



# Board of Regents

## AGENDA - REGULAR MEETING

10:00 a.m., Thursday, May 18, 2023

Conducted In-Person at 61 Woodland Street, Hartford and Remotely

Meeting will stream live at: [https://www.youtube.com/watch?v=5y\\_sJwGwvU](https://www.youtube.com/watch?v=5y_sJwGwvU)

### \* No Invitation to Address the Board:

As our May 2023 Board Agenda is dedicated to recognizing and celebrating the work of our faculty, staff, and students, there will be no invitation for the public to address the Board. Individuals wishing to submit a communication via email may do so no later than 24 hours prior to the start of the meeting to the following email address: [pheleen@commnet.edu](mailto:pheleen@commnet.edu). 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.**

1. **Call to Order, Roll Call & Declaration of Quorum**
2. **Adoption of Agenda**
3. **Comments from Chair JoAnn Ryan**
4. **Comments from CSCU President Terrence Cheng**
5. **Faculty Award Recognition – Regent Bloom and Dr. Rai Kathuria**
6. **Approval of Previous Meeting Minutes**
  - **March 23, 2023 – Regular BOR Meeting.....Page 1**
  - **April 18, 2023 – Special BOR Meeting.....Page 42**
7. **Consent Agenda**
  - a. Academic Programs – Discontinuations.....Page 44
    - i. Post-Baccalaureate Certificates – Southern CT State University
  - b. Academic Programs – Suspensions.....Page 49
    - i. Early Childhood Teaching Credential (EECTC B) – Interdisciplinary Studies – Southern CT State University
    - ii. Mathematics – M.A. – Western CT State University
  - c. Academic Programs – Modifications..... Page 57
    - i. Organizational Management – M.S. – Eastern CT State University [Modification of courses/course substitutions; change in modality; name change]
    - ii. School Psychology – MS – Southern CT State University [Modification courses/course substitutions]
    - iii. School Psychology – Sixth Year Certificate – Southern CT State University [Modification of courses/course substitutions]
    - iv. Social Work – B.S.W. – Charter Oak State College [Modification of courses/course substitutions]
    - v. Studio Art – B.A. – Southern CT State University [Name Change]
    - vi. Music Education – B.S. – Central CT State University [Significant Modification of Courses / Course Substitutions]
    - vii. School Health Education – M.S. – Southern CT State University [Modification of Instructional Delivery]

- viii. Graduate Reading – Remedial Reading and Language Arts – M.S. – Southern CT State University [Modification of Instructional Delivery]
- ix. Graduate Reading – Reading and Language Arts Consultant – Post-Masters Certificate – Southern CT State University [Modification of Instructional Delivery]
- x. Graduate Reading – Remedial Reading and Language Arts Consultant – Sixth Year Certificate – Southern CT State University [Modification of Instructional Delivery]
- xi. Instructional Leadership – Ed.D. – Western CT State University [Significant Modification of Courses / Course Substitutions]
- d. Academic Programs - New Programs.....Page 169
  - i. Health and Wellness Management – B.S. - Western CT State University
  - ii. Nursing – B.S. – Eastern CT State University
- e. Board of Regents Faculty Awards.....Page 214
- f. CSU Promotions and Tenures.....Page 223
  - i. Central CT State University
  - ii. Eastern CT State University
  - iii. Southern CT State University
  - iv. Western CT State University
- g. Faculty Research Grants.....Page 377
  - i. Central CT State University
  - ii. Eastern CT State University
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  - iv. Western CT State University
- h. Recognizing the CSCU Phi Theta Kappa (PTK) All-Connecticut Academic Team.....Page 390
- j. 2022 Henry Barnard Award Recipients.....Page 392
- k. CSU Professor Nomination .....Page 395
- 8. **Academic & Student Affairs Committee – Ira Bloom, Chair**  
 April Meeting: <https://www.youtube.com/watch?v=FwOk5V2UGY0>  
 May Meeting: <https://www.youtube.com/watch?v=KCcETvCml70>  
 Report. No items
- 9. **Audit Committee – Eleese Wright, Chair**  
 Report. No items  
<https://www.youtube.com/watch?v=qKIMo2DqBcM>
- 10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**  
 Report. No items  
<https://www.youtube.com/watch?v=nYT-y784PvI>
- 11. **Human Resources & Administration Committee – Holly Howery, Chair**  
 Report. No Items  
<https://www.youtube.com/watch?v=rkEeBQMwaxM>
- 12. **Executive Committee – JoAnn Ryan, Chair**  
 No report. No items  
<https://www.youtube.com/watch?v=E5tQr1urJs0>
- 13. **Executive Session** - to discuss the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee
- 14. **Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)**

**MINUTES OF REGULAR MEETING**

**THURSDAY, MARCH 23, 2023**

**CONDUCTED VIA WEBEX**

**LIVESTREAMED ON**

<https://www.youtube.com/watch?v=OEWq128DakQ>

<b>REGENTS - PARTICIPATING (Y = yes / N = no)</b>	
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
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Luis Sanchez-Chiriboga, Student Regent	Y
Ari Santiago	Y
Erin Stewart	Y
Elease E. Wright	Y
*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  
 Danny Aniello, Executive Director for System Project Management  
 Jessica Paquette, Executive Director for Presidential Initiatives  
 Ben Barnes, CSCU VP of Finance and Administration, Chief Financial Officer  
 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)

### **CALL TO ORDER**

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

### **ADOPTION OF AGENDA**

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

### **CHAIR RYAN'S REMARKS**

- Chair Ryan noted that the Board was informed by the House Republican Leader of the Connecticut Legislature of the appointment of Sophia Jappinen. She is appointed to replace Matt Fleury as an alumnus of Charter Oak State College where she got her Master of Science degree in Organizational Effectiveness & Leadership in 2021. Regent Jappinen is a Senior Media Systems Engineer at The Walt Disney Company responsible for media design, implementation, and distribution. Prior to more than 10 years at Disney, she spent time at ESPN as a systems engineer. Chair Ryan welcomed her.
- She and Regent McCarthy met with Governor Lamont to provide an update on CSCU initiatives and to reinforce the importance of the request CSCU has before him and the legislature, as well as the Board's ongoing advocacy and support for the efforts of CSCU leadership. Regent McCarthy also commented on this meeting.
- She congratulated Regents James, McCarthy, and Stewart on their successful Executive Nominations Committee process and that they are now being recommended for approval to the General Assembly.

### **PRESIDENT CHENG'S REMARKS**

- President Cheng also welcomed Regent Sophia Jappinen and congratulated Regents McCarthy, James, and Stewart for their testimony during their confirmation hearings.
- President Cheng commented that since the release of CSCU 2030 in January, CSCU leadership has testified in front of the Appropriations Committee, the Higher Education and Employment Advancement Committee, and the Finance, Revenue, and Bonding Committee. In addition, many legislators have been hosted at our legislative breakfasts where they had the opportunity to hear directly from students, faculty, and staff at our institutions. He thanked those who organized and hosted all the engagements, as well as the students and faculty at each institution and campus who showcased high quality and impactful work. He also recognized the collective bargaining unit leaders (Dr. Louise Williams, Dr. John O'Connor, Dr. Cynthia Stretch of AAUP; Greg Crerar, John Derman of SUOAF; Prof. Seth Freeman, Dr. Colena Sesanker of 4Cs; Paul Morganti, Sarah Ellis, Larry Salay representing AFSCME) and their members who came to many venues and, through a myriad efforts, called for greater funding for the CSCU system and its institutions. He noted his gratitude for their continued efforts and willingness to partner and collaborate in a positive and professional manner to achieve shared goals.
- He reported that President Joe Bertolino of Southern Connecticut State University will be stepping down in June to be the sixth president of Stockton University in New Jersey. He noted his warmth, candor, calm, and his genuine care for his institution and his students. Transition plans at Southern will be announced in the coming weeks.

- President Cheng concluded with remarks about Western Connecticut State University:
  - Under Interim President Paul Beran's leadership, in just 10 months, the university's administration has forged strong partnerships with the faculty, staff, students, and surrounding community. Through transparency and clear communication, Western has been able to make great strides to stabilize and prepare for a more prosperous and sustainable future.
  - He thanked President Beran, Provost Alexander, Vice President Murray, and Vice President Fevry for their hard work and thanked the faculty and staff leaders at Western who have joined the administration in identifying concerns and worked together to create solutions.

**INSTITUTIONAL UPDATE** - Western Connecticut State College (13:36)

- The following members of the WCSU leadership team provided updates on campus initiatives:
  - Dr. Paul B. Beran, Interim President
  - Dr. Missy Alexander, Provost and Vice President of Academic Affairs
  - Beatrice Fevry, Vice President of Finance & Administration, Chief Financial Officer
  - Jay Murray, Vice President of Enrollment Management and Student Affairs
  - Dr. Ethan Balk, University Senate President & Associate Professor/Clinical Dietitian
  - Dr. Forest Robertson, Assoc. Professor/Chemistry, MSAS Program Review Committee Chair, Promotion and Tenure Committee Co-Chair
  - Paul Steinmetz, Special Assistant to the President
- Interim President Beran provided an update on the last 8 months of activity at WCSU, including his approach to gathering information and leadership team building. He introduced the leadership team who is taking steps to reshape the institution organizationally, structurally, and organically to maximize WCSU's ability to be cost effective, efficient, and ultimately generate more revenue by keeping students and serving them better without projecting huge increases in incoming enrollment.
- VP Fevry provided updates on the vision, goals, and strategies in the Finance and Administration area. She discussed the creation of transparency, collaboration, and strategic capacity.
- VP Murray discussed the creation of the Division of Enrollment Management & Student Affairs
- Provost Alexander provided program re-development updates for Social Sciences and Meteorology. She also noted that the Justice and Law Administration program has been repositioned in the School of Professional Studies and the Departments of Communication & Media Arts and Creative & Professional Writing have been moved to the School of Visual & Performing Arts. She also spoke about the General Education curriculum, scheduling, and faculty workload.
- University Senate President Dr. Balk and Dr. Robertson provided commentary.
- Regents James, Stewart, McCarthy, and Santiago voiced their support for the efforts going at WCSU.

### **OPPORTUNITY TO ADDRESS THE BOR**

The Board received 15 written communications this month; they are included as Attachment A.

<b><u>Students</u></b>	<b><u>Faculty/Public</u></b>
Nick Costantini SCSU	Sara Berry, Adjunct Professor Manchester CC 4Cs Chapter Co-Chair, State Vice-President for Part-timers
Keyira Whittingham SCSU	Sarah Churchill, Adjunct Professor, Housatonic CC
	Elle Van Dermark, Professor History & Political Science, Asnuntuck CC
	Seth Freeman 4Cs President

- President Cheng thanked everyone who set time aside to provide public testimony. He also noted that if leadership is not responding to the concerns expressed by the faculty, staff, and students, then CSCU has to do better.
- In regard to the legislation concerning percentages of part-time versus full-time faculty, President Cheng noted that we need to use the same data. He cited statistics to demonstrate that across the colleges, we are not at a 75% part-time to full-time ratio and that certain campuses have higher ratios than preferred. When common data is identified, agreement can be reached on the problem and work can begin to solve the problem. He reiterated that he believes that this matter is a collective bargaining issue, one that should be negotiated at the "table." Professor Sesanker provided commentary and asked that the data he cited be shared. (1:17:38)

### **APPROVAL OF PREVIOUS MEETING MINUTES**

On a motion by Regent Santiago and seconded by Regent Stewart, the February 16, 2023 Regular Meeting minutes were approved after a unanimous voice vote.

### **CONSENT AGENDA**

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

#### **Academic Programs**

##### **New Programs**

- Health & Wellness Coaching - B.S. - Southern CT State University
- Intermediate Administrator - Post-Masters Certificate - Southern CT State University

##### **Modifications**

- Health Promotion Studies - B.S. - Western CT State University [Name change to Public Health]

#### **Honorary Degrees**

#### **Policy Revisions**

- Centers and Institutes
- CT State Policy Rescissions

#### **Tenure**

## RESOLUTIONS APPROVED ON CONSENT

### Academic Programs - New Programs

- i. 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.
- ii. 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.

### Academic Programs - Modifications

- i. 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.

### Honorary Degrees

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



**Policy Revisions**

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

**Tenure**

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

**ACADEMIC & STUDENT AFFAIRS COMMITTEE - Committee Chair Bloom**

The Academic & Student Affairs Committee met on March 10 and he thanks the Board for approving, on Consent, the items put forward.

**AUDIT COMMITTEE - Committee Chair Elease Wright**

No report.

**FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci**

Chair Balducci reported that the Finance and Infrastructure Committee met on March 15 to consider the following resolution recommended for full Board approval.

Action Item:

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

*Regent Balducci presented the resolution as a motion to approve. The motion was seconded by Regent Porth.*

*There was no discussion. The resolution passed unanimously.*

**HUMAN RESOURCES & ADMINISTRATION COMMITTEE - Committee Chair Howery**

No report.

**EXECUTIVE COMMITTEE - Chair Ryan**

No report.



**SPECIAL MOTION FROM THE FLOOR - Regent Stewart**

**CSCU-WIDE BOR HONORARY DEGREES**

WHEREAS, on the evening on October 12, 2022, tragedy struck the community of Bristol, Connecticut; and

WHEREAS, in the course of responding to a domestic violence incident, two Bristol police officers, Lieutenant Dustin DeMonte and Sergeant Alex Hamzy, were killed and one, Officer Alec Iurato, was seriously injured; and

WHEREAS, Connecticut State Colleges & Universities recognizes the sacrifice of these three officers.

WHEREAS, Lieutenant Dustin DeMonte was a 2010 graduate of Central Connecticut State University with a Bachelor's degree in criminology, and;

WHEREAS, Sergeant Alex Hamzy attended Tunxis Community College from 2009 to 2013 studying both Business Administration and Criminal Justice, and;

WHEREAS, Officer Alec Iurato moved to Connecticut in 2018 after having earned a Bachelor's degree in government, law, and national security from Misericordia University, and

WHEREAS, these three officers dedicated their lives to public service, and it is right and just that Connecticut State Colleges & Universities recognize their contributions; now, therefore, be it

RESOLVED, that the Board of Regents for Higher Education recognizes Lieutenant Dustin Demonte (posthumously), Sergeant Alex Hamzy (posthumously), and Officer Alec Iurato for their vital contributions to the Bristol, CT community; and, be it further

RESOLVED, that the Board of Regents, in consultation with President Cheng, has conferred CSCU-wide honorary degrees as follows:

- Masters of Science Degree in Criminology to Dustin Demonte
- Associates of Arts Degree in Business Administration to Alex Hamzy
- Associates of Arts Degree in Criminal Justice to Alec Iurato; and be it further

RESOLVED that these honorary degrees be conferred at an occasion mutually acceptable to all parties; and be it further

RESOLVED that Board of Regents for Higher Education extends its sincere appreciation for the dedication and sacrifice of Dustin DeMonte, Alex Hamzy, and Alec Iurato.

*Regent Stewart read the resolution and made the motion to approve which was seconded by Regent McCarthy. President Cheng thanked the Board for recognizing the service of these 3 police officers. The motion passed unanimously.*

**EXECUTIVE SESSION**

At 11:31 p.m. on a motion by Regent Wright, seconded by Regent Bloom, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Ryan announced that no votes would be taken in Executive Session and that the meeting will be immediately adjourned following Executive Session. Chair Ryan directed President Cheng to remain with the Board in Executive Session.

*The motion carried unanimously.*

**ADJOURNMENT**

The meeting adjourned at 12:27 p.m.

Submitted,

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

# **Attachment A**

## **Written Comments**

CSCU Board of Regents,

March 23<sup>rd</sup>, 2023

Julia Alicea, Class of 2023

Southern Connecticut State University

My name is Julia Alicea, and I am currently a student at SCSU (Southern Connecticut State University), studying communication with a concentration in advertising and promotions. I currently live off campus in New Haven and commute daily to Southern multiple times a day as I am also a member of the women's soccer team. I'm writing this letter with great concern in regard to the budget cuts to the CSU's. Unfortunately for me, I was not granted a full scholarship to play sports at the collegiate level. Because of this, I will continue to pay off the debt of student loans for the vast majority of my life.

I along with many other students across all schools in Connecticut am concerned that the budget cuts will make it continuously harder for Students to enroll in college due to potential increases in the costs of tuition. State schools give me and thousands of other students the opportunity to juggle having a job and going to school, playing a sport and going to school, or doing all three of those things.

Making college affordable for more students can potentially increase access and lower the barriers that come with completion of a college degree. This could help close the projected degree gap by 2030, and at the same time promote more equitable access to and success in college.

My mother has been extremely supportive throughout my college career and helping with payments as much as she can. I come from a single-parent household, and my mother was recently put out of work due to the emotional abuse she was receiving at her workplace. My mother was an administrator at an elementary school in the town I am from, and because of this education has always been a huge part of my life and taken very seriously. I was extremely fortunate to receive some money athletically, but not enough to the point of where I know I will be living comfortably after graduating from SCSU.

Throughout my years at Southern Connecticut State University at I have grown to love certain parts of the process and dislike other parts. Due to such a low enrollment in many of my courses, the trajectory of my last semester senior year was changed drastically. Upon my last semester of senior year, I was checking my course schedule after winter break and realized that 3 out of my 4 final classes were dropped due to Southern not having enough funding to run the course with such low enrollment. This of course did not only affect me, but it affected my professors as well, as they now will have to make up the classes that got dropped. This experience was stressful to say the least and could have been avoidable.

There are many people like me and there are many people less fortunate than I who received no money to go to school and who must pay for their own school. Unlike many of our state

representatives, current and past governors, and higher-ups in charge of our schooling, I did not have the means to attend prestigious colleges and universities.

I hope that everyone in a position of power understands the great importance of keeping the current budget and/or raising it to benefit the future workers of CT. Please support students like me and unlike me and vote for an increase in funding for the CSU's. Many lives will be greatly impacted by making this change in our higher education system.

Hello, my name is Sara Berry and I'm an adjunct faculty member at Manchester Community College, a member of the 4Cs, and a proud MCC Alum.

Research shows that more access to full-time faculty means higher rates of student success. There are many reasons for this, the most obvious being that full-time faculty have more access to resources: More space, more technology, and- most importantly- more time to invest in their students.

Adjuncts do not have private offices on campus- many have no office, and those that do share it with multiple colleagues. At MCC there are often multiple adjuncts working with students simultaneously in one space. At one time, there may be an adjunct giving a makeup exam, another reviewing course concepts with a student seeking help, another discussing the likelihood of passing with a student, another whose student is explaining personal circumstances, and yet another adjunct trying to concentrate on grading assignments. None of these students are getting the best experience, nor the same attention they would if a full-time faculty member with a private office taught their course: The student taking an exam would have a quiet workspace, the student reviewing material would be able to focus on their professor's explanations, the students struggling with the course or personal problems could have a place to discuss their concerns privately without sharing their personal business with a full room, and the students whose professor is trying to concentrate on grading would likely have their work returned sooner and with more feedback.

Adjuncts do not have the same access to technology as full-time faculty. The computers in MCC's adjunct office don't have webcams or mics, making it impossible to meet virtually with students without providing my own equipment. Full-time faculty are issued college laptops with these capabilities, while adjuncts, when not on campus, are on our own to provide necessary technology, which not all of us can afford. From my own personal experience: My personal laptop needs to be replaced due to a corrupted hard drive. I lost one of my classes this semester, so I can't afford to replace it right now. The only way I can do anything for my class that requires a computer is to spend as much time on campus using an office computer. This means when we have a snow day, I can't grade students' work in Blackboard, upload the next assignment, or update my slides for class. If I was full-time faculty, I would have a college laptop. This puts my students at a disadvantage.

Many adjuncts work multiple part-time jobs- thus having less time to spend on campus: Less time to meet with students, less connection to the campus community, and less knowledge of the resources available to students- which means less ability to refer students in need to appropriate services.

75% of community college courses are taught by adjuncts, which means 75% of courses are taught by faculty lacking necessary resources. That does NOT mean that 75% of our courses are taught by less qualified or talented instructors, but it DOES mean that 75% of our faculty is being exploited, working part-time with less pay, no health benefits, and no job security. It

means that 75% of our students may or may not be able to connect with their professors next semester, when they need recommendation letters.

This overreliance on adjunct faculty disadvantages our students and our colleges in many other ways. Many full-time faculty vacancies left by the high numbers of retirements in the last few years mean there are less full-time faculty on campuses to divide the work that full-time faculty members do that adjuncts cannot: things like curriculum development, committee work, college governance, assessment, supervising adjuncts, developing and growing our programs, and countless other tasks that full-time faculty members do. This adds much work to the already overburdened full-time faculty members.

In this post-pandemic era, where students are coming to college less prepared than students three years ago, they need more full-time faculty to support them as they work to catch up from the learning losses they suffered during lockdown. Students want to re-engage with their peers and college communities, they want to form clubs and host events. Adjunct faculty are not allowed to advise student clubs. With fewer full-time faculty, it is harder for them to find an advisor, because there are fewer full-time faculty members, who is able to take on the additional commitment of advising a club, because the full-time faculty members already have too much on their plates because there aren't enough of them.

It is imperative to our students' success that community colleges hire more full-time faculty if we are truly putting "Students First".



## Statement to the CSCU Board of Regents – 3/23/23

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



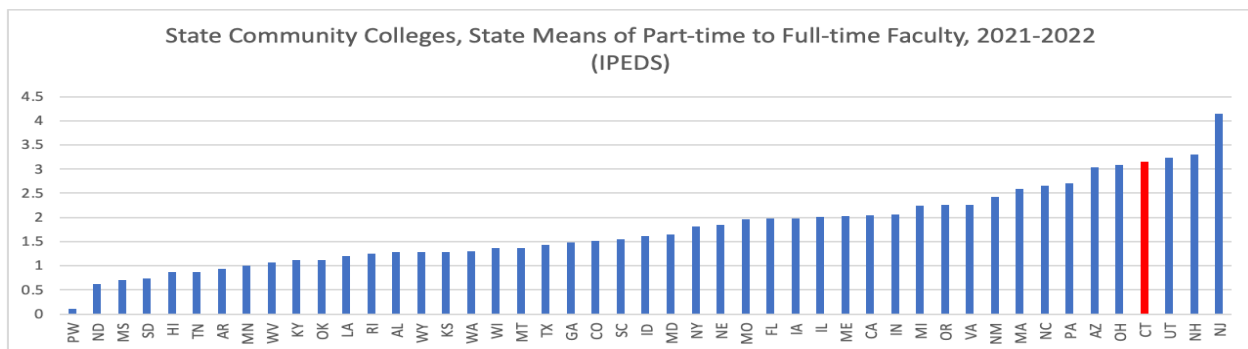
Board of Regents Members,

This month I will use our statement to talk about our students and our community demands to end structural racism in our CSCU system and end the exploitation of adjunct faculty in our community colleges. I will also highlight our students and community demands to stop the tuition hikes this Board is still threatening to enact. I will also use this statement to criticize CSCU President Cheng for his failure to involve CSCU faculty and staff in the development of the CSCU 2030 plan, and how this was a missed opportunity on his part. And I will finish by strongly criticizing the continued failures of CSCU Human Resources, and specifically the mismanagement of VP of HR Ben Barnes and HR Director Mike Lopez.

***Demand an End to Structural Racism in CSCU system***  
***Demand an End to the Exploitation of our Adjunct Faculty***  
***Fight for Senate Bill 1105***

**It is time for the Board of Regents to fix the long-standing problem and inequity of over-reliance on adjunct faculty in our community college system.**

75% of our teaching workforce in our community colleges is comprised of part-time (adjunct) faculty. An analysis of IPEDS data shows that CT is failing compared to other states in our rates of full-time faculty in our community college system. We currently have the 4th highest ratio of part-time to full-time faculty in two-year public institutions across the nation.



For decades, faculty and staff across our community colleges, and our faculty and staff unions, have decried the shortage of full-time faculty on our campuses. For decades, we have been told by system managers and our campus-managers that we simply can't afford to hire more full-

time faculty. We have been told that management agrees for the need to hire more full-time faculty, but that we simply did not have the resources.

I will share my personal experience and why this fight is so important to me.

I started as an Adjunct Faculty at Capital Community College back in 2002. I was very fortunate to begin teaching and fell in love with the work. I soon began looking for other teaching opportunities, and soon found an opportunity to also teach part-time at Tunxis Community College.

When I was an adjunct faculty member, I had limited participation in the college communities where I taught. While an adjunct at Capital and Tunxis, I had some opportunities to attend meetings and participate in campus activities, but I did not have the time to do so. I was working as a substitute teacher in the Hartford Public school system at the time, and also working as a Web Developer. Because I had three jobs, I did not have the time to participate in campus activities. I would teach my classes, but then I had to leave the campus to get back to my other jobs and responsibilities. I was not paid to do anything other than teach, so there was no incentive for me, or expectation of me, to do much else.

I continued to teach as an adjunct faculty until 2007 when I became a full-time administrator at Capital, and 2009 when I became a full-time faculty member. Once becoming full-time faculty, it was like a switch was flipped, and so much changed. Once full-time, I began to participate in department meetings and serve on shared governance committees. I began to build relationships with faculty and staff outside of my department and all over the college. I began to advise students and form deep relationships with students in the Computer Technology degree program that I taught in. Once becoming full-time, I was afforded the opportunity to become a full member of our academic community at Capital.

Once becoming full-time, I had the opportunity to give so much more of myself and my knowledge to my students at Capital, and the opportunity to give so much more of myself to my campus and community. I believe full-time teaching in our community college system is an honor and one of the best jobs in the world. I have participated in and led amazing projects and service work, most notably being awarded a National Science Foundation grant to support high schools in expanding access to Computer Science to underrepresented students, and starting the Youth Summer Computer Science Program at Capital to provide free computer science summer programming to Hartford youth. I would not have been able to do any of this as an adjunct faculty member.

I have grown in my profession because the State of CT invested in me as a full-time faculty member. I have found inspiring and creative ways to give all of myself to Capital Community College, because CT invested in me as a full-time faculty member. I personally know it is time to end this broken system, because too many of our adjunct faculty continue to be systematically and structurally denied the ability to give all of themselves and their abilities to our colleges, our communities, and our students as I have been privileged to be able to.

I will also quickly share the ugly and painful side of working as an adjunct faculty. I recall the worrisome and frustrating feeling of being assigned to a class, but not knowing until the start of the semester if my class would run, and if I would have a job or not. I recall the stinging and painful feeling of having my course cancelled at the last minute. This happens so much in our public community college system in CT that we euphemistically call it **bumping**. I recall the pain of being bumped. I recall being angry and thinking how unfair it is to me as the faculty member prepared to teach the class, and how unfair it is for the students looking forward to take the class with me. Every time we “bump” an adjunct we are causing harm. Harm to the worker and harm to our students.

In our union, every semester we hear these painful realities repeating themselves over and over again. Every semester, we hear the frustration and pain of our adjunct faculty, who face the persistent and never-ending precarity and insecurity of adjunct work.

Our unions (AFT, 4Cs, CSU-AAUP) partnered with A Better Connecticut Institute to perform a survey of adjunct faculty across our CSCU system. Over 1,000 adjunct faculty responded. The results of the survey highlight what happens when our state fails to adequately invest public higher education, and when we fail to invest in our workforce. The report shows:

- 28% report difficulty affording necessities, including utilities and health care
- 15% find themselves applying for and dependent on government benefits programs including HUSKY and SNAP
- 50% report struggling financially through-out the year with the hardest financial times being summer and midwinter when there are limited to no classes on campuses.
- 10% report currently living in housing precarity

**In our community colleges, we have amazing, outstanding, talented, remarkable adjunct faculty who dedicate so much of themselves to our students.** Our adjuncts provide excellent service and teaching to our students. Our adjunct faculty give so much to our students, despite the lack of investment our system is making in them.

The time has come where we demand that CSCU move away from a majority part-time teaching workforce to a majority full-time teaching workforce because we know from our experience, and from research, that this is what is best for students.

The research is clear that higher rates of full-time faculty correspond to higher rates of student retention, graduation and transfer. Studies show:

- Increased utilization of PT non-tenure track faculty is associated with lower student retention rates and lower student graduation rates
- Students with more full-time tenure track faculty are more likely to transfer to four-year universities. Researchers found a 4% increase in transfers to four-year institutions per 10% increase in the proportion of tenured faculty.

- There is a direct relationship between diminished student/faculty interactions and diminished student outcomes. Inaccessibility of part-time faculty to students due to time pressures, lack of office space, and holding jobs at multiple locations, negatively impacts student outcomes
- The working conditions of contingent faculty, lack of job security, and the tenuous relationship between contingent faculty and their employing colleges interfere with the ability of faculty to challenge students and engage in the most impactful instructional practices

It is also time to move away from a majority part-time teaching workforce to a majority full-time teaching workforce, because our current public higher education system is reenforcing **structural racism**. In our current public higher education system, there is a direct correlation between the race/ethnicity of the overall student body and the access to full-time faculty. When we compare UConn, our state universities, and our colleges, we see that as the percentage minority students increase, the percentage of full-time faculty decreases.

**This is wrong and this simply needs to end.**

Since this Board of Regents was founded in 2011, this Board has refused to act on this long standing problem of over-reliance of PT faculty in our community college system. Faculty have brought our concerns to campus management for decades, and in recent years we have brought our concerns directly to this Board. We have testified at Board hearings about the structural racism in CT public higher education and the need for more full-time faculty. We explicitly brought this issue to this Board in our last contract negotiations, where you replied to us that they were not interested in hiring more full-time faculty and addressing our PT/FT staffing ratios.

This is why the current legislation – Senate Bill 1105 – is so important. **We need the legislature to intervene and do what is right and just.**

**SB 1105 will ensure that that our students get what they deserve.** Our students - majority Black and Brown, low-income, and first-generation students - deserve the same access to FT faculty as any other student in the state of CT and the same access to FT faculty as public two-year colleges across the country.

## Stop the Tuition Hikes in Our Community Colleges

Our community, students, faculty and staff strongly oppose tuition hikes in our colleges. Faculty, staff, students and our community members appreciate that this Board has heard our opposition and has postponed taking any action on Tuition Hikes until June of this year.

**However, this is not enough.**

We demand that this Board announce that you will keep tuition flat in our colleges. Until you do so, we will continue to fight this Board on this issue.

Tuition hikes hurt our students. Tuition hikes are bad public policy.

We are fighting against the failed policies of neoliberalism that shift the costs and burden of higher education onto the backs of our students and families. We 1000% support the efforts of this Board to expand the PACT program to returning students. **That is excellent policy.** Increasing tuition, however, is not.

Our communities are standing up to demand educational justice. We are challenging our state, and this Board, to address structural racism and public austerity. We believe public education is a public good. We will no longer be silent and just stand by when we see this Board enact bad policy that hurts our students.

## Failure of Leadership by CSCU President Cheng CSCU 2030 Created with No Faculty and Staff Input

It is important that CSCU faculty and staff across the state transparently confront and challenge CSCU President Cheng for this failure in leadership in developing the CSCU 2030 plan. The problem with CSCU 2030 is that President Cheng and this Board did not involving faculty and staff in developing the plan. Because President Cheng did not involve faculty and staff across CSCU in the development process, there is very little faculty and staff support or buy-in for the plan.

To be clear, there are excellent parts of CSCU 2030 plan, which faculty and staff strongly support and appreciate. The parts of CSCU 2030 plan we support and appreciate include:

- Increased Funding for our CSCU system and Bold Funding Ask
- Expanding PACT
- Capital improvements to our campuses

However, there are other parts of the CSCU 2030 plan which we don't even understand. One of these is the "Consortial online degrees". We have no idea what this is, so we reserve judgment until we have an opportunity to engage with management on this issue.

We have seen the harm that comes to our system when managers develop plans in isolation, then shove those plans down the throats of faculty and staff. This is what we are still undergoing with the merger. The merger is limping along, teetering on the edge of a cliff. For our part, faculty and staff are doing everything we can to make the merger work. But because this Board and CSCU management created “Students First” without us, then used force, coercion, and any other tool on hand to realize it, it has been a disastrous and painful experience for all of us.

One would hope President Cheng learned from this. When we see how he created CSCU 2030 without us – despite the parts of the plan we support – we fear President Cheng has not learned an important lesson.

The lesson this Board and President Cheng needs to learn is a simple one. **Any plan that does not involve faculty and staff will fail.**

We need President Cheng to learn the right lessons, not the wrong ones.

We need President Cheng to come to grips with the fact that CSCU faculty and staff demand respect, and we demand that our voices are heard. We demand to have input into the educational services we provide, because we are the experts, not college/university managers, and certainly not this Board.

We need President Cheng to stop making these mistakes. These mistakes are costly and they hurt our students and they hurt our state.

### **Continued Failures of HR Shared Services and HR Managers**

The CSCU HR Shared Services model is continuing to fail, and the model has shown itself to be a complete disaster.

Our unions have continually brought to this Board the failures of HR Shared Services. Our union consistently brings these matters directly to CSCU President Terrence Cheng, VP of HR Ben Barnes, and HR Director Mike Lopez. We have consistently reported and documented all myriads of mismanagement and poor service. These include:

- Understaffing of HR departments and lack of HR support on the campus level
- Consistent payroll problems across the state, poor payroll support, and complete inability to resolve payroll problems in a timely manner
- Complete and utter failure of HR to address and resolving grievances in a timely manner
- Failure of HR to support routine contractual processes such as promotion, tenure and sabbatical leave

The problems with CSCU HR Shared Services are persistent and pervasive.

Simply put, this Board broke Human Resources in our community colleges when you moved to HR Shared Services model. That is the truth.

But more than that, the legacy and incompetence of former VP of HR Andy Kripp still hovers over HR Shared Services like a bad odor. Former VP of HR Kripp did not respect faculty and staff, and he trained his managers and directors to treat employees like dirt. Former VP of HR Kripp never even tried to resolve grievances. Never. Former VP of HR Kripp and his Jackson Lewis ethos, led and oversaw a culture of rampant misogyny, abuse of power, and all forms of bad behavior.

In complete fairness to VP of HR Ben Barnes, labor relations is better. We know that VP of HR Barnes does respect faculty and staff, and VP of HR Barnes has tried and is trying very hard to repair the destruction caused by former VP of HR Kripp. We publicly acknowledge this and state for the record that we appreciate that VP of HR Barnes is trying very hard.

However, the system and the model is broken. Even when now well-meaning, CSCU HR Shared Services completely lacks the ability to solve problems in a timely manner.

It is time this Board, VP of HR Ben Barnes, and HR Director Mike Lopez take accountability for the complete failures of HR Shared Services.

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Date: 03/21/2023

From: Jillian Ciarleglio

Subject: CSCU Board of Regents Written Testimony

My name is Jillian Ciarleglio, and I am currently a senior at Southern Connecticut State University. I will be a part of the spring 2023 graduating class with a degree in communications and concentration in advertisements and promotions. I attended all four years at Southern Connecticut State University and have commuted each and every year. I have taken the time to write this letter in light of recent events concerning potential budget cuts to the CSU's.

Due to student loans, millions of people are putting off homeownership, retirement plans, marriage, kids, and so much more. Student borrowers are in crisis because of rising average debt and declining average wage values. The number of college graduates and undergrads who are indebted due to student loans and unable to repay their debt is unsettling.

As a first-generation, soon-to-be college graduate, I have had to make difficult decisions to stay on the path to obtaining my degree. I grew up in a home where the narrative around higher education was optional due to the fact that it would be our choice to assume the financial burden. But my mother made sure that we all knew that no one would think less of my siblings and me if we decided not to attend college, which was crucial because society tells us that if one does not attend college, they will not amount to much in life.

That said, I knew that to achieve my higher education degree, I would have to compromise and attend a school that would not put me in hundreds of thousands of dollars in debt. Fortunately, I was able to participate in SCSU, 's institution that offers high-quality education and numerous

opportunities for growth and success. However, if the decision to increase the cost of higher education for states school passes, the effects of the outcome would be astronomical.

Hello everyone, my name is Nick Costantini, and I am second generation college student at Southern Connecticut State. Having an accessible higher public education made my interest in college grow throughout high school as I knew that our in-state colleges had lower costs in tuition. My family doesn't have a lot of money so I will have to pay back debts for school which would have been a lot more if I didn't have the options from CSCU.

I'm also aware that it has not been as easy for others in different towns in our state. I was fortunate enough to have a higher public education from my high school which pushed a lot of my class toward going to college. There have been other schools that have been more unsuccessful in doing this. In other towns college is not in the sights of many high school kids because they think that they either cannot get in or cannot afford to. Accessible higher public education allows students to pursue their academic careers after high school. By allowing this opportunity it gives kids more experience in education and can further their careers. Lots of kids think that college is too expensive for them, so they do not even try to get in.

After speaking to a few classmates from Waterbury I learned that going to college was not on a lot of the student's agendas and that less than 20 students from a class would be attending college after graduation. A lot of these kids are offered "Gear Up" program that could allow them to go to Southern Connecticut State University for a lower cost. This is a beneficial program because it gives the opportunity to people who may not be able to afford education.

Offering this program that could help students get into higher public education for free which very necessary to help those in need who are not able to pay for college. Making higher public education more accessible not only allows students but other adults to want to try and pursue their education which could lead them to an entirely different career they did not think was possible for them without college. Public education will increase the chances of students

pursuing an academic career after high school and create more jobs and affordable living for those who do not think they can do it without college. By having a program like gear up in more cities, people who struggle to pay for higher education can further their academics. Using more programs like these would allow students to try to start themselves down a different path than they expected. Removing free higher public education will only make our future generations less likely to pursue college which will make them less likely to be educated after graduation. Fewer students will be likely to take on sophisticated jobs after college as well, fearing that they will not be able to do it without the proper education.

To the members of the Board of Regents,

My name is Marie Drost. I am a second-semester senior at Southern Connecticut State University. I am a Communication major with a concentration in Film, TV, and Digital Production. I have a very unique story in which I would like to share along with the important changes needed for public higher education.

Being forced into college and having to pay it all out of pocket isn't fun. I didn't have the choice of not going to college nor did I have somebody paying it for me. My college bills are paid by my own money earned from working full time as well grants I was lucky to earn and of course, thousands of dollars in loans that I'll have to pay back. I also came into college as an undeclared major with not the slightest idea of what I want to do for my career. Now, I know that the field of photography and video is what I want and strive for.

It isn't all rainbows and sunshine though...there is so much stigma around college students. Some of it is true, some of it is false and not all of it pertains to everybody. We all have different lives and we are all different people. This is why the CSCU system should make commuters a priority, cut gen-eds, and give us more of a choice within course delivery methods.

I lived on campus for 2 and a half years of my college experience but when the spring semester of my junior year came, a lot changed in my life for the best. I moved out of my toxic relatives' house, got engaged, and married. I no longer lived on campus and was ecstatic not to anymore. As somebody who has lived on campus and also has been a commuter, I have been able to experience both sides. Ultimately, residents get more funding, and despite the costly campus housing charges (and more), commuters do not receive even close to as much.

When I lived on campus, I was just a 10-minute walk away from class and was able to get free food at our dining hall (Conn Hall), as well as \$150 worth of free food at our campus markets, Starbucks, or Dunkin. As a commuter, I lived an hour away from campus, now about 40 minutes away, and it's not like gas (or time) are free. Commuters also get no free food, and we come in last not to mention having to plan around traffic and other potential errands instead of just a quick walk through campus. This all goes to show how much care and support for commuters is lacking. As a college senior who has lived the best of both worlds, I have dealt with the low affordability of public higher education but have also seen the need for more funding for this.

Cutting gen-eds from the LEP Tier Requirements as well as giving us students the freedom of choice within the course delivery methods is also needed. If we didn't have to take so many classes outside of our major that are somehow required, four years and more would not even be needed for the degree. A lot of these classes are almost like a repeat of high school which is below what we call public higher education. Not only is this a waste of time, but a waste of money as well. This just goes to show that our requirements are also decreasing affordability to attend. Keep the free electives open for us to still be able to explore, but please...cut these random requirements that have nothing to do with the thousands we are spending just to be here.

Going back to having a choice of our delivery methods, change is necessary. It's great students have the ability to have class on campus, but it is not ethically respectful to disregard the fact that we all have lives outside of classes. Part of public *higher* education includes giving us a choice. In my communication capstone, I tasked myself the assignment of creating a [video](#)

fighting for the right of a choice...A choice that students should continue to be able to make. That choice is for the delivery method of *all* classes.

Being on campus is great because we can socialize with our friends, attend events, meet in class in person, have hands-on for classes that need that, and possibly grasp material easier in class. However, not all classes need to be in person. Keep the option open. What is the point in driving and wasting gas, time, and money to sit in a lecture or to spin a dial in a control room? There is a time and a place for everything and everybody's lives are different- professors included. There are classes we sometimes wonder if it is even worth it to commute to if we know it is not our team's turn to be in the studio in class, or if we are just going to listen to something we can easily do off campus.

Give us the choice of asynchronous, online meeting times, hybrid, or on campus. Keep these options open for not a select few, but *all* courses. Don't limit our college experience with classes by limiting the delivery methods like we used to do before COVID...let us do what is best for us. If students are so important, let us also afford our mental health. Being forced into classes in different ways do no good, but having a choice does better.

It is my senior year and I've been married a year, live off campus, pay bills like an adult, work full time, and take classes full time. I have a unique different situation than most college students and I am proud of myself. I continuously live up to my love for photography and video, have been able to take courses that are for me and will help prepare me, and love that I have been able to still take classes online. However, not everybody has mommy and daddy's money; it is time to increase budget funding, especially for low-income grown-up college students. It is time to increase budget funding into commuters instead of prioritizing residents. This would also give us more of an attention span in class since it would be one less stressor on our mind. It is time to put us first instead of opinions. Sadly, this is just the day in age we live in, but as a first generation college student, I see a lot needing to change for the better within funding, affordability, and public higher education overall.

Thank you for your time!

Marie Drost

Dr. Elizabeth Dubofsky-Porter  
Quinebaug Valley Community College  
Allied Health Department  
742 Upper Maple Street  
Danielson, CT 06239  
Phone: (860) 932-4061

**Senate Bill 8:** AN ACT CONCERNING HIGHER EDUCATION AFFORDABILITY AND GRADUATE RETENTION

**Senate Bill 1105:** AN ACT CONCERNING THE PERCENTAGE OF COURSES TAUGHT BY PART-TIME FACULTY AT THE REGIONAL COMMUNITY-TECHNICAL COLLEGES

**House Bill 6773:** AN ACT CONCERNING THE NEEDS OF HOUSING INSECURE STUDENTS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Good afternoon, Board of Regents. My name is Elizabeth Dubofsky-Porter, I'm a faculty member at Quinebaug Valley Community College and I live in Danielson, CT.

I am testifying in support of Senate Bill 8, Senate Bill 1105 and House Bill 6773.

I support Senate Bill 8 to expand debt free community college to include returning students. This bill will make community college more accessible for students across our state.

As a resident and faculty member in one of the lowest socio-economic areas of the state, PACT is a vital component to allow our students to continue their education. The majority of my students have said that they are only able to attend college through PACT and they are extremely concerned about how they will continue their education should PACT end in addition to when they move to a four-year institution to earn their bachelor's degree. So many have said that they are unsure if they will be able to continue their education through a bachelor's degree and instead are limiting their educational choices to degree or certificate program offered at the community college level that offer living-wage work immediately upon graduation. Without PACT, the students would be unable to earn a degree or certificate allowing them to be employed in living-wage work.

I support Senate Bill 1105 to hire more full-time faculty across our community colleges. Research shows the relationship between access to full-time faculty and higher rates of student retention, graduation and transfer. CT has the 4th highest ratio of part-time to full-time faculty across two-year public institutions nationwide. I support SB 1105 because community college students in CT deserve better. I support SB 1105 because community college students deserve equitable access to full-time faculty as our state universities and UConn.

The lack of full-time faculty at Quinebaug Valley Community College directly impacts the classes and opportunities we can offer our students. Increased numbers of full-time faculty would allow for more collaborative work as well as the ability to divide the governance responsibilities



among additional individuals, allowing more time to work with students and improve our courses.

I support House Bill 6773 to require public colleges and universities to address the needs of housing insecure students, ideally alleviating some of the financial burden on students by providing access to affordable housing.

While I have never been challenged with housing insecurity, it is a frequent discussion I have with my students. My students are unable to study or complete assignments outside of school due to their living situations. They must spend all their time outside the classroom working to pay rent or help maintain a multi-generation house. One of the most striking stories of housing insecurity from my students occurred in Fall 2022. A student came to me and asked about dropping my class after 10 weeks. He stated that he was losing his housing with his mother and would need to return to his father's residence in Puerto Rico. To say he was devastated is an understatement. He was having to leave after paying for and being successful in the semester's classes. Thankfully, we were able to find a way for him to complete his class remotely, so he would be able to transfer the credits to a local institution in Puerto Rico. Had this student had access to rental assistance and housing search services, he may have stayed in the area and completed his degree.

Thank you very much Committee members for your time and consideration of these important matters.

Hi my name is Emalie Peters, and I am a senior at Southern Connecticut State University. I am writing in regard to reconsideration of the student fees that are imposed upon us students every semester, every year that only keep increasing and adding to the debt we collect during our time attending college. Although these resources are useful for some the cost is debilitating and I feel these resources should be of no cost as they are to help our success at college, and we already pay enough to attend our four-year university. Along with this argument some of the resources are not used by all the students and we are required to pay for something we do not benefit from and are in no place to pay for being college students with little to no income.

First issue I would like to address is the transportation fee of \$40.00 a semester equaling \$80.00 a year. That is \$480.00 dollars you have charged me in my three years attending Southern. That for me as a commuter is my own gas money taken away to be put towards a program for free bus and rail transportation for others. I am not objective to helping other students but the enforcement of this is what bothers me because in my situation and I am sure for other students this is taking away from our lifeline to help others and I am pretty sure the rule of help in a crisis on an airplane is make sure to have your oxygen mask on first before you can succeed at helping others. With this being said my oxygen mask is not on and I am in no way able to assist now to a higher cause. I object to this transportation fee for a few other reasons, one because you do not inform us of the resources. I have only once received a bus pass my first semester and no communication since then on how this program works. Two, I do not use bus or rail transportation to school, so it is of no use to me. Being from Bridgeport I am not going to take multiple buses or rail transportation to get to school, it is just not feasible time wise with all the other obligations I have in life. I may change my opinion on this topic if you would consider other alternatives that better suit all the students because as I see it right now those bus and rail options are great for students on campus and those in closer towns and cities. So, on this topic I ask for you to go back to the drawing board and ask yourselves a few questions; is this beneficial, are students utilizing it or is it money wasted, and how could this be done better to support all the students who attend the university or should we eliminate it all together.

Second concern is the Media, Writing Center, and Student Activity Fees. The Media Fee is \$15.00 a semester equaling \$30.00 a year and for four years \$120.00. The writing center fee is \$20.00 a semester equaling \$40.00 a year and for four years \$160.00. Student Activity Fee of \$70.00 a semester equaling \$140.00 a year and for four years \$560.00. This is a total of \$840.00 added on top of our tuition and university fees, which I think are high enough and should cover all the areas mentioned above. In my opinion the university is supposed to be a place that provides us with the resources and tools to succeed yet you make us fund for those resources. All the while I know other institutions such as community colleges get free access and little to no extra charges. My debate is we as well are college students and are not equipped to fund these resources so why put the burden on us especially when we are not required or need to use these resources and my question is, why is the system failing us and putting us more in debt for choosing a four-year college.

Another issue I have with this matter is that during Covid the campus was closed nonetheless the world was shut down and we were still charged these fees. I had to pay a language lab fee of \$25.00 twice totaling \$50.00 when my language course did not require lab hours as it was taken online. When I took Math 100P for the first time out of three it was during

Covid and no math emporium lab hours were required why was I charged \$50.00, when I dropped the class why was I not refunded the \$50.00. Why all together was this Math 100P required of me continuously taking more money out of my pocket, stalling my graduation? In conclusion on this topic, I feel we are funding someone else's agenda when it comes to these two fees and for me there is dishonesty here as each student is being charged the same way when it should be situation based and no one is taking the time to reevaluate our billing statements and make the proper adjustments for us. We students also are not given all the information we need on how to go about these issues and ask for refunds that we are rightfully entitled to.

Lastly the Payment Plan Enrollment Fee of \$45.00 each semester a student must pay to pay for their own education with the online option. Is it not enough that we students are in the unfortunate position of paying out of pocket while trying to gain our education and we on top of it have to pay the University a fee to give you our own money. Last semester and this semester I had to pay out of pocket to finish my last year of schooling because I did not know that federal financial aid maxed out, another issue I wish I was educated on from advisors when enrolling because it could have impacted my course of action and game plan attending school. My out-of-pocket cost to attend my last year of college was \$980.00. I calculated that \$380.00 of it was the fees for the resources I do not use. It is one thing to pay for the education I am attaining but it is not fair to pay for resources I do not use and for me that money could have made a huge impact on helping me in other aspects of my life, but instead it was four months each semester on a payment plan struggling for money for gas and food to put on my table while only working part time, four months each semester I counted down to know I would have extra money soon to pay other bills again and not dwell in stress and this is only my situation. I feel if there were people out there to ask around, speak to the students, survey and research statistics it would be evident so many students are being faced with their own trial and tribulations and are affected greatly by these fees. So, I ask you now to hear my testimony, take it into account, make it a point to reach out to other students current and past and make some changes to make higher education more affordable and less detriment to our success with these fees for resources that should already be included in our current tuition and university fees.

