance/Infrastructure Program funding will be increased by \$2,610,645.

ACADEMIC & STUDENT AFFAIRS COMMITTEE - Committee Chair Bloom

The Academic & Student Affairs Committee met on February 3 and thanks the Board for approving, on Consent, the 9 items put forward. Regent Bloom noted that the approvals of new programs and modifications address the important goals of improving the student experience and opportunities for CSCU staff which are consistent with President Cheng's goals of academic innovation and workforce development. A summary of the new programs was provided.

AUDIT COMMITTEE - Committee Chair Elease Wright

No report.

FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci

The Finance and Infrastructure Committee met on February 8. The meeting included 2 action items on the Consent Agenda and several discussion items.

The two action items on the agenda pertained to facilities matters - a construction and slope easement at Norwalk Community College and the approval of the reallocation of uncommitted CSCU 2020 funds.

CFO Barnes provided an update on the Gateway/Long Wharf site and plans currently underway with the City of New Haven. The City is working on redevelopment of the area and CSCU is cooperating with the City based on a mutual understanding that the redevelopment should accommodate the automotive education facilities that Gateway needs for its programs to replace the inadequate facilities at the North Haven campus.

The committee received a report from CFO Barnes on the mid-year budget projection for CSCU. That report showed that the operating results in FY 22 were positive for CSCU, with an overall surplus of \$53 million. In the current year - FY 23 - the institutions are projecting surplus operations again, with a positive \$20 million result, up from \$10 million in the budget plan.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE - Committee Chair Howery

No report.

EXECUTIVE COMMITTEE - Chair Ryan

No report.

ADJOURNMENT

Chair Ryan asked for a motion to adjourn the meeting. The motion was made by Regent Balducci and seconded by Regent Howery. The meeting was unanimously adjourned at 11:23 a.m.

Submitted,

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

Attachments
Board of Regents Meeting
February 16, 2023

Attachment A - CSU 2030 Update

Attachment B - Professor Blitz's Commentary on CSU 2030 Update

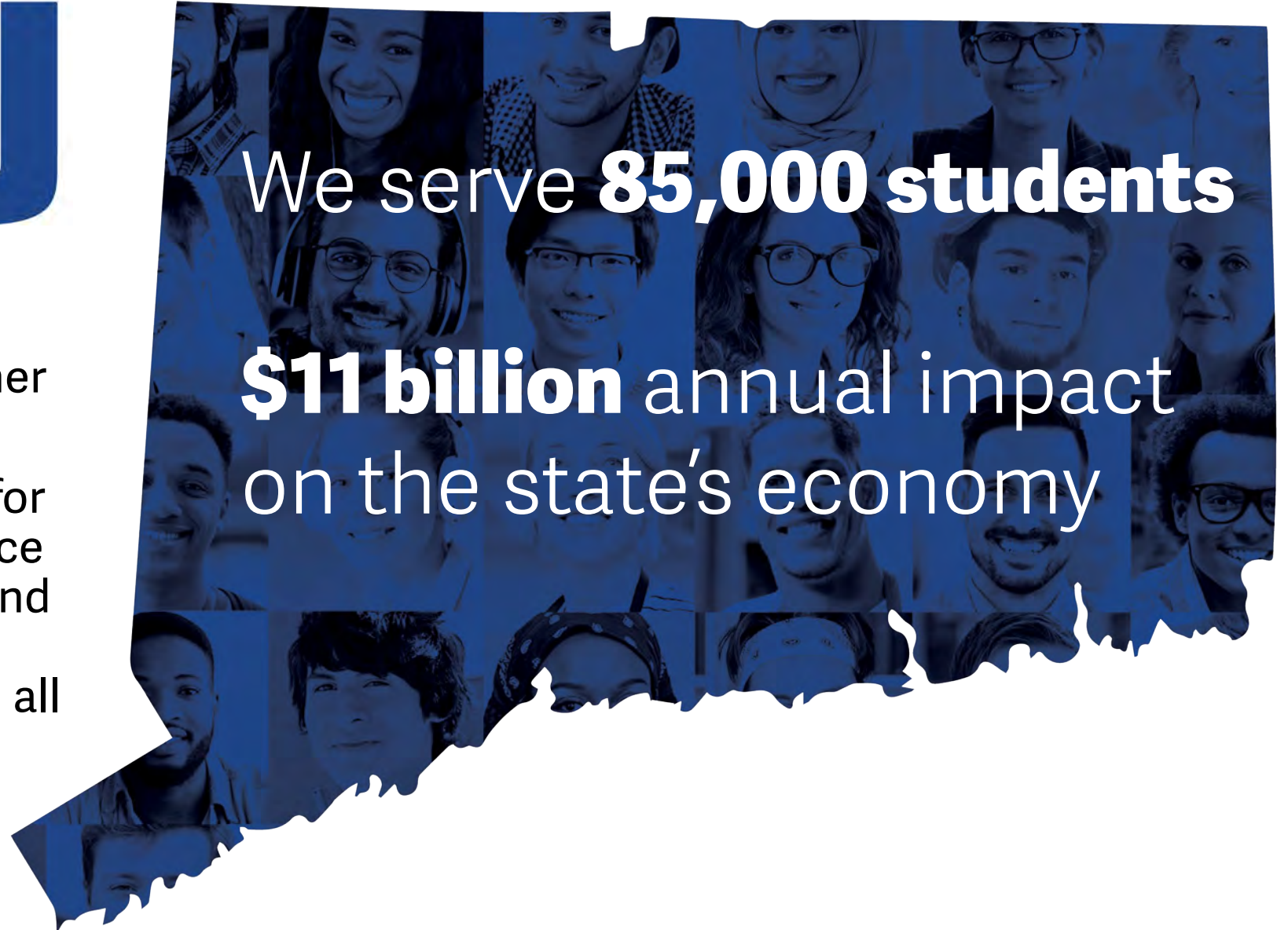
cscu 2030

Briefing for Board of Regents

February 16, 2023



- Access and opportunity to every resident in every corner of the state.
- We are the primary engine for social mobility and workforce development in the state, and we provide world class education to students from all backgrounds.





Who We Are

CharterOak
STATE COLLEGE

CT STATE
COMMUNITY COLLEGE



CENTRAL
CONNECTICUT STATE UNIVERSITY



EASTERN
CONNECTICUT STATE UNIVERSITY



Southern
Connecticut
State University





The **CSCU** 2030 Vision

This is a big, bold, and ambitious vision for the future of our system, one that will allow CSCU to innovate as we evolve, transform how we support our diverse and aspiring students and our talented faculty, staff and leadership. It rebuilds, updates, and refreshes our important but aging infrastructure.