Thank you,

Emalie Peters

March 21, 2023

To the CSU Board of Regents:

In the interest of reducing the shockingly stark Black-White college student achievement gap in Connecticut, I ask you to proactively consider the heart of SB1105 (to hire more full-time professors) in the light of working to ameliorate the shortcomings that poorer schools in CT have suffered for years, and how this has adversely affected African American males attempting higher ed in CT. This is a golden opportunity for you to nurture and encourage the hiring of more African American males (and other diverse candidates) as full-time tenure track instructors/professors in our system.

As a Professor of English at Norwalk Community College for twenty-five years, I have seen the low numbers of African American male students succeeding, completing, and moving on to four year colleges. They are not nurtured in our colleges by enough role-model professors who "look like them." They don't feel comfortable on our campuses with our startlingly low numbers of faculty of color. Many African American male students (among others) in colleges in CT need additional support outside the classroom. If there could be a concerted effort to hire more full-time instructors/professors of color, we would be doing much to make our male students of color feel more welcome and thus persist and complete, and move on to the CSU's and other 4 year colleges.

In fact, if we want to be completely up to date and effective with efforts to reduce the achievement gap, we could follow initiatives going on in California, New Jersey, North Carolina, and even in Connecticut at UConn where there are now full-time faculty positions tasked with teaching a partial load along with orchestrating efforts to nurture success, completion, and transfer of African American male students. I would direct you to these college presidents/professors/active academics, all men of color: Edward Bush, Co-founder of African American Male Education Network and Development (and President of Cosumnes River Community College/CA ; Roderick Heath, African America Male Initiative in North Carolina, and Josh Brown, Scholastic House of Leaders in Support of African America Researchers & Scholars, UConn.

It's time to actively face the fact that we lose far too many African American males as they struggle without enough support in our colleges. Please start actively nurturing the hiring of more full-time tenure-track instructors of color in the Ct State Community College campuses, all twelve of them. Deciding to start with full-time tenure-track positions with a half-teaching load combined with a focus on nurturing the completion and transfer of African American male students is an obvious "hook" for this project. These positions could be in any needed field (English, history, sociology, psychology, STEM, etc.) as per individual campus needs.

Please contact me for further information or if you would like to work on this pro-actively with me.

Sincerely,

**Christine A. Japely**

*Professor of English*

Norwalk Community College

188 Richards Ave.

Norwalk CT 06854

[cjapely@norwalk.edu](mailto:cjapely@norwalk.edu)

## **Jessica Somers, Resident of Terryville, Tunxis Community College**

My name is Jessica Somers, I live in Terryville, CT. I am a member of 4Cs - Congress of CT Community Colleges, a union representing FT and PT faculty and staff across our 12 community colleges and Adjunct faculty at the University of Hartford. I am providing written testimony in support of *S.B. No. 1105 (RAISED) an act concerning the percentage of courses taught by part-time faculty at the regional community-technical colleges*

I have been an adjunct instructor of Photography in the Connecticut Community College system for 23 years. In the over 2 decades I have worked for the community colleges there has yet to be a single full-time job opening in the discipline I teach. In fact, there is only one full-time appointment in my discipline across the entire community college system despite there being a degree and certificate offered in this discipline. When inquiring whether there will be a full-time faculty position that I could transition into in the future I have always been told that there simply isn't enough money to add a new full-time position. My situation is not unusual, I am not an outlier. Adjunct faculty make up nearly 75% of faculty at the community colleges in Connecticut.

In a system that relies heavily on the labor of adjuncts, students are left without an important support system as they pursue their education. I spend countless volunteer hours guiding and advising students in their studies. Not only are these supposed to be the paid responsibilities of full-time faculty but I am limited in the support I can offer students. Adjunct faculty are usually only contracted for 3-8 hours per week and often hold supplemental employment which limits their availability to support students. Community colleges that rely on adjunct labor have lower retention rates and fewer students from these colleges transfer into 4-year programs.

The Connecticut Community Colleges are operating under exploitative labor practices by not hiring more full-time faculty. I have been doing the same job with the same title and the same responsibilities for 23 years. My level of commitment to my job and my students and my growing skill set that has come from years of experience lands me in the same place year after year. I am not given the opportunity to advance my career or gain job security and benefits. My entire career has been contingent despite my dedication to it. Adjunct faculty deserve the opportunity to move into full-time positions and our students deserve the quality experience and education our community colleges claim to offer.

Adjunct faculty dedicate their time and expertise to meet the mission of their colleges to the best of their ability under the given circumstances yet they are not given a way to advance their careers and move into full-time faculty positions. The path towards improvement begins with capping the percentage of courses taught by adjunct faculty at 25% rather than relying on 75% of courses being taught by adjuncts as it stands now.

*The following testimony was delivered to the State Legislature's Higher Education Committee in support of SB 1105.*

My name is Bill Meyerson. I am an adjunct history professor at Middlesex Community College and a member of 4Cs.

I am testifying to urge your support for SB 1105, a bill to increase the ratio of fulltime faculty at our community colleges. I am testifying because, to date, the CSCU leadership has failed to prioritize hiring more full-time faculty in our community college system and has not included the issue in its current funding request to this legislature.

There are numerous challenges facing adjuncts, which at community college represents a full 75 percent of faculty and staff—the fourth highest ratio of part time to fulltime in the nation. In my ten years of adjunct teaching, I have personally experienced and/or witnessed these challenges, including:

- no guarantee of employment from semester to semester,
- cobbling together several adjunct positions, wherever they can be found to make ends meet,
- lower pay and no health benefits,
- an inability to secure available full-time employment,
- and the inability to participate in department meetings, shared governance, and regular engagement and support for students that is critical to college and student academic success.

And according to a recent survey of CSCU adjuncts, those who are dependent on their adjunct contracts to support their families are more likely to be women and people of color.

It is said that the teacher's working conditions are the student's learning conditions. Adjunct faculty are as skilled and committed as our full-time colleagues, yet the precarious nature of adjunct teaching and poor working conditions has an impact on the academic success of both students and our colleges.

Research shows that increased use of adjunct faculty is associated with lower student retention rates and lower student graduation rates.

Lastly, there are serious racial and class inequities that this legislation would address. The majority working class and Black and Brown student populations at community college with an adjunct workforce of 75 percent, are thereby disadvantaged compared to our state universities that operate with adjunct faculty of just 20 percent.

The state can begin to correct these equity imbalances by increasing the number of fulltime positions and ensuring a pathway to full-time permanent employment for those who seek it. Thank you.



## **S.B. No. 1105**

**Good afternoon Senator Slap, Representative Haddad, and members of the Higher Education and Employment Advancement Committee.**

**I am Professor Ray Leite, Professor of Digital Arts Technology at Naugatuck Valley Community College.**

**Faculty are the most important part of Connecticut's Community College system.**

***Without the dedication, passion, and compassion of our faculty, OUR students would not, could not succeed as they do.***

**Our faculty are being worn out and overworked by the Connecticut Community College system.**

***We cannot succeed as a system, until we succeed in supporting our full-time faculty.***

**Advising. One faculty member. 125 students registered in the program. In my department I am the only full-time faculty member who can advise 125 students on digital arts specialties, collaborative learning opportunities, and job readiness.**

***We cannot advise when we do not have hours to see every student.***

**The Digital Arts Department is at its core 5 unique academic disciplines in one department: overseen by one full-time faculty member, 8 adjuncts and one part-time EA. One faculty member who must specialize in all five fields.**

***We cannot focus when we do not have full-time faculty in every discipline.***

**Technology in the classroom has to be updated every semester to provide the best learning experience. The staff who identified, researched, requested, installed and educated our instructors have been lost to retirement. This job is now added to mine.**

***We cannot have the newest technology to learn on when we do not have time to implement it.***

**Our technology requires dozens of hours to maintain our unique Digital Arts work-station computers, the audio studio, live streaming equipment, video and drone equipment, and our studio/students' Creative Maker Space.**

***We cannot teach when we do not have equipment ready to use for every student.***

**Our award-winning collaborations with the NVCC Music, Theater, Dance, and Arts departments are outstanding opportunities for our students to gain hands-on experience in their craft.**

***We cannot provide opportunities when we do not have full-time faculty available to guide students in their learning.***

**There are not enough hours in the day for one person to support the wide reach of the Digital Arts Technology Program.**

**Our faculty are being worn out and overworked by the Connecticut Community College system.**

***We cannot succeed as a system, until we succeed in supporting our Full-time faculty.***

**Thank you for listening.**

Wes Webb

3/21/22

**Testimony for Board of Regents**

Let's begin with the obvious basics there is a serious wage gap between those with and without a degree. I have seen it and I have been on the lower end of the wage gap. Being an untraditional student, and older than my peers, I have struggled between finances and paying for rent. There were times where I had to decide if I should pay my cell phone bill or for a \$120 textbook. While there are many programs like financial aide, scholarships and resources that make higher education a reality for most, it is almost impossible to pay to live and an education. The Center on Education and Georgetown University found that people who hold a bachelor's degree and work full-time earn 84% more in their lifetime than those with a high school diploma.

People with a college education also enjoy other benefits like health and life insurance, both of which lead to a longer lifespan. As a collective, our world has gone through turbulent times, and it's important to look at the big picture to why public Higher Education is equally important as it should be affordable. Over a lifetime, those with a degree simply earn more, and live better quality of life. As a non-binary person of color, and those living in marginalized communities like me face our share of adversities on a social, communal, and national level. Education and having the equal opportunity to earn a degree in a safe space should be the last for people like me. Higher education isn't just about earning a degree. With affordable

education, students can graduate not only with new and improved skills like critical thinking, and written and oral communication, but also helps with mental stability.

Since the wage gap is closer for those with degree, being able to pay for necessities to survive, will take much needed stress off graduates like paying back student loans. It is known that most Universities use surveys to obtain information on living costs for students. However, these surveys are underrepresented because they tell schools what students are spending as rather than what it is needed. Under-resourced students like me may make the mistake and may underreport costs, because we may skip meals, or save money for school resources. A survey of undergraduates at the University of California, Berkeley found that “23 percent of students reported skipping meals at least somewhat often to save money.” Choosing between a meal or buying school resources should never be an option. Here at CSU, Higher Education MUST be affordable. The lives of your current students and future students depend on it!

## CSU Board of Regents Written Testimony

My name is Robert Zapor and I am a graduating senior at Southern Connecticut State University having also attended Tunxis community College and Western New England University. Having attended three separate institutions my journey was not easy and I was exposed to a lot of different experiences. Before going in depth into my story I must first touch on my mothers story. The main reason I value education so much and decided to pursue a four year degree is because of my mother. She moved to the United States from Puerto Rico at 9 years old alongside her sister and parents with nobody speaking english. My grandparents worked manual labor jobs while my mother worked at a grocery store to help put her through school at tunxis community college and then later graduating from Central Connecticut State University with a bachelor's degree. My mom later went on to get her masters and has had a successful career as an accountant which has helped create a stable life for me and my brother. Fast forward to me entering college I chose Western New England University due to their high quality academics along with their very prominent football program. Now it was a D3 private university which meant no athletic scholarships along with high tuition. So after my freshman year I realized that financially it was not the best decision to continue my academics there. Now in the middle of the pandemic and not sure where to attend next I decided my best option was to take general online courses at tunxis community college. This allowed me to think out my decision as to where I would attend next and also allowed me to work and save up money.

After a year at Tunxis I chose to transfer to Southern which I think is the best decision that I made along this long journey. Southern was not only a more affordable option but it also allowed me to receive a meaningful education just like Western New England while still being able to enjoy the college experience of being on campus. Southern also gave me the opportunity to continue my football career which was a huge part of my life. When I arrived at Southern it was very easy to get acclimated on campus. To start the year off there were many on campus events that gave me the opportunity to meet other students and learn my way around campus. Resident advisors and the workers in Transfer Student Services were extremely helpful in getting me the resources I needed to be successful. The TSS department not only helped make sure I was on track to graduate on time but they also gave me my first on campus job as a student worker. This allowed me to not have to rely on my parents for extra expenses as they already have enough financial responsibilities. Having spent 2 years at this wonderful university I have built so many relationships with faculty and students and have built a great network. Being a communications major this university not only provided me with a job building direct skills that can translate into my communications career but have also provided me with the proper equipment, software, and education to develop my craft. On campus we have access to Mac computers, camera and mic rentals, and photo/video editing softwares such as Adobe Premiere and photoshop. All things that I normally wouldn't have access too or couldn't afford if I wasn't

attending Southern. Getting hands on work with these different resources has helped me tremendously and has made me a more developed candidate for the workforce. Departments such as the office of career development also have had a tremendous impact on my preparation for my journey into the professional world. Staff members there helped me develop an effective resume along with preparing me to attend the career fair organized by their department in which I was able to attend and receive many different contacts. Not only was I able to meet with recruiters from a variety of different companies but they also informed me of different job openings, internships, and just overall career advice which I found very helpful. The best part about it was this huge event happened right on campus with lots of southern faculty involved to help guide us through. After graduating in the spring with my degree in communications I plan on pursuing a masters in business administration. My advisor along with the staff in the career development office assisted me with applying for graduate internships on campus along with scholarship programs which will hopefully financially allow me to continue to pursue furthering my education.

I really wish I had spent all four years of my college career at Southern, however I am grateful for my time here. In just two years I have built so many relationships and developed so much as a person, a student, and a professional. I give lots of the credit for that development to Southern and all of the resources they have provided me with. Affordable education is extremely important and if it wasn't for the affordable price of State universities such as southern I don't know if I would be where I am today. I think it is important to keep higher education not only affordable but also meaningful. Cutting budgets and raising costs will just strip future students of the same resources that I benefited so greatly from. Education is power and I hope that the CSU Board of Regents does everything in their power to allow students to pursue higher education and to get everything they possibly can out of it in order to develop into productive members of our world and society.

## **Why 4-Year Universities Should Be Affordable**

Hello, my name is Zakai James and I am a senior at Southern Connecticut State University. I believe it's important that 4-year universities are affordable because students feel pressure to find the highest paying job rather than the job that they feel would be a genuine fit for them. Coming into college, I had the mindset of finding the highest paying job, and I personally know other students who have this mindset, so I know money is a common pain point among people who are pursuing higher education.

I went to school in Waterbury. In middle school I was introduced to a program called Gear Up, but it was high school where I really understood how big of an opportunity the program was for me and the people in my city. The scholarship covered tuition, so I only had to pay for on campus housing because I wanted the full college experience.

I like technology, I have a little more than surface level knowledge about computers, and I can adapt to any new technology with ease. However, that's as far as my knowledge of computers goes because I don't have much passion for it. In the Fall of 2019, I came to Southern as a computer science major thinking, "This is the major that's going to make me the most money," but today, I see how flawed that concept was. I changed majors when I realized I only wanted to be a computer science major because it was the easiest path to making great money and I feared paying student loans.

I know someone who graduated before me and she was thinking, "Welp, I'll be working 9-5 to pay off this debt until I'm 40 years old." It's sad to think that someone can work so hard in their 4 years of college and still have these thoughts, but unfortunately, it's a reality for so many people. We worry about the costs of college because it can affect us for the rest of our lives, and I feel it deters a lot of people from even considering college.

I was lucky enough to be a part of the Gear Up program which covers tuition for Waterbury students, so I feel okay about paying back my loans for on campus housing, but I know there's more people out there that will also benefit from the peace of mind that comes with lower costs. Affordable 4-year universities are important because people are worrying about paying for college before they even find the true reason why they want to attend college.

**BOARD OF REGENTS FOR HIGHER EDUCATION  
CT STATE COLLEGES AND UNIVERSITIES (CSCU)  
MINUTES OF A SPECIAL MEETING**

**TUESDAY, APRIL 18, 2023**

**CONDUCTED VIA WEBEX; LIVESTREAMED ON**

**<https://www.youtube.com/watch?v=ZrHpUcknGJ4>**

<b>REGENTS - PARTICIPATING (Y = yes / N = no)</b>	
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
Sophia Jappinen	Y
James McCarthy	Y
Richard Porth	Y
Luis Sanchez-Chiriboga, Student Regent	Y
Ari Santiago	Y
Erin Stewart	N
Elease E. Wright	Y
*David Blitz, FAC Chair	N
*Colena Sesanker, FAC Vice Chair	N
*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, Chief Financial Officer

Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

**CALL TO ORDER**

Chair Ryan called the meeting to order at 4:03 p.m. and, following roll call, declared a quorum present.



### **ADOPTION OF AGENDA**

Chair Ryan called for a motion to adopt the meeting agenda as submitted; on a motion by Regent Balducci, seconded by Regent Wright, the Agenda was unanimously adopted as presented.

### **EXECUTIVE SESSION**

At 4:07 p.m. on a motion by Regent Wright, seconded by Regent Bloom, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Ryan announced that no votes would be taken in Executive Session. Chair Ryan directed CSU President Cheng and Ben Barnes to remain with the Board in Executive Session.

### **ADJOURNMENT**

With the conclusion of the Executive Session, Chair Ryan declared the meeting adjourned at 5:09 p.m.

Submitted,

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

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Discontinuation of Post-Baccalaureate Certificates

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following 17 post-baccalaureate certificates in the College of Education and College of Arts & Sciences at Southern Connecticut State University effective Spring 2024:

<b>OHE Number</b>	<b>Program Name</b>	<b>CIP Code</b>	<b>College</b>
004488	Biology Grades 7-12	131205	CoE
004509	Chemistry Grades 7-12	131205	CoE
015714	Early Childhood Education (Nursery - Grade 3)	131210	CoE
004523	Earth Science Grades 7-12	131205	CoE
015715	Elementary Bilingual Education	130201	CoE
004287	Elementary Education	131202	CoE
004580	Special Education PK-12	131001	CoE
004371	French Grades 7-12	131205	CAS
004384	German Grades 7-12	131205	CAS
004442	History and Social Studies Grades 7-12	131205	CAS
004397	Italian Grades 7-12	131205	CAS
004465	Mathematics Grades 7-12	131205	CAS
004555	Physics Grades 7-12	131205	CAS
004540	Secondary Academic Subjects, Grades 7-12 (General Science)	131205	CoE
004421	Spanish Grades 7-12	131205	CAS
004320	Special Subjects, Fields, or Instructional Areas - K-12 (Art)	131302	CAS
004566	Special Subjects, Fields or Instructional Areas - K-12 (Physical Education)	131299	HHS

A True Copy:

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

**ITEM**

Discontinuation of 17 post-baccalaureate certificates at Southern Connecticut State University.

**BACKGROUND**

These programs are being discontinued in the context of restructuring related to academic programming at the graduate level for teacher preparation. Since the restructuring of SCSU's graduate programs in 2017 to be compliant with US Department of Education regulations, SCSU established a new Master of Arts and Teaching (MAT) graduate degree program with several concentrations in various certification areas (e.g., Elementary, Bilingual, Special Ed, Early Childhood, Math, English, Science). This led to a natural decline in students wishing to seek certification endorsements with the CSDE through a post-baccalaureate certificate following the completion of a non-education Bachelor's degree. Students can now enter into the teaching profession through an MAT graduate program and not only seek teacher certification in a subject area, but simultaneously meet requirements for their professional certification requirements in obtaining a Master's degree. The MAT programs are often 6-9 credits more than a post-baccalaureate certificate program.

Students often find that they are not eligible for financial aid for post-baccalaureate certificates as they are treated as undergraduate programs for this purpose, and they may have reached the limits of their undergraduate financial aid eligibility.

SCSU has also submitted three new concentrations in Art, History, and World Languages for the MAT graduate degree program.

The MAT programs at large now address many of the shortage areas of teachers in CT and is strongly supported by local district superintendents. In addition, the Dean of Education is working with superintendents to develop cohorts of students to complete their MAT programs while in residency in positions in their schools.

**TEACH OUT**

Many students will complete their certificate program this academic year, but the teach out period will extend to spring 2024 for students who may need more time. For those students left in the pipeline, they will be able to complete the relevant coursework by taking similar courses in the MAT programs through cross-listing courses.

**RECOMMENDATION**

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

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 2.15.23	
<b>Program Characteristics</b>		
Name of Program: POST-BACCALAUREATE CERTIFICATES - Multiple		
BOR Accreditation Date: 1984		
OHE #: Several numbers -- see attached		
CIP Code Number: See attached      Title of CIP Code: See Attached		
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Post-Baccalaureate</b>		
Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Phase Out / Teach Out Period: 2 years		
Expected Dates of Program Termination		
<ul style="list-style-type: none"> <li>Date for final enrollment of new students: Fall 2022</li> <li>Date for final award of credential: Spring 2024</li> </ul>		
Department where program is housed: College of Education departments and College of Arts and Sciences departments – see attached		
Location Offering the Program (e.g., main campus): Main campus		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant	Title: Provost	Tel.: 203 392-5350 e-mail: PrezantR1@southernct.edu

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

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

These programs are being discontinued in the context of restructuring related academic programming at the graduate level for teacher preparation. Since the restructuring of our graduate programs in 2017 to be compliant with US Department of Education regulations we established a new Master of Arts and Teaching (MAT) graduate degree program with several concentrations in various certification areas (e.g. Elementary, Bilingual, Special Ed, Early Childhood, Math, English, Science\*). This led to a natural decline in students wishing to seek certification endorsements with the CSDE through a post-baccalaureate certificate following the completion of a non-education Bachelor's degree. Students can now enter into the teaching profession through an MAT graduate program and not only seek teacher certification in a subject area but simultaneously meet requirements for their professional certification requirements in obtaining a Master's degree. The MAT programs are often 6-9 credits more than a post-baccalaureate certificate program.

In addition, students often find out that they are not eligible for financial aid for post-baccalaureate certificates as they are treated as undergraduate programs for this purpose, and they may have reached the limits of their undergraduate financial aid eligibility.

We have seen a significant decline in enrollments for these certificate programs and an increase in our MAT numbers. Many students will be completing their post-baccalaureate programs this academic year with a handful remaining (see teach out strategy below).

– We have developed three new concentrations in Art, History, and World Languages that has been submitted as well

Program Name	N	Completers AY 22-23	Remaining
EPC-ARTE	20	6	14
EPC-CHEE	1	1	0
EPC-ECHE	8	2	6
EPC-EDUE	5	3	2
EPC-ENGE	4	3	1
EPC-HISE	2	2	0
EPC-MATE	1		1
EPC-SEDE	14	5	9
EPC-SPAE	1		1
<b>Grand Total</b>	<b>56</b>	<b>24</b>	<b>32</b>

At this time, we are simultaneously adding more concentrations to the MAT programs in the areas of Art, History and Modern Languages. The MAT programs at large now address many of the shortage areas of teachers in CT and is strongly supported by local district superintendents.

In addition, the Dean of Education is working with superintendents to develop cohorts of students to complete their MAT programs while in residency in positions in their schools. Having a teaching certification and a Master's degree is more desirable by our districts.

#### Phase Out/Teach Out Strategy

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

Many students will complete their certificate program this academic year. For those left in the pipeline they will be able to complete the relevant coursework by taking similar courses in the MAT programs through cross-listing courses.

### SECTION 3: RESOURCES

#### Close Out Costs

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

There will be negligible costs as all certificate programs impacted have or will be transitioning to the MAT program.

### SECTION 4: LESSONS LEARNED

#### A Debriefing Exercise

Lessons Learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation. Describe lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s) that can be **beneficially** shared with / taken into account by current and future programs.

The main lesson is to continue to be flexible to the professional needs of the students we serve in CT and meeting the workforce needs of our school districts. Many call for flexibility and reassurance that we can provide the necessary programming to meet the certification requirements of the state (through statute) including further academic work following their hire as a teacher (e.g. a Master's degree).

SCSU was recently recognized nationally with an award for achieving national accreditation from CAEP with no conditions and no areas of improvement. The MAT graduate degree program offers more opportunities for aspiring educators in our school districts and wishing to enter the field in flexible ways.

OHE Number	Program Name	Award Level	Award	Program Status	CIP Code	College
004488	Biology Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
004509	Chemistry Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
015714	Early Childhood Education (Nursery - Grade 3)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131210	CoE
004523	Earth Science Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
015715	Elementary Bilingual Education	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	130201	CoE
004287	Elementary Education	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131202	CoE
004580	Special Education PK-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131001	CoE
004371	French Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004384	German Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004442	History and Social Studies Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004397	Italian Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004465	Mathematics Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004555	Physics Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004540	Secondary Academic Subjects, Grades 7-12 (General Science)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
004421	Spanish Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004320	Special Subjects, Fields or Instructional Areas - K-12 (Art)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131302	CAS
004566	Special Subjects, Fields or Instructional Areas - K-12 (Physical Education)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131299	HHS

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Suspension of Early Childhood Teaching Credential (ECTC B) – Interdisciplinary Studies

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the suspension of Early Childhood Teaching Credential (ECTC B) – Interdisciplinary Studies (CIP Code: 30.0000 / OHE# 017309) at Southern Connecticut State University, effective immediately until no later than Fall 2026.

A True Copy:

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

**ITEM**

Suspension of Early Childhood Teaching Credential (ECTC B) – Interdisciplinary Studies at Southern Connecticut State University.

**BACKGROUND**

The Early Childhood Teaching Credential concentration of Interdisciplinary Studies program was developed in response to state legislation requiring heads of daycare to obtain an ECTC Level B certification. However, the state has pushed those requirements back. SCSU requests the suspension of the program so that it is available if and when this program is reinstated by the state.

Currently, there are no enrolled students in this concentration; however, there are over 200 students in IDS overall. No other changes are being proposed to the overall degree.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents



### SECTION 1: GENERAL INFORMATION

<b>Institution:</b> SCSU		<b>Date of Submission to CSCU Office of the Provost:</b> 2.15.23	
<b>Program Characteristics</b> Name of Program: ECTC -- INTERDISCIPLINARY STUDIES, B.S., <b>EARLY CHILDHOOD TEACHING CREDENTIAL (ECTC-B)</b> BOR Accreditation Date: 2013-03-21 OHE #: 17309 <u>CIP Code Number:</u> 300000    Title of CIP Code: -Multi-/Interdisciplinary Studies, General. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>BS - Concentration</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Date Program will be reinstated or discontinued (one, two, or three years): TBD by CT State Requirements (see below) *Note: Programs may not be suspended for more than three years; An Application for Reinstatement ( <a href="https://www.ct.edu/academics/approval">https://www.ct.edu/academics/approval</a> ) should be submitted to reinstate a suspended/discontinued program. Department where program is housed: Curriculum & Learning Location Offering the Program (e.g., main campus): Main campus			
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant		<b>Title:</b> Provost & VPAA	<b>Tel.:</b> 203.392.5350 <b>e-mail:</b> PrezantR1@southernct.edu

### SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

<b>Narrative</b> Describe the reason(s) for the requested suspension and plans for follow-up.  The ECTC concentration of IDS was developed in response to state legislation requiring heads of daycare to obtain ECTC Level B certification. However, the state has pushed those requirements back. We would like to suspend the program so that it is available if and when this program is reinstated by the state.
<b>Phase Out/Teach Out Strategy</b> Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)  We don't currently have any enrolled students in this concentration; however there are over 200 students in IDS overall (so we are NOT proposing any other changes to the overall degree).

### SECTION 3: RESOURCES

<b>Close Out Costs</b> What resources/costs would be employed and/or expended to suspend this program? What would be the total cost? \$0 – we would simply remove this concentration from our catalog
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### SECTION 4: LESSONS LEARNED

<b>A Debriefing Exercise</b> Lessons Learned include <u>knowledge</u> or <u>understanding</u> gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.  Describe lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the
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referenced circumstances, and/or (d) some other occurrence(s) that can be **beneficially** shared with / taken into account by current and future programs.

We feel that the ECTC program that was created was a solid program and we would be very happy to reinstitute it in the future. However, with the state removing the requirement for this certification, there was zero interest in it.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Suspension of Mathematics – M.A.

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the suspension of Mathematics – M.A. (CIP Code: 270101/ OHE# 194) at Western Connecticut State University, effective immediately until no later than Fall 2025.

A True Copy:

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

**ITEM**

Suspension of Mathematics – M.A. at Western Connecticut State University.

**BACKGROUND**

Enrollment has steadily declined over the last ten (10) years to the currently enrolled two (2) students (WCSU Fall 2022 third-week census). The program's primary audience is secondary school teachers seeking a state-required graduate degree. A small number are recent WCSU Mathematics B.A. graduates who then transfer to Ph.D. programs elsewhere. The program's current format (strictly part-time and on-ground) no longer meets the needs of these audiences and fails to attract others. The two key enrollment deterrents are:

- On-ground-only format limits potential enrollees to a commutable radius; and
- Part-time pace extends the time to degree, which also increases overall cost to students.

A suspension of two (2) years is requested in order to revise the existing Mathematics M.A. into a one-year online master's degree tailored to the needs of working teachers and continuing undergraduates seeking a convenient graduate degree.

Nine (9) of the fifteen (15) MA courses are currently cross-listed with upper-level undergraduate courses; WCSU will continue this practice during the suspension period or until all current MA students have graduated.

**RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

## SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 3/24/2023
<b>Program Characteristics</b> Name of Program: M.A. Mathematics BOR Accreditation Date: 4/12/1971 OHE #: 194 CIP Code Number: 270101      Title of CIP Code: Mathematics Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>MA</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses  Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Date Program will be reinstated or discontinued (one, two, or three years): Fall 2025 *Note: Programs may not be suspended for more than three years; An Application for Reinstatement ( <a href="https://www.ct.edu/academics/approval">https://www.ct.edu/academics/approval</a> ) should be submitted to reinstate a suspended/discontinued program.	
Department where program is housed: Mathematics Location Offering the Program (e.g., main campus): Midtown Campus	
<b>Institutional Contact for this Proposal:</b> Michelle L. Brown	Title: Dean of the Macricostas School of Arts and Sciences Tel.: (203) 837-9400 e-mail: BrownML@wcsu.edu

## SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

### Narrative

Describe the reason(s) for the requested suspension and plans for follow-up.

Enrollment has steadily declined over the last ten (10) years to the currently enrolled two (2) students (WCSU Fall 2022 third-week census). The program's primary audience is secondary school teachers seeking a state-required graduate degree. A small number are recent WCSU Mathematics B.A. graduates who then transfer to Ph.D. programs elsewhere. The program's current format (strictly part-time and on-ground) no longer meets the needs of these audiences and fails to attract others. The two key enrollment deterrents are:

- On-ground-only format limits potential enrollees to a commutable radius; and
- Part-time pace extends the time to degree, which also increases overall cost to students.

We request a suspension of two (2) years in order to revise the existing Mathematics M.A. into a one-year online master's degree tailored to the needs of working teachers and continuing undergraduates seeking a convenient graduate degree. We anticipate that the resulting graduate degree will be a 4+1 B.A./M.A. or B.S./M.A. in Mathematics with the M.A. available entirely online and offering two (2) tracks: M.A. Math and M.A. Math Education. We could advertise this revised dual degree as a recruiting tool, expanding our recruiting base to:

- High school students planning to major in secondary education with a math specialization and seek an M.A.;
- High school students planning to major in mathematics and pursue work in industry or further studies in graduate school;
- Working secondary education teachers across Connecticut seeking an MA; and

- Working secondary education teachers across the discounted-tuition states of New York and Massachusetts that require an M.A. to maintain credentials.

### **Phase Out/Teach Out Strategy**

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

Nine (9) of the fifteen (15) MA courses are currently cross-listed with upper-level undergraduate courses; we will continue this practice during the suspension period or until all current MA students have graduated.

## **SECTION 3: RESOURCES**

### **Close Out Costs**

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

Suspending the M.A. in Mathematics would result in a small revenue loss by suspending new enrollments. However, we anticipate no other expenditures or gains associated with this suspension. We would continue to run the current course schedule because the undergraduate courses that are cross listed with graduate courses serve both the B.A. in Mathematics and B.S. in Applied and Computational Mathematics. The course rotation would also remain intact because cross listing allows the undergraduate enrollments to bolster their graduate counterparts sufficiently to run.

## **SECTION 4: LESSONS LEARNED**

### **A Debriefing Exercise**

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

Over the last two (2) years, this department revised all its programs to streamline the B.A.-to-M.A. and B.S.-to-M.A. pipelines, simplify scheduling, and prepare M.A. graduates for transfer to Ph.D. programs. However, the department did not anticipate the increased appetite for online and accelerated degree programs which the recent COVID pandemic has created. As such, it is possible that the Math M.A. program could rebound if the department can quickly reimagine it to meet emergent market demands based on data.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Organizational Management – M.S.

Eastern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Organizational Management (CIP Code: 52.1003/ OHE# 02689), specifically a modification of courses/ course substitutions, a change in modality, and a name change to MS in Management, including a change in CIP Code to 52.0213, at Eastern Connecticut State University.

A True Copy:

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

**ITEM**

Modification to M.S. in Organizational Management at Eastern Connecticut State University.

**SUMMARY OF MODIFICATIONS**

- Program being moved from traditional on-ground modality to fully online.
- Program title being changed from “Organizational Management” to “Management”.
- Program CIP code being changed.
- Courses being updated to reflect workforce needs and advances in discipline.
- Concentration in healthcare management being added.
- Program updates reflective of institutional capacity and uniqueness within system.

**BACKGROUND**

The current program was designed in the early 1990s to be a fully on-ground program, seeking to build a campus community through evening and weekend courses. Its current form as an interdisciplinary program with a theoretical focus intended to prepare students for doctoral studies or for mid-level supervisory careers has lost relevance for working professionals as employer needs have changed.

**PROPOSED CHANGE**

Eastern seeks to revise the program to provide skills development courses that directly serve the needs of today’s employers and allow working professionals to develop their capabilities in soft skills in high demand across industries and sectors where there is great demand for the development of leadership skills and strategic and innovative mindsets.

The change in name to *Management* will allow Eastern to rebrand the modified program to reflect its updated goals, outcomes, and content, as appropriate for the workforce needs of the state. Currently, the program is offered on-ground, with traditional semester-long courses. This makes the program undesirable to working professionals. The modified program will be offered fully online (asynchronous).

The current program has a core of 5 courses and students choose an additional 5 courses from electives. This structure presents staffing and scheduling challenges since the electives are not offered in a predictable manner for the rolling enrollments and students can be delayed in finishing the program. The modified program will address these concerns and provide regularly scheduled courses allowing all students to complete the program in one year.

**RECOMMENDATION**

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



## SECTION 1: GENERAL INFORMATION

**Institution:** Eastern Connecticut State University      Date of Submission to CSCU Office of the Provost: 2/15/2023

Most Recent NECHE Institutional Accreditation Action and Date: **2021**

**Type of Program Modification Approval Being Sought** (mark all that apply):

X Significant Modification of Courses/Course Substitutions\*

Offering of Program at Off-Campus Location (specify new location)

X Offering of Program Using an Alternate Modality (e.g., from on ground to online)

X Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **30**

\* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*

### Original Program Characteristics

Name of Program: **Organizational Management**

OHE #: **02689**

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

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

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

Date Program was Initiated: **1991**

Total # Credits in Program: **30**

# Credits in General Education: N/A

CIP Code Number: **52.1003**      Title of CIP Code: **Organizational Behavior Studies**

### Modified Program Characteristics

Name of Program: **Management**

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

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

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

Initiation Date for Modified Program: **Fall 2023**

Anticipated Date of First Graduation: **May 2024**

Total # Credits in Program: **30**

# Credits in General Education: N/A

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

Department where program is housed: **Business Administration**

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

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:		
Program Discontinued:	CIP:	OHE#: BOR Accreditation Date:
Phase Out Period	Date of Program Termination	
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation:		
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul>		
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
<b>Institutional Contact for this Proposal:</b> Dr. William Salka	Title: Provost	Tel.: 8604655246 e-mail: salkaw@easternct.edu

## SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

### Summary of Modifications

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

- Program being moved from traditional on-ground modality to fully online.
- Program title being changed from “Organizational Management” to “Management”.
- Program CIP code being changed.
- Courses being updated to reflect workforce needs and advances in discipline.
- Concentration in healthcare management being added.
- Program updates reflective of institutional capacity and uniqueness within system.

### Background and Rationale

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

The current program was designed in the early 1990s to be a fully on-ground program, seeking to build a campus community through evening and weekend courses. An interdisciplinary program with a theoretical focus intended to prepare students for doctoral studies or for mid-level supervisory careers, in its current form the program has lost relevance for working professionals as employer needs have changed. A review of the program curriculum and course descriptions indicates that the current program content was designed to be heavily theoretical/conceptual in nature. Since its inception in 1991, the broad program goals have not been revised. We recognize that there has been a considerable shift in employer and workforce needs over the decades and there is great demand for the development of leadership skills and strategic and innovative mindsets. We seek to revise the program to provide skills development courses that directly serve the needs of today's employers and allow working professionals to develop their capabilities in soft skills in high demand across industries and sectors.

The change in name to *Management* will allow us to rebrand the modified program to reflect its updated goals, outcomes, and content, as appropriate for the workforce needs of the state. Currently, the program is offered on-ground, with traditional semester-long courses. This makes the program undesirable to working professionals. The modified program will be offered fully online (asynchronous). The current program has a core of 5 courses and students choose an additional 5 courses from electives. This structure presents staffing and scheduling challenges since the electives are not offered in a predictable manner for the rolling enrollments and students can be delayed in finishing the program. The modified program will address these concerns and provide regularly scheduled courses allowing all students to complete the program in one year.

## Addressing Identified Needs

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

This program is being modified to make it suitable for working professionals at all levels seeking to enhance their skills. According to the Bureau of Labor Statistics, between 2020 and 2030, employment in management occupations is projected to grow 9 percent, resulting in close to a million jobs. Additionally, there has been a considerable shift in employer and workforce needs over the past decades with an increase in demand for soft skills and an innovative mindset for leadership roles. Labor market data (Lightcast Analyst, formerly Burning Glass) suggests that Connecticut employers are seeking the leadership and strategic management skills provided by this program, with the state being a hotspot for management occupations and expecting 11% growth through 2030. Top CT companies hiring in this area include Anthem Blue Cross, Yale University, Cigna, Spectrum, Robert Half, Hartford Healthcare, Raytheon Technologies, CVS Health, Yale New Haven Health, and Travelers. At the same time, only 114 completions were recorded from the three similar (non-MBA) programs in the state, with two being non-distance programs. This degree program provides skills for managers at all levels and across all industries and sectors, including business, government, non-profit, and educational settings and will be beneficial for all employers in the state.

Additionally, we met with leaders in healthcare organization in the state and examined labor market data to learn that there is an increased need for managerial capacity in the state's healthcare organizations. This program modification will add a concentration in healthcare management, allowing healthcare professionals to take both management and healthcare leadership courses. The BLS predicts a faster than average rate of growth in medical and health services managers, with employment projected to grow 32% between 2020 and 2030, and Connecticut expected to be one of the states with increased opportunities. This program would address the needs of the potential healthcare management workforce by providing graduate coursework for the development of skills needed for these jobs. The program takes advantage of existing faculty expertise in healthcare management, established healthcare industry ties, and the graduate division's mission of providing programs for lifelong and adult learners. The program is designed to provide equitable access to working professionals and adult learners from a wide range of socio-economic backgrounds.

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

Eastern currently has faculty with expertise in the disciplines/courses being proposed for the modified program. Faculty also conduct research in these areas. In its current form, the program has experienced stagnant enrollment, with fewer potential students willing to travel to Eastern to take on ground classes. This makes it more difficult to fill courses to capacity, making it an inefficient use of faculty resources. Moving to the asynchronous online model will make the program more attractive to potential students, including international students. This will be a better utilization of faculty expertise and institutional resources, allowing for more predictable scheduling and staffing.

- 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 program is designed for working professionals and will recruit from a wide range of employers. Moving the program to asynchronous online will remove barriers for those working professionals who have other work-life obligations and would find the traditional on-ground program inaccessible. The program will be marketed

widely to ensure equity of access and will track demographic and employment data. The program coordinator will be the academic advisor for all students enrolled in the program and will track enrollment and progress through the program. Blackboard data will be used to ensure that students are making progress through the program in a timely manner.

- 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.

While the program is being moved online and is designed for working professionals, several measures will be put into place to ensure equitable support. Students with technology needs will be provided access to campus technology (labs, laptop loans, etc.) to ensure their ability to participate in the program. The program is being designed keeping in adherence to digital accessibility guidelines and using best practices for online program design, which put equity at the forefront. Faculty teaching in the program are receiving special training on how to design equitable and effective online courses. Each course will have a designated instructor who will engage with the students, hold office hours, track progress, and coach students through successful completion of the program.

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

The program coordinator will be responsible for working with the dean of the Graduate Division to review the program data annually and discuss any continuous program improvements that may be required.

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

None currently

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

This program does not compete with any other program in the CSCU. Our sister institutions offer MBA degrees at the masters level. The content of our program is significantly different from programs offered at other institutions, with our program focusing on the development of broader leadership and strategic thinking skills, focusing on issues such as talent management, DEI, change management, design thinking, global thinking, and strategic communication. SCSU offers a Healthcare Administration Concentration in their MBA program. WCSU offers a Master of Health Administration program through their Ansell School of Business. Both of these programs focus heavily on business skills. For the healthcare management concentration, our proposed program modification avoids duplication by focusing on the managerial, leadership, analytics, and legal issues associated with the management of healthcare organizations and the healthcare workforce.

## Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ORG 533 Management of Organizations	3	MGT 501 Evidence-Based Decisions	3
ORG 508 Introduction to Organizational Research	3	MGT 502 Talent Management	3
ORG 536 Critical Thinking, Problem Solving, and Management Processes in Organizations	3	MGT 503 DEI Management	3
ORG 537 Small Group Dynamics in Organizations	3	MGT 504 Leading Change	3
ORG 570 Organizational Management Capstone Seminar	3	MGT 505 Conflict and Negotiations	3
<b>Electives: take any 5; only 3 if writing thesis</b>		MGT 506 Organizational Design	3
ORG 531 Organizational Behavior & Administrative Processes	3	MGT 507 Global Management	3
BUS 533 Methods of Human Resource Management	3	MGT 508 Design Thinking	3
COM 512 Organizational Presentations	3	MGT 509 Strategic Communication	3
COM 530 Organizational Communication	3	MGT 510 Strategic Management	3
ORG 512 Systems Approaches to Management	3	<b>Healthcare Management Concentration (take 5 from above in addition to the courses below)</b>	
ORG 671 Training and Development in Organizations	3	MGT 511 Healthcare Economics and Finance	3
ORG 672 Leadership in Contemporary Organizations	3	MGT 512 Healthcare Systems and Operations	3
ORG 675 Seminar in Special Topics	3	MGT 513 Analytic Methods in Healthcare	3
ORG 696 Independent Study	3	MGT 514 Healthcare Services Management	3
PSY 507 Industrial and Organizational Psychology	3	MGT 515 Quality in Healthcare	3
PSY 508 Applied Social Psychology	3		
<b>Total Credits Original Program</b>	<b>30</b>	<b>Total Credits Modified Program</b>	<b>30</b>

## Learning Outcomes - L.O.

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

1. Critical Thinking: Analysis and evaluation of complex ideas and information as a basis for formulating well-reasoned beliefs, judgments, and conclusions to support leadership and strategic decisions in organizations.
2. Ethical Reasoning: Recognition of ethical issues, identifying own ethical positions, and analyzing other ethical perspectives in order to consider the impact of leadership and strategic organizational decisions and actions on other individuals, society, and the environment.
3. Quantitative Reasoning: Evaluation of appropriate models, tools, and approaches to support evidence-based leadership and strategic decision-making in organizations.
4. Communication: Identifying and utilizing the most appropriate means to address organizational stakeholders with the aim of effectively informing, leading, and persuading.

## Assessment of Learning Outcomes

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

Students will submit a portfolio of sample assignments that will be reviewed by program faculty at an annual assessment retreat. Faculty will develop rubrics to assess the program learning outcomes.

## Detailed Curriculum for Modified Program

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
MGT 501 Evidence-Based Decisions	1, 3	None	3
MGT 502 Talent Management	1, 2, 4	None	3
MGT 503 DEI Management	1, 2, 4	None	3
MGT 504 Leading Change	1, 2, 4	None	3
MGT 505 Conflict and Negotiations	2, 3, 4	None	3
MGT 506 Organizational Design	1, 4	None	3
MGT 507 Global Management	1, 2	None	3
MGT 508 Design Thinking	1, 2, 3, 4	None	3
MGT 509 Strategic Communication	2, 4	None	3
MGT 510 Strategic Management	1, 2, 3, 4	None	3
MGT 511 Healthcare Economics and Finance	1, 2, 4	None	3
MGT 512 Healthcare Systems and Operations	1, 3	None	3
MGT 513 Analytic Methods in Healthcare	1, 3	None	3
MGT 514 Healthcare Services Management	1, 2, 4	None	3
MGT 515 Quality in Healthcare	1, 2, 3, 4	None	3
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			30

## Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

None

## Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

The current program has a faculty program coordinator who is compensated with 3 FLCs of release time during Fall and Spring semesters. This will continue.

As this is a modification of an existing program, no new faculty need to be hired for it to run. Any faculty compensation required will be to cover undergraduate courses with part-time faculty that would otherwise be taught by graduate instructors.

## Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2022		Fall Term, Year 2021		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	4	4	6	8	0	6
Returning Students	2	14	1	11	1	14
<b>Actual Headcount Enrollment</b>	6	18	7	19	1	20
<b>Fall FTE accounted for by Program Majors</b>	15.33		17.33		11	
<b>Size of Credentialed Group(s) for Given Year</b>			5		11	

## Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion

We expect the enrollment in the program to increase significantly as a result of the program modification since the curriculum will be current and attractive to a wide range of working professionals. We expect more students will be able to complete the program quickly as a result of the asynchronous online courses along with predictive and stable scheduling of courses.

### Other Considerations

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

The program is housed in the Business Administration department which is a part of the Business Division. The Business Division is currently in the initial stages of pursuing accreditation. These program modifications will allow us to demonstrate innovation and engagement with the professional community, both of which are critical to demonstrating quality and continuous improvement.

## SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

### Cost Effectiveness and Availability of Adequate Resources

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>Fall 2025</b>
Tuition (do not include internal transfers)	\$83,500	\$285,000	\$473,000
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
<b>Total Estimated Program Revenue</b>	<b>\$83,500</b>	<b>\$285,000</b>	<b>\$473,000</b>
<b>PROJECTED Program Expenditures*</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>Fall 2025</b>
Administration (Chair or Coordinator)	\$13,632	\$13,632	\$13,632
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	\$68,160	\$102,240	\$102,240
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	<b>\$81,792</b>	<b>\$115,872</b>	<b>\$115,872</b>

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

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



#### SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website:

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

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

<https://www.easternct.edu/fiscal-affairs/bursar-cashier.html>

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

##### Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): See attached

##### Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):

11-0000 Management Occupations (median income - \$102,450)

11-1021 General and Operations Managers (median income - \$97,970)

11-3121 Human Resources Managers (median income - \$126,230)

11-911 Medical and Health Services Managers (median income - \$101,340)

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

##### Applicable Industries

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

54 Professional, Scientific, and Technical Services

55 Management of Companies and Enterprises

62 Healthcare and Social Assistance

##### Career/Program Pathways

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

##### Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Sukeshini Grandhi; [grandhis@easternct.edu](mailto:grandhis@easternct.edu); 8604653791

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 10

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2-4

##### Admissions Requirements

What are the admissions requirements for the program? Bachelor's degree with a 2.7 undergraduate GPA

##### Graduation Requirements

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

If yes, describe:

##### Program Work Experiences

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

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



**Prospective Students**

Describe the prospective students for the program:

Working professionals from any industry/sector.

**Appendix A: Program Catalog****MASTER OF SCIENCE DEGREE PROGRAM IN MANAGEMENT**

This fully online degree program is designed for working professionals at all levels of their careers who are seeking to develop or enhance their management skills. The program focuses on management processes and structures that are central to all workplaces and is appropriate for professionals from all industries and sectors. This is a professional development program designed to enhance the skills and ability to deal with the dynamics of complex organizations. This program also offers a concentration in healthcare management that is designed for professionals working in a range of healthcare organizations.

**Admission Requirements**

Students must provide evidence of having earned a bachelor's degree with a minimum 2.7 GPA requirement.

**Application Requirements**

Applicants to the program must submit bachelor's degree transcripts, a current resume, and the names and contacts of two professional references.

**Program Requirements**

Students must complete a total of 30 credits by taking 10 courses. Students must maintain a GPA of 3.00 to remain in and graduate from the program.

**Program Courses**

MGT 501 Evidence-Based Decisions

MGT 502 Talent Management

MGT 503 DEI Management

MGT 504 Leading Change

MGT 505 Conflict and Negotiations

MGT 506 Organizational Design

MGT 507 Global Management

MGT 508 Design Thinking

MGT 509 Strategic Management

MGT 510 Strategic Communication

*Healthcare Management Concentration (take any 5 courses from those listed above and the 5 courses listed below)*

MGT 511 Healthcare Economics and Finance

MGT 512 Healthcare Systems and Operations

MGT 513 Analytic Methods in Healthcare

## Appendix B: Course Descriptions

### **MGT 501: Evidence-Based Decisions**

This course includes an overview and basic elements of quantitative decision-making approaches covered in management science and decision-making discipline. This course covers decision-making processes and models, including linear programming, transportation, assignment, and network models, integer programming, goal programming, nonlinear programming models, decision analysis, queuing models, and simulation modeling. At the end of the course, students will be able to implement and evaluate appropriate decision-making tools and models to address decision-making problems and interpret organizational information and data.

### **MGT 502: Talent Management**

This course focuses on understanding how the supply, development, and retention of skills and talents affects organizational success. The course focuses on the development of measurement and assessment skills relevant for talent management (including absence rates, cost per hire, human capital ROI, training investment, human capital value added, turnover rates and costs, etc.) in order to make evidence-based strategic talent decisions. Students will learn how to develop selection and training, performance management, and employee development and succession planning practices aimed at supporting the competitive talent acquisition and retention priorities of their organizations.

### **MGT 503: DEI Management**

The goals of this course are to raise awareness of important differences and provide students with the knowledge needed to be productive leaders in a more diverse workplace. This will be facilitated by discussions of prejudice, stereotypes, and approaches to acculturation and integration in organizations. This course will also discuss how to manage issues at work related to race, culture, gender, religion, sexual orientation, and other work-related differences. The course will examine current diversity, equity, and inclusion best practices in organizations.

### **MGT 504: Leading Change**

This course is a skills-development workshop focused on providing students with the practical personal and organizational tools to lead change in their organizations. Students will gain practice in using these tools to identify resistance to change, uncovering the root causes of that resistance, and then working in collaboration with others to overcome resistance and initiate change. The process of leading change in an organization is a highly social, collaborative, and interactive one. For this reason, this course emphasizes the team and social aspects of change. In collaboration with their classmates and the instructor, students will engage in group experiential exercises to develop change management skills.

### **MGT 505: Conflict and Negotiations**

Conflict and negotiation, or the process of creating agreement between two or more parties, is something that occurs in every organization. This course focuses on developing skills for diagnosing conflicts and using a problem-solving approach to solving them. Students will learn how to overcome discomfort and lead challenging

workplace conversations as well as become effective negotiators. Through the use of case studies and simulations, this course will help students learn the mechanics of negotiating and develop skills and capabilities for negotiating successful agreements and resolving conflicts as organizational leaders.

### **MGT 506: Organizational Design**

This course emphasizes the development of academic and pragmatic skills for examining how organizations are structured and the decisions that lead to those structures. Students will use objective, analytical methods to evaluate functions, structures, processes, and organizational relationships. A holistic approach with contributions from disciplines like business history, administrative science, management, sociology, psychology, and political science will be used to learn about best practices for designing organizations that create internal and environmental fit. Student will learn how to design and create policies, processes, and procedures to effectively manage organizations and their workforce.

### **MGT 507: Global Management**

This course provides the conceptual and practical foundations of international management as it relates to the lives and careers of all professionals, organizations, and society. Students will develop an understanding of the strategic and organizational challenges that small, medium, and large organizations face when going global or retreating from global scenes, how culture shapes both organizational and individual behaviors, and how organization-specific and country-specific elements relate to competitive advantages. Students will develop management and leadership strategies to achieve a competitive advantage within international business environments. The course will emphasize the synthesis and integration of economic, social, business, and geopolitical history, in a holistic attempt to understand the major forces, cycles, and paradigm shifts that change the world around us.

### **MGT 508: Design Thinking**

Focusing on people's needs is an important part of innovation and improvement of products, services, and experiences. This course teaches the principles of design thinking to identify the needs of relevant stakeholders in question, understand their perspectives, and (re)design products/services that enhance their experience with them. Through individual assignments and projects, students will engage with the world around the stakeholders they are solving problems for, learn practical techniques to observe and detect their pain points, and transform their observations into actionable insights that create opportunities for (re)design. Students will learn how to make their insights/ideas tangible by iteratively designing and testing their ideas.

### **MGT 509: Strategic Communication**

This course explores the strategic and purposeful use of communication designed to advance organizational goals and mission through the exploration and application of effective approaches from best practices and case studies developed by practitioners and scholars. In doing so, the course examines the most effective strategies in actual organizations, (why those strategies work), and the opportunity to practice those skills with prevailing communications technologies. Students will be able to understand the symbiotic nature of communication relationships that exist between organizations and their internal and external stakeholders, working in alignment with the overall desired organizational goals and outcomes. Specific attention will be placed on the various communication strategies for managing conflicts and crisis situations within and outside of the organization.

### **MGT 510: Strategic Management**

Strategic management deals with decisions that fundamentally influence the direction of the organization and the effective implementation of the direction chosen. This course focuses on investigating issues related to developing and implementing business strategy to create and sustain competitive advantage. Emphasis is given to developing pragmatic and action-oriented general management skills. Concepts drawn from the disciplines of accounting, economics, finance, international business, marketing, political science, and organization theory will be utilized for developing a broad understanding of how and why strategic decisions are made in organizations.

**MGT 511: Healthcare Economics and Finance**

This course includes an overview and advanced elements of healthcare economics and finance. It covers cost estimation, pricing and profit analysis, budgeting, financing and capital investment decisions, cash flow estimation and risk analysis, and utilization management topics at graduate level. At the end of the course, students will be able to implement and evaluate appropriate healthcare economics and finance tools and models to address related decision-making problems identified in the healthcare organizations.

**MGT 512: Healthcare Systems and Operations**

This course includes an overview and advanced elements of healthcare operations and systems management topics. It covers forecasting, supply chain management, inventory management, purchasing and materials management, capacity planning, and project management in healthcare industry topics at graduate level. At the end of the course, students will be able to implement and evaluate appropriate healthcare operations and systems management tools and models to address related decision-making problems identified in the healthcare organizations.

**MGT 513: Analytical Methods in Healthcare**

This course includes an overview and advanced elements of analytical methods that can be adopted in decision-making processes in healthcare industry. It covers data management, data visualization, data mining, advanced data mining, statistical inference, and regression modeling topics at graduate level. At the end of the course, students will be able to manage and analyze data sets using data visualization, data mining, statistical inference, and regression modeling methods to address related decision-making problems identified in the healthcare organizations.

**MGT 514: Healthcare Services Management**

This course includes an overview and advanced elements of healthcare services management. It covers process analysis, simulation, safety and reliability science, scheduling, experimental design, and queuing theory topics at graduate level. At the end of the course, students will be able to implement and evaluate appropriate healthcare services management tools and models to address related decision-making problems identified in the healthcare organizations.

**MGT 515: Quality in Healthcare**

This course includes an overview and advanced elements of quality improvement and management in healthcare industry. It covers overview of quality function in healthcare, sampling and probability, statistical quality control, problem solving tools, lean and Six Sigma practices, and advanced quality improvement methods at graduate level. At the end of the course, students will be able to implement and evaluate appropriate quality improvement and management tools and models to address related decision-making problems identified in the healthcare organizations.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

School Psychology – M.S.  
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in School Psychology (CIP Code: 42.2805/ OHE# 665), specifically a modification of courses/ course substitutions at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification to M.S. in School Psychology at Southern Connecticut State University.

**BACKGROUND**

There is a critical shortage in school psychology in the State of Connecticut and nationwide, both in terms of practitioners and in the availability of graduate education programs and faculty needed to train the workforce necessary to keep up with the growing student population.

The proposed changes to the current program are based on several pressing needs. First, and most importantly, the National Association of School Psychologists (NASP) has become an independent accrediting organization, as it was years ago, and no longer falls under the Council for Accreditation of Educator Preparation (CAEP). In addition, NASP has developed a new set of accreditation standards that have now taken effect.

**PROPOSED CHANGE**

The revised program at Southern is designed to fully meet the new NASP standards and prepare Southern for the next program review. In addition, there were several other issues addressed in the current curriculum, including moving the credit hours and supervision for the practicum assignments to the content courses where these assignments are made and evaluated, putting more focus on working with families and communities, and a continued focus on diverse urban schools.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee  
05/18/2023 – Board of Regents

## SECTION 1: GENERAL INFORMATION

**Institution:** Southern Connecticut State University

Date of Submission to CSCU Office of the Provost: 2.15.23

Most Recent NECHE Institutional Accreditation Action and Date: 2022

**Type of Program Modification Approval Being Sought** (mark all that apply):

XXX Significant Modification of Courses/Course Substitutions\*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **13 courses (40 credit hours)**

\* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*

### Original Program Characteristics

Name of Program: School Psychology

OHE #: 666

Modality of Program (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 13%

Locality of Program: **XXX** ☐ On Campus ☐ Off Campus ☐ Both

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

Date Program was Initiated: 1976

Total # Credits in Program: 40

# Credits in General Education: 0

CIP Code Number: 42.2805 Title of CIP Code: School Psychology

### Modified Program Characteristics

Name of Program: School Psychology

Modality of Program (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 10%

Locality of Program: **XXX** ☐ On Campus ☐ Off Campus ☐ Both

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

Initiation Date for Modified Program: **8-15-2023**

Anticipated Date of First Graduation: **7-3-2024**

Total # Credits in Program: **32**

# Credits in General Education: **0**

CIP Code Number: **42.2805** Title of CIP Code: **School Psychology**

Department where program is housed: **Counseling & School Psychology**

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

If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Current program will continue until all students who entered under current catalog description have graduated.</b>		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: <b>National Association of School Psychologists (NASP) 2027</b></li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential: <b>Yes, Completion of this program and the 6Y certificate meet criteria for CT certification as a school psychologist.</b></li> <li>○ confirm NC-SARA requirements met: <b>XXX</b> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> <p><i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i></p>		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant	Title: Provost/VPAA	Tel.: 203.392.5350 e-mail: PrezantR1@southernct.edu

## SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

### Summary of Modifications

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

1. **New streamlined curriculum with a decrease from 40 to 32 credits for the MS program.**
2. **New program objectives.**
3. **New program dispositions.**
4. **Specified assessment data to be collected within each course to meet NASP criteria.**

### Background and Rationale

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

**The changes to the current program are based on several pressing needs. First, and most importantly, the National Association of School Psychologists (NASP) has become an independent accrediting organization, as it was years ago, and no longer falls under the Council for Accreditation of Educator Preparation (CAEP). In addition, NASP has developed a new set of accreditation standards that have now taken effect. The revised program is designed to fully meet these new standards and prepare us for our next program review. In addition, there were several other issues that we worked to address in the current curriculum. These included streamlining the course of study so that the MS program moved from 40 to 32 credit hours, putting more of a focus on working with families and communities and continuing our focus on diverse urban schools.**

### Addressing Identified Needs

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

**School psychology is a shortage area within the state of Connecticut and nationwide. There is a critical shortage in school psychology, both in terms of practitioners and in the availability of graduate education programs and faculty needed to train the workforce necessary to keep up with the growing student population. School Psychology is a stable and rewarding career with an average annual salary of \$90,620 in CT (U.S. Bureau of Labor Statistics). Our program graduates (those who gain the MS followed by the SYC) have all had obtained jobs within the field by the fall after graduation for the last two decades with the exception of those**



who entered more advanced graduate programs. This shortage has been keenly felt across the country. According to an analysis by Education Week, “Nearly 40 percent of all school districts nationally, enrolling 5.4 million students, did not have a school psychologist in the first full year of the pandemic... Just 8 percent of districts met the National Association of School Psychologists’ recommended ratio of one school psychologist to 500 students.” The current program changes are in response to workforce needs and new accreditation standards from the National Association of School Psychologists (NASP). As noted above, our history of employment has been excellent and the outlook for future graduates is very strong. As I am writing this CT still has 57 school psychology postings that remain unfilled for the current academic year (per CTREAP, 9/5/22).

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

**These changes make excellent use of the program’s three tenured faculty members, its location in a diverse urban community (New Haven) and its history of excellence in training school psychologists.**

- 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 school psychology program remains one of the more diverse graduate programs within our university. Data collected will include demographics of all students (gender, race, ethnicity, first generation status, disability, and financial need) and performance outcomes (graduation rates, grades, written comprehensive exam scores, and later scores on the Praxis II School Psychology Specialty Exam that is required for National Certification.**

- 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.

**In order to advance equitable student outcomes, the program faculty and student volunteers speak in selected undergraduate PSY classes to promote the program as well as meeting individually with students who express interest. The program has developed a peer mentor program to provide additional student support and plans to implement a cybermentoring program within the new curriculum in which students can be matched with a successful school psychologist in practice who shares some of their background so they can address common experiences and concerns. A program faculty member is also working with a colleague in social work and recent program graduates to improve mentorship of minority students. To date this has included specialized advising meetings and well as information and presentations on topics such as racelighting.**

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

**Data will be examined to look for areas where outcomes do not appear to be equitable across all groups. If the data supports these concerns, the program faculty will meet our community advisory board as well as our student representatives to examine the data, analyze it and brainstorm strategies to address these inequalities.**

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)* **N/A**
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided **None of our three sister institutions have school psychology graduate programs. Only UCONN has a program although much of their focus is at the doctoral level and preparing strong researchers and scholars/trainers of school psychologists.**

## Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
CSP 532 Physical Bases for Behavior and Personality	3	CSP 510 Schools as Systems	3
CSP 533 Individual Assessment I	4	CSP 520 Professional School Psychology	3
CSP 539 Developmental Psychopathology in Schools	3	CSP 530 Data-Based Decision-Making 1	3
CSP 540 Introduction to Assessment	3	CSP 533 Data-Based Decision-Making 2	3
CSP 550 Counseling Skills & Techniques	3	CSP 531 Data-Based Decision-Making 3	2
CSP 568 Lifespan Development	3	CSP 538 Child & Adolescent Disorders	3
CSP 569 Theories of Counseling	3	CSP 532 Brain, Biology and Behavior	2
CSP 574 Applied Behavioral Interventions	3	CSP 558 Child & Adolescent Development	3
CSP 578 Social and Cultural Diversity	3	CSP 563 Behavior Basics	2
CSP 622 School Curriculum for Helping Professionals	3	CSP 579 Psychology of Diversity, Inclusion & Oppression	3
CSP 641 Ethical and Professional Conduct	3	CSP 590 Psychoeducational Interventions 1	3
CSP 670 Psychology in the Schools	3	CSP 654 Professional School Psych Sem	1 (Will repeat twice for credit)
CSP 691 Research and Evaluation	3		
<b>Total Credits Original Program</b>	<b>40</b>	<b>Total Credits Modified Program</b>	<b>32</b>

### Learning Outcomes - L.O.

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

**The objectives of the School Psychology Program are based upon the Domains of School Psychology Graduate Education and Practice as developed by the National Association of School Psychologists (NASP, 2020) (required of all recognized programs). Graduates of the Master of Science & Sixth Year Certification in School Psychology Program at Southern Connecticut State University will:**

1. **Demonstrate a foundation in the knowledge bases of psychology, health and well-being of children, including learning and development.** (Addressing the following NASP Domains - Domain 3: Academic Interventions and Instructional Supports; Domain 4: Mental and Behavioral Health Services and Interventions; Domain 5: School-Wide Practices to Promote Learning; Domain 6: Services to Promote Safe and Supportive Schools; Domain 7: Family, School, and Community Collaboration; Domain 8: Equitable Practices for Diverse Student Populations)
2. **Demonstrate knowledge of the profession and history of school psychology and the legal, ethical, and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication, and interpersonal skills.** (Addressing the following NASP Domain - Domain 10: Legal, Ethical, and Professional Practice)
3. **Demonstrate knowledge and skills in:**
  - a. **affirming, supporting, and serving individuals and families while honoring and taking into account the diversity that makes up our schools and communities.** (Addressing the following NASP Domain - Domain 8: Equitable Practices for Diverse Student Populations)
  - b. **emphasizing the key role of families and family systems.** (Addressing the following NASP Domain - Domain 7: Family, School, and Community Collaboration)

- c. using data-based decision-making as a means to effective problem-solving, evaluation assessment, and accountability, including skills in research and program evaluation. (Addressing the following NASP Domains - Domain 1: Data-Based Decision Making; Domain 9: Research and Evidence-Based Practice)
- d. applying consultation and collaboration in order to communicate and work with allied professionals, using a team-based approach to meeting the needs of children, youth, families, and systems. (Addressing the following NASP Domain - Domain 2: Consultation and Collaboration)
- e. varied aspects of effective teaching and instructional methods, school curriculum, factors influencing learning and cognitive development, and the skills to develop appropriate academic interventions. (Addressing the following NASP Domain - Domain 3: Academic Interventions and Instructional Supports)
- f. synthesis of all aspects of mental and physical health, social and emotional development and behavior, and the skills to develop appropriate interventions. (Addressing the following NASP Domain - Domain 4: Mental and Behavioral Health Services and Interventions)
- g. navigating the varied systems within and outside of schools and the ability to create and maintain effective and supportive learning environments. (Addressing the following NASP Domain - Domain 5: School-Wide Practices to Promote Learning)
- h. primary prevention, risk and resiliency factors, and the skills to develop and provide effective prevention, treatment, and crisis intervention services. (Addressing the following NASP Domain - Domain 6: Services to Promote Safe and Supportive Schools)

### Assessment of Learning Outcomes

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

**Learning outcomes will be assessed through the analysis of class activities and assignments designed to closely approximate the real-world professional tasks of a school psychologist such as: Administration, scoring & interpretive reports of results of tests commonly used in the field; designing and implementing a whole-class primary prevention activity; analyzing a functional behavior analysis and behavior intervention plan; completing a social developmental history of a child or adolescent; analysis of a school shooting or other crisis to include previous services and concerns with the shooter/aggressor, possible diagnoses, and missed opportunities for prevention and intervention; etc.**

### Detailed Curriculum for Modified Program

*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
CSP 510 Schools as Systems	3a, 3c, 3d, 3e, 3g,3h	Admission to School Psych Program	3
CSP 520 Professional School Psychology	2, 3a, 3b, 3c, 3e	Admission to School Psych Program	3
CSP 530 Data-Based Decision-Making 1	3a, 3c, 3d	Admission to School Psych Program	3
CSP 533 Data-Based Decision-Making 2	3c, 3d	CSP 530	3
CSP 531 Data-Based Decision-Making 3	3a, 3b, 3c, 3d, 3e, 3f	CSP 533	2
CSP 538 Child & Adolescent Disorders	1, 3a, 3b, 3f, 3g, 3h	CSP 568	3
CSP 532 Brain, Biology and Behavior	1, 3f, 3h	Admission to School Psych Program	2

<b>CSP 558 Child &amp; Adolescent Development</b>	1, 3a, 3b, 3f, 3g, 3h	Admission to School Psych Program	3
<b>CSP 563 Behavior Basics</b>	1, 3c, 3f, 3h	Admission to School Psych Program	2
<b>CSP 579 Psychology of Diversity, Inclusion &amp; Oppression</b>	1, 3a, 3b, 3f, 3g, 3h	Admission to School Psych Program	3
<b>CSP 590 Psychoeducational Interventions 1</b>	3a, 3c, 3f, 3g, 3h	CSP 558	3
<b>CSP 654 Professional School Psych Sem</b>	2, 3a, 3c, 3e, 3g, 3h	Admission to School Psych Program	1 (Will take twice for credit)
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			0
<b>Total Program Credits:</b>			32

### Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

**None**

### Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

### Including MS-SCP & SYC-SCP

Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2021 (TERM == 202110)		Fall Term, 2022 Year		Fall Term, 2023 Year	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students(STYP_CODE = N)	30	1	17	11	3	17
Returning Students(STYP_CODE == C)	2	13	15	1	21	0
<b>Actual Headcount Enrollment Total</b>	32	14	32	12	24	17
<b>Fall FTE accounted for by Program Majors</b>	<b>43 (= 518/12)</b>		<b>41 (= 493/12)</b>		<b>36 (= 432/12)</b>	

### Degree Award, including MS-SCP & SYC-SCP

	AY 2019-2020	AY 2020-2021	AY 2021-2022
Master's degree	13	21	12
Post-master's certificate	11	13	10
<b>Total</b>	24	34	22

**Impact of Modification on Enrollment and Completion**

Describe the anticipated impact of the modification(s) on future enrollment.

**These changes should make the program even more competitive and popular.**

**Other Considerations**

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

**None**

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS****Cost Effectiveness and Availability of Adequate Resources**

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

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

**PRO FORMA Budget - Projected Revenues and Expenditures**

(Whole Dollars Only)

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

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/program/school-psychology-ms>

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

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

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

Request for SAA Approval for Veterans Benefits? **XXX** Yes ☒ No

### **Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable):

**This is our current catalog description of the MS in school psychology:**

#### **School Psychology, M.S. (Hybrid)**

##### **Counseling and School Psychology**

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/counseling-and-school-psychology/programs>

##### **Program Sequence - 40 Credits**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

##### **Course Requirements**

CSP 532 – Physical Bases for Behavior and Personality – 3 credits

CSP 533 – Individual Assessment I & Lab – 4 credits

CSP 539 – Developmental Psychopathology in Schools – 3 credits

CSP 540 – Introduction to Assessment in Counseling & School Psychology – 3 credits

CSP 550 – Counseling Skills & Techniques – 3 credits

CSP 568 – Counseling and Life Span Development – 3 credits

CSP 569 – Theories of Counseling – 3 credits

CSP 574 – Applied Behavioral Interventions in Schools, Classrooms and Counseling Settings – 3 credits

CSP 578 – Social and Cultural Diversity – 3 credits

CSP 622 – School Curriculum for Helping Professionals – 3 credits

CSP 641 – Ethical and Professional Conduct in School Psychology – 3 credits

CSP 670 – Psychology in the Schools – 3 credits

CSP 691 – Research & Evaluation in Schools and Clinical Mental Health Settings – 3 credits

##### **Comprehensive Examinations**

Students in the Master's program are required to pass a written Comprehensive Examination. The written comprehensive examination is administered following completion of all Master's program coursework, typically at the conclusion of the final semester of the student's first year of study.

Southern Connecticut State University Graduate Catalog 2022- 2023

**This is our catalog description of the new MS in school psychology:**

#### **School Psychology, M.S. (Hybrid)**

##### **Counseling and School Psychology**

This is an educator preparation program that (in conjunction the Sixth Year Certificate in school psychology) prepares students for certification as a school psychologist in the state of Connecticut. For more information about admission to these programs, please visit Admissions>>Teacher/Educator Preparation Programs.

In addition, candidates recommended for certification must meet the requirements listed below and in effect on the date the CSDE receives the certification application. For more information about these additional CSDE



requirements, please visit Degree Requirements>>Teacher/Educator Preparation Programs.

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/counseling-and-school-psychology/programs>

#### Program Sequence -32 Credits

##### Course Requirements

CSP 510 - Schools as Systems – 3 credits

CSP 520 - Professional School Psychology – 3 credits

CSP 530 - Data-Based Decision-Making 1 – 3 credits

CSP 531 - Data-Based Decision-Making 3 – 2 credits

CSP 532 - Brain, Biology and Behavior– 2 credits

CSP 533 - Data-Based Decision-Making 2 – 3 credits

CSP 538- Child and Adolescent Disorders – 3 credits

CSP 563 - Behavior Basics– 2 credits

CSP 558 - Child & Adolescent Development – 3 credits

CSP 579 - Psychology of Diversity, Inclusion & Oppression – 3 credits

CSP 590 - Psychoeducational Intervention – 3 credits

CSP 654 - Professional School Psych Seminar – (2 credits repeated Fall and Spring)

#### Comprehensive Examinations

Students in the Master's program are required to pass a written Comprehensive Examination. The written comprehensive examination is administered following completion of all Master's program coursework, typically at the conclusion of the final term of the student's first year of study.

#### 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): **19-3034 School Psychologists**

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? **\$ 78,780**

#### Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **611110**

#### Career/Program Pathways

Does this program prepare students for another program? **XXX** Yes, specify program, **Sixth Year Certificate in School Psychology:**  
No

#### Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): **Casey McPherson, School Psychology Graduate Programs Coordinator**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **3**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **3**

#### Admissions Requirements

What are the admissions requirements for the program?

Admission to the program is competitive as we always have more applicants than available slots for admission.

Admissions requirements include:

1. Minimum undergraduate GPA of 3.0.
2. Although no particular undergraduate major is required, applicants to the Master's Program are required to have taken the following prerequisite courses (completion of these courses is not required to apply to the program but completion is required prior to matriculation):
  - Developmental Psychology or Child Development
  - Educational Psychology, Theories of Learning, or Cognitive Psychology
  - Abnormal Psychology, Abnormal Child Psychology, or Psychopathology
  - Statistics , Psychological Statistics, or Statistics for the Behavioral (or Social Sciences)
  - Exceptionality or Exceptional Children (must be a state-approved course). The full list of courses in Connecticut that meet the criteria for this requirement are posted on the CT State Department of Education's website.
3. The School Psychology program requires that applicants to the Master's Program must submit evidence of having taken the Praxis® Core exam, Scholastic Aptitude Test (SAT), Graduate Record Exam (GRE), or American College Testing (ACT). The Praxis® Core exam is an essential skills test which is administered by Educational Testing Service (ETS).
4. Recommendations from at least THREE individuals who know the candidate in professional and/or academic setting.
5. Personal essay explaining your reasons for wanting to enter the field of school psychology and the SCSU School Psychology program in particular. The typed/word processed essay should be approximately 250-500 words in length.
6. A current professional resume or vita.
7. Interview (if invited)

**Application Deadline January 15 for fall semester**

#### **Graduation Requirements**

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

If yes, describe:

**1. Comprehensive Written Examination**

**2. Diversity Passport Requirements**

#### **Program Work Experiences**

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

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

#### **Prospective Students**

Describe the prospective students for the program:

**Prospective students are those individuals interested in completing both the MS and the 6<sup>th</sup> Year programs to qualify for state and national certification as a school psychologist. Historically, some students apply and come straight from undergraduate psychology programs. Others are experienced teachers, speech language pathologists, behavior analysts or other professional educators. Many have worked as paraprofessionals in the schools.**



# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

School Psychology – 6<sup>th</sup> Year Certificate  
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – 6<sup>th</sup> Year Certificate in School Psychology (CIP Code: 42.2805), specifically a modification of courses/ course substitutions, at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification to 6<sup>th</sup> Year Certificate in School Psychology at Southern Connecticut State University.

**BACKGROUND**

Completion of this educator preparation program (in conjunction with the M.S. in School Psychology) prepares students for certification as a school psychologist in the State of Connecticut.

**PROPOSED CHANGE**

The revised program at Southern is designed to fully meet the new National Association of School Psychologists (NASP) standards and prepare Southern for the next program review. In addition, there were several other issues addressed in the current curriculum, including moving the credit hours and supervision for the practicum assignments to the content courses where these assignments are made and evaluated, putting more focus on working with families and communities, and a continued focus on diverse urban schools.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

## SECTION 1: GENERAL INFORMATION

**Institution:** Southern Connecticut State University | **Date of Submission to CSCU Office of the Provost:** 2.15.23

**Most Recent NECHE Institutional Accreditation Action and Date:** 2022

**Type of Program Modification Approval Being Sought** (mark all that apply):

XXX Significant Modification of Courses/Course Substitutions\*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify)

**Total Number of courses and course credits to be modified by this application:** 12 courses, some repeated for credit (48 credit hours)

\* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*

### Original Program Characteristics

**Name of Program:** School Psychology

**OHE #:** 665

**Modality of Program** (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 13%

**Locality of Program:** **XXX** ☐ On Campus ☐ Off Campus ☐ Both

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

**Date Program was Initiated:** 1976

**Total # Credits in Program:** 38

**# Credits in General Education:** 0

**CIP Code Number:** 42.2805 **Title of CIP Code:** School Psychology

### Modified Program Characteristics

**Name of Program:** School Psychology

**Modality of Program** (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 10%

**Locality of Program:** **XXX** ☐ On Campus ☐ Off Campus ☐ Both

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

**Initiation Date for Modified Program:** 8-15-2024

**Anticipated Date of First Graduation:** 7-3-2026

**Total # Credits in Program:** 47

**# Credits in General Education:** 0

**CIP Code Number:** 42.2805 **Title of CIP Code:** School Psychology

**Department where program is housed:** Counseling & School Psychology

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

If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No <b>Current program will continue until all students who entered under current catalog description have graduated.</b>		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: <b>National Association of School Psychologists (NASP) 2027</b></li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential: <b>Yes, Completion of this program and the school psychology MS meet criteria for CT certification as a school psychologist.</b></li> <li>○ confirm NC-SARA requirements met: <b>XXX</b> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> <i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i>		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant	<b>Title:</b> Provost/VPAA	<b>Tel.:</b> 203.392.5350 <b>e-mail:</b> PrezantR1@southernct.edu

## SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

### Summary of Modifications

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

1. **Modified curriculum with 47 credits for the Sixth-Year program.**
2. **New program objectives.**
3. **New program dispositions.**
4. **Practicum credit and supervision moved to content classes where assignments are made and evaluated.**
5. **Specified assessment data to be collected within each course to meet NASP criteria.**

### Background and Rationale

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

**The changes to the current program are based on several pressing needs. First, and most importantly, the National Association of School Psychologists (NASP) has become an independent accrediting organization, as it was years ago, and no longer falls under the Council for Accreditation of Educator Preparation (CAEP). In addition, NASP has developed a new set of accreditation standards that have now taken effect. The revised program is designed to fully meet these new standards and prepare us for our next program review. In addition, there were several other issues that we worked to address in the current curriculum. These included moving the credit hours and supervision for our practicum assignments to the content courses where these assignments are made and evaluated, putting more of a focus on working with families and communities and continuing our focus on diverse urban schools.**

### Addressing Identified Needs

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

**School psychology is a shortage area within the state of Connecticut and nationwide. There is a critical shortage in school psychology, both in terms of practitioners and in the availability of graduate education programs and faculty needed to train the workforce necessary to keep up with the growing student population. School Psychology is a stable and rewarding career with an average annual salary of \$90,620 in CT (U.S.**

Bureau of Labor Statistics). Our program graduates (those who gain the MS followed by the SYC) have all had obtained jobs within the field by the fall after graduation for the last two decades with the exception of those who entered more advanced graduate programs. This shortage has been keenly felt across the country. According to an analysis by Education Week, “Nearly 40 percent of all school districts nationally, enrolling 5.4 million students, did not have a school psychologist in the first full year of the pandemic... Just 8 percent of districts met the National Association of School Psychologists’ recommended ratio of one school psychologist to 500 students.” The current program changes are in response to workforce needs and new accreditation standards from the National Association of School Psychologists (NASP). As noted above, our history of employment has been excellent and the outlook for future graduates is very strong. As I am writing this CT still has 57 school psychology postings that remain unfilled for the current academic year (per CTREAP, 9/5/22).

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

**These changes make excellent use of the program’s three tenured faculty members, its location in a diverse urban community (New Haven) and its history of excellence in training school psychologists.**

- 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 school psychology program remains one of the more diverse graduate programs within our university. Data collected will include demographics of all students (gender, race, ethnicity, first generation status, disability, and financial need) and performance outcomes (graduation rates, grades, written comprehensive exam scores, and later scores on the Praxis II School Psychology Specialty Exam that is required for National Certification.**

- 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.

**In order to increase to advance equitable student outcomes, the program faculty and student volunteers speak in selected undergraduate psych classes to promote the program as well as meeting individually with students who express interest. The program has developed a peer mentor program to provide additional student support and plans to implement a cybermentor program within the new curriculum in which students can be matched with a successful school psychologist in practice who shares some of their background so they can address common experiences and concerns. A program faculty member is also working with a colleague in social work and recent program graduates to improve mentorship of minority students. To date this has included specialized advising meetings and well as information and presentations on topics such as racelighting.**

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

**Data will be examined to look for areas where outcomes do not appear to be equitable across all groups. If the data supports these concerns, the program faculty will meet our community advisor board as well as our student representatives to examine the data, analyze it and brainstorm strategies to address these inequalities.**

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate) **N/A**
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided **None of our three sister institutions have school psychology graduate programs. Only UCONN has a program although much of their focus is at the doctoral level and preparing strong researchers and scholars/trainers of school psychologists.**

## Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
CSP 534 Individual Assessment II	4	CSP 534 Data-Based Decision-Making 4	4
CSP 535 Individual Assessment III	4	CSP 535 Data-Based Decision-Making 5	4
CSP 536 Practicum I & Seminar	3	CSP 574 Behavior Interventions	3
CSP 537 Practicum II & Seminar	3	CSP 584 Advanced Behavior Interventions	3
CSP 606 Counseling Children & Adolescents in School	3	CSP 652 Internship in School Psychology	3 (Will repeat twice for credit)
CSP 638 School Psychological Intervention Techniques	3	CSP 653 Internship Seminar in School Psychology	3 (Will repeat twice for credit)
652 – Internship in School Psychology	3 (Will repeat twice for credit)	CSP 654 Professional School Psych Sem	1 (Will repeat four times for credit)
653 - Professional Seminar in School Psychology	3 (Will repeat twice for credit)	CSP 678 Introduction to Consultation	3
CSP 674 Consultation in Schools	3	CSP 684 Advanced Consultation & Supervision	3
CSP 692 Advanced Research Methods and Program Evaluations	3	CSP 692 Advanced Research and Program Evaluation	3
		CSP 696 Psychoeducational Interventions 2	4
		CSP 697 Psychoeducational Interventions 3	4
<b>Total Credits Original Program</b>	<b>38</b>	<b>Total Credits Modified Program</b>	<b>47</b>

## Learning Outcomes - L.O.

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

**The objectives of the School Psychology Program are based upon the Domains of School Psychology Graduate Education and Practice as developed by the National Association of School Psychologists (NASP, 2020) (required of all recognized programs). Graduates of the Master of Science & Sixth Year Certification in School Psychology Program at Southern Connecticut State University will:**

- Demonstrate a foundation in the knowledge bases of psychology, health and well-being of children, including learning and development.** (Addressing the following NASP Domains - Domain 3: Academic Interventions and Instructional Supports; Domain 4: Mental and Behavioral Health Services and Interventions; Domain 5: School-Wide Practices to Promote Learning; Domain 6: Services to Promote Safe and Supportive Schools; Domain 7: Family, School, and Community Collaboration; Domain 8: Equitable Practices for Diverse Student Populations)
- Demonstrate knowledge of the profession and history of school psychology and the legal, ethical, and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication, and interpersonal skills.** (Addressing the following NASP Domain - Domain 10: Legal, Ethical, and Professional Practice)
- Demonstrate knowledge and skills in:**

- a. affirming, supporting, and serving individuals and families while honoring and taking into account the diversity that makes up our schools and communities. (Addressing the following NASP Domain - Domain 8: Equitable Practices for Diverse Student Populations)
- b. emphasizing the key role of families and family systems. (Addressing the following NASP Domain - Domain 7: Family, School, and Community Collaboration)
- c. using data-based decision-making as a means to effective problem-solving, evaluation assessment, and accountability, including skills in research and program evaluation. (Addressing the following NASP Domains - Domain 1: Data-Based Decision Making; Domain 9: Research and Evidence-Based Practice)
- d. applying consultation and collaboration in order to communicate and work with allied professionals, using a team-based approach to meeting the needs of children, youth, families, and systems. (Addressing the following NASP Domain - Domain 2: Consultation and Collaboration)
- e. varied aspects of effective teaching and instructional methods, school curriculum, factors influencing learning and cognitive development, and the skills to develop appropriate academic interventions. (Addressing the following NASP Domain - Domain 3: Academic Interventions and Instructional Supports)
- f. synthesis of all aspects of mental and physical health, social and emotional development and behavior, and the skills to develop appropriate interventions. (Addressing the following NASP Domain - Domain 4: Mental and Behavioral Health Services and Interventions)
- g. navigating the varied systems within and outside of schools and the ability to create and maintain effective and supportive learning environments. (Addressing the following NASP Domain - Domain 5: School-Wide Practices to Promote Learning)
- h. primary prevention, risk and resiliency factors, and the skills to develop and provide effective prevention, treatment, and crisis intervention services. (Addressing the following NASP Domain - Domain 6: Services to Promote Safe and Supportive Schools)

### Assessment of Learning Outcomes

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

**Learning outcomes will be assessed through the analysis of class activities and assignments designed to closely approximate the real-world professional tasks of a school psychologist such as: Administration, scoring & interpretive reports of results of tests commonly used in the field; designing and implementing a whole-class primary prevention activity; analyzing a functional behavior analysis and behavior intervention plan; completing a social developmental history of a child or adolescent; analysis of a school shooting or other crisis to include previous services and concerns with the shooter/aggressor, possible diagnoses, and missed opportunities for prevention and intervention; etc.**

### Detailed Curriculum for Modified Program

*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
CSP 534 Data-Based Decision-Making 4	3b, 3c, 3d, 3e	CSP 530, CSP 531, CSP 533 Co-Requisite School-Based Practicum	4
CSP 535 Data-Based Decision-Making 5	3b, 3c, 3d, 3e, 3f	CSP 530, CSP 531, CSP 533, CSP 534 Co-Requisite School-Based Practicum	4
CSP 574 Behavior Interventions	3b, 3c, 3g, 3h	CSP 563 Co-Requisite School-Based Practicum	3
CSP 584 Advanced Behavior Interventions	3b, 3c, 3g, 3h	CSP 563, CSP 574 Co-Requisite School-Based Practicum	3



<b>CSP 652 Internship in School Psychology</b>	1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h	MS in School Psychology; Passing Score on the Oral Comprehensive Exam; CSP 510, CSP 530; CSP 531, CSP 532, CSP 533.CSP 534,CSP 535; CSP 538, CSP 558, CSP 563, CSP 574, CSP 579, CSP 584, CSP 590, CSP 654, CSP 678, CSP 684, CSP 692, CSP 696, CSP 697 Co-requisite: CSP 653.	<b>3 (Will repeat twice for credit)</b>
<b>CSP 653 Internship Seminar in School Psychology</b>	1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h	MS in School Psychology; Passing Score on the Oral Comprehensive Exam; CSP 510, CSP 530; CSP 531, CSP 532, CSP 533.CSP 534,CSP 535; CSP 538, CSP 558, CSP 563, CSP 574, CSP 579, CSP 584, CSP 590, CSP 654, CSP 678, CSP 684, CSP 692, CSP 696, CSP 697 Co-requisite: CSP 652.	<b>3 (Will repeat twice for credit)</b>
<b>CSP 654 Professional School Psych Sem</b>	2, 3a, 3c, 3e, 3g, 3h	Admission to School Psychology Graduate Program	<b>1 (Will repeat four times for credit)</b>
<b>CSP 678 Introduction to Consultation</b>	3b, 3d, 3e, 3g	CSP 510 Co-Requisite School-Based Practicum	<b>3</b>
<b>CSP 684 Advanced Consultation &amp; Supervision</b>	3a, 3b, 3c, 3d,3e, 3g	CSP 510, CSP 678	<b>3</b>
<b>CSP 692 Advanced Research and Program Evaluation</b>	3b, 3c, 3e	Admission to School Psychology Graduate Program Co-Requisite School-Based Practicum	<b>3</b>
<b>CSP 696 Psychoeducational Interventions 2</b>	3a, 3b,3c, 3f, 3g, 3h	CSP 558, CSP 590 Co-Requisite School-Based Practicum	<b>4</b>
<b>CSP 697 Psychoeducational Interventions 3</b>	3a, 3b,3c, 3f, 3g, 3h	CSP 558, CSP 590, CSP 596 Co-Requisite School-Based Practicum	<b>4</b>
<b>Open Electives</b> (Indicate number of credits of open electives)			<b>0</b>
<b>Total Program Credits:</b>			<b>47</b>

#### Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

**None**

#### Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

#### Including both MS-SCP & SYC-SCP

Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2021 (TERM == 202110)		Fall Term, 2022 Year		Fall Term, 2023 Year	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students(STYP_CODE = N)	30	1	17	11	3	17



Returning Students(STYP_CODE == C)	2	13	15	1	21	0
Actual Headcount Enrollment Total	32	14	32	12	24	17
Fall FTE accounted for by Program Majors	43 (= 518/12)		41 (= 493/12)		36 (= 432/12)	

### Degree Award, including MS-SCP & SYC-SCP

	AY 2019-2020	AY 2020-2021	AY 2021-2022
Master's degree	13	21	12
Post-master's certificate	11	13	10
Total	24	34	22

### Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment.

**These changes should make the program even more competitive and popular.**

### Other Considerations

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

**None**

## SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

### Cost Effectiveness and Availability of Adequate Resources

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

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

### PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

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

Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>			
*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.			
This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.			

#### SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://catalog.southernct.edu/graduate/programs-and-degrees/school-psychology-syc.html>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:  
<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

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

**This is our current catalog description of the Sixth Year Certificate in school psychology:**

**School Psychology, Sixth Year Certificate (Hybrid)  
Counseling and School Psychology**

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/counseling-and-school-psychology/programs>

This is also a teacher/educator preparation program that prepares students for teacher certification in the state of Connecticut. For more information about admission to these programs, please visit Admissions>>Teacher/Educator Preparation Programs.

In addition, candidates recommended for certification must meet the requirements listed below and in effect on the date the CSDE receives the certification application. For more information about these additional CSDE requirements, please visit Degree Requirements>>Teacher/Educator Preparation Programs.

**Program Sequence - 38 Credits**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

One year of full-time continuous study is required followed by a year-long internship (a minimum of 1200 hours in a school-based site and a concurrent seminar). The Sixth-Year program consists of:

**Required Core Courses**

**CSP 534 – Individual Assessment II & Lab – 4 credits**

**CSP 535 – Individual Assessment III & Lab – 4 credits**

**CSP 536 - Practicum I & Seminar - 3 credits**

CSP 537 - Practicum II & Seminar - 3 credits  
CSP 606 – Counseling Children & Adolescents in Schools – 3 credits  
CSP 638 – School Psychological Intervention Techniques – 3 credits  
CSP 674 – Consultation in Schools – 3 credits  
CSP 692 - Advanced Research Methods & Program Evaluation - 3 credits  
CSP 652 - Internship in School Psychology (2 semesters) - 6 credits  
CSP 653 - Professional Internship Seminar in School Psychology (2 semesters) - 6 credits

#### **Additional Requirements**

Students in the Sixth-Year program are required to pass an oral comprehensive examination. The oral comprehensive examination is typically held at the beginning of the semester following the student's completion of Practicum I.

Students in the Sixth-Year program are required to complete an electronic portfolio of their graduate program coursework and other program requirements as outlined in the program's student handbook.

#### **Praxis® II– Examination in School Psychology**

All students completing the School Psychology Sixth Year program must take the Praxis® Specialty Examination in School Psychology and achieve a passing score prior to beginning Internship. The passing score is designated by the current NASP National Certification (NCSP) guidelines. A passing score is also required in order to graduate from the program. Students should consult NCSP application guidelines for the most current information about passing scores.

Students should request the Praxis® II test scores be sent electronically to SCSU using the institutional code R3662 when registering to take the test. Students must also submit a copy of their full score report, including sub-scores, to the Program Coordinator once scores are received.

#### **Southern Connecticut State University Graduate Catalog 2022- 2023**

#### **This is our catalog description of the new Sixth Year Certificate in school psychology:**

##### **School Psychology, Sixth Year Certificate (Hybrid) Counseling and School Psychology**

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/counseling-and-school-psychology/programs>  
This is also an educator preparation program that (in conjunction the MS in school psychology) prepares students for certification as a school psychologist in the state of Connecticut. For more information about admission to these programs, please visit Admissions>>Teacher/Educator Preparation Programs.

In addition, candidates recommended for certification must meet the requirements listed below and in effect on the date the CSDE receives the certification application. For more information about these additional CSDE requirements, please visit [Degree Requirements>>Teacher/Educator Preparation Programs](#).

#### Program Sequence - 47 Credits

One year of full-time continuous study (fall, spring and summer) is required followed by a year-long internship (a minimum of 1200 hours in a school-based site and a concurrent seminar). The Sixth Year program consists of:

#### Required Core Courses

CSP 534 (4) Data-Based Decision-Making 4 – 4 credits

CSP 696 (4) Psychoeducational Interventions 2 – 4 credits

CSP 574 (3) Behavior Interventions - 3 credits

CSP 692 (3) Advanced Research and Program Evaluation - 3 credits

CSP 654 (1) Professional School Psych Sem (4 semesters) - 4 credits

CSP 535 (4) Data-Based Decision-Making 5 – 4 credits

CSP 697 (4) Psychoeducational Interventions 3 – 4 credits

CSP 678 (3) Introduction to Consultation - 3 credits

CSP 584 (3) Advanced Behavior Interventions - 3 credits

CSP 684 (3) Advanced Consultation & Supervision - 3 credits

CSP 652 - Internship in School Psychology (2 semesters) - 6 credits

CSP 653 - Internship Seminar in School Psychology (2 semesters) - 6 credits

#### Additional Requirements

Students in the Sixth-Year program are required to pass an oral comprehensive examination. All students completing the School Psychology Sixth Year program must take the Praxis® Specialty Examination in School Psychology and achieve a passing score prior to beginning Internship. The passing score is designated by the current NASP National Certification (NCSP) guidelines. A passing score is also required in order to graduate from the program. Students should consult NCSP application guidelines for the most current information about passing scores. Students should request the Praxis® II test scores be sent electronically to SCSU using the institutional code R3662 when registering to take the test. Students must also submit a copy of their full score report, including sub-scores, to the Program Coordinator once scores are received.

#### 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): **19-3034 School Psychologists**

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? **\$ 78,780**

#### Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **611110**

#### Career/Program Pathways

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

#### Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): **Casey McPherson, School Psychology Graduate Programs Coordinator**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **3**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **3**

### Admissions Requirements

What are the admissions requirements for the program? **The Master's Program admission requirements are posted below. Graduates of the SCSU Master's in School Psychology are eligible for admission to the 6<sup>th</sup> Year Certificate Program in School Psychology.**

**Admission to the program is competitive as we always have more applicants than available slots for admission.**

**Admissions requirements include:**

- 1. Minimum undergraduate GPA of 3.0.**
- 2. Although no particular undergraduate major is required, applicants to the Master's Program are required to have taken the following prerequisite courses (completion of these courses is not required to apply to the program but completion is required prior to matriculation):**
  - **Developmental Psychology or Child Development**
  - **Educational Psychology, Theories of Learning, or Cognitive Psychology**
  - **Abnormal Psychology, Abnormal Child Psychology, or Psychopathology**
  - **Statistics, Psychological Statistics, or Statistics for the Behavioral (or Social Sciences)**
  - **Exceptionality or Exceptional Children (must be a state-approved course). The full list of courses in Connecticut that meet the criteria for this requirement are posted on the CT State Department of Education's website.**
- 3. The School Psychology program requires that applicants to the Master's Program must submit evidence of having taken the Praxis® Core exam, Scholastic Aptitude Test (SAT), Graduate Record Exam (GRE), or American College Testing (ACT). The Praxis® Core exam is an essential skills test which is administered by Educational Testing Service (ETS).**
- 4. Recommendations from at least THREE individuals who know the candidate in professional and/or academic setting.**
- 5. Personal essay explaining your reasons for wanting to enter the field of school psychology and the SCSU School Psychology program in particular. The typed/word processed essay should be approximately 250-500 words in length.**
- 6. A current professional resume or vita.**
- 7. Interview (if invited)**

### Graduation Requirements

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

If yes, describe:

- 1. Comprehensive Oral Examination**
- 2. Diversity Passport Requirements**
- 3. Service Requirements**
- 4. Passing Score on the Praxis II Specialty Exam in School Psychology**

### Program Work Experiences

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? **XXX** Yes

If yes, describe and attach copies of the contracts or other documents ensuring program support MoA is attached. **See separate documents attached.**

### Prospective Students

Describe the prospective students for the program:

**Prospective student are those individuals interested in completing both the MS and the 6<sup>th</sup> Year programs to qualify for state and national certification as a school psychologist. Historically, some students apply and come straight from undergraduate psychology programs. Others are experienced teachers, speech language**

pathologists, behavior analysts or other professional educators. Many have worked as paraprofessionals in the schools.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Social Work – B.S.W.

Charter Oak State College

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – BSW in Social Work (CIP Code: 440701 / OHE# 20543), specifically a significant modification of courses/course substitutions, at Charter Oak State College.

A True Copy:

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

**ITEM**

Modification to B.S.W. in Social Work at Charter Oak State College.