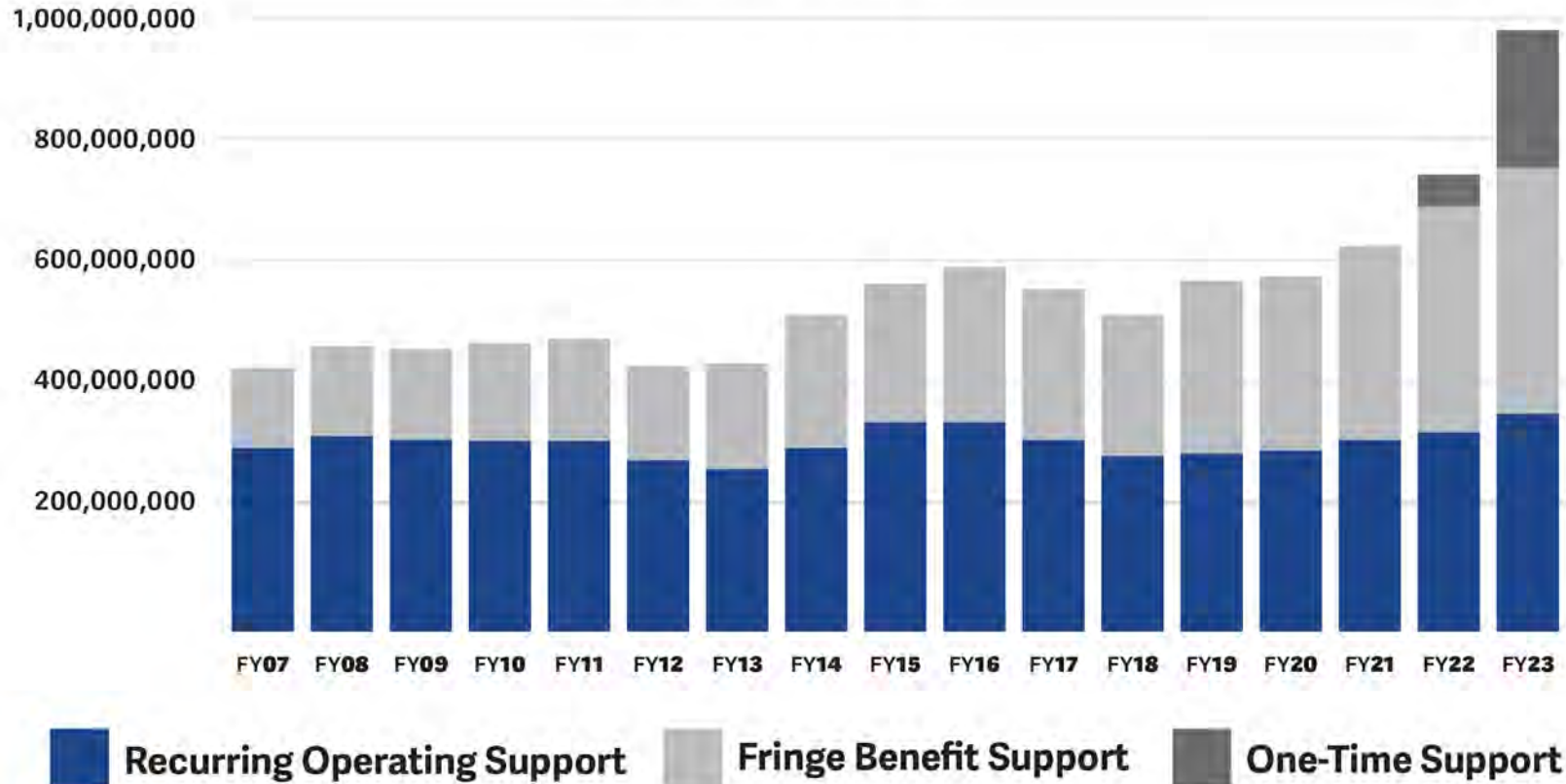
First, while the state has been generous with funding our system, the growth in fringe benefit costs has consumed nearly all that growth.

Our operating fund has been further compressed by:

- significant inflation – increasing approximately 44% since 2007.

- SEBAC wage increases of 39.5% for CSCU faculty and staff

State Assistance CSCU Total



Second, with the successful completion of the CSU 2020 program, we need a new, multi-year capital projects program to provide CSCU's students with modern facilities and updated technology, laboratories and classrooms.



CSCU 2030

To meet these challenges and do the work of the state and its citizens at the highest and most effective level, CSCU has put forward proposals for generational investments in our people and our infrastructure:

- An investment in recurring funding across the system in affordability, students supports, and new academic programs.
- A new multi-year capital projects program which will ensure all our students regardless of zip-code, have access to safe, accessible, sustainable, and modern learning environments.

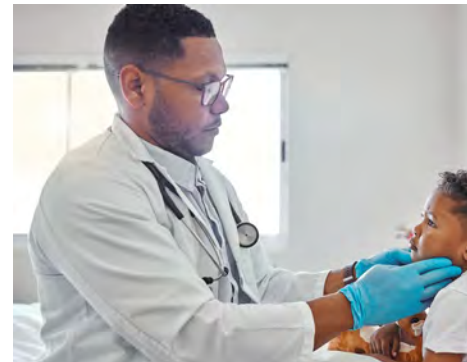
CSCU is proposing state support increases of \$54.3 and \$127.8 million over FY2023 levels in the new biennium, with support sustained through FY2030.

| General Fund | FY23 | FY 24 | FY 25 |
|------------------------------------|----------------------|----------------------|----------------------|
| Charter Oak State College | \$3,291,607 | \$6,042,213 | \$8,979,788 |
| Community Tech College System | \$149,563,169 | \$269,170,417 | \$285,597,127 |
| Connecticut State University | \$154,172,093 | \$257,099,860 | \$292,044,640 |
| Board of Regents | \$408,341 | \$408,341 | \$408,341 |
| Developmental Services | \$8,912,702 | \$8,912,702 | \$8,912,702 |
| Outcomes-Based Funding Incentive | \$1,202,027 | \$1,202,027 | \$1,202,027 |
| O'Neill Chair | \$315,000 | \$315,000 | \$315,000 |
| Agency Total - General Fund | \$317,864,939 | \$543,150,560 | \$597,459,625 |

| Additional Funds Available | FY23 | FY 24 | FY 25 |
|--|----------------------|----------------------|----------------------|
| Carryforward Funding | \$58,508,926 | — | — |
| American Rescue Plan Act | \$178,600,000 | — | — |
| PACT (funded in FY 23 with FY 21 Carryforward) | \$15,000,000 | \$81,105,899 | \$100,313,288 |
| Agency Total - General Fund | \$569,973,865 | \$624,256,459 | \$697,772,913 |

| | | | |
|---------------------|---------------|---------------|---------------|
| SEBAC-related costs | \$179,875,536 | \$148,053,670 | \$180,673,615 |
|---------------------|---------------|---------------|---------------|

- **PACT Expansion:** Providing free college to all community college students and more than 7,000 university students per year, to matriculate in high-demand, state-priority programs and fields.
- **Student Supports and Wrap-Around Services:** Addressing the most prevalent barriers to student success with academic and professional support, and mental health, transportation, food, and housing services.
- **Workforce and Academic Innovation:** Prepare students to help fill Connecticut's 100,000 job vacancies by expanding existing programs and developing new credentials to match industry demands in key areas as outlined by the Governor's Workforce Council report.