**BACKGROUND**

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

The Social Work Program Director was hired at Charter Oak State College in 2022 and began working to establish the BSW program in alignment with the new Council of Social Work Education (CSWE) Standards.

**PROPOSED CHANGE**

The proposed change modifies field work to better align with the needs of working adults (2 credits of work per semester vs 4) and allow students to maintain their current job while still pursuing the field portion of the program.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee  
05/18/2023 – Board of Regents



**SECTION 1: GENERAL INFORMATION****Institution:** Charter Oak State College

Date of Submission to CSCU Office of the Provost: 2/15/2023

Most Recent NECHE Institutional Accreditation Action and Date: 2016

**Type of Program Modification Approval Being Sought** (mark all that apply):

X Significant Modification of Courses/Course Substitutions\*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **28**

\* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*

**Original Program Characteristics**

Name of Program: Social Work

OHE #: 20543

Modality of Program (*check all that apply*): ☐ On ground ☒ Online ☐ Hybrid, % of fully online coursesLocality of Program: ☐ On Campus ☐ Off Campus ☐ BothProgram Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Bachelor of Science**

Date Program was Initiated: Fall 2022

Total # Credits in Program: 47

# Credits in General Education: 40

CIP Code Number: 440701 Title of CIP Code: Social Work**Modified Program Characteristics**

Name of Program: Social Work

Modality of Program (*check all that apply*): ☐ On ground ☒ Online ☐ Hybrid, % of fully online coursesLocality of Program: ☐ On Campus ☐ Off Campus ☐ BothProgram Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **Bachelor of Science**

Initiation Date for Modified Program: Fall 2023

Anticipated Date of First Graduation: Spring 2025

Total # Credits in Program: 46

# Credits in General Education: 40

CIP Code Number: 440701 Title of CIP Code: Social Work

Department where program is housed: Department of Social Work

Location Offering the Program (e.g., main campus): Online		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:      CIP:      OHE#:      BOR Accreditation Date: Phase Out Period      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: Council of Social Work Education, 2023</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Solomon D. Hill	Title: Program Director, Social Work	Tel.: 8605153899. e-mail: <a href="mailto:shill2@charteroak.edu">shill2@charteroak.edu</a>

## SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

### Summary of Modifications

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

Field modified to better align with the needs of working adults (2 credits of work per semester vs 4) to allow for students to maintain their current job while still pursuing the field portion of the program.

### Background and Rationale

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

The modifications aim to align our curriculum with the 2022 Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements. The Social Work Program Director was hired at Charter Oak State College in 2022 and began working on establishing the BSW program and aligning it with the new CSWE Standards.

### Addressing Identified Needs

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

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

The types of jobs with a BSW in Connecticut are plenty. For example, under the category of 21-1021.00 - Child, Family, and School Social Workers (70% require a Bachelor's degree while 30% require a Master's degree). A January 2023 O\*Net search resulted in 106 current openings. Job titles include Youth Coach, Family Support Specialist (Case Manager), and Intervention Specialist.

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

This will be the only online BSW program within the CSCU system. The only other online BSW in Connecticut is at Fairfield University. This program can provide our students with a much more affordable path to a BSW with the community college tuition match program.

An online course implemented in the Blackboard Learn platform course-management system at Charter Oak State College is an organized collection of articles, notes, media, assignments, online communications, tests, and similar materials. Most of the materials are developed specifically for online courses by the content expert (faculty) with the support of the college's instructional design office. Other learning resources may exist as links to copyrighted materials existing on the Internet. Thus, the course exists as a specific configuration or collection of teaching artifacts, some of which are separately copyrighted and some of which originate from the college's supported development.

- 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?  
Charter Oak's program review template requires programs under review to assess recruitment, retention, enrollment and completion for both SES and race/ethnicity.
  - 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.  
Financial aid data has suggested that students that major in social work or human services at the community college have the lowest median family income and are more likely to be Pell. By having a focus on recruiting students from the community colleges and our community college tuition match program, Charter Oak is in a strong position to recruit students with low socio-economic status (SES). The community college tuition match program at Charter Oak State college affords any graduate of CT State that matriculates at Charter Oak within 12 months of graduation the ability to pay the same tuition rate as CT State of that given year. With the current Pell allotment, that means a fully Pell student has the opportunity for a debt-free bachelor's degree between PACT and the CC Tuition Match.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Equity gaps within the program via the program review process are required to develop an action plan for correction. Typically, this would require a redesign of targeted courses that contain any statistically significant equity gaps. Strategies include inclusive design principles and universal design of learning (UDL).
- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*  
This program modification is being built with the focus of not only the updated CSWE standards, but also built to provide a seamless transfer for students in the Social Work TAP program as well as Human Services at CT State.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
There are no other online BSW programs within CSCU. The only other online BSW in Connecticut is at Fairfield University. This modified program provides our students with a much more affordable path to a BSW with the community college tuition match program.

## Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
SWK 101 Introduction to Social Work	3	SWK 101 Introduction to Social Work	3
SWK 110 History of Social Welfare	3	SWK 110 History of Social Welfare	3
SWK 150 Foundations of Social Work Practice	3		
SWK 320 Human Behavior in the Social Environment 1	3	SWK 2XX Human Behavior in the Social Environment 1	3
SWK 321 Human Behavior in the Social Environment 2	3	SWK 2XX Human Behavior in the Social Environment 2	3
SWK 2XX Direct Practice with Individuals/Couples	3	SWK 3XX Direct Practice with Individuals/Couples	3
SWK 3XX Direct Practice with Families/Groups	3	SWK 3XX Direct Practice with Families/Groups	3
SWK 4XX Macro Social Work Practice	3	SWK 4XX Macro Social Work Practice	3
SWK 115 Difference, Diversity, and Privilege	3	SWK 115 Difference, Diversity, and Privilege	3
SWK 201 Theory and Practice	3		
SWK 2XX Introduction to Research	3		
		PSY 410 Research Methods	3
SWK 220 Health Inequities	3		
SWK 3XX Social Work Field Practicum 1	4		
SWK 4XX Social Work Field Practicum 2	4		
		SWK 3XX Social Work Practicum Experience 1	2
		SWK 3XX Social Work Practicum Experience 2	2
		SWK 4XX Social Work Practicum Experience 3	2
		SWK 4XX Social Work Practicum Experience 4	2
		SWK 3XX Social Work Seminar 1	2
		SWK 3XX Social Work Seminar 2	2
		SWK 4XX Social Work Seminar 3	2
		SWK 4XX Social Work Seminar 4	2
SWK 4XX Social Work Capstone	3	SWK 4XX Social Work Capstone	3
Total Credits Original Program	47	Total Credits Modified Program	46

## Learning Outcomes - L.O.

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

### **Learning Outcomes - L.O.**

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

1. Students will demonstrate proficiency to make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. Students will demonstrate proficiency in understanding diversity and difference in anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;
3. Students will learn about and make sound judgments regarding the advancement of human rights and social, economic, and environmental justice ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work;
4. Students will learn about and make sound judgments regarding social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;
5. Students will demonstrate the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, engage with individuals, families, groups, organizations, and communities;
6. Students will demonstrate the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, assess individuals, families, groups, organizations, and communities;
7. Students will demonstrate the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, intervene with individuals, families, groups, organizations, and communities;
8. Students will be able to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, evaluate practice with individuals, families, groups, organizations, and communities.

### **Assessment of Learning Outcomes**

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

- Learning outcomes will be measured by the Council of Social Work Education (CSWE) accreditation and by the COSC Social Work faculty.

### **Detailed Curriculum for Modified Program**

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
SWK 101 Introduction to Social Work	1,2		3
SWK 110 History of Social Welfare	1,2,3		3
SWK 2XX Human Behavior in the Social Environment 1	1,2,3,4,5,6	SWK101 SWK 110	3
SWK 2XX Human Behavior in the Social Environment 2	1,2,3,4,5,6	SWK 2XX Human Behavior in the Social Environment 1	3
SWK 115 Difference, Diversity, and Privilege	1,2,3		3
SWK 3XX Direct Practice with Individuals/Couples	1,2,3,4,5	SWK 2XX Human Behavior in the Social Environment 2	3
SWK 3XX Direct Practice with Families/Groups	1,2,3,4,5,6	SWK 3XX Direct Practice with Individuals/Couples	3
SWK 4XX-Macro Social Work Practice	1,2,3,4,5,6,7,8	SWK 3XX Direct Practice Families/Groups	3
SWK 3XX Social Work Practicum Experience 1	1,2,3,4,5,6	SWK 2XX Human Behavior in the Social Environment 2  <b>Co-Req: SWK 3XX Social Work Seminar 1</b>	2
SWK 3XX Social Work Practicum Experience 2	1,2,3,4,5,6	SWK 3XX Social Work Experience Practicum 1  <b>Co-Req: SWK 3XX Social Work Seminar 2</b>	2
SWK 4XX Social Work Practicum Experience 3	1,2,3,4,5,6,7	SWK 3XX Social Work Practicum Experience 2  <b>Co-Req: SWK 4XX Social Work Seminar 3</b>	2
SWK 4XX Social Work Practicum Experience 4	1,2,3,4,5,6,7,8	SWK 4XX Social Work Practicum Experience 3  <b>Co-Req: SWK 4XX Social Work Seminar 4</b>	2
SWK 3XX Social Work Seminar 1	1,2,3,4,5,6	SWK 2XX Human Behavior in the Social Environment 2  <b>Co-Req: SWK 3XX Social Work Seminar 1</b>	2
SWK 3XX Social Work Seminar 2	1,2,3,4,5,6	SWK 3XX Social Work Seminar 1  <b>Co-Req: SWK 3XX Social Work Practicum Experience 2</b>	2
SWK 4XX Social Work Seminar 3	1,2,3,4,5,6,7	SWK 3XX Social Work Seminar 2	2

		<b>Co-Req: SWK 4XX Social Work Practicum Experience 3</b>	
SWK 4XX Social Work Seminar 4	1,2,3,4,5,6,7,8	SWK 4XX Social Work Seminar 3 <b>Co-Req: SWK 4XX Social Work Practicum Experience 4</b>	2
SWK 4XX Social Work Capstone	1,2,3,4,5,6,7,8	SWK 4XX Macro Social Work Practice SWK 4XX Social Work Practicum Experience 4 SWK 4XX Social Work Seminar 4	3
PSY 410 Research Methods		ENG 101, ENG 102, and Statistics	3
<b>Open Electives</b> (Indicate number of credits of open electives)			30-36 TBD
<b>Total Program Credits:</b>			<b>46</b>
<b>Description of Related Modification(s)</b>			
Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements			
<ul style="list-style-type: none"> <li>Per CSWE Standards, before meeting the requirements, applying to, and being accepted into, the Bachelor of Social Work (Professional) program, students who want to major in social work are admitted as "Pre-Professional Social Work." Transfer students, first-year students, and students changing their majors will come in as Pre-Professional Social Work until they have formally been accepted into the social work program.</li> </ul>			
<b>Description of Resources Needed</b>			
As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.			
<ul style="list-style-type: none"> <li>Field Placement Assessment Software</li> </ul>			
<b>Previous Three Years Enrollment and Completion for the Program being Modified (only fall 2022 data as program began that semester)</b>			
<b>ACTUAL Enrollment</b>	Fall Term, Year 2022		Fall Term, Year
	Full Time	Part Time	Full Time, Year
			Full Time Part Time
Transfers In			
New Students	6	23	
Returning Students			
<b>Actual Headcount Enrollment</b>			
<b>Fall FTE accounted for by Program Majors</b>	13.7		
<b>Size of Credentialed Group(s) for Given Year</b>			
<b>Impact of Modification on Enrollment and Completion</b>			
Describe the anticipated impact of the modification(s) on future enrollment and completion			
We do not anticipate any impact on current or future enrollment projections.			
<b>Other Considerations</b>			
If applicable, note any other considerations relevant to the proposed modification(s)			
Please note that this program is currently in the first year with AY 22-23. Year two (AY23-24) continues to project a net loss as programs are expected to be at least break even by year 3 (which is projected to happen with the BSW program).			



### SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

#### Cost Effectiveness and Availability of Adequate Resources

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

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

PROJECTED Program Revenue	Fall 23	Fall 24	Fall 25
Tuition (do not include internal transfers)	\$225,852	\$459,360	\$555,826
Program-Specific Fees	\$19,936	\$31,320	\$37,898
Other Revenue (Auxiliary from Bookstore Sales)	\$6,675	\$13,500	\$14,850
<b>Total Estimated Program Revenue</b>	<b>\$252,463</b>	<b>\$504,180</b>	<b>\$608,574</b>
PROJECTED Program Expenditures*	Fall 23	Fall 24	Fall 25
Administration (Chair or Coordinator)	\$225,000	\$235,125	\$246,881
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	\$81,455	\$165,672	\$182,240
Support Staff			
Library Resources Program			
Equipment (Field Placement Assessment Software)	\$8,000	\$8,000	\$8,000
Other (e.g., Marketing specific to BSW)	\$5,000	\$5,000	\$5,000
Estimated Indirect Costs (e.g., travel)	\$7,500	\$8,000	\$8,000
<b>Total Estimated Program Expenditures</b>	<b>\$326,955</b>	<b>\$421,797</b>	<b>\$450,121</b>

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

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

### SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://www.charteroak.edu/social-work/>

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

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:  
[https://www.charteroak.edu/catalog/current/fees\\_financial\\_aid\\_scholarships/undergraduate-current-fees.php](https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/undergraduate-current-fees.php)

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

#### Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): Within the college's mission framework, the BSW program at Charter Oak State College aims to prepare and educate baccalaureate-level students about generalist social work practice and long-term professional and personal development. The program strives to create leaders and change agents in the profession. To develop proficient, ethical practitioners who embrace diversity, recognize a professional social work identity, and retain a commitment to service to the professional community and vulnerable groups subjected to oppression due to social and economic injustice.

#### Program Goals



1. To participate in accomplishing Charter Oak State College and the Social Work's mission and goals by developing professional social work professionals with the knowledge, skills, values, and responsibility necessary for ethical practice at the baccalaureate level.
2. To give the student the teaching, field experiences, and opportunities to build mastery in the values, knowledge, and skills embodied in the core strengths necessary for efficient, sensitive, credible, and ethical social work practice.
3. To foster an inclusive community that encourages students to grow intellectually, ethically, emotionally, and physically.
4. Support local social service agencies by providing new social workers and services, including training, continuing education, research, and evaluation.
5. To provide learning experiences that cultivate analytical and critical thinking and communication skills.

The Charter Oak State College bachelor social work program aims to promote and uphold the profession's mission, values, and ethical standards. This program encourages students to help individuals with various backgrounds and concerns by advocating on their behalf. It also helps individuals access the necessary resources to enhance their quality of life.

Students completing the Bachelor of Science in Social Work (BSW) will have an understanding of the history and ethics underlying the field, how to engage in a professional capacity aligned with the field, to demonstrate the ability to assess and intervene with individuals, families, groups, organizations, and communities, and to evaluate their practice.

The BSW degree will prepare students to work in settings including nursing home facilities, mental health agencies, the criminal justice service system, and substance abuse treatment facilities, and in areas including mental health, elder adult care, substance abuse recovery, criminal justice, case management, and advocacy.

This major requires a minimum of 120 credit hours, including all major and elective courses in social work. All major social work required courses must be completed with a “B” (3.0) or higher grade. All general education courses including if taken PSY 216 and PSY 410 must be completed with a “C” (2.0) or higher grade.

Social Work courses successfully completed at Charter Oak State College must comprise two-thirds of the major's credit hours. These include: Human Behavior in the Social Environment 2 (3cr), All of the Direct Practice courses (9cr), All of the Practicum courses (8cr), All of the Seminar courses (8cr), and the Capstone course (3cr) for a total of 31 credits.

*Note: Charter Oak State College's Bachelor of Social Work (BSW) program is seeking accreditation by the [Council on Social Work Education \(CSWE\)](#), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).*

*CSWE's Commission on Accreditation is responsible for developing standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards. CSWE does not allow Life/Work Experiences to be credited towards any required social work courses within Charter Oak State College Social Work program.*

*Seeking accreditation will not hinder students professionally or educationally. Graduates of the social work program can seek employment and/or pursue a traditional two-year MSW degree.*

### **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): 21-0000----- 21-20000

- 21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists
  - 21-1010 Counselors
    - 21-1011 [Substance Abuse and Behavioral Disorder Counselors](#)
    - 21-1012 [Educational, Guidance, and Career Counselors and Advisors](#)
    - 21-1013 [Marriage and Family Therapists](#)
    - 21-1014 [Mental Health Counselors](#)
    - 21-1015 [Rehabilitation Counselors](#)
    - 21-1019 [Counselors, All Other](#)
  - 21-1020 Social Workers
    - 21-1021 [Child, Family, and School Social Workers](#)
    - 21-1022 [Healthcare Social Workers](#)
    - 21-1023 [Mental Health and Substance Abuse Social Workers](#)
    - 21-1029 [Social Workers, All Other](#)
  - 21-1090 Miscellaneous Community and Social Service Specialists
    - 21-1091 [Health Education Specialists](#)
    - 21-1092 [Probation Officers and Correctional Treatment Specialists](#)
    - 21-1093 [Social and Human Service Assistants](#)
    - 21-1094 [Community Health Workers](#)
    - 21-1099 [Community and Social Service Specialists, All Other](#)
- 21-2000 Religious Workers
  - 21-2010 Clergy
    - 21-2011 [Clergy](#)
  - 21-2020 Directors, Religious Activities and Education
    - 21-2021 [Directors, Religious Activities and Education](#)
  - 21-2090 Miscellaneous Religious Workers
    - 21-2099 [Religious Workers, 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)? \$46, 500 depending on education

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 621330 Offices of Mental Health Practitioners (except Physicians)

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Master of Social Work (MSW) ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Solomon D. [Hill--shill2@charteroak.edu](mailto:Hill--shill2@charteroak.edu) 860-515-3899

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 2

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 4

**Admission Requirements**

Admission to the Social Work program is selective. Candidates for the program must meet the following requirements:

- Be accepted to the College as a degree-seeking student
- Have completed the following coursework with a grade of C or better: English Composition 1 (ENG 101 or equivalent); English Composition 2 (ENG 102 or equivalent); Statistics (MAT 105 or equivalent) or Statistics for Behavioral Sci/Psychology (PSY 216 or equivalent)
- Have completed the following coursework with a grade of B or better: Intro to Social Work (SWK 101 or equivalent), History of Social Welfare (SWK 110 or equivalent)

Candidates for the Social Work program must submit electronically:

An application for the BSW program

An essay that speaks to how the candidate's background/experience prepares them to be successful in the BSW program

A professional resume

Candidates will also be required to complete a virtual interview with the Program Director or their designee – typically 15-30 minutes in length. Candidates will be apprised in writing of the admissions decision.

Successful candidates will be admitted to the Social Work program for Fall Term 1 (August) and Spring Term 1 (January)

**Graduation Requirements**

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

- Capstone SWK 495

**Program Work Experiences**

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

If yes, describe and attach copies of the contracts or other documents ensuring program support: See template of field contract. Per CSWE Standards, each student is required to complete a minimum of 400 hours of field placement.

**Prospective Students**

Describe the prospective students for the program: All students are welcome who have the passion to contribute to the social work and abide by the Council of Social Work Education requirements, the Core Competences', and the Code of Ethics.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Studio Art – B.A.

Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in Studio Art (CIP Code: 36.0110/ OHE# 682), specifically a name change, at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification to B.A. in Studio Art at Southern Connecticut State University.

**PROPOSED CHANGE**

The proposed name change from “Studio Art” to “Art and Design” reflects the evolution of the department to be inclusive of art and design, encompassing the breath of the department’s disciplines and students’ career trajectories. The name change will group studio programs alphabetically with the Department of Art and Design’s other degree programs, "Art Education" and "Art History," and will add coherence to how the Department of Art and Design is listed in the University catalog.

Having all art programs listed together will make the department's offerings easier for students to find and help them understand the cohesive nature of the Department of Art and Design.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

NAME CHANGE REQUEST		
Institution: SCSU		Date of Submission to CSCU Office of the Provost: 02/13/23
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: Studio Art OHE #: 682 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BA, BS</b> Date Program was Initiated: 1.1.1976 Total # Credits in Program: 120 # Credits in General Education: 45 CIP Code Number: 36.0110 Title of CIP Code: ART Department where program is housed: Department of Art and Design Location Offering the Program ( <i>e.g., main campus</i> ): main campus		
Proposed New Name of Program: BA- Art and Design, BS- Art and Design, Minor in Art and Design		
Proposed Date Name Change Becomes Effective: Fall 2023		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> Name change reflects the evolution of the department to be inclusive of art and design which encompasses the breath of our department's disciplines and our students' career trajectories. Name changes for the "Studio Art" BA to "Art and Design" will group studio programs alphabetically with the Department of Art and Design's other degree programs: "Art Education" and "Art History". This name change adds coherence to how the Department of Art and Design is listed in the University catalog. Having all art programs listed together will make the department's offerings easier for students to find and help them understand the cohesive nature of the Department of Art and Design.		
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> The name change itself does not require changes, but the program has submitted a modification nevertheless.		
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> n/a		
Institutional Contact for this Proposal: Dr. Robert Prezant		Title: Provost & VPAA Tel.: 203.392.5355 e-mail: PrezantR1@southernct.edu

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Music Education – B.S.

Central Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Music Education (CIP Code: 131312/ OHE# 000062), specifically a significant modification of courses/course substitutions, at Central Connecticut State University.

A True Copy:

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

**ITEM**

Modification to B.S. in Music Education at Central Connecticut State University.

**PROPOSED CHANGE**

The modifications restructure the BS in Music Education to improve access and equity, facilitate student academic success, and foster timely degree completion. Specifically, the proposed changes restructure the 60 credits in the major by creating a 42-credit core, while requiring students to complete an additional 18 credits in a concentration in a specific area of expertise or in an external minor. The changes include curricular revisions and enhancements that provide additional support for students from disadvantaged backgrounds and/or under-resourced school districts.

The most significant revisions to the core curriculum are as follows:

1. Music theory:  
Restructured music theory sequence includes a foundational course in musicianship. This will increase access to the major to those who do not come from privileged music backgrounds.
2. Piano proficiency:  
Foundational piano instruction will be included in the major rather than treated as an elective as has been the case. This increases access by recognizing that not all matriculating students have benefitted from regular access to pianos or private lessons.
3. Music history:  
Reframes music history sequence to emphasize a multicultural, global understanding of music.

**RECOMMENDATION**

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



## SECTION 1: GENERAL INFORMATION

**Institution:** Central CT State University

Date of Submission to CSCU Office of the Provost:  
**March 29, 2023**

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

**Type of Program Modification Approval Being Sought** (mark all that apply):

- ☒ Significant Modification of Courses/Course Substitutions\*
- Offering of Program at Off-Campus Location (specify new location)
- Offering of Program Using an Alternate Modality (e.g., from on ground to online)
- Change of Degree Title or Program Title
- Other (please specify)

**Total Number of courses and course credits to be modified by this application:**

This modification changes 18 credits within the Music Education degree.

\* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*

### Original Program Characteristics

Name of Program: **Bachelor of Science, Music Education**

OHE #: 000062

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

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

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

**Bachelor of Science**

Date Program was Initiated: **June 1, 1971**

Total # Credits in Program: **120**

# Credits in General Education: **44-45**

CIP Code Number: **131312** Title of CIP Code: **Music Education**

### Modified Program Characteristics

Name of Program: **Bachelor of Science, Music Education**

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

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

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

**Bachelor of Science**

Initiation Date for Modified Program: **Fall 2023**

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

Total # Credits in Program: **120**

# Credits in General Education: **44-45**

CIP Code Number: **131312** Title of CIP Code: **Music Education**

Department where program is housed: <b>Music</b>		
Location Offering the Program (e.g., main campus): <b>CCSU main campus</b>		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A    CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:  <b>NASM accreditation renewed December 2022, mid-cycle review due October 2026, next full review in 2029-2030.</b> </li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential: eligible for K-12 teacher certification, accredited by CAEP</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> <i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
<b>Institutional Contact for this Proposal:</b> <b>Dr. Charles Menoche</b>	<b>Title: Chair,</b> <b>Department of Music</b>	<b>Tel.:(860)832-2904</b> <b>e-mail: menochec@ccsu.edu</b>

## SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

### Summary of Modifications

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

The modifications restructure the BS in Music Education to improve access and equity, facilitate student academic success, and foster timely degree completion. Specifically, the proposed changes restructure the 60 credits in the major by creating a 42-credit core, while requiring students to complete an additional 18 credits in a concentration in a specific area of expertise or in an external minor. The changes include curricular revisions and enhancements that provide additional support for students from disadvantaged backgrounds and/or under-resourced school districts.

The most significant revisions to the core curriculum are as follows:

1. Music theory:  
Restructured music theory sequence includes a foundational course in musicianship. This will increase access to the major to those who do not come from privileged music backgrounds.
2. Piano proficiency:  
Foundational piano instruction will be included in the major rather than treated as an elective as has been the case. This increases access by recognizing that not all matriculating students have benefitted from regular access to pianos or private lessons.
3. Music history:  
Reframed music history sequence to emphasize a multicultural, global understanding of music.

The changes to the Music Education courses are as follows:

- MUS 101 Practicum: Reduces the credits from 2 to 1 credit; course meets one hour per week; work completed outside class time aligns with standard for a one-hour course (approx. 2:1 ratio); reduction to 1 credit is appropriate for this balance.
- MUS 310 General Music Education K-12: Combines content from two courses previously taught as MUS 310 General Music Education PK-4 and MUS 311 General Music Education Part II (Grades 5-12); brings the course back in line with how it had been successfully taught in the past; other comparable programs organize this content similarly into one semester; MUS 310 retained as course number; MUS 311 now eliminated
- MUS 317 Secondary Music Methods: Combines content from two courses previously taught as MUS 315 Choral Music Methods and MUS 316 Instrumental Music Methods (both are now eliminated as separate courses); will be co-taught in one semester by two instructors; this brings the course back in line with how it had been successfully taught in the past.

### **Background and Rationale**

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

These proposed changes, along with the core values of the Department of Music, align with many of the goals of the CCSU Strategic Plan 2030, especially:

#### **1) Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy:**

The proposed changes to the Music curriculum clarify and strengthen the structure of our two undergraduate programs, the Bachelor of Arts in Music, and the related Bachelor of Science in Music Education, to facilitate on-time completion for more Music majors in general but especially for our transfer students.

In addition, these program modifications will allow the Music department to introduce important new innovations from the field of music. The changes will bring our Music programs much more in line with advances in the field of contemporary music and music technology, which will support students' personal and professional aspirations. The new concentration in Music Technology will provide opportunities for students to explore music creation and production using new styles of music techniques, genres, and modalities. The study of Music has long given Western-style music too much of an emphasis in the overall curricula. We have proposed a new sequence of music history that will focus on non-Western and other indigenous music traditions. These changes, along with the option of an external minor instead of a music concentration, will create opportunities to refocus our recruitment efforts and offer exciting new opportunities for prospective music students.

#### **2) Increasing Access to Higher Education and Ensuring Student Success:**

One of the goals of these modifications is to identify and remove common barriers to student success by creating a more equitable learning environment for all students, with a particular awareness of those from underserved and BIPOC communities. We see the Bachelor of Science, and not a Bachelor of Music, as providing important access points to increase equity and inclusion in the music field and profession. Traditional, conservatory-like programs assume a high degree of entry-level proficiency, one that is often only achievable for those with privileged backgrounds. Students might be quite talented in their ability to compose and perform music, but they may not have had access to traditional, Western-based canons, notations, or musicology. Our Music program allows students to pursue a music degree within the solid liberal arts tradition of a public institution. Our program modifications allow us to continue to meet the standards required by our accrediting body, while also providing a path for student success for those without extensive formal music preparation. The new structure offers built-in opportunities, beginning in the first semester, for students to establish a solid baseline musicianship that is essential to their overall success as they move through sequential courses. This

will facilitate on-time completion for more Music majors, including those transferring into CCSU Music from another program or school (especially from CT State Community College).

### 3) Assuring Sustainability for the Future:

In making these modifications, we appreciate the need to provide a quality and affordable education for our students while serving as a steward of university resources. These changes have been carefully developed so that they do not entail additional costs.

#### **Addressing Identified Needs**

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

One of the strengths the proposed changes to our BS in Music Education program is that it will open a number of opportunities for students in Connecticut. Music Education has proven over and over again to be a critical aspect of the overall wellbeing of K-12 students. It is an important element in the development of their creativity, personal expression, confidence, and motor skills. Studies have shown how critical participation in school-based and extracurricular music programs are for children's feelings of school connectedness and their hopeful future expectations for school. It has been demonstrated that music education played an especially critical role during and after the COVID-19 pandemic.<sup>1</sup> In addition, there is a need for more qualified teachers to meet teacher shortages. National statistics do not often track music education teachers separate from all other subject disciplines in public schools. According to the Recording Industry Association of America, however, music educators at private K-12 fine arts schools added \$149,559,000 to the U.S. economy in 2018.<sup>2</sup> While not listed as a teacher shortage area in CT, as of April 3, 2023, there were 41 jobs posted on Connecticut REAP's website for K-12 certified music teachers.<sup>3</sup> On CT Education Association's website, 15 jobs were posted.<sup>4</sup> This is noteworthy as it is not the usual season for new teacher postings. Salaries for teachers in CT are quite competitive with national averages, and they are controlled by district and town agreements with collective bargaining units. In fact, the salaries for teachers in CT are comparable to the mean salaries of all other individuals holding bachelor's degrees, making it one of the few states able to achieve this.<sup>5</sup>

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

CCSU Music has talented and highly skilled full-time and adjunct faculty in all areas of the discipline, in terms of curriculum knowledge, training, and professional experience. Every faculty member (both full-time and adjunct) is fully committed to sharing those resources with their students to ensure that they receive the high quality of education that they expect and deserve. We strive to offer a solid practical academic experience that is comparable to, or exceeds, that which is found in even more competitive (and more expensive) music programs in the country. Our Music majors rely on the quality and consistency of the education we provide, and the recognition that a BA or BS degree is legitimately within their reach at CCSU. Both majors and non-majors participate in our ensembles, including the University Singers, Chorale, Sinfonietta, Jazz Band, Wind Ensemble, and Marching Band. The Herbert D. Welte Auditorium, which seats 1,800, serves as the premier performance location for the department. As noted, our program was recently reaccredited by the National Association of Schools of Music (NASM), an accreditation that we have held since 2002. Within the CSCU System, we share this coveted recognition with Manchester Community College, Southern Connecticut State University, and Western Connecticut State University. The accreditation assures the students, parents, and hiring managers that students graduating from CCSU have met rigorous national standards.

For music students, access to cultural resources is essential to their experience as they grow into members of the arts community. CCSU's location is an asset in this regard, as the campus is close to Hartford (20 minutes), and within reasonable distance of New Haven (40 minutes), and both New York and Boston (two hours). In Hartford, professional ensembles offer students opportunities to hear finely crafted performances; such experiences inspire young musicians to continue striving for excellence in their own work. Within a one-block area of downtown Hartford, the Atheneum (a noted art museum) often features free concerts and other events; Infinity Hall offers a wide range of performances; and the Hartford Public Library houses an excellent and diverse collection of recordings and videos in open stacks to facilitate browsing. Beyond Hartford, day trips to New York or Boston are possible, offering many students their first opportunities to attend performances at the Metropolitan Opera, Carnegie Hall, Boston Symphony Hall, and to visit museums, libraries, and other attractions that might otherwise be inaccessible to them.

CCSU's location ensures that students in central Connecticut have the option to study music. The modified program provides an accessible, high-quality degree for music students, but crucially also provides the stage (or studio) that allows students from underserved communities to make and learn music. To borrow a quote, "An active music life affirms the dignity of individuals and communities." The performing arts and music education are vital components of CCSU's engagement with the communities it serves.

- 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?

Our Music program is committed to ensuring greater access and success to all students with personal or professional aspirations in musicianship. We want to make sure that our program breaks down barriers that have in the past limited the full participation of students, especially from underserved populations and populations of color. To this end, we have reviewed a series of specific metrics to evaluate issues of equity in terms of recruitment, enrollment, retention, and completion.

In terms of our recruitment and enrollments, the department annually reviews our Higher Education Arts Data Services (HEADS) information as part of our National Association Schools of Music (NASM) accreditation requirements. We are proud of recent positive trends in terms of our recruitment and enrollment of students from diverse racial and ethnic backgrounds. In 2010-2011, 88% of Music majors identified as White Non-Hispanic/Latino. In 2020-2021, that figure was 60%, which mirrors CCSU overall. The modifications to our programs will only enhance our ability to attract and retain an even more diverse student body.

We also gather metrics at various stages of our students' progress in the program to make sure that we are ensuring equity in terms of retention and completion. Each semester, since fall 2020, we have compiled Midpoint Assessment reports from all the teachers about each student in their first two years of study. Through a combination of standardized questions and discussion points, and more informal conversations with the students, we can get a sense of their individual progress in their academic courses, applied lessons, and ensembles. We can also understand their general feelings about their own experience in the Department of Music, struggles that they specifically identify, and a sense of their overall wellbeing. Much of the initial conversation is directed by data gathered from all the faculty members who work with the students. This process gives us valuable information and the chance to recognize specific areas in which a student might benefit from additional help with their academics in the form of tutoring or one-on-one time with the professor. We are also able to offer practical advice for our musicians to develop good work habits, time management, and balancing academics, rehearsals, and solo practice time with their other responsibilities. As a result of this

process, we are able to determine early in their studies the best course of action to ensure that the student gets on track, and we continue monitoring their progress and success.

Moreover, trends in these reports have helped us to identify curriculum changes and new needs for student support to ensure the success of all students. This program modification stems in part from a review of DFW grade data in core music courses, which will serve as a baseline moving forward. Working from all the elements above and throughout our curriculum proposals, we have been, and will continue to be, trying to identify, understand, and work to address the goals of neutralizing the challenges related to background, ability, ethnicity/race, economics, and gender.

- 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 Department of Music considers three fundamental elements to be essential in addressing the well-documented educational inequities frequently experienced by disadvantaged students: pursuit of a four-year degree in music; availability of necessary resources for musicianship; and ongoing support for student success. These elements are at the forefront of the Department's actions as we respond to the needs of our current students, and as we continue our active recruitment efforts for prospective students, particularly those from the Black, Indigenous, Hispanic and communities of color in central Connecticut:

1. The Opportunity to Pursue a Four-Year Degree in Music:

We recognize and value the potential in musicians who are just beginning their formal studies. We are committed to providing them with the opportunities, resources, and ongoing support necessary to succeed as they pursue their four-year Music degree, and work toward the chosen career path that they might not otherwise be able to consider realistically. Our student population, which represents our target demographic in our recruiting efforts, is composed of students from diverse racial/ethnic (Black, Hispanic, and Asian) and socio-economic backgrounds. Some also identify as part of the LGBTQ community. Many are from lower-income areas in central CT, and they have been at a substantial disadvantage, in terms of their educational opportunities, compared to their peers from more affluent backgrounds. The resources necessary to develop basic musicianship during the K-12 years are often limited or entirely absent, including music classes, private lessons, access to quality instruments, summer programs, and opportunities to engage formally with music in general. Many do not own an instrument, having borrowed/rented, usually substandard, student-level instruments from their school over the years. They are often self-taught, instinctive musicians with great potential for development through formal studies; however, their understandable lack of preparedness significantly reduces their chances for acceptance to more competitive Music programs at larger state universities (e.g., UConn) or conservatories/schools of music (e.g., The Hartt School, University of Hartford). Such programs more readily consider applicants with more technical training experience, who have taken music theory courses, and who already demonstrate advanced proficiency on their primary instrument. CCSU Music recognizes that these qualities can be acquired over time with adequate resources and ongoing support that we provide our students. We continually look for opportunities to respond to our students' individual needs, and we advocate for them within the university to ensure that they are truly recognized as part of the CCSU community. This broader sense of support and inclusion is potentially as essential to immediate and long-term student success as are financial and academic sustainment.



## 2. Availability of Practical Resources for Musicians:

One of the most significant inequities we have observed for prospective and incoming students is that they often do not have access to their own instrument; or, if they do have an instrument to use, it is one that is insufficient for college-level studies. These students had been borrowing/renting from their high school, and having returned the instrument upon graduation, have not been able to practice in months. This would put them at a serious disadvantage as they begin their lessons and rehearsals if the department were not able to allocate the appropriate instrument for them to borrow at no additional cost. It is important to note that when one studies an instrument with the intention of becoming a professional in any field of music, it is not a situation in which “any flute will do,”; one must have access to a professional-level instrument, or at least one that is considered a “step up” from a student model. Many of our students had never played a decent instrument prior to attending CCSU. For some time now, the department has worked to secure quality instruments for students who needed them to be successful. These instruments have included a tuba (over \$9,000), bassoon (over \$10,000), a euphonium (about \$6,000), and most recently an oboe (\$6,000). We have found that there is need for even less expensive and more common instruments, such as flutes, B-flat clarinets, or B-flat trumpets. Such support for acquisition comes from external and internal sources of funding. In 2021, one of our faculty members helped a student on a grant application for a \$2,750, 925 silver body TJ flute with 958 silver ‘Voce’ headjoint from Trevor James of London. Internally, music lesson fees are being deployed by the Department of Music to help with instrument and equipment needs and/or repair. This year we will purchase a B-flat soprano clarinet and a B-flat trumpet. We will grow the collection of “student need” core instruments (flutes, clarinets, saxophones, and trombones) by purchasing a couple of these each year. Having this collection of instruments will allow our students with limited resources to start their studies playing a professional instrument while collecting resources to eventually purchase their own professional instrument for their future career. The lack of access to a quality instrument will no longer pose a barrier to our students’ recruitment and success.

CCSU can offer students music technology resources that are not available in many public universities to the same extent. Our department already owns, or has access to, state-of-the-art equipment and software which today’s music professionals are expected to be able to put into practical use. These resources would otherwise be prohibitively expensive for our students (and, indeed, many young professionals). By having such resources available on campus, our students can engage regularly with this equipment and these applications under the guidance of faculty with specific expertise. Their work in the MML creates opportunities to gain invaluable practical experience with music technologies that will benefit them when they apply for jobs, internships, or graduate programs. They can also provide the requisite skills needed to establish their own businesses in music-related fields.

CCSU Music has an excellent track record in terms of offering performance opportunities that are well beyond the standard expectation for more modest undergraduate music programs. Recently, select members of our choral ensembles performed at Carnegie Hall for the second year in a row. To perform in this world-renowned venue is an honor that most undergraduate music students cannot claim to their credit (even compared to students who attend larger state schools or conservatories). The choral ensembles have also collaborated with CONCORA, one of Connecticut’s premier choral ensembles. As these ensembles rehearsed and performed together, our students were given a glimpse into their own futures as they continued to develop into mature professional musicians. Participation in such events has been organized largely through the efforts of our Director of Choral Activities, whose commitment to offering students the “bigger picture” through their work at CCSU and beyond, has opened new possibilities for them. We also hope to return to the tradition of international performances, which, in the past, had been organized by CCSU Music every three years or so.

### 3. Ongoing Support for Student Success:

One of the concerns common among our prospective students is their inexperience with music theory, aural skills, and music sight reading, as many learned how to play music by relying on their ears. Such students come especially from underserved populations in New Britain and Hartford. Given their musical talent and passion, we want to make sure that our programs are structured in such a way to minimize barriers, increase opportunities for growth and development, and ensure the academic and personal success of all our students.

This begins with our initial recruitment, as we have greatly increased the flexibility of our audition in response to student needs. While other programs require specific pieces to perform for their auditions, we allow applicants to select the pieces that they are most confident in presenting for evaluation. We also allow students to audition in a wide variety of formats from in person to virtual recordings. In the future, we would also like to discuss having these auditions on the community college campuses to make the process even easier for transfer students. Perhaps most importantly, we do not see the audition as an exclusionary, competitive process to “weed” out students. Instead, it provides us with the opportunity to assess our students’ strengths and challenges so that we can help ensure their success in the program.

The proposed changes to our program also reflect our integration of more access and inclusion into our curriculum. To also ensure that our new students find their footing as quickly as possible, MUS 102 *Fundamentals of Musicianship* (now required of all first-semester Music majors) serves as a built-in opportunity for students to learn the key concepts of music theory and aural skills before starting the more difficult courses of the theory sequence. We also take an individualized approach to assessment so that we can help guide students in how to develop their strengths while tackling any challenges. Because some of our students come from underserved communities, we recognize that our support must extend beyond the classroom to other areas that may hinder their satisfactory academic progress.

Whenever possible, we look for opportunities to help alleviate financial difficulties for students through scholarships offered through our department (available this year: \$32,303). To serve the needs of all students, we grant scholarships not only for financial need but also for academic and performance merit. These scholarships are not only important to students from a financial standpoint, but they also serve as a gesture of recognition for their musical growth as members of this musical community. We also offer scholarship funds for promising applicants as part of our recruiting efforts. In addition to the more standard scholarships, we have recently been granted \$50,000 designated for marching band scholarships, which are potentially renewable each year (depending on continuation of funds). These scholarships are open to music majors and non-majors. Additionally, we advocate for the acquisition of necessary library resources that will benefit our students (often at their request), including musical scores, books, and access to digital resources. For Music Education students, we recently acquired study materials for the Praxis II Music exam; these materials are now kept on reserve at CCSU’s Elihu Burritt Library to ensure that our students have the essential resources available to prepare for successful performance on the exam, without them having to purchase their own copy (\$44.99).

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

We will work within the department’s various committees (e.g., Student Standing, Facilities, Assessment, Curriculum, Concert Scheduling, and our Concert, Publicity, and Recruiting and Publicity), to determine the



most effective and affordable means to educate and recruit potential students to our programs. We will continue to expand our work to support students in any area(s) in which they particularly struggle. By recognizing the unique needs of our students, we can provide individualized support that would be lacking in other programs. This will be especially important as we work with greater urgency and intention to respond to the needs we identify among our more disadvantaged students, particularly those from lower-income or BIPOC communities. We will continue to tap the NASM HEADS data and will communicate with the appropriate CCSU services to request additional student support, as needed. The data gathered through this process will be shared with the OIRA and other areas in order to maintain continuity in the assessment of equity in student success for our current and future Music majors.

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

Many students in the Department of Music transfer in with at least one year of studies from another school; the Department works with the student and the Registrar's Office to ensure that the student receives transfer credit for as many successfully completed courses that we offer and that are required as possible. When necessary, we have placement/exception examples for all core classes so that credits can still be applied or requirements waived.

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

Each of the Music programs at ECSU, SCSU, WCSU, and CCSU has distinctive offerings and approaches to such a large discipline as music. However, CCSU was the first music program in the CSCU system to have earned accreditation from the National Association of Schools of Music (NASM), more than 20 years ago. WCSU and SCSU joined CCSU in this accreditation status far more recently (and Manchester Community College is accredited according to the NASM accreditation for a 2-year program).

CCSU is also the only institution to offer a Marching Band experience for all students regardless of their major. This is particularly important for BS Music Education students, as it makes them more competitive for high school jobs that have a marching band requirement. Because of the unique emphasis on music technology in our programs, all our students are well versed on music technology instruments, sound patch design, and software selections for marching bands and drum corps, which greatly enhance their employability after graduation.

## Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Courses		Proposed Modified Courses	
Course Name & Number	Credits	Course Name & Number	Credits
(new →)		MUS 102 Fundamentals of Musicianship	3
MUS 121 Music Theory I	2	MUS 237 Diatonic Harmony	2
MUS 122 Music Theory II	2	MUS 318 Chromatic Harmony I	2
MUS 221 Music Theory III	2	MUS 319 Chromatic Harmony II	2
MUS 222 Music Theory IV	2	MUS 408 Form & Analysis	2
		MUS 250 Piano Class I	1
		MUS 251 Piano Class II	1
		MUS 350 Piano Class III	1
		MUS 351 Piano Class IV	1
MUS 211 Ethnomusicology	3	(removed)	
MUS 101 Practicum in Music Education	2	MUS 101 Practicum in Music Education	1
MUS 311 General Music Education Part II (Grades 5-12)	3	(removed)	
MUS 315 Choral Music Methods	4	(removed)	
MUS 316 Instrumental Music Methods	4	(removed)	
(new →)		MUS 317 Secondary Music Methods	4
<b>Total Credits Original Program</b>	<b>24</b>	<b>Total Credits Modified Program</b>	<b>20</b>

## Learning Outcomes - L.O.

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

Candidates for the BS in Music Education will:

1. Demonstrate competence in musicianship, to include: aural skills (e.g., sight-reading, sight-singing, dictation, and conducting) and basic keyboard skills
2. Demonstrate competence in musicianship, to include: knowledge and application of music theory concepts and practices (e.g., score reading, analysis, basic composition, and writing about music)
3. Demonstrate competence in musical performance on his/her primary instrument, with particular emphasis on technical precision
4. Demonstrate competence in basic piano playing skills
5. Demonstrate the ability to work collaboratively in large and small ensemble settings that result in performances or final projects
6. Demonstrate proficiency in and exposure to a wide variety of professional-level music technology hardware and software
7. Demonstrate effective synthesis of music comprehension, academic writing, and spoken communication
8. Exhibit knowledge of instructional methods as they pertain to choral, instrumental, and general music education
9. Demonstrate application of pedagogy and instructional methods as they pertain to choral, instrumental, and general music education

## Assessment of Learning Outcomes

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

1. Beginning in Aural Skills I, students must sing assigned melodies while accompanying themselves on the piano. By the end of the Aural Skills sequence, students are proficient in conducting patterns in all meters, preparing them for future, more in-depth conducting courses. Four dictation exams of equal weight are given at regular intervals throughout each semester to serve as a further assessment of the students' skills. For first- and second-year students, progress in this area is monitored through Mid-Point Assessment meetings with the Music faculty; academic assistance or other support tools are put into place, in response to the needs of the individual student.
2. Students' ability to demonstrate proficiency in musicianship is assessed over the course of their coursework. Students are regularly assessed using not only examinations but also short composition assignments and longer analysis projects.
3. Students' competence in performing on their instrument is evaluated each semester through a jury examination. Proficiency criteria vary depending on the nature of the instrument involved but consider both technical proficiency and interpretive skill. Students are also required to perform in one student group recital per year. These are public performances given in one of our venues on campus; while they are ungraded, they are recognized as important performance experiences, and essential preparation for the graded juries that follow.
4. All Music majors must pass the Piano Proficiency Examination. Most students begin taking this exam at the end of the sophomore year. The exam is given in eight sections: 1) major and minor scales; 2) prepared intermediate selection (2 pages, with score); 3) prepared intermediate selection (2 pages, memorized); 4) arrangement of "The Star-Spangled Banner" provided by the examiners; 5) Harmonizing a simple melody with I, IV, and V<sup>7</sup> chords; 6) Transposing that harmonization up or down a half or whole step from the original key as requested by the examiners; 7) Sight-reading a simple piano piece; 8) Sight-reading an accompaniment.
5. All Music majors are required to perform in music ensembles to earn a minimum of 4 credits, with additional ensemble credits earned according to the specifications of their degree program/concentration (Chorale, Vocal Jazz, Band/Wind Ensemble, Jazz/Big Band, or Jazz Combo). Students may also participate in ensembles on a secondary instrument (many students perform in both vocal and instrumental ensembles.) Ensemble directors evaluate the progress of their student musicians in relation to their work in rehearsals and performances throughout the semester.
6. Assignments and assessments are used in students' music technology courses to allow students to demonstrate proficiency and skill in using different hardware and software applications. This includes more technical examinations and small project assignments related to composition to larger creative assignments related to performance.
7. Students are regularly evaluated in their academic music courses and projects on their ability to synthesize factual knowledge, to analyze the material, and to provide critical evaluation of their subject. Students are assessed for their written communication skills through regular course assignments and projects. Students are also assessed in their ability to communicate effectively with their audience during class presentations, in student forums, or from the stage during a concert/recital. Learning to write and speak effectively about music, with knowledge and confidence, while demonstrating academic responsibility, are essential professional skills for a musician working in any field of music.
8. PRAXIS II: Content and Instruction in Music, Test # 5114. This is a standardized test administered by Educational Testing Services for the purpose of ensuring that teachers are properly qualified to teach in their chosen fields.
9. Final Evaluation of Student Teaching: Using data from the elementary and secondary placement placements, student teachers are assessed in four areas as follows: 1) the establishment of high expectations for student learning; 2) literacy strategies; 3) ongoing assessment of student learning; 4)

content accuracy. There are three levels of proficiency in each area: “below standard,” “developing,” and “proficient.” Candidates for this degree must achieve a “proficient” level in each area in order to earn an A in student teaching, or they must receive a score of “developing” in each area in order to pass student teaching.