- Our plan seeks to provide CSCU's students with modern facilities and updated technology, laboratories and classrooms.
- The CSCU 2030 capital project program proposes \$2.138 billion in investments over seven years to make all CSCU campuses safer, more accessible, and more sustainable.
 - Expanded Transportation Jobs Center at Gateway.
 - Updated facility for Capital.
 - Upgrades to buildings at Middlesex and Naugatuck Valley.
 - Improvements to academic and student support buildings at all state universities, including Welte Hall at Central, the health and wellness center at Eastern, Morill Hall at Southern, and the Berkshire Hall Innovation Center at Western.
 - Technology upgrades to increase productivity, innovation and security.



| CSCU 2030: Total 7-year Investments in Physical and Technological Facilities | |
|--|--------------|
| | \$ million |
| Technology | 273 |
| Infrastructure Projects | 365 |
| Advanced Manufacturing | 26 |
| Green Energy / Conservation | 20 |
| Renovation / Replacement / New Construction | 1,454 |
| Seven-Year Total | 2,138 |



2030

Our students and employees
are worthy of this investment.



We welcome your questions and support.

Comments by Prof. David Blitz concerning
The Governor's Budget Proposal and CSCU 2030

I think it important to recognize both the budgetary increase for CSCU proposed in the Governor's budget, as well as the significant gap between that and the CSCU 2030 proposal. What follows is how I intend to explain this to the Faculty Advisory Committee and I invite any suggestions for improvements or corrections. At the outset I note the increase included in the Governor's proposed budget: the Continuation of Temporary Operating Support to the extent of 50% of FY23 federal covid one-time funds, for a total of \$97.7 million in FY24, and 50% of that for FY25, or \$48.8 million (p. 25). Added to the FY23 general fund allocation of \$317.8 million, that should make for a total of \$415.5 million for FY24, though the Governor's budget figure is slightly lower \$414.8 million, a discrepancy \$0.7 million. Moreover, this is considerably lower than the General Fund \$543.1 million proposed in CSCU 2030, a difference of \$128.3 million. The difference is even greater when additional funds required in CSCU 2030 are taken into account (p. 7 of CSCU 2030 pamphlet)

Perusing the Governor's 311 page initial proposal for references to CSCU I note the following proposed new budget commitments: (1) \$6.5 million for Guided Pathways advisors, which up to now have been funded only from one time federal emergency funds, (2) \$15 million for PACT, for a 66% increase over previous funding and making that funding permanent, and (3) a \$4 million increase in the Roberta Willis Scholarship, for a 12% increase, including a \$15 million "reallocation" of unexpended monies from that fund for CSCU (p.51) – though I note that the total scholarship fund is not just for CSCU and that there are significant problems in how it can be accessed.

There are three areas that need further elucidation: (1) The Governor's budget clearly indicates support for SEBAC wage increases (p. 40), but it isn't clear to me how the \$40.2 million for FY24 and the \$45.5 million for FY25 CSCU component (p.204) is factored into those respective year budgets; (2) the issue of funding for fringe benefits remains unclear to me, and perhaps to you. The slogan of a revenue neutral policy shifting from state funding for all fringes for some employees to state funding for some fringes of all employees needs to be elucidated, especially as concerns expectations for future years as fringes increase more rapidly than budget allocations; (3) The Governor's budget proposes only a \$8.6 million budget increase from FY 24 to FY 25, or just over 2%, which is clearly inadequate even to take into account inflation.

I note that the staff in the Governor's Office who prepared the proposal focus on three aspects of CSCU: (1) the 29% decline from 89 thousand full time/part time head count in FY 14-15 to 64 thousand in FY22-23. (p. 31), (2) the increase of unrestricted reserves from FY20 to FY22 of \$33 million to \$100 million for the community college system, and from \$126 million to \$201 million for the university system. (p.25), and (3) the decline in

CSCU overall share of higher education headcount from 49% to 34% and an equivalent increase in share for the privates (p. 31) from Fall 03 to Fall 21. Evidently, this plays into their thinking on the scope and extent of budget needs for our system.

That said, it is unfortunate that the Governor's budget, despite its proposed increases, remains far from the objective stated in CSCU 2030. I can only hope that the legislature acts to significantly decrease that gap, taking into account measures other than head count, budget reserves and the public/private ratio. In particular we have the high return on investment afforded by public higher education, as stressed by Pres. Cheng in his presentation to the appropriations committee, and the value added by our system for college and university graduates who become not only productive workers in the state economy but just as importantly, constructive members of our Connecticut society, as evidenced by further testimony of students and faculty at the same hearing.

I know that Gov. Lamont appreciates the importance of public higher education in the state, having served for over a decade as a distinguished faculty member at my university, during which time he organized many dozens of presentations, panels, and debates on public policy and peace studies. For our part we need to recognize his priorities as he has stated them, including the need to balance the budget without accounting tricks, pay down the accumulated pension debt to reduce the burden on future generations, maintain and increase the rainy day fund in expectation of difficult days ahead, provide income tax relief especially for the less wealthy, and increased funding for early childhood care. We can significantly help by meeting the needs of business and society for qualified college and university graduates. It is my hope and indeed expectation that Gov. Lamont will support increased funding for CSCU beyond his office's current proposal, as CSCU makes more explicit its 2030 proposal and provides additional needed details of priority projects.

That concludes my comments, and I welcome any suggestions for improvements or corrections.

David Blitz, vice-chair of the Faculty Advisory Committee to the
Board of Regents, and ex-officio member of the Board
Feb. 16, 2023

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Health and Wellness Coaching (CIP Code: 51.0001, OHE# TBD) leading to a Bachelor of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

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

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

BACKGROUND

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

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

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

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

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

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

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

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

Institution: Southern Connecticut State University

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

Program Characteristics

Name of Program: Health and Wellness Coaching

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

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

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

Anticipated Program Initiation Date: 8/28/2023

Anticipated Date of First Graduation: 5/20/2025

Total # Credits in Program: 120

Credits in General Education: 40-46

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

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

Department where program is housed: Public Health

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

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

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

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

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

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

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal

Name: Robert Prezant

Title: Provost

Phone: (203) 392-5355

Email: PrezantR1@SouthernCT.edu

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

Clear statement of the program's purpose

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

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

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

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

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

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

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

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

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

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

| SOC Code | SOC Title | Median Estimated Earnings |
|----------|---------------------------------------|---------------------------|
| 31-9099 | Healthcare Support Workers, All Other | No salary data available |
| 21-1091 | Health Education Specialists | \$61,000 |

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

| NAICS Code | NAICS Title |
|----------------------------------|---|
| 621399 | Offices of All Other Miscellaneous Health Practitioners |
| Click or tap here to enter text. | Click or tap here to enter text. |

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: M.S. Physical Activity and Chronic Disease ☐ No

Impact on related programming at the home institution

- **Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:**

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

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

Please see attached

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

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

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

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

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

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

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

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

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

Impact on related programming across CSCU

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

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

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

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

How is the new program distinct from these existing programs?

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

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

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

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

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

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

Prospective Students

Describe the prospective students for the program (this information will be provided to OHE and become publicly available; your response can help market your program and recruit students): The program is designed for students interested in the health and wellness field, with a goal of working as health and wellness coaches with individual clients in community settings, behavioral health centers, health insurance providers, and with private clients. Students will be qualified and encouraged to obtain national certification upon completion of the program.