### Detailed Curriculum for Modified Program

*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
MUS 090 Concert & Forum	3, 5, 6, 7	None	0
MUS 102 Fundamentals of Musicianship	1, 2, 6, 7	None	3
MUS 114 Intro to Music Tech.	2, 4, 6, 7	None	1
MUS 237 Diatonic Harmony	2, 7	MUS 102 (C- or higher)	2
MUS 115 Aural Skills I	1, 6	MUS 102 (C- or higher)	1
MUS 318 Chromatic Harmony I	2	MUS 237 (C- or higher)	2
MUS 116 Aural Skills II	1, 6	MUS 115 (C- or higher)	1
MUS 319 Chromatic Harmony II	2	MUS 318 (C- or higher)	2
MUS 215 Aural Skills III	1, 6	MUS 116 (C- or higher)	1
MUS 216 Aural Skills IV	1, 6	MUS 319 (C- or higher)	1
MUS 408 Form & Analysis	2, 6, 7	MUS 215 (C- or higher)	2
MUS 141, 142A, 143, or 144 (six semesters)	1, 3, 5	Basic proficiency on related instrument; or permission of instructor.	6
MUS 178 Applied Music (maj.)	1, 3	Open only to Music majors	2
MUS 278 Applied Music (maj.)	1, 3	MUS 178 (C or higher); open only to Music majors.	2
MUS 378 Applied Music (maj.)	1, 3	MUS 278 (C or higher)	2
MUS 478 Applied Music (maj.)	1, 3	MUS 378 (C or higher)	1
MUS 235 Music History I	2, 7	MUS 102 (C- or higher)	3
MUS 334 Music History II	2, 7	MUS 235 (C- or higher)	3
MUS 335 Music History III	2, 7	MUS 334 (C- or higher)	3
MUS 250 Piano Class I	1, 4	None	1
MUS 251 Piano Class I	1, 4	MUS 250 (C- or higher)	1
MUS 350 Piano Class III	1, 4	MUS 251 (C- or higher)	1
MUS 351 Piano Class IV	1, 4	MUS 350 (C- or higher)	1
MUS 367 Choral Conducting	1, 5, 8, 9	MUS 408 and MUS 216 (both C- or higher)	2
MUS 368 Instrumental Conducting	1, 5, 8, 9	MUS 408 and MUS 367 (both C- or higher)	2
MUS 269 Technology in Music Education	6, 8, 9	MUS 101 and MUS 114 (both C- or higher)	1
MUS 390 Orchestration	2, 6, 7, 8	MUS 408 and MUS 114 (both C- or higher)	3
MUS 259 Vocal Methods	1, 8, 9	Open only to Music majors	1
<i>Choose 4 of the following</i>			

MUS 261 Woodwind Methods	1, 8, 9	Open only to Music majors	1
MUS 262 Brass Methods	1, 8, 9	Open only to Music majors	1
MUS 263 Percussion Methods	1, 8, 9	Open only to Music majors	1
MUS 267 String Methods: Violin and Viola	1, 8, 9	Open only to Music majors	1
MUS 268 String Methods: Cello and Bass	1, 8, 9	Open only to Music majors	1
<b>Professional Education Courses</b>			
MUS 101 Practicum in Music Education	8, 9	Open only to pre-BS Music Education majors; or permission of instructor	1
MUS 310 General Music Education (K-12)	5, 8, 9	MUS 101 (C- minus or higher)	3
MUS 317 Secondary Music Methods	5, 8, 9	MUS 101 (C- minus or higher)	4
EDTE 314 Applying Learning Methods in Diverse Settings	8, 9	MUS 310, or ART 301, or PE 299, or TE 299	3
SPED 315 Intro to Ed. Learners with Exceptionalities	8, 9	Admission to the Professional Program in Teacher Education	3
EDSC 425 Multicultural, Interdisciplinary Teaching (7-12)	8, 9	EDTE 314, or EDTE 316; admission to the Professional Program in Teacher Education	3
EDSC 420 Student Teaching – Elementary Music Education	8, 9	Admission to the Professional Program in Teacher Education, and permission of the Director of the Office of Field Experiences	4.5
EDSC 421 Student Teaching – Secondary Music Education	8, 9	Admission to the Professional Program in Teacher Education, and permission of the Director of the Office of Field Experiences	4.5
MUS 402 Student Teaching Seminar	8, 9	EDSC 420 or EDSC 421	1
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			NA
<b>Total Program Credits:</b>			120 (44-45 general education)
<b>Description of Related Modification(s)</b> Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements N/A			
<b>Description of Resources Needed</b> As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate. No additional resources are currently needed for the proposed changes to the Music Education BS program.			

Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment						
	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students	7	1	5	0	2	0
Returning Students	26	4	16	8	15	7
Actual Headcount Enrollment	33	5	21	8	17	7
Fall FTE accounted for by Program Majors	34.8		27.0		22.1	
Size of Credentialed Group(s) for Given Year	3		7		5	

**Impact of Modification on Enrollment and Completion**

Describe the anticipated impact of the modification(s) on future enrollment and completion

These modifications will greatly enhance our ability to recruit new students to the music education program while also ensuring their timely completion.

The revised core and updated music education courses will increase the feasibility for students to transfer into the major either from a different program or from the community colleges. Before this option, many “late changers” and transfer students required additional semesters of study to earn their degree. Although the BS in Music Education is less flexible than the BA in Music because of licensure requirements, this revised program will make a career as a music educator more accessible.

The Music department is confident that with these proposed modifications we can return to more robust enrollments with even higher levels of retention and completion. Our goal in the next five year is to recruit at least 25 students per year into our program. Our implementation of a number of modifications in terms of equity, access, and inclusion are critical to achieving this goal. We will be better able to recruit new student populations from underserved communities, as we remove barriers to their admission due to lack of formal musical training or access to quality instruments. We will better retain our students as we support them as individuals, helping them to grow their strengths while addressing any challenges. Finally, we will be better able to help students to succeed by increasing the flexibility of options for degree completion. Our programs will help prepare students for a wide variety of different careers in the music industry, allowing students to follow their talents and their passions. As such, they will be an important part of the growth of music-related industries in CT.

**Other Considerations**

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

### SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

#### Cost Effectiveness and Availability of Adequate Resources

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

Six full-time, tenure-track positions as well as a clerical staff member support the Music degree programs (BA in Music, BS in Music Education). Two full-time, tenure-track positions were eliminated in recent years to ensure that expenditures align with program revenue. Growth in tuition and fees are based on modest estimates for growth in the revised program as well as additional enrollments from non-majors in ensembles, such as CCSU's Marching Band, which will resume operations after a pandemic hiatus. Expenditures include equipment (primarily instrument replacement) as well as other operating expenses within the department (e.g., piano tuning, purchase of musical scores, instrument repair).

Because coursework for the two undergraduate degrees is intertwined, revenue and expenditures are presented for both together.

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

<b>PROJECTED Program Revenue</b>	Fall 2023	Fall 2024	Fall 2025
Tuition (do not include internal transfers)	\$666,610	\$728,910	\$791,210
Program-Specific Fees	\$21,300	\$23,800	\$26,300
Other Revenue (Annotate in narrative)			
<b>Total Estimated Program Revenue</b>	<b>\$687,910</b>	<b>\$752,710</b>	<b>\$817,510</b>
<b>PROJECTED Program Expenditures*</b>	Fall 2023	Fall 2024	Fall 2025
Administration (Chair or Coordinator)	\$78,525	\$80,488	\$82,500
Faculty (Full-time, total for program)	\$289,528	\$296,766	\$304,185
Faculty (Part-time, total for program)	\$156,347	\$160,256	\$164,262
Support Staff	\$48,960	\$50,184	\$51,439
Library Resources Program	N/A	N/A	N/A
Equipment (List as needed)	\$15,000	\$15,000	\$15,000
Other (e.g., student services)	\$20,000	\$22,000	\$24,200
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	<b>\$608,360</b>	<b>\$624,694</b>	<b>\$641,586</b>

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

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



#### SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://www.ccsu.edu/program/MusicEducationPK12Edu/>

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

4

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

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

##### Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): CCSU's BS in Music Education provides students with the knowledge and skills in music and music education needed for certification to teach music (PK-12) in public schools in Connecticut. Our students develop a strong foundation of musicianship and musical knowledge that is essential to be a successful music educator by participating in large ensembles and private lessons as well as completing coursework in music theory, music history, and music technology. By learning and applying pedagogy and instructional methods in choral, instrumental, and general music education, our graduates are prepared for successful careers in music education.

##### Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):

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

25-2021 [Elementary School Teachers, Except Special Education](#), \$61,400

25-2022 [Middle School Teachers, Except Special and Career/Technical Education](#), \$61,320

25-2031 [Secondary School Teachers, Except Special and Career/Technical Education](#), \$61,820

##### Applicable Industries

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

611310 Conservatories of music (colleges or universities)

611310 Schools, music (colleges or universities)

611610 Conservatory of music (except academic)

611610 Music instruction (e.g., guitar, piano)

611610 Music schools (except academic)

611610 Schools, music (except academic)

##### Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: see note below details Varied ☐ No

The State of Connecticut requires certified educators to complete a graduate degree. This might be an advanced music education degree, a variety of music degrees (performance, composition, conducting, music technology, etc.), or a very wide range of education degrees.



**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Charles Menoche, [menocheC@ccsu.edu](mailto:menocheC@ccsu.edu) (860)832-2904

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 7

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 31

**Admissions Requirements**

What are the admissions requirements for the program?

General acceptance to CCSU; application to the Department of Music considered pending audition (video submission or in-person audition on campus); applicant should demonstrate basic competence on their primary instrument through performance of standard and varied repertoire selections. Students in the Music Education BS program are required to apply and be accepted to the CCSU School of Education and Professional Studies (SEPS) following successful completion of their prerequisite courses, in order to proceed with their advanced Education courses and begin Student Teaching.

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐

If yes, describe: In addition to completing all required coursework successfully, candidates for the Music Education BS are required to pass the Praxis II Music: Content and Instruction (5114), a standardized test administered by Educational Testing Services, and must pass their Final Student Teaching Evaluation with a minimum level of "proficient" for all sections. Student teaching serves as the capstone experience.

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program:

We draw prospective students from a wide variety of backgrounds and communities within CT and the surrounding states. This program is targeted at students wishing to earn a four-year Bachelor of Science Music Education degree that includes state teacher certification.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

School Health Education – M.S.  
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in School Health Education (CIP Code: 131307/ OHE# 20261), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification to M.S. in School Health Education at Southern Connecticut State University.

**BACKGROUND AND PROPOSED CHANGE**

Since COVID, this program has been offered fully online with success. The target audience for this program are currently employed educators across CT who are looking for coursework/training in health education. Removing the hybrid option and having classes fully online makes our program more accessible to educators across the state. Additionally, this program is appealing to educators across the country who are seeking to advance their health education practice. Having a fully online program allows us to reach more students and increase enrollment.

**RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

### MODIFICATION OF INSTRUCTIONAL DELIVERY

**Institution:** Southern Connecticut State University      **Date of Submission to CSCU Office of the Provost:** 3.22.23

**NOTE:** Use this form if modifying only the program delivery method.

#### Program Characteristics

Name of Program: School Health Education

OHE #: 20261

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

Total # Credits in Program: 30

CIP Code Number: 131307    Title of CIP Code: Health Teacher Education

Department where program is housed: Health and Movement Sciences

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

**Current Modality of Program** (*check all that apply*): ☐ On ground    ☒ Online    x Hybrid, % of fully online courses 51-99%

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

We intend to REMOVE Hybrid option

#### Explanation / Justification

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

Since COVID, this program has been offered fully online with success. The target audience for this program are currently employed educators across CT who are looking for coursework/training in health education. Having classes fully online makes our program more accessible to educators across the state. Additionally, this program is appealing to educators across the country who are seeking to advance their health education practice. Having a fully online program allows us to reach more students and increase enrollment.

#### Fiscal Impact

Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years.

This will not have an impact on the budget.

**Institutional Contact for this Proposal:** Robert Prezant

Title: VPAA, Provost

Tel.: 2-5350

e-mail: PrezantR1@southernct.edu

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Graduate Reading - Remedial Reading and Language Arts– M.S.  
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Graduate Reading - Remedial Reading and Language Arts (CIP Code: 13.1315/ OHE# 626), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification to M.S. in Graduate Reading - Remedial Reading and Language Arts at Southern Connecticut State University.

**BACKGROUND**

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

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

**PROPOSED CHANGE**

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

**RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

### MODIFICATION OF INSTRUCTIONAL DELIVERY

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 3.30.23	
<b>NOTE:</b> Use this form if modifying only the program delivery method.		
<b>Program Characteristics</b> <b>Name of Program:</b> Graduate Reading - Remedial Reading and Language Arts (Reading MS)  <b>OHE #:</b> 626 <b>Program Type</b> ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Masters</b> <b>Total # Credits in Program:</b> 30 <b>CIP Code Number:</b> 13.1315 <b>Title of CIP Code:</b> Reading Teacher Education <b>Department where program is housed:</b> Curriculum and Learning <b>Location Offering the Program</b> ( <i>e.g., main campus</i> ): Main Campus		
<b>Current Modality of Program</b> ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
<b>Proposed Modality of Program</b> ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses <b>70%</b> Seven courses (RDG 520, RDG 565, RDG 566, RDG 570, RDG 585, RDG 649, RDG 665) will be fully online. Three courses (RDG 567, RDG 568/practicum, RDG 659/practicum) will continue to meet entirely on the ground.		
<b>Explanation / Justification</b>  As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.  The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.		
<b>Fiscal Impact</b>  This modification is not estimated to add to the program's pro forma budget.		
<b>Institutional Contact for this Proposal:</b> Robert Prezant, Ph.D.	Provost and Vice President of Academic Affairs	Tel.: 203-392-5350 e-mail: PrezantR1@southernct.edu

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Graduate Reading - Reading and Language Arts Consultant – Post Masters Certificate  
Southern Connecticut State University

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program –Graduate Reading - Reading and Language Arts Consultant – Post Masters Certificate (CIP Code: 13.1315/ OHE# 18927), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

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



**ITEM**

Modification to Graduate Reading - Reading and Language Arts Consultant – Post Masters Certificate at Southern Connecticut State University.

**BACKGROUND**

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

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

**PROPOSED CHANGE**

The revised program at Southern will include one course taught fully online; three courses will meet online eight times per fifteen-week term and on ground for the remaining seven sessions. As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held online and which on ground.

**RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

### MODIFICATION OF INSTRUCTIONAL DELIVERY

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 3.30.23
<b>NOTE:</b> Use this form if modifying only the program delivery method.	
<b>Program Characteristics</b> Name of Program: <b>Graduate Reading –Reading and Language Arts Consultant (PMC)</b> OHE #: 18927 Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Post-Masters Certificate</b> Total # Credits in Program: <b>12</b> <u>CIP Code Number:</u> <b>13.1315</b> Title of CIP Code: <b>Reading Teacher Education</b> Department where program is housed: <b>Curriculum and Learning</b> Location Offering the Program ( <i>e.g., main campus</i> ): Main Campus	
<b>Current Modality of Program</b> ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
<b>Proposed Modality of Program</b> ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses <b>51%</b>  One course (RDG 665) will be fully online.  Three courses (RDG 662, RDG 672, RDG 676/practicum) will meet online eight times per fifteen-week term, and on ground for the remaining seven sessions (.533 online, .467 on ground). As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held online and which on ground.	
<b>Explanation / Justification</b>  As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.  The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.	
<b>Fiscal Impact</b>  This modification is not estimated to add to the program's pro forma budget.	
<b>Institutional Contact for this Proposal:</b> Robert Prezant, Ph.D.	Provost and Vice President for Academic Affairs
Tel.: 203-392-5350 e-mail: PrezantR1@southernct.edu	

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Graduate Reading – Remedial Reading and Language Arts Consultant – 6<sup>th</sup> Year Certificate  
Southern Connecticut State University

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program –Graduate Reading - Remedial Reading and Language Arts Consultant – 6th Year Certificate (CIP Code: 13.1315/ OHE# 627), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification to Graduate Reading – Remedial Reading and Language Arts Consultant – 6<sup>th</sup> Year Certificate at Southern Connecticut State University.

**BACKGROUND**

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

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

**PROPOSED CHANGE**

The revised program at Southern will include seven courses taught fully online; three courses will continue to meet entirely on-ground. As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held online and which on ground.

**RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

### MODIFICATION OF INSTRUCTIONAL DELIVERY

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 3.30.23
<b>NOTE:</b> Use this form if modifying only the program delivery method.	
<b>Program Characteristics</b> <b>Name of Program:</b> Graduate Reading - Remedial Reading and Language Arts Consultant (SYC) <b>OHE #:</b> 627 <b>Program Type</b> ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): Sixth Year Certificate <b>Total # Credits in Program:</b> 39 <b>CIP Code Number:</b> 13.1315 <b>Title of CIP Code:</b> Reading Teacher Education <b>Department where program is housed:</b> Curriculum and Learning <b>Location Offering the Program</b> ( <i>e.g., main campus</i> ): Main Campus	
<b>Current Modality of Program</b> ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
<b>Proposed Modality of Program</b> ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses <b>54%</b>  Seven courses (RDG 520, RDG 565, RDG 566, RDG 570, RDG 585, RDG 649, RDG 665) will be fully online.  Three courses (RDG 567, RDG 568/practicum, RDG 659/practicum) will continue to meet entirely on the ground.  Three courses (RDG 662, RDG 672, RDG 676/practicum) will meet online eight times per fifteen-week term and on ground for the remaining seven sessions (.533 online, .467 on ground). As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held on ground and which online.	
<b>Explanation / Justification</b>  As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.  The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.	
<b>Fiscal Impact</b>  This modification is not estimated to add to the program's pro forma budget.	
<b>Institutional Contact for this Proposal:</b> Robert Prezant, Ph.D.	Provost and Vice President for Academic Affairs Tel.: 203-392-5350 e-mail: PrezantR1@southernct.edu

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Doctor of Education in Instructional Leadership  
Western Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Doctor of Education in Instructional Leadership (CIP Code: 130401 / OHE# 12105), specifically a significant modification of courses/course substitutions, at Western Connecticut State University.

A True Copy:

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

**ITEM**

Modification to Doctor of Education in Instructional Leadership at Western Connecticut State University.

**BACKGROUND**

The Doctor of Education in Instructional Leadership Program (ILP) at Western Connecticut State University (WCSU) was launched in 2003 with a focus on Instructional Leadership for current educators. However, nearly 20 years after the program was established, it is essential that a revision to the Instructional Leadership Program take place to help set it apart from other Doctor of Education programs and make it desirable to future students.

A renewed focus on Diversity, Equity, and Inclusion (DEI) across coursework, as well as opening the degree to a range of individuals interested in instructional leadership will increase the value of the program. Realistically, the field of education has expanded greatly to include individuals working in a range of occupations (i.e., trainers, educational specialists in non-profits, educational entrepreneurs) which provides an increased population of individuals who can attend WCSU and benefit from an advanced degree in Instructional Leadership.

The Doctor of Education (EdD) has also experienced changes nationally to clearly delineate it from a Doctor of Philosophy in Education (PhD). This has resulted in an increased emphasis on practitioner-oriented programs that require less time to complete than our current five-year Doctor of Education at WCSU.

**PROPOSED CHANGE**

This revision reduces the timeline to three-years, to align with our competitors. In addition, Doctor of Education Programs are moving away from the traditional PhD Dissertation and toward a practitioner-based culminating project that benefits the student as a leader, rather than a potential academic or researcher. Although WCSU has been a leader in offering this degree for many years, the increased competition in the region encourages us to revise to fit the emerging norms and expectations for the field. This will allow us to stay competitive and serve a broader pool of students.

Changes to the Doctor of Education in Instructional Leadership at Western Connecticut State University include:

1. The Mission and program outcomes have been revised to attract applicants (working professionals) and align with course revisions.
2. Courses were retitled and revised to attract students and keep courses current with national changes in Doctor of Education Programs, including a focus on Diversity, Equity, and Inclusion (DEI).
3. A Shift from a 5-year to a 3-year program was designed to keep competitive with other program models. This is a scheduling model, not a reduced curriculum.
4. An annual cohort of students will be recruited to attract students and increase financial viability. This is a change from our current biannual admission process.
5. Recruitment will extend beyond educational professionals to include Human Resources, Higher Education, Non-profits, Law Enforcement, and anyone else interested in leading learning/training initiatives in their organization.

6. The culminating project will be redefined to include a practitioner-based project (e.g., dissertation, program evaluation, decision-making project, etc.).

### **RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents



## SECTION 1: GENERAL INFORMATION

**Institution: Western Connecticut State University**

Date of Submission to CSCU Office of the Provost:  
**03/09/2023**

Most Recent NECHE Institutional Accreditation Action and Date: NECHE 2013 Reaccreditation

**Type of Program Modification Approval Being Sought** (mark all that apply):

☒ Significant Modification of Courses/Course Substitutions\*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify):

Total Number of courses and course credits to be modified by this application: **No change in total number of credits; 3 new courses to replace 3 existing courses (9 credits); Title changes and revisions of courses to keep pace with best practices in the field, since the creation of the program**

\* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

### Original Program Characteristics

Name of Program: **Doctor of Education in Instructional Leadership**

OHE #: **12105**

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

Locality of Program: ☒ **Main Campus** (This is an online program)

Program Type: **Doctor of Education**

Date Program was Initiated: **2003**

Total # Credits in Program: **60**

# Credits in General Education: **0**

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

### Modified Program Characteristics

Name of Program: **Doctor of Education in Instructional Leadership**

Modality of Program (*check all that apply*): ☒ **Online**

Locality of Program: ☒ **On Campus: This is an online program.**

Program Type: **Doctor of Education, EdD**

Initiation Date for Modified Program: **Fall 2023**

Anticipated Date of First Graduation: **Summer 2026**

Total # Credits in Program: **60**

# Credits in General Education: **0**

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

Department where program is housed: **Education and Educational Psychology**

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

If modification of the program is concurrent with discontinuation of related program(s), please list for each program: <b>N/A</b> Program Discontinued: <b>N/A</b> 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"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>◦ identify credential: <b>Certificate in Intermediate Administration and Supervision (Endorsement #092)</b></li> <li>◦ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> <i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
Institutional Contact for this Proposal: <b>Marcia Delcourt</b>	Title: <b>Professor, Coordinator</b>	Tel.: <b>203-837-9121</b> e-mail: <b>delcourtm@wcsu.edu</b>

## SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

### Summary of Modifications

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

1. The Mission and program outcomes have been revised to attract applicants (working professionals) and align with course revisions.
2. Courses were retitled and revised to attract students and keep courses current with national changes in Doctor of Education Programs, including a focus on Diversity, Equity, and Inclusion (DEI).
3. A Shift from a 5-year to a 3-year program was designed to keep competitive with other program models.
4. An annual cohort of students will be recruited to attract students and increase financial viability.
5. Recruitment will extend beyond educational professionals to include Human Resources, Higher Education, Non-profits, Law Enforcement, and anyone else interested in leading learning/training initiatives in their organization.
6. The culminating project will be redefined to include a practitioner-based project (e.g., dissertation, program evaluation, decision-making project, etc.).

### Background and Rationale

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

The Doctor of Education in Instructional Leadership Program (ILP) at Western Connecticut State University (WCSU) was launched in 2003, with a focus on Instructional Leadership for current educators. The Certificate in Intermediate Administration and Supervision (CT endorsement #092) is an option within the degree program. However, nearly 20 years after the program was established, it is essential that a revision to the Instructional Leadership Program take place to help set it apart from other Doctor of Education programs and make it desirable to future students. A renewed focus on Diversity, Equity, and Inclusion (DEI) across coursework, as well as opening the degree to a range of individuals interested in instructional leadership will increase the value of the program. Realistically, the field of education has expanded greatly to include individuals working in a range of occupations including as trainers, educational specialists in non-

profits, and as educational entrepreneurs, which provides an increased population of individuals who can attend WCSU and benefit from an advanced degree in Instructional Leadership. The Doctor of Education (EdD) has also experienced changes nationally to clearly delineate it from a Doctor of Philosophy in Education (PhD). This has resulted in an increased emphasis on practitioner-oriented programs that require less time to complete than our current five-year Doctor of Education at WCSU. This revision reduces the timeline to three-years, to align with our competitors. In addition, Doctor of Education Programs are moving away from the traditional PhD Dissertation and toward a practitioner-based culminating project that benefits the student as a leader, rather than a potential academic or researcher. Although WCSU has been a leader in offering this degree for many years, the increased competition in the region encourages us to revise to fit the emerging norms and expectations for the field. This will allow us to stay competitive and serve a broader pool of students.

Changes to the Doctor of Education in Instructional Leadership at Western Connecticut State University include:

1. The Mission and program outcomes have been revised to attract applicants (working professionals) and align with course revisions.
2. Courses were retitled and revised to attract students and keep courses current with national changes in Doctor of Education Programs, including a focus on Diversity, Equity, and Inclusion (DEI).
3. A Shift from a 5-year to a 3-year program was designed to keep competitive with other program models. This is a scheduling model, not a reduced curriculum.
4. An annual cohort of students will be recruited to attract students and increase financial viability. This is a change from our current biannual admission process.
5. Recruitment will extend beyond educational professionals to include Human Resources, Higher Education, Non-profits, Law Enforcement, and anyone else interested in leading learning/training initiatives in their organization.
6. The culminating project will be redefined to include a practitioner-based project (e.g., dissertation, program evaluation, decision-making project, etc.).

The Instructional Leadership Program needs these revisions to become current with national expectations from the field and become more competitive with other Doctor of Education Programs by emphasizing coursework that meets the needs of working professionals and provides a convenient schedule for degree completion.

### Addressing Identified Needs

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

**Job Occupational Outlook:** According to Connecticut 2021 Q3, there is anticipated growth in the educational field in the near future. Since COVID, many school districts and non-profit agencies nationwide have struggled to fill vacancies for both teachers and educational leaders. There are many ways that this revised program will benefit those who seek an advanced degree.

#### Job Occupational Outlook

Connecticut, 2021Q3 <sup>1</sup>		
		1-Year Forecast

SOC	Occupation	Total Demand	Exits	Transfers	Employment Growth	Ann % Growth
25-0000	Educational Instruction and Library Occupation	10,520	4,728	5,557	236	0.2%

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

As an existing program that is being modified, the Doctor of Education in Instructional Leadership program benefits from strong community partnerships (*e.g., local Professional Development Schools, Western Connecticut Superintendents' Association, Southern Connecticut Superintendents' Association*), experienced doctoral faculty, excellent library resources and curriculum necessary to support the program, and a successful track record of a graduation rate of 83% of candidates from the previous 10 cohorts.

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

We systematically review recruitment, enrollment, retention, and program completion data two times each year with respect to diversity of our student population. Recruitment of individuals with a variety of characteristics is part of an ongoing process that begins with a focus on the long and short-term goals of our departmental and university-wide Diversity Task Force groups. These goals place equity at the center of recruitment, admissions, retention, and program completion. We have a pipeline from our local communities, particularly the city of Danbury, recruiting students at the high school level to our undergraduate and graduate programs. In addition, teachers from regional school districts are invited to join their district leadership teams, where our EdD program is recommended to team members.

EdD data indicate total minority (racial/ethnic) status for the EdD Program is 15% (24/157), while the total for CT Educators is 10% (*The Condition of Education in Connecticut, Connecticut State Department of Education, Murphy, 2021*). Additionally, across 10 cohorts, we have an 85% retention rate. Of those retained, 83% have graduated. In comparison, the graduation rate for candidates from diverse backgrounds has been 80%. Past cohorts have also included representatives from the LGBTQ+ community. Furthermore, this revised program has an emphasis on Diversity, Equity, and Inclusion (DEI) in an effort to promote best practices that support and retain a diverse workforce.

- 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.

Our most effective recruitment strategy remains the recommendation from our current cohort members and graduates that their peers should apply to the program. Program completers provided an average satisfaction rating of 2.9/3.0 on an 80-item survey.

Our main retention tool is our supportive advisement system, in which students can meet with a course faculty member or the Program Coordinator, by appointment throughout the week, to gain assistance in a specific skill (e.g., writing, research techniques, theoretical discussions, technology queries), obtain general program advisement, or receive career information. We maintain a mastery model philosophy that provides support for the success of all doctoral candidates throughout the entire program.

Since April 2021, the EdD program has been approved to operate using an online modality. This makes it more accessible to working professionals, especially those living and working in diverse communities, who often had a commute to campus of approximately 60 to 90 minutes. The online format also assists candidates to negotiate the logistics of balancing their educational aspirations with their career and personal life. Regarding the need for hardware and software, WCSU provides equal access to technology for those who need this assistance and provides online support on a variety of topics (e.g., Blackboard, Microsoft 365 applications, etc.), <https://support.wcsu.edu/>.

Our program also engages in a networking system that encourages individuals from different cohorts to meet virtually or in-person to exchange ideas. This helps students from all backgrounds to feel welcome and supported by their peers. In addition, a conference is held every other year for sharing best practices and networking.

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

Through our departmental Diversity Task Force, we have developed long- and short-term goals focused on equity. These goals place equity at the center of recruitment, admissions, retention, and program completion.

Data about specific content and skills are monitored twice each year and reported at a unit data retreat, in January and May. This information is then acted upon by the members of the program to address areas for improvement.

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

We have a pipeline from our local communities, particularly the city of Danbury, recruiting students from Danbury high school to the undergraduate and, subsequently, graduate programs at Western Connecticut State University. We maintain highly positive relationships with regional school leaders who recommend our EdD program to their leadership team members.

The Office of Graduate Admissions has developed a Fast track application process for students who are completing or have completed a master's degree at WCSU and wish to apply to the Doctor of Education in Instructional Leadership program. Earning the doctorate will be the end point for most students' academic careers.

The Certification in Intermediate Administration and Supervision (#092) is composed of 24 credits. Eighteen credits, including a 6-credit internship, are offered through WCSU and six credits are offered through the Department of Educational Leadership at CCSU. This collaboration was established and approved by both institutions and the Connecticut State Department of Education (CSDE) in 2008. This program has already been approved and accredited through CAEP and is not related to this proposal.

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

The EdD in Instructional Leadership is the only degree program of its kind in CT. No other program focuses on instructional leadership as the core of the program. This will be the only Doctoral program in the State to explicitly focus on Diversity, Equity, and Inclusion for Leaders from a range of professions. Other programs in CSUS at CCSU and SCSU focus on educational administration, known as educational leadership for educational professionals.

**Curriculum:** Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ED 800: Foundations of Instructional Leadership	3	No Change: ED 800: Foundations of Instructional Leadership	3
ED 801: Group Leadership, Group Processes, and Team Building in Education	3	Title Change: ED 801: Leadership in Collaborative Processes	3
ED 802: Emerging Instructional Technologies	3	Title Change and Course Revision: ED 802: Leadership in Instructional Technology for Equity	3
ED 803: Educational Policy and Practice	3	No Change: ED 803: Educational Policy and Practice	3
ED 804: Learning, Cognition, and Teaching	3	No Change: ED 804: Learning, Cognition, and Teaching	3
ED 805: Research and Evaluation in Education	3	Title Change and Course Revision: ED 805: Program Evaluation	3
ED 820: Topics in Curriculum and Instruction	3	No Change: ED 820: Topics in Curriculum and Instruction	3
ED 821: Leadership Assessment and Development	3	Title Change: ED 821: Leadership Theory, Assessment, and Development	3
ED 822: Talent Development Across the Curriculum	3	New Course: ED XXX: Applied Educational Research	3
ED 823: Models of Creative Thinking	3	Title Change and Course Revision:	3

		ED 823: Models of Creative Thinking and Innovation	
ED 824: Diversity Issues in Schools and Organizations	3	<b>Title Change:</b> ED 824: Diversity Issues in Educational Organizations	3
ED 826: Quantitative and Qualitative Applications of Educational Research	3	<b>New Course:</b> ED XXX: Advanced Program Evaluation	3
ED 860: Quantitative Methods Applied to Educational Research	3	<b>No Change:</b> ED 860: Quantitative Methods Applied to Educational Research	3
ED 861: Qualitative Methods Applied to Educational Research	3	<b>No Change:</b> ED 861: Qualitative Methods Applied to Educational Research	3
ED 865: Introduction to Educational Research Designs	3	<b>Title Change and Course Revision:</b> ED 865: Introduction to Research	3
ED 881: Dissertation Seminar 1	3	<b>New Course:</b> ED XXX Readings and Research	3
ED 882: Dissertation Seminar 2 ED 883: Dissertation Seminar 3	6	<b>Title Change and Course Revision:</b> ED 882: Culminating Project I	6
ED 884: Dissertation Seminar 4 ED 885: Dissertation Seminar 5	6	<b>Title Change and Course Revision:</b> ED 884: Culminating Project II	6
<b>Total Credits Original Program</b>	<b>60</b>	<b>Total Credits Modified Program</b>	<b>60</b>

#### **Learning Outcomes - L.O.**

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

Doctor of Education in Instructional Leadership Learning Outcomes:

1. Understand and apply best practices of leadership, instruction, curriculum, assessment and evaluation
2. Implement instructional leadership as it relates to an individual's cognitive and affective domains
3. Serve as change agents and instructional leaders in a diverse, evolving society
4. Demonstrate effective communication and facilitate collaboration with those they lead
5. Formulate decisions based on research and data as a basis of decision-making and organizational learning
6. Utilize technology for leadership and learning

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

In addition to the assessment of candidate dispositions, their project proposal, and Culminating Project, key assessments (Core assignments for learner success) have been identified in four courses, ED 800: Foundations of Instructional Leadership, ED 804: Leadership in Learning and Cognition, ED 805: Program Evaluation, and ED 820: Topics in Curriculum and Instruction. Within



the Assessment System for the Doctor of Education in Instructional Leadership, key assessments are aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards and the National Educational Leadership Preparation (NELP) standards developed through the Educational Leadership Constituent Council (ELCC). The following table indicates each assessment, descriptor, and the course pertaining to the assessment or when it is assessed.

**Key Assessments for the EdD in Instructional Leadership Program**

Assessment	Descriptor	Course/ When Assessed
Assessment #1: Content knowledge	1a. Rationale for Culminating Project 1b. Methodology for Culminating Project	ED XXX: Applied Educational Research
Assessment #2: Content knowledge in leadership	2a. Vision for Leadership 2b. Leadership Plan	ED 800: Foundations of Instructional Leadership
Assessment #3: Instructional Leadership Skills	3a. Professional Development Plan 3b. Program Evaluation	ED 820: Topics in Curriculum and Instruction ED 805: Research and Evaluation in Education
Assessment #4: Demonstration of Leadership Skills	4a. Written Culminating Project 4b. Oral Presentation and Defense for Culminating Project	ED 884: Culminating Project II
Assessment #5: Assessment of ability to support learning and development	5a. Assessment of WCSU Graduates in Leadership Positions	After Graduation
Assessment #6: Assessment that demonstrates leadership skills in organizational management and community relations	6b. Dissemination of a Learning Strategy 6c. Analysis of Thinking Skills	ED 804: Learning, Cognition, and Teaching
Assessment #7: Dispositions- Evaluation of professional behaviors	7a, 7c. Dispositions for Advanced Programs	After each of the following: first semester, after dissertation completion
Completers' Satisfaction with preparation	Instructional Leadership Program Survey for Recent Graduates	After completion of Culminating Project
Candidates' understanding of diversity and application to instruction	2c. Leadership Plan	ED 800: Foundations of Instructional Leadership
Candidates' understanding of technology and application to instruction	6c. Analysis of Thinking Skills	ED 804: Learning, Cognition, and Teaching

**Detailed Curriculum for Modified Program:** *Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*



<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
No Change ED 800: Foundations of Instructional Leadership	1	None	3
Title Change ED 801: Leadership in Collaborative Processes	3	None	3
Title Change and Course Revision ED 802: Leadership in Instructional Technology for Equity	6	None	3
No Change ED 803: Educational Policy and Practice	1	None	3
No Change ED 804: Learning, Cognition, and Teaching	2	None	3
Title Change and Course Revision ED 805: Program Evaluation	5	None	3
No Change ED 820: Topics in Curriculum and Instruction	4	None	3
Title Change ED 821: Leadership Theory, Assessment, and Development	1	None	3
New Course ED XXX: Applied Educational Research	6	Completion of 45 credits	3
Title Change and Course Revision ED 823: Models of Creative Thinking and Innovation	2	None	3
Title Change ED 824: Diversity Issues in Educational Organizations	3	None	3
New Course ED XXX: Advanced Program Evaluation	6	ED 805: Program Evaluation	3
No Change ED 860: Quantitative Methods Applied to Educational Research	5	None	3
No Change ED 861: Qualitative Methods Applied to Educational Research	5	None	3
Title Change and Course Revision ED 865: Introduction to Research	5	None	3
New Course ED XXX: Readings and Research	5	Completion of 45 credits	3
Title Change and Course Revision ED 882: Culminating Project I	5	ED XXX: Applied Educational Research ED XXX: Readings and Research	6

Title Change and Course Revision ED 884: Culminating Project II	5	ED XXX: Culminating Project I	6			
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			0			
<b>Total Program Credits:</b>			60			
Outlines for each course identified as requiring a Title Change and Course Revision or a New Course are provided in Appendix A. Regarding revisions of current courses, Course Revisions Indicating Where Changes Occur are provided in Appendix B.						
<b>Description of Related Modification(s):</b> Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements						
<ul style="list-style-type: none"><li>• Revisions of the mission, outcomes, and selected courses will update the program to keep with current national standards and best practices in instructional leadership.</li><li>• A 3-year total timeframe for program completion will assist the students in using their degree to achieve their goals in a timely way.</li><li>• A Cohort accepted every year will provide a flexible course schedule as compared to a cohort accepted every other year.</li><li>• Program admission to professionals from a range of occupations will enrich the cohort model, expand learning opportunities, and enhance the reach of WCSU’s program.</li><li>• A practitioner-based culminating project selected by the student (e.g., program evaluation, decision-making project, etc.) will expand opportunities for personalized degree completion.</li></ul>						
<b>Description of Resources Needed</b>						
As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.						
The number of full-time faculty members should be maintained at 3 Full-time, tenure track faculty members. The revised program for the Doctor of Education in Instructional Leadership will be offered within a robust educational environment. There are no new facilities or additional specialized equipment required.						
Some doctoral candidates need to take a break from their studies for a variety of personal or professional reasons. This re-entry of students is noted in the table below since two students returned to classes in 2021-22 who were not represented in 2020-21. The Coordinator works with these students to revise their program of study so they can rejoin the program and complete their degree. Admitting a cohort on an annual basis will mean that courses are offered more frequently, and students will be able to complete the program in a reasonable amount of time.						
<b>Previous Three Years Enrollment and Completion for the Program being Modified*</b>						
<b>ACTUAL Enrollment</b>	Fall 2020-21		Fall 2021-22		Fall 2022-23	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0		0	0	0	0
New Students	0	2	0	6	0	5
Returning Students	0	26	0	27	0	23
<b>Actual Headcount Enrollment</b>	0	28	0	33	0	28

<b>Fall FTE accounted for by Program Majors</b>	13	13	13
<b>Size of Credentialed Group(s) for Given Year</b>	3	14	4

\*The current program admits every other year. Students take five years to complete their studies. Over a ten-year period, we have had regular enrollments of 40-50 students (at all stages from year 1-5). Recent years has been as above. With the projected changes we hope to reverse the losses and expand our audience. Having moved fully online, and because this is not a program for licensure, we hope to expand beyond Connecticut.

### Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion

Students want a relevant program that will provide them with (a) flexibility in admission to the program, (b) a reasonable pace for completing courses, and (c) more flexibility in selection of a final project.

- Currently, a cohort is admitted every other year. Students want to begin the program when they are ready and do not want to wait an additional year if a cohort is not scheduled to begin the year they want to apply.
- Students want to complete the program in a timely way based on their goals. By offering a 3-year model, they will be able to use their degree more quickly. By admitting a cohort every year, the courses will be offered more frequently if a student needs to miss a course.
- Redefining the culminating project to include a variety of practitioner-based options will assist students to design a project that is best suited to their needs and work environment, ultimately increasing program completion.

It is anticipated that there will be an annual cohort of 12 candidates. By the third year, total enrollment will be 36 students.

### Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)  
None noted.

## SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

### Cost Effectiveness and Availability of Adequate Resources

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

<b>PRO FORMA Budget - Projected Revenues and Expenditures</b> (Whole Dollars Only)			
<b>PROJECTED Program Revenue</b>	Fall 2023	Fall 2024	Fall 2025
Tuition (do not include internal transfers)	\$638,394	\$788,424	\$986,400
Program-Specific Fees	0	0	0
Other Revenue (Annotate in narrative)	0	0	0
<b>Total Estimated Program Revenue</b>	<b>\$638,394</b>	<b>\$788,424</b>	<b>\$986,400</b>

<b>PROJECTED Program Expenditures*</b>	Fall 2023	Fall 2024	Fall 2025
Administration (Chair or Coordinator)	\$62,663	\$63,516	\$64,368
Faculty (Full-time, total for program)	\$557,919	\$561,743	\$565,566
Faculty (Part-time, total for program)			\$52,558
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)	842	842	842
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	\$621,424	\$626,101	\$683,334
<b>Gross Contribution Margin before Indirect</b>	\$17,812	\$162,323	\$303,066

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

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

There are no additional costs to the program, making it cost effective. The library and IT resources support the program's needs. The online modality of the program, approved in 2021, will be used to sustain and expand interest in the program as busy professionals look for convenient ways to fulfill their academic goals. Refer to Appendix C for the original Pro Forma spreadsheet.

#### SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: [www.wcsu.edu/education/graduate/edd](http://www.wcsu.edu/education/graduate/edd) (Original Program)

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): **3 years**

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

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

**Catalog Description:** Provide the catalog description for this program (with proposed modifications if applicable):

The Doctor of Education in Instructional Leadership at WCSU is focused on enriching the leadership practices of practitioners from a range of occupations through a commitment to individual and organizational growth. Our program prepares people from diverse backgrounds to acquire new knowledge, skills, and opportunities for administrative, policy, instructional, and research roles. This process is facilitated through a collaborative learning environment focused on instructional leadership, policy, interpersonal skills and group processes, administrative management processes, ethics, diversity, and social change, all while engaging in scholarly research. This 60-credit program is designed to be completed in three years, with a new cohort being admitted every year. The Certificate for Intermediate Administration and Supervision (Endorsement #092) is an optional program offered within the EdD program.

#### Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):

## **25-0000 Educational Instruction and Library Occupations**

11-9032 Education Administrators, Kindergarten through Secondary

11-9033 Education Administrators, Postsecondary

11-9039 Education Administrators, All Other

Graduates of the program apply to positions such as curriculum coaches, team leaders, school administrators, school leaders, department chairs, and other roles. Graduates from a variety of professions can use the degree to advance within their careers.

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

Teacher Salary in CT- median = \$79,926

Administrator Salary in CT- average = \$130,460

### **Applicable Industries**

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

Sector 61- - Educational Services

#### ***The Sector as a Whole***

The Educational Services sector comprises establishments that provide instruction and training in a wide variety of subjects. This instruction and training is provided by specialized establishments, such as schools, colleges, universities, and training centers. These establishments may be privately owned and operated for profit or not for profit, or they may be publicly owned and operated. They may also offer food and/or accommodation services to their students.

Educational services are usually delivered by teachers or instructors that explain, tell, demonstrate, supervise, and direct learning. Instruction is imparted in diverse settings, such as educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods. It can be adapted to the particular needs of the students, for example sign language can replace verbal language for teaching students with hearing impairments. All industries in the sector share this commonality of process, namely, labor inputs of instructors with the requisite subject matter expertise and teaching ability.

### **Career/Program Pathways**

Does this program prepare students for another program? **X No A Doctor of Education is a terminal degree.**

### **Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): **Marcia Delcourt, [delcourtm@wcsu.edu](mailto:delcourtm@wcsu.edu), 203-837-9121**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **3 full-time faculty members will be maintained**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **It is not planned that there will be any adjunct or part-time faculty members teaching in the program's core curriculum.**

### **Admissions Requirements**

What are the admissions requirements for the program?

- A master's degree in education or a related field from an accredited institution. A minimum cumulative GPA of 3.0 is required for all previous graduate course work.
- Two recommendations attesting to the applicant's professional educational qualifications and ability to complete a doctoral program.
- An interview with admissions committee members

Materials include:

1. a completed application form: [EdD Application \(online\)](#)
2. a one- to two-page résumé
3. official transcripts from all colleges and universities you have attended; a minimum cumulative GPA of 3.0 for all previous graduate course work is required

### **Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)?

☒ Yes ☐ No

If yes, describe:

A culminating project is intended to develop and apply candidates' advanced knowledge of the field and their leadership skills to promote and create evidence-based practices (e.g., dissertation; program evaluation; decision-making project, etc.). The project should focus on a timely and significant problem or policy and make a meaningful contribution in the candidate's organizational setting.

### **Program Work Experiences**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes

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

Students are required to complete a culminating project that at times requires field work, but minimally data collection. The WCSU Institutional Review Board (IRB) application would be the required document if data are collected from "human subjects" ([www.WCSU.edu/irb](http://www.WCSU.edu/irb)).

**Prospective Students:** Describe the prospective students for the program:

This program will be open to all individuals with a masters' degree who are interested in leadership from an instructional learning/training perspective. Students could include individuals with a background in Education, Human Resources, Higher Education, Non-profits, and Law Enforcement, etc.

## **Appendix A: Revised Mission Statement**

### **Mission**

The Doctor of Education in Instructional Leadership at WCSU is focused on enriching the leadership practices of practitioners from a range of occupations through a commitment to individual and organizational growth. Our program prepares people from diverse backgrounds to acquire new knowledge, skills, and opportunities for administrative, policy, instructional, and research roles. This process is facilitated through a collaborative learning environment focused on instructional leadership, policy, interpersonal skills and group processes, administrative management processes, ethics, diversity, and social change, all while engaging in scholarly research.

### **Learning Goals:**

Students will be able to:

- Understand and apply best practices of leadership, instruction, curriculum, assessment and evaluation
- Implement instructional leadership as it relates to individual's cognitive and affective domains
- Serve as change agents and instructional leaders in a diverse, evolving society
- Demonstrate effective communication and facilitate collaboration with those they lead
- Utilize technology for leadership and learning
- Foster decisions based on research and data as a basis of decision-making and organizational learning.

## Appendix B: Course Descriptions for New and Revised Courses

### REVISED Courses

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**Course Number:** ED 802  
**Course Title:** Leadership in Instructional Technology for Equity  
**Semester Hour Credit:** 3 semester hours

#### Rationale for Course Proposal:

Instructional leaders are required to be able to utilize, research, and make decisions about technology usage in a variety of educational settings. Technology usage expands beyond being able to use educational technology to enhance workflow and support student learning, it includes that instructional leader should be versed in the International Society for Technology in Education (ISTE) Leader Standards to ensure that their organizations' technology expectations and policies are current including the uses of technology to increase equity, inclusion and digital citizenship practices. The on-file course description needs updated to allow the course to be brought current with best practices and expectations for leadership and technology. Additionally, it has been modified to reflect current understandings of online learning. This is a revision of an existing course.

#### Course Description, Including Prerequisites:

This course assists students in the development of an in-depth understanding of educational technology including foundational concepts and key ideas. At both the macro and micro-levels, students are challenged and guided to examine technology in relationship to practice, leadership, and diversity, inclusion, and equity. It includes understandings of technology leadership based on the International Society for Technology in Education (ISTE) Leader Standards and grounds student in best practices of digital age learning.

#### Prerequisites

None

**Course Objectives:** As a result of this course, candidates will be able to:

1. Understand best practices of education technology leadership
2. Engage others in transformational learning with technology.
3. Promote organizational innovation through technology for teaching and learning.
4. Utilize current research studies related to the effective integration of technology for digital communities
5. Ensure Diversity, Inclusion, and Equity (DEI) and digital citizenship practices using technology throughout one's organization
6. Inspire a culture of collaboration that allows the time and space to explore digital tools for the enhancement of the organization



**Course Number:** ED 805  
**Course Title:** Program Evaluation  
**Semester Hour Credit:** 3 Semester Hours

**Rationale for Course Proposal:** Doctoral students in leadership need training in a range of research approaches including program evaluation. Program evaluation helps decision makers work with data to assess community needs, launch a new program, follow the progress of an existing program, and/or summarize program outcomes. Training in this area is vital for educational leaders.

**Course Description, Including Prerequisites:**

**Course Description:**

Program Evaluation will introduce graduate candidates to foundational understandings of program evaluation. The course will provide candidates with the necessary skills to understand Program Theory, Evaluation Design, Needs Assessments, Implementation Evaluations, Impact Evaluations, and Program Planning in a variety of contexts.