Student Recruitment / Student Engagement

Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: This program will be promoted to high school seniors, CT State community college students, and other potential adult learners. Promotion to high school seniors will be accomplished through SCSU's undergraduate admissions office and Integrated Communication and Marketing (ICM) department. The new degree program will be added to all print and digital advertising, disseminated at open house events, campus tours, and college fairs. Additionally, the College of Health and Human Services will host separate recruitment events in the new HHS building and engage in targeted guest speaking at area high schools that provide a strong pipeline of students. Historically, SCSU enrolls 300-400 undergraduate students each year who are interested in pursuing nursing but have not yet been admitted to that program. Typically, only 20-25% of these students meet the requirements in their sophomore year to gain admission to the nursing program. The remaining students typically choose a health related major and the most popular major is the B.S. in healthcare studies. That B.S. currently has a very large student to full-time faculty ratio. Promoting this new health and wellness coaching major to those students may shift enrollment in a manner that would be helpful to our college and reduce the number of future full-time faculty who need to be hired in the healthcare studies major.

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

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

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

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

Admission Requirements

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

☐ Yes ☒ No

If yes, describe the selection process, including all criteria:

Graduation Requirements

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

If yes, describe:

Experiential Learning Requirements

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

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

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

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

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

Assessment of Learning Outcomes

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

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

| Curriculum | | | |
|---|----------------------------|--------------------------------------|--------------|
| Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired. | | | |
| Course Number and Name | L.O. # (from Section 3) | Pre-Requisite(s) | Credit Hours |
| Program Core: Required & Elective Courses | | | |
| Content Area One: Coaching Structure | | | |
| PCH 230: Foundations in Health Coaching* | 1, 2, 3 | None | 3 |
| PCH 330: Coaching for Health Improvement* | 1, 2, 3, 4 | PCH 230 | 3 |
| PCH 496: Practicum in Health Coaching* | 1, 3, 7, 8 | PCH 330 & PCH 331 | 3 |
| Content Area Two: Coaching Process | | | |
| PCH 275: Introduction to Health Promotion | 4, 6, 8, 9 | None | 3 |
| PCH 456: Health Promotion Strategies | 4, 5, 6, 8, 9 | PCH 275 | 3 |
| PCH 457: Public Health Communication | 4, 5, 6, 8, 9 | PCH 275 | 3 |
| Content Area Three: Health & Wellness | | | |
| PCH 200 Introduction to Nutrition | 2, 3, 7 | None | 3 |
| PCH 265 Illness & Disease | 3, 6, 7 | None | 3 |
| PCH 273: Weight Management | 3, 2, 7 | None | 3 |
| PCH 270: Stress Management | 3, 2, 7 | None | 3 |
| REC 381W Leisure in Contemporary Society, or PCH 352W Health, Disease, & Society | 2, 7, 8, 9 | ENG 112 – for W | 3 |
| Content Area Four: Ethics/Legal | | | |
| PCH 331: Health Coaching Management and Ethics* | 1, 2, 3, 6 | PCH 230 | 3 |
| REC 425: Seminar in Leadership | 3, 5, 8, 9 | REC 120 | 3 |
| Health & Wellness Electives Set 1 – Pick 2 for 6 credits: | | | |
| PCH 280: Human Sexuality, PCH 349: Men’s Health, PCH 350: Women’s Health, PCH 292: Health & Aging, PCH 320: Health Disparities and Social Justice, REC 307: Disabilities in Society, SHE 389: Holistic Health, HMS 401: Exercise for Special Populations | 2, 6, 7, 8, 9 | None | 6 (3+3) |
| Related Wellness Electives Set 2 – Pick 1 for 3 credits | | | |
| ANT 382: People & Weight, REC 120: Leadership Development, HMS 212: Lifetime Physical Activity, REC 210: Activity Development and Leadership, REC 241 Outdoor Adventure Leadership, SHE 301 – Drug Education, SHE 302 – Mental Health Education, HLS 370: Perspectives in LGBTQ+ Healthcare Practices | 2, 6, 7, 8, 9 | None | 3 |
| General Education Courses | | | |
| First Year Experience: INQ 101 (Tier 1) | | None | 3 |
| Written Communication: ENG 112 or 120 (T1) | | Possibly ENG 110/119 | 3 |
| Quantitative Reasoning; MAT 103 or higher (T1) | | Possibly MAT100 | 3 |
| Tech Fluency (T1) | | None | 3 |
| Multilingual Communication (T1) | | Possibly 100-level course before 101 | 3 |
| Physical Realm (Tier 2) | | Possibly MAT100 | 3 |
| Life & Environment: BIO 200 or 201 (T2) | | Possibly MAT100 | 4 |
| Creative Drive (T2) | | None | 3 |
| American Experience OR Time & Place (T2) | | None | 3 |
| Cultural Expression OR Global Awareness (T2) | | None | 3 |
| Mind & Body OR Conflict & Consensus: PCH 201 Wellness (M&BT2) | 2, 6, 7, 8, 9 | None | 3 |
| Exploratory Electives (2 from T2 categories) | | None | 6 |
| Open Electives (Indicate number of credits of open electives) | | | 22 |

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

CSCU Transfer Pathways

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

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

See attached.

- Identify the CT State Community College program that best articulates to the proposed program:
 - ☒ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.
 - ☐ Transfer Ticket, specify:
 - ☐ Other pre-program or transfer track, specify:
- With respect to this CT State degree program, which of the following is true?
 - ☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
 - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
 - ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree
- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☒ Yes ☐ No, please explain:

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

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

Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree. **Please SEE ATTACHED**

| Institution | Program | # of credits remaining (if > 60, provide explanation) |
|-------------|---------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

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

Other Stackable Pathways

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

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

Program Evaluation

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

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

Assuring Equitable Outcomes

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

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

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

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

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

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

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

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

SECTION 6: COST EFFECTIVENESS AND RESOURCES

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

Cost Effectiveness and Availability of Adequate Resources

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

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

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

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

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

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

Special Resources

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

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

Program Administration

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

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

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

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

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? None

If any new full-time hires, what percentage of program credits will they teach? None

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (note: OHE requires a numerical response to this item) 7

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (note: OHE requires a numerical response to this item) 10

What percentage of program credits will be taught by adjunct faculty? 40%

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

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

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

| Faculty Name and Title | Highest Degree & Institution of Highest Degree | Area of Specialization/ Pertinent Experience | Other Administrative or Teaching Responsibilities |
|--|--|--|---|
| Deb Risisky, Professor & Undergraduate Coordinator | PhD, University of North Carolina at Chapel Hill | Health Promotion, Reproductive Health, Adolescent Health | Undergraduate Coordinator, Dept. of Public Health |
| Jean Breny, Professor | PhD, University of North Carolina at Chapel Hill | Health Promotion, Health Equity, Reproductive Health | |
| Aukje Lamonica, Associate Professor | PhD, Emory University | Behavioral Theory & Research, Addiction Research | Internship Coordinator, Dept. of Public Health |
| Anuli Njoku, Associate Professor | DrPH, Drexel University | Community Health & Prevention, Health Equity | |

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

DRAFT

CSCU Transfer Articulation Form: Liberal Arts and Sciences

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

Program: Bachelor of Science: Public Health, Coaching

Academic Year: 2023/2024

Credit Summary

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

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

FrameWork30:

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

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

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

Program Requirements:

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

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

Electives:

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

Credits Remaining at the Receiving Institution

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

General Education Credits Remaining:

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

| Course | Credits |
|---|----------------|
| Cultural Expression or Global Awareness | 3 |
| | |
| | |
| | |
| | |

| | |
|---|-----------------|
| <i>CSU/COSC general education credits remaining after transfer</i> | <i>3</i> |
|---|-----------------|

Program Credits Remaining:

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

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

Accepting Credits

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

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

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

Changes

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

Notice of Cancellation

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

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

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

Steve Marcelynas

1/25/2023

Director CSU Office of Transfer and Articulation

Date

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

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

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

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

| PROJECTED Enrollment | First Year | | | | | | Second Year (<i>E</i>) | | | | | | Third Year | | | | | |
|---|-------------------------|-----------------|-----------------|--------|------------|-----------------|--|--------|-----------------|--------|--------|--------|---------------|--------|-----------------|--------|--------|--------|
| | Fall Semester | | Spring Semester | | Summer | | Fall Semester | | Spring Semester | | Summer | | Fall Semester | | Spring Semester | | Summer | |
| | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Internal Transfer (from other programs) | 8 | | | | | | 10 | | | | | | 15 | | | | | |
| New Students (first time matriculating) | 4 | 2 | 2 | 1 | | | 6 | 3 | 2 | 2 | | 8 | 8 | 5 | 3 | 3 | | |
| Continuing Students progressing to credential | 0 | | 4 | 2 | | 3 | 6 | 3 | 12 | 6 | | 8 | 14 | 8 | 22 | 13 | | 16 |
| Headcount Enrollment (<i>incremental only</i>) | 4 | 2 | 6 | 3 | | 3 | 12 | 6 | 14 | 8 | | 16 | 22 | 13 | 25 | 16 | | 16 |
| Total Estimated FTE per Year ¹ | 11.67 | | | | | | 30.67 | | | | | | 56.67 | | | | | |
| PROJECTED Program Revenue | First Year (<i>D</i>) | | | | | | Second Year | | | | | | Third Year | | | | | |
| | Fall Semester | | Spring Semester | | Summer | | Fall Semester | | Spring Semester | | Summer | | Fall Semester | | Spring Semester | | Summer | |
| | FT (<i>A</i>) | PT (<i>B</i>) | FT | PT | FT | PT (<i>C</i>) | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT | FT | PT |
| Tuition ² (<i>incremental only</i>) | 25,656 | 8,154 | 38,484 | 12,231 | | 6,273 | 76,968 | 24,462 | 89,796 | 32,616 | | 33,456 | 141,108 | 53,001 | 160,350 | 65,232 | | 33,456 |
| Tuition from Internal Transfer ² | | | | | | | | | | | | | | | | | | |
| Program Specific Fees (lab fees, etc.) | | | | | | | | | | | | | | | | | | |
| Other Revenue (annotate in narrative) | | | | | | | | | | | | | | | | | | |
| Total Annual Program Revenue | \$90,798 | | | | | | \$256,298 | | | | | | \$453,147 | | | | | |
| PROJECTED Program Expenditures ³ | First Year | | Second Year | | Third Year | | NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance. <i>Note for this proposal: fringe is excluded from being multiplied by 18% in overhead calculation.</i> ⁷ All revenue and expenses are incremental. Continuing students who are internal transfers were not included in this budget; Internal full-time faculty who will be re-assigned to teach in this program were not included in this budget. <i>(A) Full-time tuition and fees based on the 2023-24 tuition rate of \$6414</i> <i>(B) Part-time tuition is based on an assumption of each student registering for 6 credits/semester at \$4077.</i> <i>(C) Summer part-time tuition is based on an assumption of each student registering for 3 credits/summer at \$2,091.</i> <i>(D) All Tuition and fees are held constant at 2023-24 rates</i> <i>(E) New enrollment projections are conservative because they do not include projections for attrition. Meaningful semester by semester attrition projections were not possible with the small enrollment numbers experienced during the early phases of program launch (i.e. 20% of 4 students = 0.8 students)</i> | | | | | | | | | | | |
| Administration (Chair or Coordinator) ⁴ (Coordinator at 90K + 65% fringe) @ 8.33% - Two credits release time/yr. | 12,370 | | 12,370 | | 12,370 | | | | | | | | | | | | | |
| Faculty (Full-time, total for program) ⁴ | | | | | | | | | | | | | | | | | | |
| Faculty (Part-time, total for program) ⁴ (@\$2,000/credit x 12 credits in Y1; 36 credits in Y2&Y3) + 50% fringe | 36,000 | | 72,000 | | 72,000 | | | | | | | | | | | | | |
| Support Staff (lab or grad assist, tutor) GA for on-site clinic coordination | 9,600 | | 9,600 | | 9,600 | | | | | | | | | | | | | |
| Library Resources Program | | | | | | | | | | | | | | | | | | |
| Equipment (List in narrative) | | | | | | | | | | | | | | | | | | |
| Other ⁵ (Marketing) | 10,000 | | 5,000 | | 5,000 | | | | | | | | | | | | | |
| Estimated Indirect Costs ⁶ | 9,197 | | 12,617 | | 12,617 | | | | | | | | | | | | | |
| Total Expenditures per Year | 77,167 | | 111,587 | | 111,587 | | | | | | | | | | | | | |
| Surplus/ (Deficit) | 13,631 | | 145,711 | | 341,560 | | | | | | | | | | | | | |

January 12, 2023

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

Dear Dr. Stanley Bernard,

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

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

Sincerely,

Roberta Wachtelhausen

Roberta Wachtelhausen, President
WellSpark Health

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

March 23, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, 092 -Intermediate Administrator – Post-Master’s Certificate (CIP Code: 130401, OHE# TBD), at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

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

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

BACKGROUND

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

RECOMMENDATION

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

SECTION 1: GENERAL INFORMATIONDate of Submission to CSCU Office of the Provost: **Institution:** Southern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 2022

Program Characteristics

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

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

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

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 21

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

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

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

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

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: Request for SAA Approval for Veterans Benefits? ☐ Yes ☐ NoProgram website:

Provide the intended catalog description for this program:

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

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

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

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

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

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

Institutional Contact for this Proposal

Name: Robert Prezant, Ph.D.

Title: Provost

Phone: (203)392-5350

Email: prezantr1@southernct.edu

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

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

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

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

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

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

| SOC Code | SOC Title | Median Estimated Earnings |
|----------------------------------|--|----------------------------------|
| 11-9032 | Education Administrators, Kindergarten through Secondary | \$85,000 |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

| NAICS Code | NAICS Title |
|----------------------------------|----------------------------------|
| 8211 | Elementary and Secondary Schools |
| Click or tap here to enter text. | Click or tap here to enter text. |

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No

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

Impact on related programming at the home institution

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

- Are there plans to discontinue any of the existing similar programs? No
- What is the value added of the proposed program in relation to the existing programs?