**Prerequisites:** None

**Course Objectives:** As a result of this course, candidates will be able to:

1. Understand the history and evolution of program evaluation including the relationship between assessment, analysis, and evaluation
2. Demonstrate an understanding of the difference between program evaluation and other types of research theory and techniques
3. Distinguish the appropriate type of program evaluation for a given situation; needs assessment, implementation evaluation, and impact evaluation
4. Identify strong and weak examples of evaluation problems and purpose statements including research questions
5. Systematic inquiry that incorporates mixed methods design (qualitative and quantitative) for program evaluations
6. The social and political contexts of evaluation

---

**Course Number:** ED 823  
**Course Title:** Models of Creative Thinking and Innovation  
**Semester Hour Credit:** 3 Semester Hours

**Rationale for Course Revision:**

The current course requires modification to include updated research and practices. The revised course will focus on current research in creativity and ways to promote creativity and innovation in schools and other organizations.

**Course Description, Including Prerequisites: In Models of Creative Thinking and Innovation**

problem-solving and creative thinking are demonstrated, critiqued, and discussed. The strategies associated with creating thinking and innovation will be examined in a range of educational areas. Participants will reflect on their own cognitive processes. Connections will be made to national standards in education. Creativity and innovation will be analyzed through the creative person,

process, product and environment. Techniques for improving creative performance will be explored as they apply to a variety of environments and new innovations.

**Prerequisites:** None

**Course Objectives:** As a result of this course, candidates will be able to:

1. Compare and contrast theories of creativity.
2. Examine methods for studying creativity and innovative thinking.
3. Analyze components of the creative person.
4. Analyze the creative process that leads to innovation.
5. Examine criteria used to identify a creative product.
6. Design a creative environment.
7. Analyze common blocks to the creative process.
8. Utilize creative problem-solving techniques in a practical setting.
9. Compare and contrast techniques to assess levels of creativity.
10. Identify and implement techniques to enhance creative thinking.
11. Identifying the components of creative educational leadership.

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**Course Number:** ED 865

**Course Title:** Introduction to Educational Research

**Semester Hour Credit:** 3 semester hours

#### **Rationale for Course Proposal:**

Instructional leaders are required to utilize research and make decisions informed from a place of research-based decision making within multiple educational settings. The on-file course description needs updating to allow the course to be brought current with best practices and expectations regarding educational research for Doctor of Education (EdD) students who will choose between a variety of culminating, practitioner oriented, research-based projects. The previous version of this course focused exclusively on traditional dissertation writing. This is a revision of an existing course.

#### **Course Description, Including Prerequisites:**

This course assists candidates in the development of skills and dispositions related to educational research. The purpose of this course is to introduce educational research and various research approaches common to the field of Instructional Leadership. Upon completing the course, candidates will be able to locate, understand, evaluate, and interpret qualitative and quantitative educational research and use these skills to identify possible culminating projects.

**Prerequisites:** Acceptance into the Doctor of Education in Instructional Leadership Program.

**Course Objectives:** As a result of this course, candidates will be able to:

1. Compare and contrast qualitative quantitative, and mixed methods paradigms of research
2. Evaluate qualitative, quantitative, and mixed methods educational research related to Instructional Leadership
3. Explore the role of theory in educational research
4. Evaluate the validity and reliability of varying research methodologies
5. Develop researchable issues in Instructional Leadership that apply to various learning settings and locate research related to a chosen research topic
6. Formulate and evaluate appropriate research questions and/or hypotheses to guide topic of study for culminating project
7. Analyze and apply the role of ethics in research

## New Courses

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**Course Number:** ED XXX  
**Course Title:** Advanced Program Evaluation  
**Semester Hour Credit:** 3 semester hours

**Rationale for Course Proposal:** Doctoral students in leadership need advanced training in program evaluation as one course in program evaluation is insufficient to appropriately cover the content and skills necessary to be proficient in this area.

### Course Description, Including Prerequisites:

Advanced Program Evaluation provides candidates with a more in-depth understanding of program evaluation. This course further explores the various models for evaluating educational and community programs. Candidates will gain practical experience through class activities that foster the development of their evaluation skills. Students will present program evaluation plans with logic models. It requires the completion of an evaluation plan and the requisite companion pieces necessary to understand the design and implementation of a program evaluation.

### Prerequisites:

None

**Course Objectives** As a result of this course, candidates will be able to:

1. Identify appropriate models, approaches, and designs for program and policy evaluations.
2. Specify necessary steps in the evaluation design process; budgeting, communication, data collection (including IRB application Process), data analysis, and evaluation report writing.
3. Prepare evaluation results and restate the relationship among policy, planning, and evaluation.
4. Understand and identify factors affecting program and policy evaluations including political, resource, ethical, and time limits.
5. Demonstrate and understanding of the Program Evaluation Standards (*Joint Committee on Standards for Educational Evaluation*).
6. Interpersonal communication and cultural competence in sharing program evaluations with stakeholders.

---

**Course Number:** EDXXX

**Course Title:** Applied Educational Research

**Semester Hour Credit:** 3 semester hours

### Rationale for Course Proposal:

Doctoral candidates need to explore techniques to conduct a research study, specifically different methodological tools and procedures for initiating a doctoral dissertation and other types of culminating projects for completing an EdD experience.

**Course Description, Including Prerequisites:** This course will provide distinctions between a dissertation and other forms of culminating projects for a doctoral experience. Candidates will explore specific tools such as qualitative software and specific ways to use qualitative and quantitative techniques to investigate a topic of interest.

**Prerequisites:**

Completion of 42 credits in the EdD in Instructional Leadership program.

**Course Objectives:** As a result of this course, candidates will be able to:

1. Examine a variety of culminating projects.
2. Describe a topic of study.
3. Analyze tools to assist with inquiry-based projects for problem solving.
4. Design a project plan.
5. Appropriately utilize APA writing recommendations.

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<b>Course Number:</b>	EDXXX
<b>Course Title:</b>	Culminating Project I
<b>Semester Hour Credit:</b>	3 semester hours

**Rationale for Course Proposal:**

Doctoral candidates require numerous skills to pursue their creative work as educational leaders' investigations as part of the culminating experience of a doctoral program in education. For this Doctor of Education in Instructional Leadership, a culminating project that allows for the completion of a final student selected project that showcases content knowledge and research application is necessary.

**Course Description, Including Prerequisites:**

This course serves as the foundation for the culminating project for the Doctor of Education Degree in Instructional Leadership. Candidates will utilize research skills and content knowledge in an innovative way to develop a project specific to their interests. Projects may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. All projects must be approved by the advisor and include documentation of planning, design, and description of execution of the culminating project. This is the first course for the culminating project and Culminating Project II is required to complete graduation requirements.

**Prerequisites:**

Completion of Core Coursework

**Course Objectives:** As a result of this course, candidates will be able to:

1. Utilize developed analytic skills on an educational issue of their choosing.
2. Serve as a change agent in local, state, and national educational organizations
3. Create a project overview with time and milestones towards completion
4. Develop a project from conception through implementation
5. Demonstrate their ability to professionally communicate at the highest through written and oral communication

6. Grow in their ability to complete a comprehensive project that synthesizes information for organizational decision-making
7. Appropriately utilize APA citations

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**Course Number:** EDXXX  
**Course Title:** Culminating Project II  
**Semester Hour Credit:** 3 semester hours

**Rationale for Course Proposal:**

Doctoral candidates require numerous skills to pursue their creative work as educational leaders' investigations as part of the culminating experience of a doctoral program in education. For this Doctor of Education in Instructional Leadership, a second course in a culminating project is necessary for candidates to complete their self-selected and designed projects.

**Course Description, Including Prerequisites:**

This course continues the learning begun in Culminating Project I. Candidates will utilize research skills and content knowledge in an innovative way to complete a project specific to their interests. Projects may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. Students will work with their advisor to complete their culminating project and presentation.

**Prerequisites:**

Completion of Core Coursework and Culminating Project I Coursework

**Course Objectives:** As a result of this course, candidates will be able to:

1. Utilize developed analytic skills to complete the culminating project
2. Serve as a change agent in local, state, and national educational organizations through sharing a practitioner focused piece
3. Complete the culminating project and use it as a model for future work
4. Develop a project from conception through completion
5. Demonstrate their ability to professionally communicate at the highest through written and oral communication.
6. Grow in their ability to complete a comprehensive project that synthesizes information for organizational decision-making.
7. Appropriately utilize APA citations

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**Course Number:** ED XXX  
**Course Title:** Readings and Research  
**Semester Hour Credit:** 3 semester hours

**Rationale for Course Proposal:** Doctoral students benefit from explicit instruction in the curation and analysis of different forms of writing (practitioner and academic). Additionally, there is a need to enhance their ability to write a doctoral level literature review that synthesizes information from multiple sources. A course dedicated to this end does not exist in the current Doctor of Education in Instructional Leadership Program.

**Course Description, Including Prerequisites:** Readings and Research provides doctoral students with the opportunity to engage in the study of practitioner and academic writings. Students will

delve deeply into a topic of their choosing related to Instructional Leadership, Diversity, Equity, or Inclusion while they work on projects that enhance their comprehension and written abilities, across varied methodological approaches and source materials.

**Prerequisites:**

None

**Course Objectives:** As a result of this course, learners will:

1. Understand differences in manuscripts on a given topic from a range of methodologies (Mixed Methods, Qualitative, & Quantitative)
2. Formulate a research problem and utilize research questions and readings in the field to address it
3. Access the ProQuest Dissertations & Theses to analyze dissertations for goodness of fit for a selected topic and to address the research problem
4. Differentiate between readings written for practitioners and those written for academics
5. Create a data matrix of research journals that are appropriate for a publication on the selected topic of study
6. Grow in their ability to write a synthesized literature review for a variety of writing contexts

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Approval of a New Program

May 18, 2023

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

A True Copy:

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

**ITEM**

Establishment of a new program, Health & Wellness Management, leading to a Bachelor of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Health & Wellness Management	
CIP Code	51.0001	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	05/18/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The BS in Health and Wellness Management is appropriate for recruitment and retention of:

- students interested in health and wellness, from a business rather than a practitioner (public health/nursing) perspective
- students interested in management and administration in the fields of health or wellness, including but not limited to managing gyms or fitness centers, management within medical centers/practices, managing summer camps or after school programs, or entrepreneurial pursuits in the wellness industry (fitness, nutrition, holistic health, wellness, etc.)
- students who find that fields like Health Promotion Studies, Health Education, Business Administration, or Nursing are not the best fit for them but who still want a degree in the general arena of health and wellness
- students who want a pathway into sports management, event planning, and/or healthcare administration, potentially including WCSU's Master's in Healthcare Administration (MHA) program or Master's in Business Administration (MBA).



## **PROPOSAL**

The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the health and wellness industry.

This program's focus is on business and administration, rather than practice, which sets it aside from WCSU's current programs in Health Promotion Studies and Health Education, as well as from programs at the University like Nursing, or the pre-health pathways.

## **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.

04/6/2023 – BOR - Academic and Student Affairs Committee  
05/18/2023 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

Date of Submission to CSCU Office of the Provost: January 30, 2023

**Institution:** Western Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: Fifth Year Evaluation completed in 2017

**Program Characteristics**

Name of Program: Health and Wellness Management

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

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

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

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Graduation: May 2025

Total # Credits in Program: 120

# Credits in General Education: 40

IPEDS defined program duration (*if no IPEDS data, provide standard duration of program for full-time student in years*): 4.0

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

Department where program is housed: Health Promotion and Exercise Science (HPX)

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

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

<https://www.wcsu.edu/registration/ugrad-tuition/>

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

Program website: [www.wcsu.edu/hpx](http://www.wcsu.edu/hpx)

Provide the intended catalog description for this program:

The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the health and wellness industry. Students will graduate prepared to pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, and other for profit and non-profit wellness settings. They may also be prepared to start their own health and wellness venture at some time in the future. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of health and wellness events, programs, and organizations.

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

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

Phase Out Period Date of Program Termination

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

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,

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- identify credential: [REDACTED]
- 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: Emily Stevens

Title: Professor and Chair

Phone: 203-837-3903

Email: stevens@wcsu.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](mailto:CSCU-ACandASASub@ct.edu) by the posted deadlines (<https://www.ct.edu/academics/approval>)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

**SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS**

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

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

The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the health and wellness industry. Students will graduate prepared to

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**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, and other for profit and non-profit wellness settings. They may also be prepared to start their own health and wellness venture at some time in the future. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of health and wellness events, programs, and organizations.

The BS in Health and Wellness Management has the ability to recruit prospective students interested in the field of wellness, more from a business rather than a public health perspective. The program will be marketed to students interested in going into the wellness industry; they might be interested in working in wellness corporations, managing wellness teams, working as activities directors in various settings, camp directors, or in recreation. This focus on business and administration, rather than practice, sets it aside from our current programs in Health Promotion Studies and Health Education, as well as from programs at the University like Nursing, or the pre-health pathways.

The BS in Health and Wellness Management could play a strong role in student retention at WCSU. The Health Promotion and Exercise Sciences department currently offers two undergraduate degree options; the BS in Health Promotion Studies and the BS in Health Education (PreK-12). The BS in Health Promotion Studies is accredited by the Council for Education in Public Health and has a very strong core set of classes in public health. The required public health courses and the minimum GPA of 2.5 required of the HPS degree (coupled with C+ minimum core course grade requirements and several requirements in math and laboratory sciences) leads to student drop-out every year. The table below identifies the number of students who started HPX 200 (the first HPS Core Course) and then dropped out of the major (or the university) due to the inability to meet the HPS major grade requirements. Many of these students held between a 2.0 and a 2.5 GPA, and many of them had a stronger interest in business rather than public health; these students could be retained at WCSU and could be successfully advised towards degree completion with a program like the BS in Health and Wellness Management.

*Students who Start HPS Core Curriculum and Change Majors or Leave WCSU Due to HPS Grade Requirements*

Cohort Year	Students Enrolled in HPX 200	Students who left HPS due to grade and GPA Requirement	Percent
2015	81	11	13.58
2016	82	10	12.20
2017	57	7	12.28
2018	77	4	5.20
2019	57	6	10.52
2020	65	11	16.92
2021	53	16	30.19

The BS in Health Education (PK-12) similarly has a very high minimum GPA requirement; students in the BS in Health Education program who cannot maintain the 3.0 GPA requirement to be in any education discipline at WCSU are left with limited options for degree completion. The BS in Health and Wellness Management provides students with an interdisciplinary degree that incorporates the field that these students were interested in (health and wellness), with skills in business management/administration, that will prepare them for successful careers in a field of interest.

The BS in Health and Wellness Management could be considered as part of a package of options for students interested in degree completion. The degree contains a relatively large number of credits in free electives, which makes it a strong option for students who already have some college credits but never finished a degree and/or for transfer students coming into WCSU.

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This program could also serve as a gateway to graduate programs offered at WCSU. Students interested in the healthcare industry would benefit from transitioning directly into the Master's in Healthcare Administration (MHA) degree program at WCSU. If WCSU were to consider a Master of Science in Sports Management, this program could serve as a direct line to that graduate degree, as students interested in Sports Management would benefit from an undergraduate program with the coursework/skills addressed in this BS in Health and Wellness Management degree program.

To summarize, the BS in Health and Wellness Management is appropriate for recruitment and retention of the following students:

- Students interested in health and wellness, but more from a business rather than a practitioner (public health/nursing) perspective.
- Students interested in management and administration in the fields of health or wellness. This can include but is not limited to the following: managing gyms or fitness centers, management within medical centers/practices, managing summer camps or after school programs, or entrepreneurial pursuits in the wellness industry (fitness, nutrition, holistic health, wellness, etc.)
- Students who find that fields like Health Promotion Studies, Health Education, Business Administration, or Nursing are not the best fit for them but who still want a degree in the general arena of health and wellness.
- Students who want a pathway into sports management, event planning, and/or healthcare administration, potentially including our Master's in Healthcare Administration (MHA) program or Master's in Business Administration (MBA) degrees.

**Competing Programs**

None of the other CSU institutions offers a BS in Health and Wellness Management. Southern Connecticut State University (SCSU) awarded three 4-year degrees under the "Health and Wellness, General" CIP, and University of Saint Joseph awarded five 4-year degrees under this CIP. None of these schools offer a BS in Health and Wellness Management, specifically. SCSU offers a BS in Recreation and Leisure and a BS in Sports Management. ECSU offers a minor in Healthcare Management and a 15-credit concentration in Sports Management through the Business Administration major. Looking within the private institutions, Fairfield University has a minor in Sports Leadership and Management. Sacred Heart University has both a BS and a minor in Sports Management. University of Saint Joseph offers a BS in Sports Management. The proposed program is distinct in that the focus is on the multidimensional concept of health and wellness, rather than sport or recreation.

Nationally, there are a few programs that offer bachelor's level and master's level degrees in Health and Wellness Management.

- Merrimack College (North Andover, MA) offers the MS in Health and Wellness Management, and they market this program as "one of the only graduate programs in the US to integrate wellness and business." The program is marketed as preparing students to be a leader in a rapidly growing wellness industry. The program is 32-credits and requires classes in health promotion, disease prevention, organizational leadership, management, and marketing.
- University of Pittsburg offers a MS in Health and Wellness Management, designed for students with academic training and experience in health-fitness and wellness with a desire to advance to a management level position.
- The New York Institute of Technology offers a BS in Health and Wellness, which prepares students for a fulfilling career as an administrator in the healthcare industry.
- SUNY Oswego offers a BS in Wellness Management, which combines fitness and health promotion with business.

**University Resources and University Expertise**

The BS in Health and Wellness Management has been developed with existing courses, with the exception of two. The two new courses will be created for the Writing 3 and the Culminating Experience general education competencies within the major. All of the other course requirements are currently offered regularly. The courses and descriptions of the two

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new courses are provided below. We have faculty in the HPX department who can teach the culminating experience class and a faculty member in Management who could teach the Entrepreneurship course depending on other teaching demands of these faculty. We will likely need to hire an adjunct instructor and eventually a full-time faculty member for this program, who would have the expertise to teach these courses.

MGT/HPX 4xx: Health and Wellness Entrepreneurship

Course Description: This course addresses entrepreneurship as it relates to initiating new business ventures in the health and wellness industry. Special attention is given to developing workable ideas, funding, marketing, and structuring new ventures. Students will develop a project testing the feasibility of a business proposal. Entrepreneurial opportunities within health and wellness organizations are also highlighted.

Prerequisites: HPX 271, MIS 155, ACC 201, and MKT 200

HPX 4xx: Management and Leadership in Health and Wellness Organizations

Course Description: This course will introduce students to the skills, theories, and practices of leadership and management within US health and wellness organizations, identifying best practices for managing these operations and therefore sustaining a competitive advantage. The course also focuses on the professional development of students as future leaders and managers in the health and wellness industry. Students will build professional management and leadership skills through field-based experiences.

Prerequisites: HPX 4xx Health and Wellness Entrepreneurship

Includes 120 hours (~10 hours a week for 12 weeks) of field-based experience in Sites like O'Neill Center, Athletics, WCSU Rec, PAL, Parks & Rec, YMCA, Boys & Girls Club, Girl Scouts

The program can be offered entirely with existing faculty expertise to start. No new faculty lines are required for the delivery of this major immediately. By year two of the program, we expect to need an additional faculty line to support the number of course sections required to maintain the demand of the degree and to teach the culminating courses.

**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)*

According to the Bureau of Labor Statistics (2022), medical and health services managers are in high demand. Typical entry-level education is the bachelor's degree with less than 5 years of work-related experience. The 2021 median pay within the field was \$101,340 per year (\$48.72 per hour). There is no additional post-employment training needed to attain competency in the skills needed in this occupation. As of 2020, there were 429,800 jobs in this occupation. The job outlook is strong, with projected 32% growth from 2020-2030 (much higher than average). The projected numeric change in employment from 2020-2030 is 139,600.

According to the 2022 US Wellness Professionals Compensation Report, published by the National Wellness Institute, the median average compensation for all wellness professionals ranged from \$56,000 to \$80,500; the top 25% of highest earning professionals report salaries from \$100,000 to \$200,000. Those working on the east coast typically earn more than those working in the central and southern US. Reported examples of job titles and salaries include:

- Benefits coordinator (\$36,871 - \$55,872)

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- Corporate wellness administrator (\$46,989 - \$82,368)
- Wellness program consultant (\$49,917 - \$73,052)
- Wellness program manager (\$64,713 - \$118,212)
- Employee health services manager (\$93,128 - \$145,839)
- Community health director (\$90,509 - \$194,902)

*PSEO Data*

Graduates from WCSU in Business, Management and Operations earn \$41,792, \$60,530, and \$76,265 one, five and ten years post-graduation respectively. Students graduating from our program areas in mental and social health services and allied professions make \$30,381, \$49,792, and \$61,544 one, five, and ten years out.

*Jobs EQ Data*

According to JobsEQ, the single industry most employing occupations in the “Health and Wellness, General” CIP in Connecticut is Individual and Family Services, followed by General Medical and Surgical Hospitals. Individual and Family Services employs 263 workers in Connecticut, and employment is expected to increase by 79 jobs over the next ten years. In addition, 307 new workers will be needed to replace employees lost to retirement or occupational changes. A full list of the Jobs EQ industry distribution for the CIP can be seen below.

**Industry Distribution for Occupations Linked to Health and Wellness, General in Connecticut**

NAICS Code	Industry Title	Current		10-Year Demand			Total Demand
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	
6241	Individual and Family Services	15.5%	263	101	206	79	387
6221	General Medical and Surgical Hospitals	12.6%	213	66	124	-6	183
6113	Colleges, Universities, and Professional Schools	10.0%	169	52	88	29	168
6211	Offices of Physicians	8.1%	138	42	78	-3	117
6214	Outpatient Care Centers	7.8%	132	47	94	14	155
6111	Elementary and Secondary Schools	4.9%	83	24	40	8	73
6213	Offices of Other Health Practitioners	4.9%	83	26	44	20	89
5241	Insurance Carriers	3.5%	59	21	42	4	67
9221	Justice, Public Order, and Safety Activities	3.1%	52	17	35	-2	50
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	2.6%	44	16	32	6	54
7139	Other Amusement and Recreation Industries	2.5%	43	14	23	16	53
5613	Employment Services	1.8%	30	10	21	2	33
8132	Grantmaking and Giving Services	1.6%	28	10	21	5	37
5511	Management of Companies and Enterprises	1.6%	28	9	18	-2	26
6242	Community Food and Housing, and Emergency and Other Relief Services	1.5%	26	9	19	2	30
8131	Religious Organizations	1.3%	23	8	16	0	23
8133	Social Advocacy Organizations	1.3%	22	8	16	4	29
9211	Executive, Legislative, and Other General Government Support	1.2%	20	7	14	-1	20
7112	Spectator Sports	1.1%	19	5	9	3	17
6219	Other Ambulatory Health Care Services	1.0%	18	6	12	1	19



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All Others	11.8%	200	68	137	9	214
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**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) 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
11-9111	Medical and Health Service Managers	\$101,340
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
56110	Medical office management services
56110	Management Services
713940	Fitness Centers
713940	Gyms, physical fitness
713940	Health studios, physical fitness
621340	Recreational (e.g. art, dance, music) therapists' offices (e.g., centers, clinics)
713940	Recreational sports club facilities
713990	Recreational campus without accommodations
942120	Recreational programs administration, government

**Career/Program Pathways**

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

This program is not specifically designed to prepare students for another program, but our academically strong students in this major could be advised to take classes that complement this major and prepare them for our MHA (Master's in Healthcare Administration) or MBA (Master's in Business Administration) programs.

**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: The following programs are in the same CIP category.

BS in Health Promotion Studies (511504)



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BS in Nursing (513801)

MHA in Health Administration (510701)

MS in Psychiatric Mental Health Practitioner (513803)

Ed.D Nursing Education, Online (513817)

DNP Nursing Practice, Online (513818)

***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?

Enrollment in this program will not impact enrollment in the BS in Nursing program; that program has strict admissions requirements and typically fills. This new program might reduce enrollment in the BS in Health Promotion Studies, but as described above we predict that these students will likely be students who would not be retained in that program due to the GPA and grade requirements, as well as the requirements in the math and science disciplines. This program will improve retention within the University and will likely improve retention in the BS in Health Promotion Studies, as the students who were not seeking a degree in public health with a science background will have an option of a degree without those requirements. This new program might increase enrollment in the MHA program at WCSU, as we can track students towards the MHA from the BS in Health and Wellness Management. It will not likely influence enrollment in any of the other graduate programs, as it is distinct from those fields.

- Are there plans to discontinue any of the existing similar programs? **No**
- What is the value added of the proposed program in relation to the existing programs? This degree provides a program option for students interested in health and wellness but who do not come to college prepared for or interested in a series of science and math classes required of Health Promotion Studies or Nursing. It will provide an avenue towards a degree for students who do not meet the grade and course requirements of those majors and who want more of a business focus in the health/wellness field.
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): The program uses existing courses with the exception of two new courses. The program can be taught using existing faculty resources for at least 2 years, at which point a faculty hire will be needed.

**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: See attached forms.
- ***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 new program is distinct from any program in sports management, health administration, or recreation and leisure. This new program is broader than any of these fields. Sports management focuses on the management and administration of sport; students in this field are typically pursuing positions with sports teams, agencies, and ventures. Recreation and leisure solely focused in this area and does not include health management. The students in the Health and Wellness Management program could pursue business/administration or management positions in health groups, wellness agencies, or within the fitness industry. We have several alumni from both the management program and from the Health Promotion Studies program at WCSU who have become entrepreneurs in health and wellness by pursuing additional training beyond the degree awarded at WCSU. One runs Integrative Health Journey, a wellness business that is administered totally online and caters to programs based on complementary and alternative approaches to stress management, nutrition, and fitness promotion. Another alumnus, from Business, started a small business in fitness and nutrition, and another a business in providing services to provide stimulation and engagement to people living at home with cognitive impairments. These alumni would have benefited from this degree in Health and Wellness Management, and these small

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businesses are distinct from sports management, health administration, or recreation and leisure. The entrepreneurial focus provides more opportunities to have a plan for new businesses before they graduate.

- 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: We have students who change majors between the programs offered in the business school and Health Promotion Studies regularly; these students typically have an interest in the health and wellness field but don't want a degree in public health. There are many students who can't meet the grade and course requirements (particularly in the science and math areas) for the Health Promotion Studies or Nursing programs, or the grade and math requirements in the business programs. These degrees are not meeting the needs of these students, and they may leave the University as a result. This program would help to recruit and retain students who want to study business and health/wellness. No other program in the CSCU system offers this broad, interdisciplinary degree between a program in business and a program in the professional studies.

**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.

We expect 30 students to enroll by the end of year 1. We expect many of the students in year 1 to come from the Health Promotion Studies, Management, and Exploratory Studies programs. No one will complete the program in year 1. Assuming a 75% retention, 15 students graduating at the end of year 2, and 25 new students in year 2, we expect to have 63 students by the end of year 2. Expecting another 75% enrollment, 15 students graduating at the end of year 3, and an additional 30 students in year 3, we should have 62 students in the program at the end of year 3.

**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 BS in Health and Wellness Management is appropriate for recruitment and retention of the following students:

1. Students interested in health and wellness, but more from a business rather than a practitioner (public health) perspective.
2. Students interested in management and administration in the fields of health or wellness. This can include but is not limited to the following: managing gyms or fitness centers, management within medical centers/practices, managing summer camps or after school programs, or entrepreneurial pursuits in the wellness industry (fitness, nutrition, holistic health, wellness, etc.)
3. Students who find that fields like Health Promotion Studies, Health Education, Business Administration, or Nursing are not the best fit for them but who still want a degree in the general arena of health and wellness.
4. Students who want a pathway into sports management, event planning, and/or healthcare administration, potentially including our Master's in Healthcare Administration (MHA) program.

**Student Recruitment / Student Engagement**

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: The HPX department will work with Admissions, the Advisement Center, and Publication and Design to market the programs for new student recruitment. The HPX faculty, the Management faculty, and the Advisement Center will meet with existing students during academic advisement to offer this new program to students. We can reach freshmen through the FY program as well.
- What student engagement strategies will be employed to advance student retention and completion in program? The HPX Department will track retention and completion rates in this program. Each student in the major will be

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assigned a full-time faculty member as an academic advisor. As students enroll in the program, the faculty advisor will reach out to the student via email to request an advisement meeting. During the advisement meeting, the faculty and student will discuss academic interests and career goals of the students. An academic plan for degree completion will be established in Degree Works and discussed with the student. The student will meet with the faculty advisor every semester to discuss progression towards the degree, resources for success, and to update the academic plan. This kind of advisement in the HPX department has facilitated retention rates required for accreditation in the past and is expected to help with recruitment and retention in the new program as well. The majority of major courses will be taught by full-time faculty in the HPX Department as well; the courses integrate student interaction and experiential learning which aids in student engagement.

**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: The culminating experience course (HPX 4XX, described above) will include 120 hours of field-based experiential learning. Students will be placed in a health and wellness agency of interest, where they will have a field-based preceptor. The faculty teaching the course will serve as the faculty supervisor. The student will work in the field placement for an average of 10 hours a week over 12 of the 14 weeks in the semester. This capstone experience will expose students to working within and managing a health/wellness agency. Assignments and projects will be required for the course to document the experiential learning process and to aid in professional preparation.

**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: The capstone experience, described above, will include 120 hours of fieldwork. We have several health and wellness community organizations that we currently use as internship sites for the Health Promotion Studies degree. These sites can serve as internship/fieldwork sites for the Health and Wellness Management program as well. We can also use our Athletics Department and O'Neill Center as a site for several fieldwork placements.

**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.*

Graduates of the BS in Health and Wellness Management program will be prepared to demonstrate the following outcomes:

1. Articulate an understanding of the multidimensional nature of health and wellness, including contemporary topics within each dimension.
2. Demonstrate the ability to design and implement wellness programs in community and industry settings.
3. Possess a knowledge of the fundamental concepts of management as an organizational process.
4. Display the communication skills, both written and oral, used in wellness, business, and organizational settings.
5. Demonstrate cultural competence when working with diverse populations.
6. Articulate a plan for achieving a career of their choice in the health and wellness industry.

**Assessment of Learning Outcomes**

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

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The learning outcomes will be assessed through typical course assessment processes: exams, papers, projects, etc. The Writing 3 and Culminating Experience requirements within the major will include field-based internship experiences, with coinciding assignments based on professional preparation and evidence of applied skills within the field, such as professional writing.

**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
<b>Program Core: Required &amp; Elective Courses</b>			<b>45</b>
PSY 100: Introduction to Psychology	1	None	3.0
PSY 260: Health Psychology	1, 2, 5	PSY 100	3.0
SOC 100: Introduction to Sociology	1, 4, 5	None	3.0
SW 220: Diversity, Equity & Inclusion	1, 4, 5	SOC 100	3.0
COM 203: Health Communication	1, 2, 4, 5	COM 163	3.0
HPX 100: Introduction to Health & Wellness	1, 2, 4, 5	None	3.0
HPX 271: Health Education Programs in the Community	1, 2, 4, 5	None	3.0
HPX 348: Principles of Wellness Coaching	1, 2, 4, 5	HPX 271 or 270	3.0
HPX 4xx: Health and Wellness Management & Leadership	1, 2, 3, 4, 5, 6		3.0
HPX 4xx: Health and Wellness Entrepreneurship	1, 2, 3, 4, 5, 6		3.0
MIS 155: Information Technology	3, 4	None	3.0
MKT 200: Principles of Marketing	3, 4	None	3.0
ACC 201: Financial Accounting	3, 4	MAT 100	3.0
JLA 240: Commercial Law	3, 4	None	3.0
MGT 250 Organizational Behavior	3, 4	None	3.0
<b>Choose one of the 3 below:</b>	<b>3, 4</b>		<b>3.0</b>
MGT 251: HR Management		MGT 250	3.0
MGT 340: Total Quality Management		MGT 250	3.0
MGT 350: Management Negotiations		MGT 250	3.0
<b>HPX Electives: See list below:</b>	<b>1, 2, 4, 5</b>		<b>9.0</b>
HPX 150: Dance Workshop		None	3.0
HPX 205: Nutrition and Health		None	2.0
HPX 212: Dance and Culture, World Dance		None	3.0
HPX 240: Principles of Holistic and Integrative Health		None	3.0
HPX 241: Mind/Body Interventions for Healing		None	3.0
HPX 242: Cross Cultural and Traditional Healing Methods		None	3.0
HPX 244: Movement, Mindfulness, and Meditation		None	2.0
HPX 253: Concepts of Diseases		None	3.0
HPX 254: Fitness Seminar and Lab		None	3.0
HPX 255: Group Exercise Instruction		None	3.0
HPX 343: Foods, Herbs, Supplements, and Natural Products		None	3.0

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HPX 352: Mental Health		None	3.0
HPX 380: Worksite Health Promotion		None	3.0
HPX 369: Exercise as Medicine		None	3.0
<b>General Education Courses</b>			
WRT 210: Managerial Writing	3, 4	WRT 101	3.0
COM 163: Introduction to Communication Skills	4	None	3.0
CS 110: Web Design	3, 4	MAT 100	3.0
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			23
<b>Total Program Credits</b> (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.

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

- Identify the CT State Community College program that best articulates to the proposed program:
  - ☒ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☒ A.A. or A.S.
  - ☐ Transfer Ticket, specify:
  - ☐ Other pre-program or transfer track, specify:
- With respect to this CT State degree program, which of the following is true?
  - ☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  - ☐ 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:

<b>Credit Summary</b>	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	60 credits
CT State program credits that can be applied to proposed degree:	60 credits

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CSU/COSC general education credits remaining after transfer	3 credits
CSU/COSC program credits remaining after transfer	57 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](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.):

We could create an accelerated pathway from the BS in Health and Wellness Management to the MHA program, which would likely allow students to complete the BS in Health and Wellness Management with the MHA in Health Administration in 5 years. This has been done for the Health Promotion Studies program and could be completed for the new program as well.

**Other Stackable Pathways**



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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:

The quality and success of the program will be tracked through academic advisement and through the annual report, which requires each program to report retention and completion rates. Departments will be receiving these rates by demographic groups moving forward, which will also enable us to identify any disparities in recruitment, retention, and degree completion.

**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 University will be providing departments of student retention and degree completion by demographic factors moving forward. These metrics will be used to identify any disparities in student recruitment, retention, and 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 program is designed to provide a degree option in health, wellness, and business for students who might not be as prepared for degrees that are grounded in the math and science disciplines or who do not have an interest in a degree that requires a series of math and science requirements. The nature of this degree reduces inequities by targeting a larger group of students rather than students who excel in the disciplines grounded in science (nursing, public health) and mathematics (business management, finance, accounting). The HPX department is dedicated to student advisement and linking students with resources available to aid in academic success, such as the Tutoring Resource Center, the Academic Advisement Center, Peer Mentor Program, First Year Studies Program, etc.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? Targeted advisement can be initiated where inequities are found. We can also work with the programs and resources on campus, identified above, to reduce inequities.

**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.

All but two capstone courses in this program are currently part of existing HPX programs. An adjunct instructor will need to be hired to teach one capstone course, and a full-time faculty will be able to teach the second capstone course, which may require an adjunct to teach another course currently being taught by a full-time faculty member. Current resources can be used to teach the program until enrollment reaches a point where we need to add sections of courses; at that point we will search for a full-time faculty member who can teach the capstone courses and added sections of other courses required in the major.

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**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*)

None

**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): Emily Stevens, [stevense@wcsu.edu](mailto:stevense@wcsu.edu), 203-837-3909

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Professor and Department Chair, 1.0 FTE

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 1 in year 2

If any new full-time hires, what percentage of program credits will they teach? 35%

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*) 6

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*) 3

What percentage of program credits will be taught by adjunct faculty? 15%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's Degree in Public Health, Exercise Science, Sports Management, Masters in Business Administration, Masters in Healthcare Administration, or related fields

*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
Emily C. Stevens, Professor and Chair	PhD, The Ohio State University	Health Promotion & Exercise Science	Department Chair Teaching in the BS in Health Promotion Studies Program
Krista Heybruck-Santiago, Assistant Professor and Associate Chair	MPH, University of South Carolina (EdD pending completion University of Hartford)	Public & Community Health	Associate Chair Teaching in the BS in Health Promotion Studies Program
Ethan Balk, Associate Professor	PhD, The Ohio State University	Health Promotion & Exercise Science, Human Nutrition	Faculty Senate President Coordinator of the MS in Human Nutrition



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

***APPLICATION FOR NEW PROGRAM APPROVAL***

			Teaching in the BS in Health Promotion Studies Program Teaching in the MS in Human Nutrition Program
Julie Perrelli, Assistant Professor	PhD, Springfield College	Physical Education & Exercise Science	First Year Studies Coordinator Teaching in the BS in Health Promotion Studies Program
Jeffrey Schlicht, Professor	PhD, University of Connecticut	Exercise Science	Teaching in the BS in Health Promotion Studies Program
Gretchen Paulson, Assistant Professor	PhD, University of Wisconsin at Milwaukee	Athletic Training, Public Health, Wellness, Exercise Science	Teaching in the BS in Health Promotion Studies Program
To be Hired New Program Yr 2	Terminal Degree (PhD, EdD, DrPH)	Public/Community Health, Wellness, Exercise Science, Sports Management, Business	Experience teaching at a 4-year college/university. Experience in the wellness/sports industry.

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

Appendix A: 5-year enrollment and completion data for programs with 51-CIP codes at WCSU

Dept./Division	Program	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
Health Promo. & Exercise	BS Health Promotion Studies	208	195.4	200	188.5	220	211.1	187	179.0	193	181.9
Nursing	BS Nursing/Registered Nursing	291	212.5	286	223.9	280	226.8	255	210.4	209	169.7
Management	MHA Health Care Administration	22	9.2	30	12.9	28	13.2	18	6.3	13	5.2
Nursing	MS Nursing/Psy. Mental Health	63	23.9	65	26.2	66	30.2	91	42.0	91	44.5
Nursing	CAS Advanced Practice Nursing	7	3.4	4	2.3	8	4.0	8	3.8	5	2.0
Nursing	EDD Nursing Education, online	23	7.8	16	5.3	16	5.3	11	3.8	10	2.8
Nursing	DNP Nursing Practice, online	0	0.0	0	0.0	0	0.0	0	0.0	3	1.5
<b>Total for Selected Programs</b>		<b>614</b>	<b>452.2</b>	<b>601</b>	<b>459.0</b>	<b>618</b>	<b>490.5</b>	<b>570</b>	<b>445.3</b>	<b>524</b>	<b>407.6</b>

Dept./Division	Degree/Certificate Program	Year Ending June 30				
		2018	2019	2020	2021	2022
Health Promotion & Exercise	BS Health Promotion Studies	52	62	42	50	44
Nursing	BS Nursing/Registered Nursing	78	95	83	84	84
Management	MHA Health Care Administration	2	7	6	9	8
Nursing	MS Nursing/Psy. Mental Health Pract.	0	12	23	2	16
Nursing	CAS Advanced Practice Nursing	0	0	0	0	0
Nursing	Ed.D. Nursing Education	1	3	5	6	1
Nursing	DNP Nursing Practice, Online	0	0	0	0	0
<b>Total for Selected Programs</b>		<b>133</b>	<b>179</b>	<b>159</b>	<b>151</b>	<b>153</b>

WCSU BS Health Wellness Mgmt - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year 2023-24						Second Year 2024-25						Third Year 2025-26					
	Fall Semester 2023		Spring Semester 2024		Summer		Fall Semester 2024		Spring Semester 2025		Summer		Fall Semester 2025		Spring Semester 2026		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	5		5		0		10		5		0		10		5		0	
New Students (first time matriculating)	5		5		0		5		5		0		10		5		0	
Continuing Students progressing to credential			10		0		15		23		0		10		23		0	
Headcount Enrollment	10	0	20	0	0	0	30	0	33	0	0	0	30	0	33	0	0	0
Total Estimated FTE per Year <sup>1</sup>	30						63						62					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$ 31,908		\$ 95,723				\$ 131,459		\$ 180,756				\$ 133,710		\$ 186,179			
Tuition from Internal Transfer <sup>2</sup>	\$ 31,908		\$ 31,908				\$ 65,729		\$ 32,865				\$ 67,701		\$ 33,851			
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$ 191,445						\$ 410,809						\$ 421,441					
PROJECTED Program Expenditures <sup>3</sup>																		
	First Year		Second Year		Third Year													
Administration (Chair or Coordinator) <sup>4</sup>	\$ -		\$ -		\$ -													
Faculty (Full-time, total for program) <sup>4</sup>	\$ -		\$ 157,129		\$ 157,129													
Faculty (Part-time, total for program) <sup>4</sup>	\$ -		\$ 8,579		\$ 8,579													
Support Staff ( lab or grad assist, tutor)	\$ -		\$ -		\$ -													
Library Resources Program	\$ -		\$ -		\$ -													
Equipment (List in narrative)	\$ -		\$ -		\$ -													
Other <sup>5</sup>	\$ 5,000		\$ 5,000		\$ 5,000													
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	\$ 5,000		\$ 170,708		\$ 170,708													
Gross Contribution Margin before Indirect	\$ 186,445		\$ 240,101		\$ 250,733													

Footnotes:

1. Assumed a retention rate of 75% and 15 graduating student after Year 2 & Year 3.
2. FY2023-24 In-State Tuition and Fee rate - \$12,763 per year (\$6,381.50 per semester), approved by BOR. Assuming a 3% projected increase for FY2024-25 and FY2025-26.  
 \*FY2023-24 In-State Tuition and Fee rate - \$12,763 per year (\$6,381.50 per semester) \$ 6,381.50  
 \*\*FY2024-25 In-State Tuition and Fee rate (assuming a 3% projected increase) \$ 6,572.95  
 \*\*\*FY2025-26 In-State Tuition and Fee rate (assuming a 3% projected increase) \$ 6,770.13
3. All but two capstone courses in this program are already part of HPX existing programs. Those courses will be taught by Full-time faculty (need to hire adjuncts to teach lower level course to meet FT 24 credit workload). As per Prof. Stevens, no need to hire a new Full-time Faculty until we get to the point where we need to start adding sections of multiple classes to support this (due to high enrollment), which likely will not happen in the first 3 years.
4. To promote the new program - calculating marketing fees upwards \$5,000.00 - included on OTHER expenditure Line 27.
5. Confirmed with Prof. Stevens - no additional Administration (Chair or Coordinator) and Support Staff (lab or grad assist, tutor) is needed.
6. For Faculty Part-time support (line 23) used a PT medium adjunct rate of \$2,105 per credit plus fringe rate 30%. This is for added capstone course in Year 2 (3 credit course) and Year 3 (3 credit course). Calculation used assumption of Pay rate increase of 4.5% (Year 2), but it stays flat for Year 3 (subject to contractual changes).
7. Enrollment for internal students based on retaining students from the HPS degree (15% drop out on average per year, expected to have 5-6 internal transfers each spring), business degree, and exploratory studies.
8. Year 2 & Year 3 added a Full-time Faculty line for Assistant Professor rank (medium salary is \$86,573 \* 81.5% fringe). Assuming a flat FT salary for Year 3, but it is subject to contractual changes.

## CSCU Transfer Articulation Form: A.A. 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 Western Connecticut State University (WCSU), hereafter referred to as the receiving institution, for the program indicated below.

Program: Bachelor of Science: Health and Wellness

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	6 credits
2. CSU/COSC program credits remaining after transfer	54 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.

<b>FrameWork 30</b>		<b>FrameWork 30</b> (Only change if encumbered by receiving institution)		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
Written Comm I	3		3	Written Communication I	3
Written Comm II	3		3	Written Communication II	3
Arts and Humanities	3-4		3-4	Creative Process	3-4
Social and Behavioral Sciences	3		3	Critical Thinking	3
Historical Knowledge	3		3	General Education Elective	3
Scientific Reasoning	4		4	Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4		3-4	Scientific Inquiry II	3-4
Oral Communication	3		3	Oral Communication	3

<b>Continued Learning and Information Literacy</b>	3		3	Information Literacy	3
<b>Quantitative Reasoning</b>	3		3	Quantitative Reasoning	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.

<b>Program Requirements</b>		<b>Recommended Course</b>		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
<b>Visual or Performing Arts</b>	3	DANC: 1009/1010/1011/1013/1014/1031/1114	3	HPX 150: Dance Workshop	3
<b>Social/Behavioral Science</b>	3	PSY 1011: General Psychology I	3	PSY 100: Intro to Psychology	3
<b>Humanities</b>	3				
<b>Liberal Arts Elective</b>	3	SOC 1001: Principles of Sociology	3	SOC 100: Introduction to Sociology	3
<b>Liberal Arts Elective</b>	3				
<b>Foreign Language</b>	3-4				
<b>Foreign Language</b>	3-4				

Electives:

<b>Electives</b>		<b>Recommended Course</b>		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
<b>Open Elective</b>	3	BMKT 2010: Principles of Mkt	3	MKT 200: Principles of Marketing	3
<b>Open Elective</b>	3	ACCT 1130: Principles of Financial Accounting	3	ACC 201: Financial Accounting	3
<b>Open Elective</b>	3	BMGT 2100: Org Behavior	3	MGT 250: Organizational Behavior	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.

<b>Course</b>	<b>Credits</b>
WRT 210: Managerial Writing	3
CS 110: Web Design	3

<b><i>CSU/COSC general education credits remaining after transfer</i></b>	<b>6</b>
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### Program Credits Remaining:

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

<b>Course</b>	<b>Credits</b>
PSY 260: Health Psychology	3
SW 220: Diversity, Equity & Inclusion	3
COM 203: Health Communication	3
HPX 100: Introduction to Health & Wellness	3
HPX 271: Health Education Programs in the Community	3
HPX 348: Principles of Wellness Coaching	3
HPX 4xx: Health and Wellness Management & Leadership	3
HPX 4xx: Health and Wellness Entrepreneurship	3
MIS 155: Information Technology	3
JLA 240: Commercial Law	3
Choose one: MGT 251 or MGT 340 or MGT 350	3
HPX Electives	3
Open Electives	6
	12
<b><i>CSU/COSC program credits remaining after transfer</i></b>	<b>54</b>

### 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 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*

3/6/2023

Director CSU Office of Transfer and Articulation

Date

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Approval of a New Program

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the licensure of a program in Nursing (CIP Code: 51.3801, OHE# TBD) leading to a Bachelor of Science at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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



**ITEM**

Establishment of a new program, Nursing, leading to a Bachelor of Science at Eastern Connecticut State University.

Name of Institution	Eastern Connecticut State University	
Name of Program	Nursing	
CIP Code	51.3801	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	05/18/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

There is a demonstrated need for nurses in the state of Connecticut and in national health delivery systems to address the increased healthcare needs of the aging population. Also, this proposal is a necessary response to the severe nursing workforce shortage in Connecticut and elsewhere in the country, especially the eastern part of our state. This program is appropriate and timely because ECSU is the only public university in Connecticut that does not have a nursing program. In the 2022, there were 13,267 jobs posted for registered nurses with a bachelor degree and the number of job postings grew by 11.3% over the previous year, according to Lightcast's Analyst. Compared to other parts of the state, the eastern half of Connecticut is projected to have a greater need for registered nurses and will have a growing population of residents over 65 in the next decade. In the fall 2021, Backus Hospital and Windham Hospital alone had 107 Registered Nurse vacancies, forcing the discontinuation of some healthcare services, such as the maternity ward closure at Windham Hospital. Currently, only UConn-Storrs offers a BSN program in the eastern part of Connecticut. This is insufficient to supply the nursing workforce in the region.

## **PROPOSAL**

This traditional 4-year baccalaureate program provides an opportunity to combine a liberal arts education with professional preparation in nursing. The program will be nested within the liberal arts framework not only to train nurses, but to produce future leaders of the nursing profession. Graduates will potentially serve the communities in the eastern part of Connecticut and beyond. Additionally, the program is tailored to meet the needs of today's nursing workforce, including a focus on equity, access, diversity, and health disparities in the healthcare sector. The program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE) and approval by the Connecticut State Board of Nurse Examiners. Creation of this program is possible because of a partnership between ECSU and Hartford HealthCare and a significant external grant to support construction of a simulation lab and faculty salaries.

## **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.

04/6/2023 – BOR - Academic and Student Affairs Committee  
05/18/2023 – Board of Regents

## CSCU Transfer Articulation Form: A.S.: 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 Eastern Connecticut State University (ECSU), hereafter referred to as the receiving institution, for the program indicated below.

Program: Bachelor of Science in Nursing

Academic Year: AY 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	6 credits
2. CSU/COSC program credits remaining after transfer	59 credits
Excess credit hours for CT State transfer students who have completed an associate degree $\{(61 + \text{line 1} + \text{line 2}) - 120\}$	5 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.