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

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

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

Impact on related programming across CSCU

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

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

- **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs?
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

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

Prospective Students

Describe the prospective students for the program (*this information will be provided to OHE and become publicly available; your response can help market your program and recruit students*):

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

Student Recruitment / Student Engagement

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

Admission Requirements

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

☒ Yes ☐ No

If yes, describe the selection process, including all criteria:

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

Graduation Requirements

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

If yes, describe:

Experiential Learning Requirements

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

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

SECTION 5: CURRICULUM & ASSESSMENT**Learning Outcomes - L.O.**

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

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

Assessment of Learning Outcomes

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

Summative, standards-based artifacts; portfolio; field placement

Curriculum

Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.

| Course Number and Name | L.O. # (from Section 3) | Pre-Requisite(s) | Credit Hours |
|--|----------------------------|------------------|--------------|
| Program Core: Required & Elective Courses | | | |
| EDL 680-Leadership Perspectives | 1, 2, 4, 5, 6 | Matriculation | 3.0 |
| EDL 681-Leadership Development | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |
| EDL 684-Learning Theory into Practice | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |
| EDL 685-Curriculum Development | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |

[illegible][illegible]

| | |
|---|----|
| Open Electives (Indicate number of credits of open electives) | |
| Total Program Credits (must match number of credits reported on page 1): | 21 |

CSCU Transfer Pathways

CSCU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- ☐
- Liberal Arts & Science:
- ☐
- A.A. only
- ☒
- A.S. only
- ☐
- A.A. or A.S.

☐ Transfer Ticket, specify:☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?

☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program

☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)

☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☐ No, please explain:

| Credit Summary | |
|---|---------|
| CSU/COSC Proposed Program total credits: | credits |
| CT State program total credits: | credits |
| | |
| CT State program credits that can be applied to proposed degree: | credits |
| CSU/COSC general education credits remaining after transfer | credits |
| CSU/COSC program credits remaining after transfer | credits |
| | |
| Excess credit hours for CT State transfer students who have completed an associate degree | credits |

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

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

| Institution | Program | # of credits remaining (if > 60, provide explanation) |
|-------------|---------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

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

Other Stackable Pathways

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

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

Program Evaluation

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

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

Assuring Equitable Outcomes

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

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

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

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

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

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

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

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

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

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

SECTION 6: COST EFFECTIVENESS AND RESOURCES

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

Cost Effectiveness and Availability of Adequate Resources

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

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

There are no costs associated with this proposal.

Special Resources

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

No special resources are needed specifically for this program.

Program Administration

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

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

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

No additional FTE will be required to administer this program, as the SYC 092 coordinator (who already receives 3 credits per semester for that role) will oversee this new PMC.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? **n/a**

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*)

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) **0**

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

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

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

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

SECTION 1: GENERAL INFORMATION

| | |
|--|--|
| Institution: Southern Connecticut State University | Date of Submission to CSCU Office of the Provost: 1.18.23 |
| Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022 | |
| Program Characteristics | |
| Name of Program: 092-Intermediate Administrator Post-Master's Certificate | |
| Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 85% | |
| Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both | |
| Program website: https://www.southernct.edu/academics/curriculum-learning | |
| Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Post-Master's Certificate | |
| Anticipated Program Initiation Date: Fall 2023 | |
| Anticipated Date of First Completion: Fall 2024 | |
| Total # Credits in Program: 21 | |
| IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): .75 | |
| Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees | |
| CIP Code Number: 130401 Title of CIP Code: Code Educational Leadership and Administration, General | |
| Department where program is housed: Curriculum & Learning | |
| Location Offering the Program (<i>e.g., main campus</i>): Main campus | |
| Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | |
| Provide the intended catalog description for this program: | |
| <p>The "092-Intermediate Administrator" Post Master's Certificate prepares students who are dually enrolled in the department of Educational Leadership and Policy Studies' Doctor or Education program in Educational Leadership to apply for the intermediate administrator (092) certificate from the Connecticut State Department of Education, after successful completion of the certificate program and obtaining a qualifying score on the Connecticut Administrator Test (Test 6412 within ETS' School Leadership Series).</p> <p>This 21-credit post-master's certificate program consists of six three-credit courses and two semesters (1.5-credit each) of administrative internship. It is designed to equip educators with the knowledge, skills, and attitudes to serve, not only as administrators, but as genuine leaders in the state's public schools.</p> | |
| If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: | |
| Program Discontinued: | CIP: OHE#: BOR Accreditation Date: |
| Phase Out Period | Date of Program Termination |
| Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Other Program Accreditation: | |
| <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP, 2031 • If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> ○ identify credential: ○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency) | |

| | | |
|--|-----------------------|---|
| Institutional Contact for this Proposal: Robert Prezant | Title: Provost | Tel.: 2-5350 e-mail: PrezantR1@southernct.edu |
|--|-----------------------|---|

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
 - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
 - Undergraduate certificates ≤ 15 credits
 - Graduate certificates ≤ 12 credits
 - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

Addressing Identified Needs

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

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

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

The proposed program capitalizes on our department's high-quality, standards-aligned extant courses, as well as our knowledgeable and innovative faculty.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
 - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

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

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

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

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

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

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

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

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

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

| ● SCSU PROGRAM (see rationale above) | ● DEPARTMENT |
|---|--------------------------|
| ● Educational Leadership, Ed.D. - General | ● Educational Leadership |
| ● Educational Leadership, Ed.D. - Intermediate Administrator (Hybrid) | ● Educational Leadership |
| ● Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided | |

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

Cost Effectiveness and Availability of Adequate Resources

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

As indicated below, there are no costs associated with this proposal.

Special Resources

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

No special resources are needed specifically for this program.

Student Recruitment / Student Engagement

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

Students for the 092-Intermediate Administrator Post-Master's Certificate will be dually enrolled in our department's Ed.D. program in Educational Leadership. By completing the PMC, they will be able to apply for state certification as school leaders well in advance of when they would if they needed to wait until successfully completing their full Ed.D. programs. Moreover, the creation of this PMC would ensure that a student who, due to extenuating circumstances, was unable to complete their dissertation (and therefore their Ed.D.) would still be able to earn a credential.

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

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 11-9039 [Education Administrators, All Other](#)

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$69,120

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 8211 [Elementary and Secondary Schools](#)

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No

SECTION 3: PROGRAM QUALITY ASSESSMENT**Learning Outcomes - L.O.**

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

1. Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

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

Assessment of Learning Outcomes

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

Portfolio, field placement

Program Administration

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

- Name: Christopher E. Trombly, Ph.D.
- Email: tromblyc1@southernct.edu Phone: 203-392-5989

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

No additional FTE will be required to administer this program, as the SYC/092 coordinator (Dr. Christopher Trombly) already oversees the programs of SYC students and, in close cooperation with the Ed.D. coordinator (Dr. Mary Boudreaux), the Ed.D. students who intend to pursue the 092 certificate.

Curriculum

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

| Course Number and Name | L.O. # (from Section 3) | Pre-Requisite(s) | Credit Hours |
|--|----------------------------|------------------|--------------|
| Program Required & Elective Courses | | | |
| EDL 680-Leadership Perspectives | 1, 2, 4, 5, 6 | Matriculation | 3.0 |
| EDL 681-Leadership Development | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |
| EDL 684-Learning Theory into Practice | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |
| EDL 685-Curriculum Development | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |
| EDL 683-Supervision & Staff Development | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |
| EDL 682-Organizational Development | 1, 2, 3, 4, 5, 6 | Matriculation | 3.0 |
| EDL 687-Internship I | 1, 2, 3, 4, 5, 6 | Matriculation | 1.5 |
| EDL 688 -Internship II | 1, 2, 3, 4, 5, 6 | Matriculation | 1.5 |
| Open Electives (Indicate number of credits of open electives) | | | |
| Total Program Credits: | | | 21 |

What are the admissions requirements for the program? Master's degree completed.

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

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

Linked here is the Internship Manual that guides the work of administrative interns, and describes the support provided by faculty members assigned to supervise those students: [2022-23 Internship Handbook 687and688.pdf](#)

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

March 23, 2023

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

A True Copy:

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

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

ITEM

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

RATIONALE

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

RECOMMENDATION

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

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

MODIFICATION OF CIP CODE

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

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Approval of Nominations for Honorary Degrees
March 23, 2023

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

Honorary Degree Nominations for 2023 Commencements

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

A True Copy:

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

ITEM

Approval of Nominations for Honorary Degrees

BACKGROUND

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

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

RATIONALE

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

RECOMMENDATION

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

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

03/23/2023 – Board of Regents

February 22, 2023

President Cheng,

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

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

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

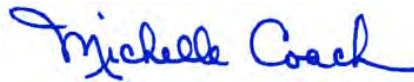
Bill served as Program Coordinator, Director for the Center of Teaching, and Professor. While at Asnuntuck, he served on several state and national committees in which he held leadership roles, including the North American Council for Staff, Program, and Organizational Development (AACC affiliate council),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

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

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

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

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



Michelle Coach
Campus CEO



Central Connecticut State University

February 22, 2023

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

Dear President Cheng:

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

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

Sincerely,


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

Zulma R. Toro
President



MEMORANDUM

TO: Dr. Zulma Toro, President

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

DATE: February 22, 2023

SUBJECT: Honorary Doctorate Recommendation

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

I submit this recommendation for your consideration.

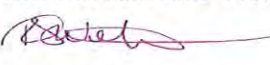
Attachment

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



MEMORANDUM

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

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

DATE: February 21, 2023

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

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

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

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

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

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

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

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

February 6, 2023

President Terrence Cheng
CSCU
61 Woodland Street
Hartford, CT 06105

Dear President Cheng,

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

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

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

Some of her accomplishments include the following:

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

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

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

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

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

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

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

Sincerely yours,

A handwritten signature in black ink, appearing to read "Ed Klonoski". The signature is fluid and cursive, with a small dot at the end.

Ed Klonoski, President
Charter Oak State College

Enc: Tucker-Barrett resume



NON-PROFIT FOUNDER PRESIDENT & CEO

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

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

PROFESSIONAL CAREER

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

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

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

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

EDUCATION

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

EXECUTIVE BOARDS

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

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

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

AWARDS & RECOGNITION

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

IN THE NEWS

Interviewed by several area news mediums, including:

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



EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

February 14, 2023

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

Dear President Cheng,

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

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

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

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

Sincerely,

Elsa M. Núñez
President

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



February 1, 2023

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

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

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

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

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

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

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



A Connecticut Community College

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

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

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

Respectfully submitted,

A handwritten signature in blue ink that reads "William J. Brown, Ph.D." The signature is written in a cursive, flowing style.

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

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



February 23, 2023

Dear ASA Committee:

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

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

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

Lourdes Delgado, Director of Faith and Education Coalition

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



900 Lafayette Boulevard, Bridgeport, CT 06604



Housatonic.

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

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

Kathy Saint, President, Schwerdtle Technologies

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

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

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



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

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

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

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

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

Sincerely,

A handwritten signature in cursive script that reads "Dwayne Smith".

Dwayne Smith, Ph.D.

February 20, 2023

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

Dear Academic and Student Affairs Committee:

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

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

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

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

Sincerely,

Nicole Esposito

Nicole Esposito, Ed.D.
Chief Executive Officer

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

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

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

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

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



Office of the Chief Executive Officer

February 21, 2023

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

Dear Chairperson Ryan:

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

Biography:

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

Contributions to Naugatuck Valley Community College:

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

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

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

Contributions to the Community:

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

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

Sincerely,



Lisa Dresdner, Ph.D.
Chief Executive Officer

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

February 10, 2023

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

Dear President Cheng:

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

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

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

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

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

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

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

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

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

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

Thank you for your consideration in this matter.

Sincerely,

A handwritten signature in cursive script that reads "Karen Hynick". The ink is dark and the signature is fluid, with a long, sweeping underline.

Karen Hynick

Chief Executive Officer, QVCC

01/17/2023

Dear President Cheng,

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

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

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

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

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

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

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

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

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

Sincerely,



Joe Bertolino
President

01/17/2023

Dear President Cheng,

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

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

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

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

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

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

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

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

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

Sincerely,



Joe Bertolino
President

February 15, 2023

President Cheng,

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,

A handwritten signature in black ink, appearing to read "Darryl Reome". The signature is fluid and cursive, with the first name "Darryl" being more prominent than the last name "Reome".

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

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

concerning

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

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

ITEM

Approval of Revisions to the Policy on Centers and Institutes

PROPOSAL

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

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

RECOMMENDATION

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

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

03/23/2023 – Board of Regents

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

CSCU ESTABLISHMENT OF CENTERS AND INSTITUTES POLICY

Policy Statement

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

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

Definitions -

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

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

Features –

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

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

Additionally, BOR encourages Centers/Institutes:

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

Policy Guidelines

Establishing a Center/Institute

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

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

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

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

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

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

Center/Institute Evaluation

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

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

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

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

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

Continuation or Discontinuation of Center/Institute

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

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

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

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

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

Revised:

ASA – 01-24-2020

BOR - 02/06/2020

THE ESTABLISHMENT OF CENTERS AND INSTITUTES

Policy Statement

Introduction

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

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

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

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

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

Definitions & Features

Centers and Institutes:

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

CT, or beyond.

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

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

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

Establishing a Center/Institute

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

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

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

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

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

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Rescission of CT State Academic Policies
March 23, 2023

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

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

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

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

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

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

CT State Policies: Rescissions

For Consideration by the BOR ASA Committee

March 10, 2023

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

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

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

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

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

Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Western Connecticut State University
Tenure – Spring 2023

March 23, 2023

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

A True Copy:

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

ITEM

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

BACKGROUND

In accordance with the CSU-AAUP Collective Bargaining Agreement, the Board of Regents awards promotion and tenure to faculty at the four institutions of the Connecticut State University. The contract prescribes a thorough, multi-level review process at the institutions. Recommendations forwarded to the Board have been approved by the respective university president and provost. The Board of Regents acts upon the presidents' recommendations. The letters of recommendation are attached.