<b>FrameWork 30</b>		<b>FrameWork 30</b> (Only change if encumbered by receiving institution)		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
Written Comm I	3		3	T1 College Writing, Literature and Thought	3
Written Comm II	3		3		3
Arts and Humanities	3-4		3-4	Arts in Context	3-4
Social and Behavioral Sciences	3	PSY 1011 General Psychology	3	PSY 100 Intro to Psychology	3
Historical Knowledge	3		3	T1 Historical Perspectives	3
Scientific Reasoning	4	BIO 2011 Anatomy & Physiology I	4	HSC 318 Anatomy & Physiology I w/c Lab	4
Scientific Knowledge and Understanding	4	BIO 2012 Anatomy & Physiology II	4	HSC 319 Anatomy & Physiology II w/c Lab	4
Oral Communication	3		3	Health and Wellness	3

Continued Learning and Information Literacy	3		3	FYI 100	3
Quantitative Reasoning	3	MATH 1200?	3		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.

<i>Program Requirements</i>		<i>Recommended Course</i>		<i>Applies to Course/Degree Requirement at Receiving Institution</i>	
Visual or Performing Arts	3			Creative Expression?	3
Social/Behavioral Science	3	PSY 2001: Lifespan Development	3	PSY 212: Lifespan Development	3
Humanities	3			Cultural Perspectives?	3
Science Elective	4	BIO 2350: Microbiology	4	HSC 425 Microbiology for the Health Sciences w/c Lab	4
Science Elective	4	CHEM 1210: General Chemistry I	4	CHE 210/212 Chemistry I w/c Lab	4
Math Elective	3-4				

Electives:

<i>Electives</i>		<i>Recommended Course</i>		<i>Applies to Course/Degree Requirement at Receiving Institution</i>	
Open Elective	3	FL if not completed in HS			
Open Elective	3	FL if not completed in HS			
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
Applied Information Technologies	3
Individuals and Societies	3
<i>CSU/COSC general education credits remaining after transfer</i>	<i>6</i>

**Program Credits Remaining:**

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

<b>Course</b>	<b>Credits</b>
HSC Biology for the Health Sciences w/c Lab	4
HSC 225 Medical terminology	3
NUR 200 Fundamentals of Nursing Practice & Health Assessment with Clinical Practice/lab	4
NUR 209 Nutrition for Nursing	2
NUR 311 Adult Care Nursing I with Clinical Practice/Lab	4
NUR 312 Adult Care Nursing II with Clinical Practice/Lab	4
NUR 340 Maternal & Newborn Nursing with Clinical Practice/Lab	4
NUR 345 Family & Child Care Nursing with Clinical Practice/Lab	4
NUR 372 Pathophysiology	3
NUR 408/HSC 408 Principles of Pharmacology	3
NUR 410 Community and Public Health Nursing with Clinical Practice/Lab	4
NUR 424 Geriatric Nursing with Clinical Practice/Lab	4
NUR 432 Psychiatric Nursing with Clinical Practice/Lab	3
NUR 437 Evidence-Based Nursing Practice	3
NUR 448 Leadership & Management in Nursing	2
NUR 449 Clinical Judgement for Complex Illnesses	2
NUR 451 Integrated Clinical Nursing Practice	3
NUR 480 Registered Nurse Licensure Examination Preparation	0
HSC 438 Current Issues in Health Sciences Seminar	3
Open Elective	0
<b><i>CSU/COSC program credits remaining after transfer</i></b>	<b><i>59</i></b>

**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 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.

<u>Steve Marcelynas</u>	<u>3/4/23</u>
Director CSU Office of Transfer and Articulation	Date

## SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: February 15, 2023

Institution: Eastern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: Continued in Accreditation, November 2021

### Program Characteristics

Name of Program: Bachelor of Science in Nursing

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

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

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: 120

# Credits in General Education: 36

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

CIP Code Number: 51.3801 Title of CIP Code: Registered Nursing/Registered Nurse

Department where program is housed: Health Sciences and Nursing

Location Offering the Program (e.g., main campus): main campus and Windham Hospital

Provide estimated cost of program (tuition and fees): \$ \$13,292 OR url for link to tuition/fee information:

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

Program website: <https://www.easternct.edu/health-sciences/index.html>

Provide the intended catalog description for this program: This traditional 4-year baccalaureate program provides an opportunity to combine a liberal arts education with professional preparation in nursing. The program will be nested within the liberal arts framework not only to train nurses, but to produce future leaders of the nursing profession. Graduates will potentially serve the communities in the eastern part of Connecticut and beyond. Additionally, the program is tailored to meet the needs of today's nursing workforce, including a focus on equity, access, diversity, and health disparities in the healthcare sector. The program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE) and approval by the Connecticut State Board of Nurse Examiners. Creation of this program is possible because of a partnership between Eastern and Hartford Health Care and a significant external grant to support construction of a simulation lab and faculty salaries.

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: AACN-CCNE 2025
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: Nursing License
  - 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: William Salka

Title: Provost

Phone: 860.465.5246

Email: [salkaw@easternct.edu](mailto:salkaw@easternct.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](mailto: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  $\leq 30$  credits within an approved program
  - undergraduate certificates  $\leq 15$  credits
  - graduate certificates  $\leq 12$  credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

## SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

- clear statement of the program's purpose
  - statement describing how the program meets students' educational goals and career objectives
  - description of relevant national or local educational trends and connection of these to the program
  - discussion of relevant faculty expertise and commitment with respect to the program
  - description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
  - the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
  - the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
  - the potential quality of the proposed program in relation to comparable programs within and outside CSCU
- 
- The nursing program offers a traditional 4-year baccalaureate program. The traditional undergraduate program provides an opportunity to combine a liberal arts education with professional preparation in nursing.
  - The program is tailored to meet the needs of today's nursing workforce, including the focus on equity, access, diversity, and health disparities in the healthcare sector. The program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE) and approval by the Connecticut State Board of Nurse Examiners.
  - This program has been developed by the faculty in the Health Sciences Department who, in consultation with other Nursing programs, possess the expertise to create such a program. Nursing faculty will be hired if this program is approved. Salaries for the first two years will be supported by an external grant.
  - This program will be nested within Eastern's liberal arts framework to not only train nurses, but to produce future leaders of the nursing profession. Eastern's partnership with Hartford Health Care will also ensure graduates are well prepared with the skills they will need to enter the workforce.
  - This program will provide graduates to meet a significant workforce need within the state.



- This program will complement our strong and growing Health Sciences/Allied Health program.
- Due to the accreditation standards, this program will be comparable to other nursing programs in Connecticut. The liberal arts focus and partnership with Hartford Health Care will be unique components.

### SECTION 3: NEED AND JUSTIFICATION

#### Addressing Identified Needs

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

There is a demonstrated need for nurses in the state and national health delivery system to address the increased healthcare needs of the aging population. Also, the major is a necessary response to the severe nursing workforce shortage in Connecticut (CT) and elsewhere in the country, especially the eastern part of our state. Consequently, we believe that it is time for Eastern to help address this nursing shortage, and we have secured external support to do so. This program is appropriate and timely because Eastern is the only public university in Connecticut that does not have a nursing program. In the 2022 calendar year, there were 13,267 jobs posted for registered nurses with a bachelor degree and the number of job postings grew by 11.3% over the previous year, according to Lightcast's Analyst. Compared to other parts of the state, the eastern half of Connecticut is projected to have a greater need for Registered Nurses and will have a growing population of residents over 65 in the next decade. In the fall 2021, Backus Hospital and Windham Hospital alone had 107 Registered Nurse vacancies, forcing the discontinuation of some healthcare services such as the maternity ward closure at Windham Hospital. Currently, only UConn-Storrs offers a BSN program in the eastern part of Connecticut. This is insufficient to supply the nursing workforce in the region. While healthcare employers welcome liberally educated nurses, Eastern - the only public liberal arts university in Connecticut - provides affordable bachelor's degree programs in the state that can meet this need.

#### 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
29-1141	Registered Nurses	\$95,000

#### 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	Registered Nurse
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

**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:  
Health Sciences 51.0000
- 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? While some future incoming students may choose nursing over the Allied Health concentration in Health Sciences, the Health Sciences major serves students interested in many other fields, such as physical therapy, occupational therapy, physician assistant, and pharmacy, while other students enter the health and medical fields directly after graduation.
- Are there plans to discontinue any of the existing similar programs? No – they are distinct programs
- What is the value added of the proposed program in relation to the existing programs? The nursing program will bring new students to Eastern and round out an already strong Health Sciences department.
- 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):  
Automated Simulation Lab-to be located at Windham Community Hospital in partnership with Hartford Health Care. High Fidelity Simulators – Manikins that mimic many complex biological systems such as cardiac and respiratory functions, measurable blood pressure, palpable pulses, EKG displays, pulse oximeter, arterial waveforms, pulmonary artery waveforms and anesthetic gases.  
Manikins are computerized, contain hydraulics and compressors and have external monitors which display various physiological information.  
Specialized manikins such as trauma manikins, birthing manikins, newborn, premature babies and pediatric manikins.  
Skills and Demonstration Lab-located in Goddard Hall at Eastern.

**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:  
Central, Southern, and Western all have BSN programs.
- Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs? Aside from Eastern's liberal arts mission and partnership with Hartford Health Care, this program will not be substantially different from the others.
- 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: There is a severe shortage of seats in nursing programs in Connecticut, which is why Hartford Health Care approached Eastern to start a program.

#### 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.

Anticipate enrollment of 60 new first year students each year for the first three years. Statewide applications for nursing programs indicate there is more student demand for nursing programs than there are seats in those programs.

### 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*): Eastern's nursing program will seek to bring in diverse students in terms of race/ethnicity, gender, and economic class. Students should have taken four years of natural science, be interested in STEM, and want an education grounded in the liberal arts with a residential campus experience.

### 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 have a \$10,000 marketing budget for the first year, \$7,500 in year two, and \$5,000 in year three. Marketing will be done in coordination with Eastern's Admissions office and University Relations and will include advertising with several streaming services and on social media. These efforts will be amplified with the help of the social media marketing firm Eastern currently employs.

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

The department will employ a full-time advisor for nursing students coursework and clinical placements.

Behavioral engagement includes academic and social participation. This is important for positive academic outcomes and preventing drop-out. Encourage active participation, collaboration, and attentiveness.

Emotional engagement includes students interacting with faculty during advising, classmates, academics, and department to create ties to the program with the aim of influencing student's willingness to complete academic work. Requires commitment, intuition, and integrative thinking.

Cognitive engagement brings to the student the idea that they need to invest in their own education by incorporating thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult tasks to have positive learning outcomes.

### 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: Incoming students will apply to be admitted into the nursing program. A departmental admissions committee will evaluate applicants based on the following criteria:

- Accepted by Eastern Connecticut State University.
- Minimum overall high school G.P.A. of 3.00 out of 4.00 scale or equivalent.
- Grade of C or above in all relevant coursework in high school or equivalent, such as general chemistry, biology, or human biology.
- Completion of Pre-Calculus course in high school or equivalent.

### Graduation Requirements

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

If yes, describe:

- Overall G.P.A. at Eastern of 3.00 or above.
- Minimum 2.70 overall G.P.A. in Nursing courses.

### 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: Hartford Health Care will provide a clinical simulation lab and clinical site placements for student training. MOUs with Hartford Health Care clinical sites are being developed during the program approval process.

## 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. Integrate theories and concepts from a liberal education into nursing practice.
2. Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
3. Critically evaluate evidence-based research in collaboration with other members of the healthcare team to improve patient outcomes.
4. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
5. Advocate for a variety of socio-political issues affecting health care through participation in legislative and political forums.
6. Incorporate inter- and intra-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive patient-centered care.
7. Provide innovative interventions to promote health and prevent illness in vulnerable populations.
8. Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness.
9. Integrate knowledge, skills, and attitudes through use of the nursing process to provide patient-centered care to patients across the lifespan from a diverse.

### Assessment of Learning Outcomes

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

Student learning outcomes will be assessed using multiple methods including examinations and quizzes on the classroom lecture content, written essays, and oral presentations. Assessment will also be done using clinical evaluation tools (CETS) to evaluate students during the practical experience. Additionally, students will be assessed by the clinical preceptors and skills laboratory coordinators using examinations, oral presentations, written essays on case studies, and patient interactions; and overall knowledge of practical experience.

### 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
<b>Program Core: Required &amp; Elective Courses</b>			
HSC Biology for the Health Sciences w/c Lab	1	X	4
HSC 425 Microbiology for the Health Sciences w/c Lab	1	X	4
HSC 400 Quantitative Research Methods	3, 7	X	4

HSC 318 Anatomy & Physiology I w/c Lab	1	X	4
HSC 319 Anatomy & Physiology II w/c Lab	1	X	4
PSY 212 Lifespan and Development	1, 3	X	3
CHE 210/212 Chemistry I w/c Lab	1	X	4
HSC 225 Medical terminology	1	X	3
NUR 200 Fundamentals of Nursing Practice & Health Assessment with Clinical Practice/lab	1, 4, 8, 9		4
NUR 209 Nutrition for Nursing	1, 4		2
NUR 311 Adult Care Nursing I with Clinical Practice/Lab	4, 5, 9		4
NUR 312 Adult Care Nursing II with Clinical Practice/Lab	4, 5, 9		4
NUR 340 Maternal & Newborn Nursing with Clinical Practice/Lab	5, 9		4
NUR 345 Family & Child Care Nursing with Clinical Practice/Lab	5, 8, 9		4
NUR 372 Pathophysiology	1		3
NUR 408/HSC 408 Principles of Pharmacology	1		3
NUR 410 Community and Public Health Nursing with Clinical Practice/Lab	4, 5, 7		4
NUR 424 Geriatric Nursing with Clinical Practice/Lab	5, 7		4
NUR 432 Psychiatric Nursing with Clinical Practice/Lab	5, 7		3
NUR 437 Evidence-Based Nursing Practice	3, 6		3
NUR 448 Leadership & Management in Nursing	2, 4, 6		2
NUR 449 Clinical Judgement for Complex Illnesses	3, 6, 7		2
NUR 451 Integrated Clinical Nursing Practice	2, 3		3
NUR 480 Registered Nurse Licensure Examination Preparation			0
HSC 438 Current Issues in Health Sciences Seminar			3
<b>Total</b>			<b>82</b>
LAC/Gen Ed			40
<b>Open Electives</b> (Indicate number of credits of open electives)			
<b>Total Program Credits</b> (must match number of credits reported on page 1):			<b>122</b>

### 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.

- 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: Will require 61 credits

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:	credits
CSU/COSC general education credits remaining after transfer	6 credits
CSU/COSC program credits remaining after transfer	59 credits
Excess credit hours for CT State transfer students who have completed an associate degree	5 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.



<p><b>Internal Stackable Pathways</b></p> <p>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.):</p> <p>None</p>
<p><b>Other Stackable Pathways</b></p> <p>Use this section to describe any other pathways to/from the proposed program not captured above:</p> <p>None</p>
<p><b>Program Evaluation</b></p> <p>Describe how the quality and success of the program will be monitored during the first five years:</p> <p>The institution will monitor nursing student and non-nursing student data on retention rates, graduation rates, cumulative GPA, and performance in “gateway courses”. Licensure rates will also be monitored.</p>
<p><b>Assuring Equitable Outcomes</b></p> <p>Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents’ Goals.</p> <ul style="list-style-type: none"> <li>○ What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? To assess equity in the nursing program, the institution will compare nursing student and non-nursing student data on retention rates, graduation rates, cumulative GPA, and performance in “gateway courses”. This data will be disaggregated to identify any gaps that exist across race/ethnicity and gender. The nursing program will also monitor enrollment diversity as compared with the general student population.</li> <li>○ 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. Enhanced advising and counselling: Eastern has resources that are available to all students in the Academic Success Center. These resources include math support, writing support, tutoring, and advising. Requests can be made by the faculty to have specific topics available for tutoring. Additionally, all nursing students will have access to an academic advisor that is assigned exclusively to the program. Enhanced tutorial services in all STEM subject’s areas. Admissions officers are targeting marginalized groups and first generation high school graduates. Use community-based organizations, community leaders, and businesses in the eastern part of the state to bring awareness to the new program. Part of the grant to establish this new program includes scholarships for those students who need financial help. The department of Health Sciences and Nursing recognizes that its student population has diverse levels of academic preparation, therefore, it is part of our mission to provide maximum support for all admitted students.</li> <li>○ Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? If an equity gap is identified in retention rates, graduation rates, cumulative GPA, or performance in “gateway courses”, the academic advisor in the program will provide individualized guidance regarding accessing additional supports through the Academic Success Center. Additionally, program faculty will review the curriculum to ensure it meets equity standards.</li> </ul>

## 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.

The department of Health Sciences and Nursing has the faculty expertise to create this program, but a Director of the Nursing Program and two additional staff will be needed to get the program started. An additional faculty member will be needed one year after the first cohort of nursing students enroll at Eastern. Salaries for these positions will be heavily subsidized by an external grant until year three when there should be enough students in the program to cover more than the costs of these salaries. The largest expense in starting a nursing program is the establishment of a simulation lab. This expense will be fully funded by Eastern's external grant and money provided by Hartford Health Care. The lab will be located at Windham Hospital, which is within walking distance of campus.

### **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*)

Simulation Lab to be constructed at Windham Hospital, which is within walking distance of campus. Other simulation equipment will be housed on campus, and most of that equipment has already been purchased for the Paramedic Science 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): Dr. Yaw Nsiah will be acting Director until a director is hired by June 1, 2023

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Master's degree and RN credentials required. Doctor of Nursing Practice (DNP) or doctoral degree in nursing education (EdD or PhD) preferred. Strong marketing, recruitment, clinical, administrative, and leadership skills required. Five years of experience with clinical nursing education, clinical placements and instruction in a nursing program in a college or university is required.

### **Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 3 in year 2, grant supported

If any new full-time hires, what percentage of program credits will they teach? 80%

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*) 3

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*) 5

What percentage of program credits will be taught by adjunct faculty? 20%

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

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
------------------------	--	--	---



Yaw A. Nsiah, Professor	PHD, Howard University	Microbiology/Infectious Diseases Lecture/Lab	Chair of the Health Sciences Department/Global Health
Amy Bataille, Associate Professor	PHD, University of Connecticut	Anatomy & Physiology Lecture/Lab	Toxicology/ Course Scheduling
Anita Lee, Professor	DPE, Springfield College	Research Methods/Assessment	Nutrition/Epidemiology/ Academic Assessment
Paul Canavan	PHD/DPT, University of Connecticut	Anatomy & Physiology w/c lab	Physical Therapeutic Science
Jeffery Messer	PHD, Arizona State University	Anatomy and Physiology w/c	Exercise Physiology/Senior Seminar
Geeta Thapa	MBBS/MD, Kathmandu University, Nepal	Medical Terminology	Biology for the Health Sciences
<b>FUTURE HIRES</b>			
To be Hired – AY 24/25	PHD	Pharmacology/Toxicology	Anatomy & Physiology Lecture and Lab
To Be Hired – AY 24/25	MS or PHD	Clinical faculty	Clinical Specialties
To be Hired – AY 24/25	MS, PHD	Clinical Faculty	Clinical Specialties

Dear Provost Kathuria,

As you know, Eastern's proposed BS in Nursing is being supported by a \$1.2 million Health Horizons grant, a \$500,000 grant from Hartford HealthCare, and an additional gift of \$200,000 from a private donor to support scholarships for Nursing students. This support has been provided due to the severe shortage of nurses in Connecticut and the shortage of seats in existing Nursing programs. The largest cost of starting a Nursing program is the construction and equipping of a simulation lab. The cost of creating this lab will be covered entirely by Hartford HealthCare (\$500,000) and the Health Horizons grant (\$500,000). When the grant expires in Year 3, the primary costs will be for faculty and staff in the program. We anticipate having 190 students enrolled in the program in Year 4, generating \$2,525,480 in tuition and fee revenues alone (not including auxiliary revenue from room and board). This revenue will more than cover the salary and fringe of faculty and staff devoted to our Nursing program and other associated expenses.

Please let me know if I can provide any additional information.

Thank you,  
Bill

William M. Salka  
Provost and Professor of Political Science

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						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	25		25				60		60				60		60			
Continuing Students progressing to credential							22		22				78		78			
Headcount Enrollment	25		25				82		82				138		138			
Total Estimated FTE per Year <sup>1</sup>	25						82						138					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$166,150		\$166,150				\$544,972		\$544,972				\$917,148		\$917,148			
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$332,300						\$1,089,944						\$1,834,296					
PROJECTED Program Expenditures <sup>3</sup>	First Year		Second Year		Third Year		<b>NOTE:</b> 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.”  <sup>1</sup> 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.  <sup>2</sup> Revenues from all courses students will be taking.  <sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded.  <sup>4</sup> 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.  <sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.  <sup>6</sup> Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) <sup>4</sup>	\$187,000 (\$135,000 grant funded)		\$187,000 (\$135,000 grant funded)		\$187,000 (\$135,000 grant funded)													
Faculty (Full-time, total for program) <sup>4</sup>			\$168,300		\$168,300													
Faculty (Part-time, total for program) <sup>4</sup>			\$8,022		\$80,220													
Support Staff ( lab or grad assist, tutor)	\$261,800 (\$135,000 grant funded)		\$261,800 (\$135,000 grant funded)		\$261,800 (\$135,000 grant funded)													
Library Resources Program																		
Equipment (List in narrative)	\$1,000,000 (grant funded)																	
Other <sup>5</sup>	\$10,000		\$7,500		\$5,000													
Estimated Indirect Costs <sup>6</sup>	\$309,672		\$425,799		\$425,799													
Total Expenditures per Year	\$1,768,472 (\$498,472 from Eastern)		\$1,058,421 (\$788,421 from Eastern)		\$1,128,119 (\$858,119 from Eastern)													

# **CSCU** Board of Regents

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

### **RESOLUTION**

Acceptance of Selectees for Board of Regents Faculty Awards

May 18, 2023

**RESOLVED** that the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2022 - 2023 academic year, and

**RESOLVED** that the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2022 - 2023 academic year.

A True Copy:

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

## **ITEM**

### **Acceptance of the Board of Regents Faculty Awards**

## **BACKGROUND**

The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of \$1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

## **PROCESS**

For the 2022 - 2023 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board's consideration.

## **RECOMMENDATIONS**

Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached.

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

**2022-2023 Academic Year**

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

### **Teaching Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Teaching Awards<sup>1&2</sup>**

(Connecticut Community Colleges)

### **Research Awards<sup>1&2</sup>**

(Connecticut State Universities)

### **Scholarly Excellence Awards<sup>1&2</sup>**

(Connecticut Community Colleges)

### **Adjunct Faculty Teaching Awards<sup>3</sup>**

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Teaching Awards**

(Connecticut State Universities)

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Eastern	Dr. Scott O. Moore	Associate Professor / History
Southern	Dr. Sarah M. Roe	Associate Professor / History
Western	Dr. Jeanette Lupinacci	Associate Professor / Nursing

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

### **System's Teaching Award (Connecticut State Universities)**

**Dr. Sarah M. Roe**  
**Southern Connecticut State University**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Teaching Awards**

(Connecticut Community Colleges)

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Asnuntuck	Dr. Kobie Stewart	Associate Professor/Coordinator / Criminal Justice
Middlesex	Mrs. Sara Leone	Assistant Professor / Mathematics
Tunxis	Ms. Alicia Hall	Associate Professor / ESL Program Coordinator

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

### **System's Teaching Award (Connecticut Community Colleges)**

**Mrs. Sara Leone**  
**Middlesex Community College**



# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Research Awards**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Central	Dr. Rahul Singhal	Associate Professor / Physics & Engineering Physics
Eastern	Dr. Emiliano Villanueva	Associate Professor / Business Administration
Southern	Dr. Dana I. Casetti	Associate Professor / Physics
Western	Dr. Anna Malavisi	Associate Professor / Philosophy

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

### **System's Research Award**

**Dr. Rahul Singhal**  
**Central Connecticut State University**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **Scholarly Excellence Awards**

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
Asnuntuck	Dr. Robert Brown	Associate Professor/Coordinator / Communication
Tunxis	Ms. Rashida Williams	Assistant Professor / English and Humanities

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

### **System's Scholarly Excellence Award**

**Dr. Robert Brown**  
**Asnuntuck Community College**

# **BOARD OF REGENTS**

## **FACULTY AWARDS**

### **System's Adjunct Faculty Teaching Awards**

**Ms. Renée Harlow**

**Southern Connecticut State University**

**Ms. Jean K. Robinson**

**Western Connecticut State University**

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:  
The other nominee was:

<b><u>Institution</u></b>	<b><u>Campus Nominee</u></b>	<b><u>Faculty Rank / Discipline</u></b>
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Charter Oak	Dr. Hamid El Khalfi	Adjunct Lead Faculty / Undergraduate General Education
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# BOARD OF REGENTS

## FACULTY AWARDS

### Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

- 1) Cover Sheet
- 2) Letter of Nomination
- 3) Nominee's Reflective Statement
- 4) Letter of Support from one to three colleagues or students
- 5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Mobin Rastgar Agah Norwalk Community College	Dr. Maya Aloni Western Connecticut State University	Ms. Cynthia Aprin Three Rivers Community College
Dr. Charles Baraw Southern Connecticut State University	Dr. Todd Barry Three Rivers Community College	Mr. Adam Bernard Asnuntuck Community College
Dr. Steven Brady Southern Connecticut State University	Ms. Rachel Cain Housatonic Community College	Dr. Kelli Custer Western Connecticut State University
Dr. Chelsea Harry Southern Connecticut State University	Mr. Joshua Hummel Capital Community College	Ms. Sabrina Marques Western Connecticut State University
Mr. Andrew Marvin Three Rivers Community College	Ms. Yumi McCarthy Norwalk Community College	Ms. Kelly O'Brien Mann Tunxis Community College
Ms. MaryBeth Rajczewski Central Connecticut State University	Dr. Heather Rodriguez Central Connecticut State University	Ms. Norma Rosado-Javier Middlesex Community College
Ms. Shelly Stoehr-McCarthy Southern Connecticut State University	Dr. H. Howell Williams Western Connecticut State University	Ms. Jessica Zolciak Manchester Community College

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Promotions and Tenures

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the 2023 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

A True Copy:

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

**ITEM**

Approval of the 2023 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

**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.

**RECOMMENDATION**

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


05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents



**MEMORANDUM**

**TO:** Terrence Cheng, President  
Connecticut State Colleges and Universities System

**FROM:** Zulma R. Toro, President   
Central Connecticut State University

**DATE:** April 18, 2023

**SUBJECT:** Promotion and Tenure Recommendations

---

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2023-24:

To Professor

Marian Anton, Mathematical Sciences  
Alicia Bray, Biology  
Jerold Duquette, Political Science  
Fan He, Finance  
Andrea June, Psychological Science  
Marie Kulesza, Accounting  
Matthew Martin, Physical Education and Human Performance  
Yunliang Meng, Geography  
Oluyinka Oyewumi, Geological Sciences  
Robbin Smith, Political Science  
Youngseon Kim, Marketing  
Cherie King, Counselor Education and Family Therapy

To Associate Professor

Syed Abbas, Biology  
Yusuf Albayram, Computer Science  
Juan Coronado, History  
Yuriy Garbovskiy, Physics and Engineering Physics  
Amanda Greenwell, English  
Eben Kling, Art and Design  
Raven Ong, Theatre  
Reinaldo Rojas, Social Work  
Alfredo Rosete, Economics

(continued)

To Full Librarian

Renata Vickrey

To Coach II

David Kelly

To Counselor

Gladys Moreno-Fuentes, Counseling and Student Development

Victoria Ginter, Counseling and Student Development

The following will be granted Tenure

Syed Abbas, Biology

Yusuf Albayram, Computer Science

Juan Coronado, History

Victoria Ginter, Counseling and Student Development

Amanda Greenwell, English

Ajeet Jain, Finance

Eben Kling, Art and Design

Hyoun-Sook Lim, Management and Organization

Raven Ong, Theatre

Carlos Rodriguez, Accounting

Reinaldo Rojas, Social Work

Alfredo Rosete, Economics

Theodora Ruhs, Journalism

Andrew Weinberger, Accounting





## EASTERN CONNECTICUT STATE UNIVERSITY

A Liberal Education. Practically Applied.

*Office of the President*

April 18, 2023

Terrence Cheng  
President, Board of Regents for Higher Education  
Connecticut State Colleges and Universities  
61 Woodland Street  
Hartford, CT 06105-2237

Dear President Cheng:

The following are my recommendations for Promotion and Tenure for candidates reviewed in spring 2023.

### **TENURE**

Dr. Bryan Connolly (Biology)  
Professor Brian Day (Performing Arts)

### **PROMOTION TO ASSOCIATE PROFESSOR**

Dr. Bryan Connolly (Biology)  
Professor Brian Day (Performing Arts)  
Dr. Maeve Doyle (Art & Art History)  
Dr. Isabel Logan (Social Work)

### **PROMOTION TO FULL PROFESSOR**

Dr. Bradley Davis (History)  
Dr. Mark Fabrizi (Education)  
Dr. Matthew Graham (Biology)  
Dr. Megan Heenehan (Mathematical Science)  
Dr. Joshua Idjadi (Biology)  
Dr. Gregory Kane (Business Administration)  
Dr. Mihyun Kang (Communication)  
Dr. Barbara Murdoch (Biology)



EASTERN CONNECTICUT STATE UNIVERSITY  
A Liberal Education. Practically Applied.

**PROMOTION TO COACH III**

Sarit Elinor Gluz (Athletics)

Please let me know if you have any questions.

Sincerely,

Dr. Elsa M. Núñez  
President

Cc: William M. Salka, Provost and Vice President for Academic Affairs

April 14, 2023

Dr. Terrence Cheng  
President  
Board of Regents for Higher Education  
Connecticut State Colleges & Universities  
39 Woodland Street  
Hartford, CT 06105

Dear Dr. Cheng:

The following are my recommendations for Promotion and Tenure, which will be effective on August 28, 2023:

### **TENURE**

Dr. Sahar Al-Seesi (Computer Science)	Dr. Loida Reyes (Social Work)
Dr. Kristen Borgognone (Nursing)	Dr. Andrew Richmond (English)
Dr. Marcello Graziano (Management/Int. Business)	Dr. Dana Rogers (Comm., Media & Screen St.)
Dr. Seungmin Han (Management/Int. Business)	Dr. Katarzyna Toskin (Business Info. Systems)
Dr. Tarah Loy-Ashe (Healthcare Systems & Innov.)	Dr. Christopher Trombly (Educ. Leadership)
Dr. Kristi Maynard (Nursing)	Dr. Lauren Tucker (Special Education)
Dr. Joseph Milone (Rec., Tourism, & Sport Mgt)	Dr. Junhong (Emma) Wang (Marketing)
Dr. Mark Pisano (Business Information Systems)	

### **PROMOTION**

#### **From Assistant to Associate Professor:**

Dr. Kristen Borgognone (Nursing)	Dr. Mark Pisano (Business Information Syst.)
Dr. Seungmin Han (Management/Int. Business )	Dr. Loida Reyes (Social Work)
Dr. Dushmantha Jayawickreme (Earth Science)	Dr. Andrew Richmond (English)
Dr. Tarah Loy-Ashe (Healthcare Systems& Inn.)	Dr. Dana Rogers (Comm., Media & Screen St.)
Dr. Kristi Maynard (Nursing)	Dr. Lauren Tucker (Special Education)
Dr. Venezia Michalsen (Sociology)	Dr. Hao Wu (Computer Science)
Dr. Joseph Milone (Rec., Tourism, & Sport Mgt)	

#### **From Associate to Full Professor:**

Dr. Charles Baraw (English)	Dr. Mina Park (Business Information Systems)
Dr. Ericka Barnes (Chemistry)	Dr. Thomas Radice (History)
Mr. Jeremy Chandler, M.F.A., (Art)	Dr. Regina Randall (Curriculum & Learning)
Dr. Rex Gilliland (Philosophy)	Dr. Antoinette Towle (Nursing)
Dr. Chelsea Harry (Philosophy)	Dr. Miaowei Weng (World Languages & Literatures )
Dr. Md Shafaeat Hossain (Computer Science)	
Dr. Angela Lopez-Velasquez (Special Educ.)	
Dr. Dina Moore (Psychology)	Continued.....

Promotion & Tenure  
Page 2  
April 14, 2023

**From Coach III to Coach IV**

Byron Knox


I request that the Board of Regents act on these recommendations at its May 18, 2023 meeting. Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Bertolino", with a stylized flourish at the end.

Joe Bertolino  
President

JB/meh

TO: Terrence Cheng, President, Connecticut State Colleges & Universities  
FROM: Dr. Paul B. Beran, Interim President   
CC: Dr. Missy Alexander, Provost & Vice President for Academic Affairs  
Dr. Stavros Christofi, Promotion & Tenure Committee Co-Chair  
Fred Cratty, Chief Human Resources Officer  
Dr. Forest Robertson, Promotion & Tenure Committee Co-Chair  
DATE: April 12, 2023  
RE: Promotion and Tenure Recommendations 2022-2023 (Revised)

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I support and concur with the recommendations that the following faculty members receive promotion and/or tenure effective academic year 2023-2024. This supersedes my memo of March 28, 2023.

**Tenure**

Dr. Mohsen Alizadeh, Justice and Law Administration  
Dr. Adam Brewer, Education and Educational Psychology  
Dr. Matthew Doiron, Music  
Dr. Alexandria Galli-Debicella, Management  
Dr. Yaseen Hayajneh, Management  
Dr. Anna Maria Malavisi, Philosophy and Humanistic Studies  
Dr. Lorrie-Ann Monte, Education and Educational Psychology  
Dr. Julie Perrelli, Health Promotion and Exercise Science  
Mr. Kenneth Scaglia, Art  
Dr. Brian Stankus, Chemistry

**Promotion to Professor**

Dr. Hasan Arslan, Justice and Law Administration  
Dr. Adam Brewer, Education and Educational Psychology  
Dr. Yaseen Hayajneh, Management  
Dr. Michelle Monette, Biology  
Dr. Edwin Wong, Professor

**Promotion to Associate Professor**

Dr. Mohsen Alizadeh, Justice and Law Administration  
Dr. Kimberlee-Ann Bridges, Nursing  
Dr. Matthew Doiron, Music  
Dr. Youngbin Kim, Accounting  
Dr. Katherine Roe, Education and Educational Psychology

**Promotion to Coach 3**

Ryan Cavanagh

## **Mohsen Alizadeh, Ph.D.**

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181 White Street  
Danbury CT, 06830  
E-mail: Alizadehm@wcsu.edu

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### **Education**

- 2015      Ph.D. Criminology-Criminal Justice, The City University of New York, Graduate Center, John Jay College of Criminal Justice.
- 2013      Master of Philosophy, The City University of New York
- 2009      Master's Degree, Criminal Justice, John Jay College of Criminal Justice, The City University of New York.
- 1997      Master's Degree; Criminal Law, and Criminology, Azad University/ Tehran.
- 1993      Law degree; Azad University/ Kerman.

### **Academic Positions**

- 2016-present *Assistant Professor Division of Justice & law Administration, Western Connecticut State University.*
- 2014-2015 *Assistant Professor: Department of Security Systems and Law Enforcement Technology, Farmingdale State College (SUNY)*
- 2010-2013 *Assistant Professor: Department of Justice Studies, Montclair State University*
- 2008-2010 *Assistant professor, Division of Justice and Law Administration, Western Connecticut State University.*
- 2007- 2008 *Substitute Line Lecturer, John Jay College of Criminal Justice: The City University of New York*
- 2005- 2007 *Adjunct at John Jay College of Criminal Justice: The City University of New York.*

### **Courses Taught:**

- Criminology
- Organized Crime
- Research Methods in Criminology
- Research Methods in Justice Studies
- Research Seminar
- Introduction to Sociology
- Community Policing
- Theoretical Issues in Justice Studies
- Policing: Introduction to Law Enforcement
- Seizing Computers & Obtaining Electronic Evidence in Criminal Investigations (Forensic Computer III)
- Introduction to Criminal Justice
- Perspectives on Justice Studies II
- Corrections: Institutional Treatment of Offenders
- Corrections: Law and Institutional Treatment of Offenders
- Justice and Law Administration I

### **Professional Experiences**

- 2022: Guest Lecture Terrorism Class, Mercy College
- 2022: HIPAA training of the medical staff at True Care Medical INC.
- 2021: Guest Lecture JLA 198 FYE
- 2020: Guest Lecture JLA 198 FYE
- 2019-spring 2022: Judge at Western Research Day (WRD)
- 2019-spring 2020: Production Editor: *Police Practice and Research (PPR): An International Journal*.
- 2019-spring 2020: Board of Editors: *Police Practice and Research: An International Journal (PPR)*.
- 2019-spring 2020 Managing Editor of the Working Papers Series (WPS).
- 1999- 01: *Criminal Law Senior Expert*, Tehran Municipality, General Department of Legal Affairs. Duties included:
  - \* Represented the department at the local and federal courts
  - \* Represented the department at Administrative Tribunal Hearings, with full knowledge of inside and outside regulations.
  - \* Drafted, researched, and wrote memoranda for all briefs, administrative appeals, and settlement proposals.

- 1995- 99: *Legal Affairs Supervisor*, Tehran Municipality; District 13
  - \* Trained new hires for the legal procedures, advised clients and recommended appropriate procedures for legal cases.
  - \* Defended the City in state and federal courts.
  - \* Interacted effectively with personnel at all levels.

## **Research, Scholarship, Publications, and Grant**

### **Publications:**

Alizadeh, M (2022) “*Criminal justice students’ attitudes toward torture*”  
Submitted to International Journal of Police Science. IJPS Publisher.

Alizadeh, M (2022) “*How Moral Panic Resulted in the Creation of Homeland Security*” submitted to Asian Journal of Criminology, Netherland. Springer Publications

Arsalan, H & Alizadeh, M (2021) Comparative Criminal Justice, Saudi Arabia(Approved for publication) Lanham, MD. Rowman and Littlefield Publications.

Alizadeh, M (2019) “*police Policy Shifts after 9/11-From Community Policing to Homeland Security- A New York Case*” Springer Briefs in Policing. New York, NY, Springer.

Alizadeh, M. (2010). *Iran*, in M. Nalla and G. Newman, *Crime and Punishment Around the World*. Santa Barbara, CA: ABC-CLIO.

Alizadeh, M. (2008). *Misdemeanor. Encyclopedia of Social Problem*. Thousand Oaks, CA: Sage Publications.

Alizadeh, M. & Strobl, S. (2004). *Bahrain. Encyclopedia of Law Enforcement*. Thousand Oaks, CA: Sage Publications.

Alizadeh, M., Bjorken, J. & Strobl, S. (2004). *Egypt. Encyclopedia of Law Enforcement*. Thousand Oaks, CA: Sage Publications.

Alizadeh, M. (2005). “Do you remember?” *Persian Heritage*, Vol. 10, No. 37,



Persian Heritage Inc.

Alizadeh, M (1997). “Criminal Support of Literary and Artistic Property in Iranian Law” Tehran, Iran.

### **Presentations & Roundtables:**

Alizadeh, M (2021) “*Focusing Event Theory and Change in Policing Style in New York City*” Scholars in Action (How Strong Data Analytics can Inform Police Policy) Danbury, CT.

Alizadeh, M (2019), “*Shift of Police Policy in The U.S.A*” International Police Executive Symposium (IPES) Belgrade, Serbia

Alizadeh, M (2019), “*Homeland Security*” as a New Major in Higher Education” (roundtable) International Police Executive Symposium in Belgrade, Serbia.

Alizadeh, M (2019), “*Focusing Events Theory and Change in Policing Style*”. American Society of Criminology: Baltimore, MD.

Alizadeh, M (2018) " *Undergraduate Student Writing in Criminal Justice*” (roundtable) American Society of Criminology: Atlanta, GA.

Alizadeh, M (2018) “*Shift in Federal Funding Post Sep. 11: From Community Policing to Homeland Security (New York Case)*”: American Academy of Criminal Justice Sciences New Orleans, LA

Alizadeh, M (2017), “*How Moral Panic Resulted in Creation of Homeland Security Policing: American Society of Criminology*”: Philadelphia, PA.

Alizadeh, M (2010), “*Justicians and Torture-An Examination of Criminal Justice Students Attitudes toward Torture*”. American Society of Criminology: Washington, DC.

Alizadeh, M. & Strobl, S. (2008). “*Constructions of Policewomen*” in *Bi Seda Faryad Kon*, a Popular Series on state-sponsored Iranian Television, American Society of Criminology: St Louis, MO.

### **Grant:**

Alizadeh, M (2018) “*Open Educational Resource (OER) grant for Organized Crime course*” WCSU, Library Grant. \$ 500.00

**Interview:**

Alizadeh, M. (2010). CrimCast, *Criminal Law in Iran*. Podcast, New York, NY.

**Research Experience:**

- Examining Federal grants of Community Policing (2014)
- Examining Federal grants of General Policing (2014)
- Examining federal grants of Homeland Security (2014)
- John Jay College Examining Criminal Justice, Students’ Attitudes toward Torture (2011).
- New Haven University Examining Criminal Justice Students Attitudes toward Torture (2011).
- WCSU Examining Criminal Justice Students’ Attitudes toward Torture (2010)

**Honors and Awards. And Grants:**

Open Educational Resource (OER) Library Grant (2019)

Fellowship. The City University of New York, The Graduate Center (2006-2007)

**Selected Service:**

- Creating Homeland Security as a new concentration at JLA Division
- Senate Representative
- JLA Assessment
- JLA Open Houses
- Search Committee’s Chair
- Judge at Western Research Day (WRD)
- Volunteering to teach JLA 400 (Spring 2009)
- The Chair of the JLA Brochure Revision Committee
- Commuting to teach at Naugatuck Valley Community College
- Western International Center Committee Member
- Student adviser

**Memberships:**

- Member, International Police Executive Symposium (IPES).
- Member, American Society of Criminology (ASC).
- Member, Academy of Criminal Justice Science (ASCJ).

**Languages:**

- Fluent in English and Persian

## CURRICULUM VITA

ADAM T. BREWER, PhD, BCBA-D  
Associate Professor  
Education and Educational Psychology  
  
Western Connecticut State University

### *EDUCATION*

- B.S.            West Virginia University, 2005. Psychology. Magna Cum Laude.
- M.A.            University of Kansas, 2009. Applied Behavioral Science.  
Thesis: A test of the aversive transition account: Extended pausing following signaled rich-lean transitions on multiple fixed-ratio schedules in Fischer 344 and Lewis rats.  
Co-Advisors: Dean C. Williams and Gregory J. Madden, Ph.D.
- Ph.D.            University of Kansas, 2012. Behavioral Psychology.  
Dissertation: Reducing pausing at rich-to-lean schedule transitions: Effects of variable-ratio schedules and noncontingent timeouts.  
Co-Advisors: Dean C. Williams and Edward K. Morris.
- Postdoc        Burkhart Center for Autism Education and Research at Texas Tech University & University of North Texas, 2014. Biobehavioral Research in Autism Spectrum Disorders.  
Co-Advisors: David M. Richman and Michael Schlund.

### TEACHING

### *BACKGROUND*

- 2005-2006    Visiting Lecturer, Department of Psychology,  
West Virginia University. Supervisor: Dr. Cheryl McNeil.  
Course title: Introduction to Psychology.
- 2007           Graduate Teaching Assistant, Department of Applied Behavioral Sciences,  
University of Kansas. Supervisor: Dr. Greg Madden.  
Course title: Introduction to Applied Behavioral Sciences.
- 2011           Teaching Assistant, Department of Speech-Language-Hearing: Sciences and Disorders,

- University of Kansas. Supervisor: Dr. Nancy Brady.  
Course title: Research Methods
- 2013 Visiting Assistant Professor, College of Education, Texas Tech University. Supervisor: Dr. David Richman.  
Course title: Translational Human Research in Behavior Analysis.
- 2013-2014 Visiting Assistant Professor, College of Education, Texas Tech University. Supervisors: Drs. Wesley Dotson and David Richman.  
Course title: Measurement and Design
- 2014-2018 Assistant Professor, MA in Professional Behavior Analysis, Hybrid MA in Professional Behavior Analysis, Florida Institute of Technology. Supervisor: Dr. Josh Pritchard.  
Course title: Using Measurement, Graphs, and Single-Case Designs in ABA Practice.  
Course title: Intensive Practicum in Behavior Analysis.  
Course title: Introduction to the Experimental Analysis of Behavior  
Course title: Conceptual Analysis.  
Course title: Capstone.  
Course title: Assessment and Treatment of Transition Difficulties (Special Topic)
- 2018 Adjunct Professor, University of Saint Joseph. Supervisor: Dr. Andrea Courtemanche.  
Course title: Experimental Analysis of Behavior  
Course title: Clinical Behavior Analysis
- 2018-current Associate Professor, Education and Educational Psychology, Western Connecticut State University. Supervisor: Dr. Catherine O'Callaghan  
Course title: Applied Behavior Analysis V  
Course title: Research Methods  
Course title: Capstone  
Course title: Grant Writing  
Course title: Functional Behavior Assessment  
Course title: ABA Bridge Task List 3 to 4 (Independent Study)  
Course title: Applied Behavior Analysis III  
Course title: Introduction to Concepts and Principles of Behavior Analysis  
Course title: Methods and Measurement in Applied Behavior Analysis  
Course title: Ethics and Professional Issues  
Course title: Assistive Technology in Applied Behavior Analysis  
Course title: Capstone in Applied Behavior Analysis  
Course title: Grant Writing in Applied Behavior Analysis

### *MENTORSHIP OF STUDENTS*

Ashley Tudor, B. F. Skinner Research Award- B.F. Skinner Foundation at FABA

Shannon Tyner, Paper of the Week- Association for Behavior Analysis

Courtney Hannula, Outstanding *Master's* Graduate Student- FIT

Kaitlynn Gokey, Outstanding *Ph.D.* Graduate Student- FIT

Shannon Tyner, Best Poster Award- SCABA

Kimberly MacDougal, Best Experimental Design Award- CTABA

Samuel Hauslib- Best Experimental Design Award- CTABA

### PEER-REVIEWED PUBLICATIONS (29 total)

\*Graduate student co-author

\*\*Undergraduate student co-author

*Italics* = Corresponding Author

1. Madden, G. J., Smith, N. G., **Brewer, A. T.**, Pinkston, J. W., & Johnson, P. S. (2008). Steady-state assessment of impulsive choice in Lewis and Fischer 344 rats: Between-condition delay manipulations. *Journal of the Experimental Analysis of Behavior*, 90, 333-344.
2. Madden, G. J., Johnson, P. S., **Brewer, A. T.**, Pinkston, J. W., & Fowler, S. C. (2010). Effects of pramipexole on impulsive choice in male wistar rats. *Experimental and Clinical Psychopharmacology*, 18, 267.
3. Johnson, P. S., Madden, G. J., **Brewer, A. T.**, Pinkston, J. W., & Fowler, S. C. (2011). Effects of acute pramipexole on preference for gambling-like schedules of reinforcement in rats. *Psychopharmacology*, 213, 11- 18.
4. Madden, G. J., Francisco, M. T., **Brewer, A. T.**, & Stein, J. S. (2011). Delay discounting and gambling. *Behavioural Processes*, 87, 43-49.
5. Reed, D. D., Kaplan, B. A., & **Brewer, A. T.** (2012). Discounting the freedom to choose: Implications for the paradox of choice. *Behavioural Processes*, 90, 424-427.
6. Stein, J. S., Pinkston, J. W., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (2012). Delay discounting in Lewis and Fischer 344 rats: Steady-state and rapid determination adjusting-amount procedures. *Journal of the Experimental Analysis of Behavior*, 97, 305-321.
7. Reed, D. D., Kaplan, B. A., & **Brewer, A. T.** (2012). A tutorial of the use of excel 2010 and excel for mac 2011 for conducting delay-discounting analyses. *Journal of Applied Behavior Analysis*, 45, 375-386.
8. **Brewer, A. T.**, Strickland-Cohen, K., Dotson, W., & Williams, D. C. (2014). Advance notice for transition-related problem behavior: Practice guidelines. *Behavior Analysis in Practice*, 7, 117-125.
9. Schlund, M. W., **Brewer, A. T.**, Richman, D. M., Magee, S. K., & Dymond, S. (2015). Not so bad: avoidance and aversive discounting modulate threat appraisal in anterior cingulate and medial prefrontal cortex. *Frontiers in Behavioral Neuroscience*, 9, 142.
10. Barnard-Brak, L., **Brewer, A.**, Chesnut, S., Richman, D., & Schaeffer, A. M. (2015). The sensitivity and specificity of the social communication questionnaire for autism spectrum with respect to age. *Autism Research*, 8, 838-845.
11. \*Tyner, S., **Brewer, A.**, Helman, M., Leon, Y., Pritchard, J., & Schlund, M. (2016). Nice

Doggie! Contact Desensitization Plus Reinforcement Decreases Dog Phobias for Children with Autism. *Behavior Analysis in Practice*, 9, 54-57.

12. Schlund, M. W., **Brewer, A. T.**, Magee, S. K., Richman, D. M., Solomon, S., Ludlum, M., & Dymond, S. (2016). The Tipping Point: Value Differences and Parallel Dorsal-Ventral Frontal Circuits Gating Human Approach-Avoidance Behavior. *NeuroImage*, 136, 94-105.