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

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

Tenure

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

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

PBB/moc

TO: Dr. Paul Beran, Interim President

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

DATE: November 30, 2022

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

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

TENURE

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

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

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

EDUCATION:

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

ACADEMIC EXPERIENCE:

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

Undergraduate:

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

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

Undergraduate:

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

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

Undergraduate:

- NUR 255: Clinical Nursing Practice II at Danbury Hospital

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

Undergraduate:

- NUR 235: Clinical Nursing Practice I at Hancock Hall

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

Undergraduate:

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

Service to the Department:

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

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

Service to Western Connecticut State University:

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

CREATIVE ACTIVITY:

Publications

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

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

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

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

Presentations

International:

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

National:

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

Regional:

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

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

State/Local:

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

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

Preceptor

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

Research interests

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

Awards & Honors

VHA Leading Practice Blueprint · Care Coordination

2014

PREVIOUS PROFESSIONAL EXPERIENCE:

Nurse Care Coordinator

Western Connecticut Health Network · Brookfield, CT

August 2012 – January 2018

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

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

Assistant Nurse Manger

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

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

Staff Nurse

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

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

Professional Activity:

Licensure and Certifications

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

Professional Memberships

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

Continuing Professional Education

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

Community Involvement

2020-2021

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

2019

- Abbot Technical School Collaborative Meeting for Curriculum Insights, Attendee

Conferences & Workshops

2022

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

College Columbia University

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

2021

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

2020

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

2019

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

2018

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

2016

- Connecticut Collaborative Research Day, Connecticut League for Nursing

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

CURRICULUM VITAE

ACADEMIC BACKGROUND:

Doctor of Social Work

Southern Connecticut State University, New Haven, CT 2021

Master of Social Work, *Advanced Standing*

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

Bachelor of Arts, Social Work

Western Connecticut State University, Danbury, CT 2004

Associate of Arts and Science in Human Services

Naugatuck Valley Community College, Waterbury, CT 2002

CURRENT LICENSURE AND CERTIFICATES:

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

PROFESSIONAL ASSOCIATIONS:

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

HONORS AND AWARDS:

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

PRESENTATIONS:

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

PUBLICATION:

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

PROFESSIONAL/RESEARCH INTERESTS:

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

TEACHING EXPERIENCE:

Western Connecticut State University, Danbury, CT

Field Coordinator/Assistant Professor

August 2017-Present

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

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

Western Connecticut State University, Danbury, CT

Adjunct Professor /Special Appointment

August 2015- May 2017

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

PROFESSIONAL EXPERIENCE:

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

Treatment and Adolescent Social Worker

March 2005- June 2010

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

Family and Children's Aid, Danbury, CT

Shift Coordinator for Permanency Diagnostic Center

October 2003-May 2004

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

Girl Scout Council of Southwestern Connecticut, Wilton, CT

Membership Specialist

March 2002-August 2003

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

Danbury Youth Services, Danbury, CT

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

June 2000-March 2001

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

PROGRAMS AND WORKSHOPS:

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

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

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

PROGRAMS AND WORKSHOPS Continued:

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

VOLUNTEER EXPERIENCE:

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

PROFESSIONAL REFERENCES:

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Board of Regents

RESOLUTION

Concerning

COMMUNITY COLLEGE FY2024 TUITION, FEES, AND FINANCIAL AID SET-ASIDE

March 23, 2023

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, The 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 proposed minor and technical fee changes as presented were developed through discussions among stakeholders, who arrived at the consensus that CSCU is best served by maintaining the current tuition, mandatory fees, and financial aid set-aside percentage at our institutions, therefore be it

RESOLVED, That the FY 2023 tuition and fees approved at the February 24, 2022 meeting of the Board of Regents remain in effect for FY 2024, except for the minor and technical fee changes reflected on the attached report, and be it further

RESOLVED, That for FY 2024, the Colleges shall set aside 17% of tuition for financial aid, and that 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, That tuition and fee rates may be reconsidered by the BOR should circumstances warrant.

A True Copy:

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

STAFF REPORT

CT State Community College FY 24 Fees

Given the uncertainty faced by the CT State Community College with respect to state funding, the administration has elected to defer consideration of any substantive increases in tuition and fees. However, there are some important changes to community college fees that are necessary in order to make sense in the context of a single college, and to align with revised business practices and the implementation of a new unified financial and student data system for CT State. Therefore, at this time, CT State is recommending minor and conforming changes to the fee structure and no tuition increases for FY 24.

College Service Fee

The current irregular, incremental pricing by credit for the college service fee requires manual programming in the Banner IT enterprise system that is difficult to maintain. Rationalizing the fees to a fixed amount for the first three credits and each additional credit thereafter facilitates the administration of this fee on student bills. The fees would change as follows:

- In-State students a proposed \$100 flat fee, and \$20 per credit above three credits
- Out-of-State students a proposed \$300 flat fee, and \$50 per credit above three credits
- NEBHE students a proposed \$140 flat fee, and \$30 per credit above three credits

Overall, this approach is cost neutral and keeps the fees for each credit very close to the current rate.

| Credits | In State | | Out-of-State | | NEBHE | |
|------------|----------|-------|--------------|-------|---------|-------|
| | Current | FY 24 | Current | FY 24 | Current | FY 24 |
| 1 | \$92 | \$100 | \$277 | \$300 | \$139 | \$140 |
| 2 | \$101 | \$100 | \$299 | \$300 | \$151 | \$140 |
| 3 | \$107 | \$100 | \$318 | \$300 | \$160 | \$140 |
| 4 | \$112 | \$120 | \$334 | \$350 | \$169 | \$170 |
| 5 | \$133 | \$140 | \$394 | \$400 | \$199 | \$200 |
| 6 | \$151 | \$160 | \$446 | \$450 | \$227 | \$230 |
| 7 | \$170 | \$180 | \$503 | \$500 | \$255 | \$260 |
| 8 | \$186 | \$200 | \$550 | \$550 | \$280 | \$290 |
| 9 | \$207 | \$220 | \$610 | \$600 | \$310 | \$320 |
| 10 | \$222 | \$240 | \$657 | \$650 | \$334 | \$350 |
| 11 | \$241 | \$260 | \$714 | \$700 | \$363 | \$380 |
| 12 or more | \$262 | \$280 | \$774 | \$750 | \$392 | \$410 |

Student Activity Fee

Pursuant to the recommendations of the Student Activities Committee Final Report, the Student Activity Fee is standardized across all campuses for FY 24 as follows:

| | Current Year | FY 24 |
|-----------------------------|------------------|---|
| Student Activity Fee | Varies by campus | Standardize to \$20 for full-time students per semester; \$10 for part-time students per semester |

Transportation Fees

Currently, ten campuses (excluding NVCC and QVCC) participate in the UPass program, which allows students access to CT Transit (including CT Fastrak and Express) statewide, CT Rail Hartford lines between New Haven and Springfield, CT Rail Shore Line East, and New Haven Metro-North to the state border. <https://ctrides.com/u-pass-ct/> For FY 24, students identifying one of these ten campuses as their home campus will continue to pay the same UPass fee of \$40 per semester, or less based on agreements between CSCU and CT Department of Transportation (DOT) which establishing rates for the UPASS program to receive these benefits.

For FY 24, students identifying Naugatuck Valley as their home campus will pay a new NV-Rides fee which provides a bus pass for public transportation routes in Waterbury and Danbury. Formerly, NVCC had a fee for these transportation services as part of their student activity fee. The FY 24 NV-Rides fee would be as follows:

- \$10 per semester for full-time students
- \$5 per semester for part-time students

Subject to the terms of agreement with DOT, students identifying Quinebaug Valley as their home campus may opt-in to the UPass program, but otherwise are not assessed a transportation fee.

Non-credit students on any campus may opt-into a transportation program by paying the transportation fee.

Recommendation

Staff recommends adoption of the included resolution implementing the fee adjustments described here and leaving the remaining tuition and fee items unchanged from FY2023.