13. Dotson, W. H., Rasmussen, E. E., Shafer, A., Colwell, M., Densley, R. L., **Brewer, A. T.**, ... & Martinez, L. A. (2016). Evaluating the Ability of the PBS Children's Show Daniel Tiger's Neighborhood to Teach Skills to Two Young Children with Autism Spectrum Disorder. *Behavior Analysis in Practice*, 10, 67-71.

14. **Brewer, A. T.**, Johnson, P. S., Stein, J. S., Schlund, M. W., & Williams, D. C. (2017). Aversive properties of negative incentive shifts in Fischer 344 and Lewis rats. *Behavioural Brain Research*. 319, 174-180.

15. Schlund, M., Treacher, K., Preston, O., Magee, S., Richman, D., **Brewer, A.**, Cameron, G., & Dymond, S. (2017). "Watch out!": Effects of instructed threat and avoidance on human free-operant approach-avoidance behavior. *Journal of the Experimental Analysis of Behavior*. 107, 101-122.

16. \*Vasquez, S., **Brewer, A.**, Leon, Y., & Vasquez, J. (2017). The effects of advance notice on problem behavior occasioned by interruptions of an ongoing activity in a young girl with autism. *Behavior Analysis in Practice*. 10, 417-421.

17. \*Abby, L., Richman, D. M., \*Schaefer, A. M., \*Grubb, L. M., & **Brewer, A. T.** (2018). Telehealth and in-vivo training outcomes for novice discrete trial training therapists. *Journal of Applied Behavior Analysis*. 51, 466-481.

18. **Brewer, A.**, \*Li, A., Leon, Y., Pritchard, J., Turner, L., & Richman, D. (2018). Toward a Better Basic Understanding of Operant-Respondent Interactions: Translational Research on Phobias. Special Issue on Basic Research for *Behavior Analysis: Research and Practice*. 18, 328-332.

19. \*Argueta, T., Leon, Y., & **Brewer, A** (2018). Exchange schedules in token economies: A preliminary investigation of second-order schedule effects. *Behavioral Interventions*.

20. **Brewer, A.**, Richman, D., \*Grubb, L., \*Abby, L., & \*\*Hayes, W. (2018). A preliminary analysis of individual differences in persistence during disruptors across two individuals with autism spectrum disorder. Accepted to *Experimental Analysis of Human Behavior Bulletin*. 31, 18-31.

21. \*Otalvaro, P.A, Krebs, C.A., **Brewer, A.T.**, Leon, Y.,\* Steifman, J.S. (i2019). Reducing requests for attention by adults with intellectual disabilities using a DRL schedule. *Journal of Applied Behavior Analysis*.

22. Wine, B, \*Chen, T., & **Brewer, A.** (in press, 2019). An examination of reward probability and delivery delays on employee performance. *Journal of Organizational Behavior Management*.

23. Schlund, M., Ludlum, \*Magee, S., Tone, E., **Brewer, A.**, Richman, D., & Dymond, S. (2019). Increasing threat and renewal of fear and avoidance in humans: Implications for translational research on fear and avoidance in anxiety disorders. *Journal of Experimental Analysis of Behavior*.

24. \*Tudor, A., Leon, Y., **Brewer, A.**, \*Argueta, T., & Wine, B. (2019). A preliminary laboratory evaluation: Effects of consequence quality and ratio-schedule arrangements on staff performance. Accepted. *Journal of Organizational Behavior Management*.
25. Hayashi, Y. **Brewer, A.**, Saunders, K., Fowler, S., Pitts, R., & Williams, D. (2019). Transitions from rich-to-lean schedules increase attack in a laboratory model of social aggression in pigeons I: Fixed-ratio schedules. *The Mexican Journal of Behavior Analysis*.25, 500-518.
26. \*Hannula, C., Jimenez-Gomez, C., \*Wu, W., **Brewer, A.**, Kodak, T., Gilroy, S., Hutsell, B., Alsop, B., & Podlesnik, C. (2020). Quantifying errors of bias and discriminability in conditional-discrimination performance in children diagnosed with autism spectrum disorder. *Learning and Motivation*. 71, 101659.
27. Krebs, C., Kuhn, S., **Brewer, A.**, & Diller, J. (2021). Using interteaching to promote online learning outcomes. *Journal of Behavioral Education*, 31, 1-14
28. Barnard-Brak, L., Filderman, M. J., **Brewer, A. T.**, & Kudsey, C. (2022). Evidence for Transition-Related Behaviors as an Explicit Criterion for Extended School Year Services Eligibility. *Journal of Psychoeducational Assessment*, 07342829221110405.
29. Courtemanche, A., \*\*MacDougall-Eaves, K., \*\*Ainsworth, A., **Brewer, A. T.** (accepted pending minor revisions). An evaluation of daily stress and procedural fidelity among direct care staff. Submitted to the *Journal of Organizational Behavior Management*.

#### MANUSCRIPTS SUBMITTED

30. Leon, Y, \*\*\***Brewer, A.**, \*\*Fandal, M., Jimenez-Gomez, C., & Dracobly, J. A preliminary investigation: Assessment and treatment of problem behavior occasioned by unpredictable transitions for children with autism. Submitted to the *Behavioral Interventions*.
31. **Brewer, A.**, Gravina, N., & Wine, B. Toward an examination of disruptive effects of rich-to-lean transitions in organizational behavior management. Submitted to *Journal of Organizational Behavior Management*.
32. Diller, J., **Brewer, A.**, \*\*Apel, A., & \*\*Thibodeau, K. Incorporating behavioral instruction in continuing education. Submitted to *Behavior Analysis and Practice*.
33. Courtemanche, A., \*\*Hauslib, S., **Brewer, A.**, & Diller, J. Examining the relation between perceived daily stress and impulsive decision-making. Submitted to *Behavioural Processes*.

#### PUBLISHED BOOKS

34. **Brewer, A.**, Elcoro, M., & Lippincott, A. Open Educational Resource: *Behavioral Pedagogies for Online Learning*. Orlando, FL; Hedgehog Publishers.

#### INVITED BOOK CHAPTERS:



35. **Brewer, A.,** Leon, Y., Kuhn, S., Kuhn, D., & Schlund, M. (accepted). Fear conditioning, anxiety, and phobias: Considerations for operant-respondent interactions. *Translational Perspectives on Applied Behavior Analysis*. Editors, Roane, H., Saini, V. Ringdahl, J., & Craig, A. Guilford Press.
36. Elcoro., M., **Brewer., A.,** & Lippincott. A. Introduction. (2022). Open Educational Resource: *Behavioral Pedagogies for Online Learning*. Editors: **Brewer, A.,** Elcoro, M. & Lipincott, A.
37. Kuhn, S. Krebs, C., Diller, J., & **Brewer, A.** (2022). Active student responding in an asynchronous behavior-analytic course. *Behavioral Pedagogies for Online Learning*. Editors: **Brewer, A.,** Elcoro, M. & Lipincott, A.

#### CONTRIBUTIONS TO BASIC AND TRANSLATIONAL BEHAVIORAL SCIENCE

- Negative Incentive Shifts/Rich-Lean Transitions
- Behavioral Economics of Choice
- Behavioral and Brain Mechanisms of Avoidance

Dr. Brewer has specialized in basic and translational research utilizing biobehavioral measures across three areas of basic research including “impulsive” decision-making, negative contrast effects, and avoidance. This research has included clinically-relevant human populations (e.g., individuals with autism,) and animal models (using genetically inbred rat strains,) while employing a variety of biobehavioral measures (e.g., galvanic skin response and blood oxygen level dependent responses).

He examined the disruptive effects of negative incentive shifts from preferred to less-preferred reinforcement conditions on chronic aberrant behavior in individuals with intellectual and developmental disabilities. His research using an animal model of negative contrast effects suggests (i.e., rich-lean transitions) that hypothalamic-pituitary adrenal (HPA) axis dysfunction (i.e., the excessive release of stress-released hormones such as cortisol) may underlie increased sensitivity to negative contrast. An important outcome of this research was that it identified a potential risk factor for engaging in aberrant behavior that can significantly decrease an individual’s quality of life.

Dr. Brewer also has expertise conducting complex analyses using quantitative models to precisely describe biobehavioral data. Most recently, Dr. Brewer has used functional magnetic resonance imaging technology to examine decision-making during periods of conflict between aversive and appetitive contingencies to either approach or avoid accompanied by biological correlates such as galvanic skin responses and brain activation in the anterior cingulate and medial prefrontal cortex. Currently, his translational interests are the biobehavioral processes underlying relapse of avoidance and mitigation/prevention tactics.

#### RESEARCH

##### PROFESSIONAL RESEARCH RECORD

- 2004-2006 Undergraduate Research Assistant, Department of Psychology, West Virginia University. Advisor: Dr. Michael Perone.
- 2004-2006 Undergraduate Research Assistant, Department of Psychology, West Virginia University. Advisor: Dr. Philip Chase.
- 2005 Undergraduate Research Assistant, Department of Psychology, West Virginia University. Advisor: Dr. Kennon Lattal.
- 2006-2012 Graduate Research Assistant, Institute for Life Span Studies at Parsons, University of Kansas. Advisor: Dr. Dean Williams.
- 2006-2010 Graduate Research Assistant, Department of Applied Behavioral Sciences, University of Kansas. Advisor: Dr. Greg Madden.
- 2011-2012 Graduate Research Assistant, Institute for Life Span Studies, University of Kansas. Advisor: Dr. Christa Anderson.
- 2012-2014 Post-Doctoral Research Fellow, Burkhart Center for Autism, Texas Tech University. Advisor: Dr. David Richman.

### *INTERESTS*

Fears, phobias, autism, contact desensitization, rich-lean transitions, negative incentive shifts, contrast, change, advance notice, impulsive decision-making, behavioral economics, preference for variable over fixed schedules, response class hierarchies, behavioral momentum, translational research, biobehavioral research, experimental analysis of human and animal behavior, and non-parametric statistics

### *SUBMITTED GRANTS*

NIH F32. **Brewer, A.** Sponsors: Richman, D., Schlund, M., O'Boyle, M., & Green, L. fMRI assessment and treatment outcome predictor for an autism-spectrum disorder subgroup at increased risk for excessive impulsive decision-making based on executive functioning deficits. (**Role: PI; not funded**)

NIH RO3. **Brewer, A.,** Dotson, W., Little, T. & Williams, D. (Co-PI). Developing a problem behavior survey for activity transitions in autism. (**Role: PI; not funded**)

TTU CAHSS. Dotson, W. (PI). **Brewer, A. (Co-PI).** Neural mechanisms of emotional-behavioral dysfunction during transitions in autism. (**not funded**)

AUTISM SPEAKS. **Brewer, A.,** Dotson, W., Little, T. & Williams, D. (Co-PIs). LOI: Developing a problem behavior survey for activity transitions in autism. (**not funded**)

NSF: Pritchard, J., & **Brewer, A. (Co-PI).** Improving online learning via fostering collaborative learning, intrinsic motivation and growth mindset. Submitted to National Science Foundation. (**not funded**)

OAR: Petralia, A., **Brewer, A.,** & Valentino, A.<sup>244</sup> (**Co-PI**). Increasing Independence in Menstrual

Care for Teenagers with Autism. Submitted to Office of Autism Research.  
**(preproposal not accepted)**

AFA: Harvey, C., Webbe, F., & **Brewer, A. (Co-PI)**. Biobehavioral Approaches to Enhance Quality of Life in Adult Day Programs. Submitted to Alzheimer's Foundation of America as Co-PI. **(not funded)**

FIT COPLA. Revealing Relapse of Fear from Contextual Control of Avoidance in a Human Laboratory Model as Main PI. **(not funded)**

OAR. **Brewer, A.**, Leon, Y., Jimenez-Gomez **(PI)**. Treating dental phobias in autism using virtual reality exposure. **(preproposal not accepted)**

OAR. Jimenez-Gomez, **Brewer, A.**, Leon, Y. **(Co-PI)**. Using an Electronic, Visual Activity Wrist-Watch to Promote Independence in Autism. **(preproposal accepted; grant proposal not funded)**

APA Division 2: Society for Teaching Psychology. **Brewer, A. (Main PI)** & Kuhn, S. (Co-PI). *1st Annual Online Teaching of Psychology Conference: Evaluating the Effects of Presentations Enhanced with Active Responding on Distance and In-Person Learning Outcomes* **(Awarded: \$3,540)**

**Brewer., A.** & Kuhn, Anxiety as a Mediator of relapse of avoidance in autism. WCSU CSU/AAUP Grants Review Committee. **\$10,000.**

## CLINICAL

2012	Volunteer, Parent's Night Out at the Burkhart Center for Autism Education and Research.
2014	Behavioral therapist, Early intensive behavioral intervention classroom for children with ASD.
2014	Volunteer, Social Skills Group for Adolescents with ASD.
2014	Board Certified Behavior Analyst-Doctoral Level

## SERVICE

### EDITORIAL EXPERIENCE

Board of Editors, *Experimental Analysis of Human Behavior Bulletin*

Guest Reviewer, *Journal of Organizational Behavior Management*

Guest Reviewer, *Perspectives on Behavior Science*

Guest Reviewer, *Behavior Analysis in Practice*

Guest Reviewer, *Journal of Behavioral Education*

Guest Reviewer, Journal of Applied Behavior Analysis

Guest Reviewer, Behavior Modification

Guest Reviewer, European Journal of Behavior Analysis

Guest Reviewer, Journal of Autism and Developmental Disorders

Guest Reviewer, Behavior Analysis: Research and Practice

Guest Reviewer, Behavioral Development

Guest Reviewer, Behavior Analysis: Behaviour Change

Guest Reviewer, Journal of Experimental Analysis of Behavior

Guest Reviewer, Behavioral Processes

Guest Reviewer, The Psychological Record

Guest Reviewer, Cogent Education

Guest Reviewer, Quarterly Journal of Experimental Psychology

#### PROFESSIONAL AFFILIATIONS

2009	Co-student representative for Kansas Association for Behavior Analysis
2009-current	Information Technology Committee chair for Kansas Association for Behavior Analysis
2010	Co-organized KansABA Conference: <i>From Research to Practice in Kansas: Autism and Other Developmental Disabilities</i>
2010-2011	Student representative for the Society for the Quantitative Analysis of Behavior
2011-2011	KU student representative for the ABA student council
2012	Co-organized KansABA Conference: <i>From Research to Practice in Kansas: Evidence-Based Strategies in Education</i>
2016-2018	Vice president, president, past president, and member: South Carolina Association for Behavior Analysis
2019	Member, Connecticut Association for Behavior Analysis
2019	Member, Association for Behavior Analysis International
2019	Member, Behavior Analyst Leadership Council

- 2019 Member, APA Division 25, Behavior Analysis
- 2019 Member, APA Division 2, Society for Teaching Psychology
- 2020-2021 Member, American Psychological Society

#### *AWARDS and HONORS*

- 2005 Graduation with Honors (*Magna Cum Laude*), West Virginia University.
- 2011 Student Representative for University of Kansas, Association for Behavior Analysis International, Denver, CO
- 2011 Student President, Society for Quantitative Analysis of Behavior, Denver, CO
- 2012 Service Award, Kansas Association for Behavior Analysis, Kansas City, MO
- 2012 Preconference Award for NICHD Gatlinburg Conference: On Research and Theory in Intellectual and Developmental Disabilities, Interdisciplinary Training Conference in Developmental Disabilities, Annapolis, MD

#### *CONVENTION PAPER AND POSTER PRESENTATIONS*

- Brewer, A.,** Smith, N., Johnson, P., & Madden, G. J. (2006, October). *Self-control choice in Lewis and Fischer 344 rats: Manipulating delay between rather than within sessions.* Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Carbondale, IL.
- Brewer, A.,** Smith, N., Johnson, P., & Madden, G. J. (2006, October). *Impulsive choice in Lewis and Fischer 344 rats: Manipulating delay between rather than within sessions.* Poster presented at the annual meeting of the Southeastern Association for Behavior Analysis, Greenville, SC.
- Brewer, A. T.,** Johnson, P. S., Pyszczynski, A. D., Stein, J. S., Smith, N. G., Wu, H., Madden, G. J., Woods, J., Pinkston, J. W., & Williams, D. C. (2007, May). *Preliminary effects of Pramipexole on choice for differential rewards in a delay discounting paradigm.* Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.
- Brewer, A. T.,** Johnson, P. S., Pyszczynski, A. D., Stein, J. S., Smith, N. G., Wu, H., Williams, D. C., Pinkston, J. W., Woods, J., & Madden, G. J. (2007, May). *Preliminary effects of Pramipexole on choice for differential rewards in a delay discounting paradigm.* Poster presented at the meeting of the Association for Behavior Analysis, San Diego, CA.
- Brewer, A. T.,** Stein, J. S., Saunders, K. J., Madden, G. J., Williams, D. C. (2007, May). *Maladaptive behaviors following rich-to-lean transitions on multiple schedules.* Poster presented at the annual meeting of the Association for Behavior Analysis, San Diego, CA.

- Foreman, A. M., **Brewer, A. T.**, & Perone, M. (2007, May). *Pausing in the transition from rich to lean schedules: Fixed versus variable*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Diego, CA.
- Brewer, A. T.**, Smith, N. G., Johnson, P. S., Pinkston, J. W., Williams, D. C., & Madden, G. J. (August, 2007). *Delay discounting as a predictor of pre-ratio pausing on multiple schedules in Fischer 344 and Lewis rats*. Poster presented at the annual international meeting of the Association for Behavior Analysis, Sydney, Australia.
- Brewer, A. T.**, Stein, J. S., Johnson, P. S., Smith, N. G., Pinkston, J. W., Williams, D. C., & Madden, G. J. (2007, October). *Pre-ratio pausing following rich-to-lean transitions on multiple schedules in Fischer 344 and Lewis rats*. Poster presentation at the annual meeting of the Southeastern Association for Behavior Analysis, Athens, GA.
- Stein, J. S., **Brewer, A. T.**, Williams, D. C. (2007, October). *Maladaptive behavior following rich-to-lean transitions on multiple schedules*. Poster presentation at the annual meeting of the Southeastern Association of Behavior Analysis, Athens, GA.
- Brewer, A. T.**, Johnson, P. S., Stein, J. S., Pinkston, J., Williams, D. C., & Madden, G. J. (2008, May). *Pre-ratio pausing following rich-to-lean transitions on multiple schedules in Fischer 344 and Lewis rats*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Brewer, A. T.**, Johnson, P. S., Williams, D. C., Pinkston, J., Woods, J. H., & Madden, G. J. (2008, May). *Effects of Pramipexole on choice for differential rewards in a delay-discounting paradigm*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Johnson, P. S., **Brewer, A. T.**, Pinkston, J., Woods, J. H., & Madden, G. J. (2008, May). *Effects of acute Pramipexole on preference for gambling-like schedules*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Stein, J. S., **Brewer, A. T.**, & Williams, D. C. (2008, May). *Maladaptive behaviors following rich-to-lean transitions on multiple schedules*. Poster presented at the annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Brewer, A. T.**, Johnson, P. S., Stein, J. S., Pinkston, J., Williams, D. C., & Madden, G. J. (2008, October). *Pre-ratio pausing following rich-to-lean transitions on multiple schedules in Fischer 344 and Lewis rats*. Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Champagne, IL.
- Johnson, P. S., **Brewer, A. T.**, Pinkston, J., Woods, J. H., & Madden, G. J. (2008, October). *Effects of acute Pramipexole on preference for gambling-like schedules*. Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Champagne, IL.
- Brewer, A.**, Stein, J., Hartman, J., Asmussen, L., Johnson, P., Francisco, M., Williams, D., & Madden, G. (May, 2009). *Ameliorating extended pausing during aversive signaled rich-to-lean transitions with variable-ratio schedules*. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.

- Francisco, M. T., **Brewer, A. T.**, Stein, J. S., Johnson, P. J., & Madden, G. J. (May, 2009). *Impulsivity as a predictor of preference for gambling-like outcomes*. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.
- Johnson, P. J., **Brewer, A. T.**, Stein, J. S., Francisco, M. T., & Madden, G. J. (May, 2009). *Effects of pramipexole on choice for differential rewards using a within-session increasing delay procedure*. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.
- Stein, J. S., Johnson, P. S., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (May, 2009). *A percentile-like schedule for training delay tolerance in Wistar rats*. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.
- Francisco, M. T., **Brewer, A. T.**, Stein, J. S., Johnson, P. S., & Madden, G. J. (2009, May). *Impulsivity as a predictor of preferences for gambling-like outcomes*. Poster presented at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.
- Johnson, P. S., **Brewer, A. T.**, Stein, J. S., Francisco, M. T., & Madden, G. J. (2009, May). *Effects of Pramipexole on choice for differential rewards using a within-session increasing-delay procedure*. Poster presented at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.
- Stein, J. S., Johnson, P. S., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (2009, May). *A novel approach to teaching tolerance to delayed rewards*. Poster presented at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.
- Morris, E. K., Heitzman-Powell, L. S., Royer, J. A., Perrin, N. L., Jones, B. A., & **Brewer, A. T.** (2009, May). *Kansas association for behavior analysis*. Poster presented at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.
- Brewer, A. T.**, Stein J. S., Johnson, P. S., Francisco, M. T., Saunders, K. J., Williams, D. C., & Madden, G. J. (October, 2009). *Reducing pausing during aversive signaled rich-to-lean transitions with variable-ratio schedules: Effects of schedule configuration*. Poster presentation at the annual meeting of the Southeastern Association of Behavior Analysis, Wilmington, NC.
- Johnson, P. S., Stein, J. S., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (October, 2009). *Effects of acute pramipexole on sensitivity to reward delay in concurrent-chains schedules*. Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Davenport, IA.
- Francisco, M. T., **Brewer, A. T.**, Stein, J. S., Johnson, P. S., & Madden, G. J. (October, 2009). *Impulsivity as a predictor of preference for gambling-like outcomes*. Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Davenport, IA.

- Stein, J. S., Johnson, P. S., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (2009, October). *A percentile-like schedule for training delay tolerance in Wistar rats*. Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Davenport, IA.
- Brewer, A.**, Stein J., Johnson, P., Francisco, M., Smitts, R., Hayashi, Y., Saunders, K., Williams, D., & Madden, G. (May, 2010). *Reducing disruptive behavior during aversive signaled rich-to-lean transitions with variable-ratio schedules: Effects of schedule configuration*. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.
- Stein, J. S., Johnson, P. S., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (May, 2010). *A percentile-like schedule for training delay tolerance in Wistar and Lewis rats*. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.
- Morris, E. K., Heitzman-Powell, L. S., Royer, J. A., Perrin, N. L., Jones, B. A., & **Brewer, A. T.** (2010, May). *Kansas association for behavior analysis*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Antonio, TX.
- Sherman, M. S., **Brewer, A. T.**, Tierney, S. T., Dozier, C. L., Hayashi, Y., Perone, M., & Williams, D. C. (2010, May). *A program of translational research in maladaptive behavior: Significance of the postreinforcement pause on aberrant behavior*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Antonio, TX.
- Stein, J. S., Johnson, P. S., Francisco, M. T., **Brewer, A. T.**, Tierney, S. L., & Madden, G. J. (2010, May). *Experimental manipulation of delay discounting: Implications for subsequent gambling-like behavior*. Poster presented at the annual meeting of the Association for Behavior Analysis, San Antonio, TX.
- Kaplan, B., Reed, D., & **Brewer, A. T.** (2011). *Discounting of options: A quantitative analysis of choice overload*. Poster presented at the Behavioral Economics conference, Chicago, IL.
- Morris, E. K., Heitzman-Powell, L. S., **Brewer, A. T.**, Jones, B. A., Royer, J. A., Perrin, N., Ackerlund Brandt, J. A. (2011). *Kansas association for behavior analysis*. Poster presented at the annual meeting of the Association for Behavior Analysis, Denver, CO.
- Fox, A. T., Hayashi, Y., **Brewer, A. T.**, Fowler, S. C., & Williams, D. C. (2013). Negative incentive shifts effects on fixed-ratio pausing and locomotor behavior in water-deprived rats. Poster presented at the 39th annual meeting of the association for Behavior Analysis International, Minnesota, MN.
- Brewer, A.**, Richman, D., Gabel, C., Grubb, L. & Schlund, M. (2014). Neuroimaging reinforcement transitions: Exploring contrast effects in the human brain. Poster presented at the Texas Association for Behavior Analysis International, San Antonio, TX.
- Solomon, S., Ludlum, D., Magee, S., **Brewer, A.**, Richman, D., & Schlund, M. (2014).  
 250  
 The competition between appetitive and aversive stimuli highlights individual differences



- in threat sensitivity and avoidance. Poster presented at the Texas Association for Behavior Analysis International, San Antonio, TX.
- Brewer, A.,** Richman, D., Grub, L., & Abby, L. (2015, February). Behavioral momentum in ASD. Presented at the ABAI Autism Conference at Las Vegas, NV.
- Brewer, A.,** Richman, D., Grub, L., & Abby, L. (2015, March). Behavioral momentum in ASD. Presented at Gatlinburg Conference: On Research and Theory in Intellectual and Developmental Disabilities at New Orleans, LA.
- Al-Khalil, K., O'Boyle, M., **Brewer, A.,** & Jeon, N. H. (2015, March). Intra- and inter-hemispheric word processing in young adults with autism spectrum disorder. Presented at the Society of Cognitive Neuroscience Meeting at San Francisco, CA.
- Vasquez, S., Leon, Y. & **Brewer, A.** The effects of advance notice on problem behavior occasioned by interruptions of an ongoing activity. Poster presented at the annual meeting of the Association for Behavior Analysis International.
- Magee, S., Schlund, M., **Brewer, A.,** & Richman. The competition between appetitive and aversive contingences of behavior in the human brain Poster presented at the annual meeting of the Association for Behavior Analysis International.
- Hudspeth, A., **Brewer, A.,** & Braud, S. A reverse translation of “insistence on sameness” in children with autism: Assessing preference for fixed- versus variable-ratio schedules of reinforcement. Poster presented at the annual meeting of the Association for Behavior Analysis International.
- Vanegas, N. Braud, S., & **Brewer, A.** Functional analysis of problem behavior of a child with autism in a home-based therapy session. Poster presented at the annual meeting of the Association for Behavior Analysis International.
- Sanchez, C., **Brewer, A.,** Henry, J., & Boozer, K. Effects of video modeling on initiating bids for children with autism. Poster presented at the annual meeting of the Association for Behavior Analysis International.
- Pichardo, J., Jimenez-Gomez, C., **Brewer, A.,** & Nastri, R. Using matrix training to test generative learning of expressive and receptive language with children diagnosed with autism. Poster presented at the annual meeting of the Association for Behavior Analysis International.
- Hannula, C., **Brewer, A.,** Wu, W., Hutsell, B. A., Jimenez-Gomez, C., & Podlesnik, C. Categorizing bias and discriminability errors during conditional discriminations. Poster presented at the annual meeting of Society of Quantitative Analysis of Behavior.
- Jimenez-Gomez, C., **Brewer, A.,** & Podlesnik, C. An automated task for evaluating the discriminative effects of reinforcers with children. Poster presented at the annual meeting of Society of Quantitative Analysis of Behavior.
- Shield, L., Craft, A., & **Brewer, A.** The efficacy of adapting PECS to a speech generated device and concomitant effects on maladaptive behavior. Presented at the annual meeting of the South Carolina Association for Behavior Analysis.

Hauslib, S., Courtemanche, A., & **Brewer, A.** Examining the relation between among daily stress, job satisfaction, and decision-making in group home staff. Presented at annual conference of Connecticut Association of Behavior Analysis.

Putri, T., Hannula, C., Wu, W., Ritchey, C., **Brewer, A.**, Hutsell, B., Jimenez-Gomez, C., & Podlesnik, C. Quantitative analysis of discriminability and bias during conditional discrimination changes in sample and comparison disparity. Poster presented at the annual meeting of Society of Quantitative Analysis of Behavior.

Hauslib, S., Courtemanche, A., & **Brewer, A.** Examining the relation between among daily stress, job satisfaction, and decision-making in group home staff. Presented at annual conference of Connecticut Association of Behavior Analysis.

Ainsworth, A., Courtemanche, A., & **Brewer, A.** Perceived stress, impulsive decision making, and procedural fidelity in staff members. Presented at annual conference of Berkshire Association for Behavior Analysis and Therapy

## PRESENTATIONS

Madden, G. J., **Brewer, A.**, Johnson, P., & Smith, N. (2007, February). Some thoughts and some data on delay discounting and gambling. Paper presented at the annual Winter Conference on Animal Learning and Behavior, Winter Park, CO.

**Brewer, A. T.** & E. K. Morris (2007, May). *Professional development series: Applying to graduate school in behavior analysis*. In C. A. Alligood (Chair). Panel discussion conducted at the annual meeting of the Association for Behavior Analysis, San Diego, CA.

Madden, G. J., Johnson, P. S., Smith, N. G., & **Brewer, A. T.** (2007, May). Behavioral economics, impulsivity, and empirical findings from an animal model of gambling. In C. M. Galuska (Chair), *Recent advances in behavioral economics and delay discounting*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, San Diego, CA.

Williams, D. C., Saunders, K., **Brewer, A. T.**, & Perone, M. (August, 2007). Contextual variables that produce problem behaviors during transitions: Reinforcer magnitude, task parameters, and information. In D. C. Williams (Chair), *Research on contextual variables, living skills, and physical activity in people with developmental disabilities*. Paper presentation to the International Association for Behavior Analysis Conference, Sydney, Australia.

**Brewer, A. T.**, Johnson, P. S., Stein, J. S., Francisco, M. T., Williams, D. C., & Madden, G. J. (2009, May). Pre-ratio pausing following rich-to-lean transitions on multiple schedules in Fischer 344 and Lewis rats. In A. T. Brewer (Chair), *Recent Topics on the Disruptive Effects of Negative Incentive Shifts*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

Johnson, P. S., **Brewer, A. T.**, Pinkston, J., Stein, J. S., Francisco, M. T., & Madden, G. J. (2009, May). Delay Discounting Processes in Pathological Gambling:

- Pharmacological Induction of Impulsive Behavior in the Nonhuman Laboratory. In K. A. Saulsgiver (Chair), *Delay Discounting, Substance Abuse, and Gambling*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.
- Madden, G. J., **Brewer, A. T.**, Johnson, P. S., Pinkston, J., Woods, J. H. (2009, May). Behavioral Economics in the Lab: Delay Discounting, Drug Taking, and Pathological Gambling. In G. P. Hanley (Chair), *Science Board Translational Series: History and Current Status of Translational Research in Behavioral Economics*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.
- Brewer, A. T.**, Smits, R. R., Johnson, P. S., Francisco, M. T., Stein, J. S., & Madden, G. J. (2010, May). A touch-screen apparatus using Visual Basic in the animal laboratory. In M. Perone (Chair), *Advances in computer technology to conduct laboratory experiments*. Paper presented at the 36th annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
- Brewer, A. T.**, Stein, J. S., Johnson, P. S., Francisco, M. T., Saunders, K., Williams, D. C., & Madden, G. J. (2010, May). Pausing following rich-to-lean transitions under variable-ratio schedules: Effects of schedule configuration. In J. Everly (Chair), *Recent finding on the disruptive effects of transitions between favorable and unfavorable schedules of reinforcement*. Paper presented at the 36th annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
- Johnson, P. S., Stein, J. S., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (2010, May). Effects of acute pramipexole on delay sensitivity in a concurrent-chains procedure. In A. A. Keyl (Chair), *Quantitative analysis of the effects of drugs on behavior*. Paper presented at the 36th annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
- Stein, J. S., Pinkston, J. W., **Brewer, A. T.**, Francisco, M. T., Johnson, P. S., & Madden, G. J. (2010, May). Delay discounting in Lewis and Fischer 344 rats: Implications for the use of an adjusting amount procedure to detect between-strain differences. In P. L. Soto (Chair), *Recent studies of variables affecting discounting and demand*. Paper presented at the 36th annual meeting of the Association for Behavior Analysis International, San Antonio, TX.
- Stein, J. S., Johnson, P. S., **Brewer, A. T.**, Smits, R. R., & Madden, G. J. (2011, May). Training self-control choice in Lewis rats: Assessments of generality across novel procedures. In D. D. Reed (Chair), *Contemporary Approaches to the Analysis of Choice, Preference, and Decision Making*. Paper presented at the 37<sup>th</sup> annual meeting of the Association for Behavior Analysis International, Denver, CO.
- Brewer, A.**, Dotson, W., & Williams, D. Survey of transition-induced problem behavior in individuals with autism. In C. Borrero (Chair), Presented at the 39th annual meeting of the association for Behavior Analysis International, Minnesota, MN.
- Brewer, A.**, Richman, D., & Schlund, M. (2013) Reward dysfunction in autism: A fMRI study. Presented at the NeuroSIG meeting at the 39th annual meeting of the association for Behavior Analysis International, Minnesota, MN.

Grubb, L., **Brewer, A.**, Abby, L., & Richman. (2014, May). Behavioral momentum in ASD.

Presented at the 40<sup>th</sup> annual meeting of the Association for Behavior Analysis International, Chicago, IL.

Abby, L., Richman, D., **Brewer, A.**, Schafer, A., & Grubb, L. (2015, May). Training pre-service teachers to implement instructional components of early intensive behavioral intervention via telemedicine and in-vivo instruction. Presented at the 41<sup>th</sup> annual meeting of the Association for Behavior Analysis International, San Antonio, TX.

**Brewer, A.**, Richman, D., Abby, L. (2015, May). A computer simulation: History effects following extinction of a novel alternative response within a response Class. In B. Mace (Chair), Presented at the 41<sup>th</sup> annual meeting of the Association for Behavior Analysis International, San Antonio, TX.

Tyner, S., **Brewer, A.**, Helman, M., Leon, Y., Pritchard, J. & Schlund, M. Contact desensitization plus operant reinforcement for approach responses in the treatment of dog phobia with children. Presented at the annual meeting of the Association for Behavior Analysis International.

**Brewer, A.**, Richman, D., Schlund, M., Leon, Y., Tudor, & Hudspeth, A. Assessing schedule-dependent choice: Unpredictable versus predictable response requirements. Presented at the annual meeting of the Association for Behavior Analysis International.

Tudor, A., Leon, Y., **Brewer, A.**, & Vasquez. Evaluation of stimulus delivery arrangements on staff performance in a simulated work setting. Presented at the annual meeting of Association for Behavior Analysis International.

Barton, S., Loughrey, T., **Brewer, A.**, & McDowell, L. A comparison of screen sizes during video prompting with children with autism. Presented at the annual meeting of the Association for Behavior Analysis International.

**Brewer, A.**, Colon, M., Pritchard, J., & Leon, Y. An online comparison of quiz performance Between interteach and lecture in a graduate experimental analysis of behavior course. Presented at the annual meeting of the Association for Behavior Analysis International.

Driscoll, S., Pritchard, J., & **Brewer, A.** Paradigm Experiments: Accessible software for building and executing mobile-friendly research. Presented at the annual meeting of the Association for Behavior Analysis International.

Otalvaro, P.A, Krebs, C.A., **Brewer, A.T.**, Leon, Y., Steifman, J.S. (2017). Reducing requests for attention by adults with intellectual disabilities using a DRL schedule. Presented at the annual meeting of the Association for Behavior Analysis International.

Putri, T., Hannula, C., Wu, W., Ritchey, C., **Brewer, A.**, Hutsell, B., Jimenez-Gomez, C., & Podlesnik, C. Quantitative analysis of discriminability and bias during conditional discrimination changes in sample and comparison disparity. Presented at the annual meeting of Association for Behavior Analysis International.

Passage, M., Nicholson, K., **Brewer, A.**, Gadaire, & Richards, V. The effects of establishing

operations on alternative activities during self-control training. Presented at the annual meeting of the Association for Behavior Analysis International.

Wine, B., Bentley, T., **Brewer, A.** An examination of reward delay and probability in employees. Presented at the annual meeting of the Association for Behavior Analysis International.

Gokey, K., **Brewer, A.**, Harvey, C., & Pritchard, J. An assessment and treatment component analysis for impulsivity in typically-developing schoolchildren. Presented at the annual meeting of the Florida Association for Behavior Analysis.

Gokey, K., **Brewer, A.**, Harvey, A., Pickering, J., & Pritchard, J. A treatment component analysis for impulsivity in typically developing school children. Presented at annual meeting of the Association of Behavior Analysis International.

#### CHAired PRESENTATIONS

**Brewer, A. T.**, (2009, May). *Recent topics on the disruptive effects of negative incentive shifts*. Symposium conducted at the 35th annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

**Brewer, A. T.** (2011, May). *Bridging the gap between basic and applied research- "impulsivity."* Panel at the 37<sup>th</sup> annual meeting of the Association for Behavior Analysis International, Denver, CO.

**Brewer, A. T.** (2011, May). Translational research on the disruptive effects of signaled rich-lean transitions. Symposium conducted at the 37<sup>th</sup> annual meeting of the Association for Behavior Analysis International, Denver, CO.

#### INVITED DISCUSSANT

**Brewer, A.** (2014, May). In C. St. Peter (Chair), *Reducing Maladaptive Behavior During Transitions*. Discussant at the 40<sup>th</sup> annual meeting of the Association for Behavior Analysis International, Chicago, IL.

**Brewer, A.** (2019, November). In A. Courtemanche (Chair), *Professional and Ethical Issues in Behavior Analysis*. Discussant at University of Saint Joseph.

**Brewer, A.** (2022, October). In R. Kimball (Chair), Discussant: From the Lab to the Clinic: Recent Findings from Translational Research on Resurgence and Renewal. Discussant at 43<sup>rd</sup> Annual Conference for Berkshire Association for Behavior Analysis and Therapy.

#### INVITED SPEAKER

**Brewer, A.** (2017). Reinforcer Contrast. Presented at annual conference of Virginia Association for Behavior Analysis

**Brewer, A.** (2019). Reinforcer Contrast. Presented at the Texas Association for Behavior Analysis Annual Conference.

**Brewer, A.,** Krebs, C., Kuhn, S., & Diller, J. (2021). Using interteaching to promote online learning outcomes. Association for Behavior Analysis Lebanon.

**Brewer, A.,** Leon, Y. Fandal, M., Jimenez-Gomez, & Dracobly, J. (2021). Disruptive effects of transitions: From laboratory towards practice in autism, or there and back again. 1<sup>st</sup> Annual Fall Conference at the University of Saint Joseph.

## TECHNICAL SKILLS

### *INTERESTS*

Visual Basic, Python, E-Prime, Paradigm, Med PC, touchscreens, hardware interfaces, wiring, fMRI, and eye-tracking technology.

2010                      Paid consultant to Dr. Leonard Green at Washington University in St. Louis.  
Installed a touch-screen apparatus using Visual Basic in the animal laboratory.

### *REFERENCES*

1. Andrea Courtemanche, Assistant Professor and Program Director, University of Saint Joseph, (413)-335-9788
2. Nicole Gravina, Associate Professor, University of Florida, (321)-890-4326
3. Christopher Krebs, Assistant Professor, Eastern Connecticut State University, (208)-206-8227
4. Stephanie Construcci Kuhn, Assistant Professor, Western Connecticut State University, (914) 413-7791
5. Yanerys Leon, Research Assistant Professor, University of Miami, (305)-342-9655
6. Christopher Podlesnik, Associate Professor, Auburn University, (321)- 543-7997
7. Joshua Pritchard, Factari, LLC (407)-508-6482
8. David Richman, Professor, Texas Tech University, (217)-778-7206
9. Michael Schlund, Research Scientist, Georgia State University, (410)-652-8888
10. Byron Wine, Vice President, Faison Center for Autism, (321) 427-2438

# Matthew R. Doiron

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Western Connecticut State University  
Department of Music

## EDUCATION

### **Eastman School of Music, University of Rochester, Rochester, NY**

Doctor of Philosophy in Music Education 2019  
Dissertation: *Composition in Secondary Instrumental Music Education: Two Case Studies.*

### **Southern Oregon University, Ashland, OR**

Master of Arts in Music Education 1996

### **Keene State College, Keene, NH**

Bachelor of Music in Music Education 1990

## UNIVERSITY TEACHING EXPERIENCE

### **Western Connecticut State University, Danbury, CT**

*Coordinator of Music Education Program* 2018 – Present  
*Assistant Professor of Music* 2017 – Present

#### Undergraduate Courses Taught:

Arranging  
Assessment of Teaching  
Brass Workshop  
Convocation, Concert & Recital Repertoire  
Elementary Music Professional Development Experience  
Guitar and Ukulele Workshop  
Introduction to Music Education  
Middle Level Music Methods  
Secondary Instrumental Methods  
Secondary Music Professional Development Experience  
Sight Singing/Ear Training III  
Sight Singing/Ear Training IV  
Social Justice in Music Education

#### Graduate Courses Taught:

Instrumental Methods and Techniques

#### Ensembles Conducted:

Symphonic Band, Jazz Ensemble, Chamber Brass, Brass Choir

**Eastman School of Music, Rochester, NY***Instructor of Record*

Secondary Instrumental Methods – Winds, Brass, and Percussion	2014 – 2016
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*Music Education Teaching Assistant*

Elementary Winds, Brass, and Percussion Methods	Spring 2014
Senior Practicum in Music Education	2013 - 2016
Student Teaching Seminar	2013 - 2016
Student Teacher Observations	2013 - 2017
Entrance and Sophomore Skills Exams	2013 - 2016

*Graduate Instructor*

Department liaison to East High School Educational Partnership Organization	2016 - 2017
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**K-12 TEACHING EXPERIENCE****Sanford High School, Sanford, ME**

1992 – 2013

*Instrumental Music Teacher, Director of Bands***School Administrative Unit #6, Claremont, NH**

1990 – 1992

*Director of Music, Instrumental Music Teacher Grades 4-6 and 9-12***RESEARCH AND SCHOLARSHIP****Book Chapter***Composition in Band Classes* in Kaschub, M. (Ed.) *Oxford Handbook of Music Composition Pedagogy* (in press). Oxford University Press, New York, NY.**Research and Poster Presentations***An examination of collegiate students' motivations for practice.* (with Dr. Dina Alexander). Seventh International Self-Determination Theory Conference, Egmond aan Zee, Netherlands; May, 2019*Imagining futures, facing realities: A panel discussion for music education graduate students and mentors.* 2017 Symposium on Music Teacher Education, Minneapolis, MN; September 2017.*Intrinsic motivation in adult music ensembles.* Eastman Potential Doctoral Student Day, Rochester, NY; January 2017.*Perceived support of intrinsic motivation in adult music ensembles.* Society for Music Teacher Education Biennial Conference, Greensboro, NC; September 2015.*Perceived support of autonomy, competence, and relatedness in adult music ensembles.* National Association for Music Education Eastern Division Conference, Providence, RI; April 2015.



## PROFESSIONAL ACTIVITIES

### Workshops and Clinics – Refereed

*Growing musical literacy in ensembles and lesson groups.* Connecticut Music Educators Association Conference, Hartford, CT; March/April 2023 (submitted)

*New horizons: Diversifying literature and pedagogy in instrumental music.* Connecticut Music Educators Association Conference, Hartford, CT; April 2022

*Improvisation and composition in ensemble rehearsals: Teaching “create” while enhancing ‘perform’.* Maine Music Educators Association Conference, Orono, ME; May 2020.

*Improvise, arrange, compose: Addressing the “create” standard in ensemble rehearsals.* Seventh International Conference on Music Learning Theory, Chicago, IL; August 2019.

*Improvise, arrange, compose: Addressing the “create” standard in ensemble rehearsals.* Connecticut Music Educators’ Association Conference, Hartford, CT; April, 2019.

*Composition in ensembles and lessons: A model for inclusion.* New York State School Music Association 82<sup>nd</sup> Annual Winter Conference, Rochester, NY; December 2017

*Improving your band’s performances through improvisation and composition activities.* Sixth International Conference on Music Learning Theory, Chicago, IL; August 2017

*Teaching and assessing musicianship with composition: A model for lessons and ensembles.* Massachusetts Music Educators’ Association Conference, Boston, MA; March 2017

*Teaching and assessing basic musicianship with composition: A model for lessons and ensembles.* National Association for Music Education Association National In-Service Conference, Grapevine, TX; November 2016

*Assessing foundational musicianship with composition: A model for lessons and ensembles.* New Hampshire Music Educators’ Association Spring Conference, Concord, NH; April 2016

*Supporting students’ intrinsic motivation for music in the large ensemble setting.* Presentation with Dr. Dina Alexander, NYSSMA Winter Conference, Rochester, NY; December 2015

*Comprehension through composition.* Fifth Annual Conference on Music Learning Theory, Chicago, IL; August 2015

*Meaningful composition and improvisation in performing ensembles.* Maine Music Educators In-Service Conference, Orono, ME (Session cancelled due to schedule conflict); May 2014

*Teaching listening in your ensembles, the key to real literacy.* Maine Music Educators In-Service Conference, Gorham, ME; May 2013

### Workshops and Clinics – Invited

*Director’s jazz ensemble.* Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2022

*Growing musical literacy in ensembles and lesson groups.* Presentation to Pomperaug Regional School District music educators, Southbury, CT; October 2022

*Pedagogy in large ensemble teaching: Developing a complete program.* Presentation to Roberts Wesleyan College Music Education Students, Rochester, NY; March 2022

*Your musical journey: Find your passion, plan your voyage, and set sail.* Presentation to Western Connecticut Youth Orchestra Wind Ensemble, Zoom Presentation; March 2021

*Virtual Rehearsal & Clinic.* Western Connecticut Youth Orchestra Wind Ensemble, Zoom Clinic; March 2021

*Director's reading band.* Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2019

*Director's reading band.* Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2018

*Improving "perform" by approaching "create".* Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2017

*Director's reading band.* Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2017

*Listening and reading skills: More connected than you think.* Maine District One Music Festival, North Berwick, ME; January 2012

*What about those other standards: Teaching the less addressed standards in the large ensemble setting.* Maine Arts Education Association Fall Conference, Portland, ME; October 2011

*Arts connections for all educators.* Sanford Public Schools Professional Development Workshop, Sanford, ME; December 2010

### **Invited Teaching Presentations**

*An introduction to inclusion of composition and improvisation in performing ensembles.* Class presentation for MUE 111 Field Experiences in Music Education. Invitation from Dr. Alden Snell. February, 2015

*Aural skills applications to teaching and the sophomore review.* Class presentation for MUE 111 Field Experiences in Music Education. Invitation from Dr. Richard Grunow and Dr. Elizabeth Bucura. March, 2015

*Aural musicianship in ensemble rehearsals.* Class presentations for Roberts Wesleyan College Instrumental Music Education Classes. Invitation from Dr. Dina Alexander to teach one week of classes. April, 2014

### **Invited Online Content**

*Teaching and assessing basic musicianship with composition.* Music in a Minuet Blog.  
<http://www.nafme.org/teaching-assessing-basic-musicianship-composition/> September, 2016

## **CONDUCTING**

**Music Director, Strafford Wind Symphony, Rochester, NH** 1996-2013  
11 invited performances at the Boston Festival of Bands  
Performances with guest conductors Frederick Fennell and Col. Arnold Gabriel.

**Premier Performances:**

Morton Gold: *Spirit of the Guard* (Op. 93),  
 Morton Gold: *Prayer* from *Concerto for Oboe*  
 Christopher Kies: *Le Tombeau de Saint Saens*.

<b>Conductor, University of New Hampshire Basketball Band, Durham, NH</b>	2008-2013
<b>Conductor, Piscataqua River Brass Ensemble, Newington, NH</b>	2007-2012
<b>Asst. Conductor, Portsmouth Symphony Orchestra, Portsmouth, NH</b>	2005-2007

**Guest Conducting**

New Hampshire Music Educators' Association All-State Band	April, 2022
CMEA All-State Elementary Honor Band	April, 2022
Waterbury Band Day – CANCELLED	April, 2020
CMEA Western Regional Middle School Concert Band	March, 2019
Greenwich Public Schools 6 <sup>th</sup> Grade Honor Band	February, 2018
Seacoast District Middle School Music Festival, Barrington, NH	March 2010
University of Maine Symphonic Band, Orono, ME	April 2004
United States Air Force Band of Liberty, Hanscom Air Force Base	March 2002
Vermont District Seven Music Festival, Springfield, VT	February 2000

**MENTORSHIP****Critical reader for master's theses**

Blancarte, H. (2015) *Changes in motivation and retention in school music ensembles: A qualitative analysis of three texas students' perspectives through the lens of self-determination theory* (Unpublished Master's Thesis). Eastman School of Music, Rochester, NY

Murray, K. (2015) *A survey of western New York music teachers regarding elementary student instrumental readiness* (Unpublished Master's Thesis). Eastman School of Music, Rochester, NY

**Co-operating Teacher / Mentor**

Co-operating teacher for nine student teachers from New England Conservatory, 1997-2012  
 Plymouth State University, University of Maine, University of New Hampshire,  
 and University of Southern Maine

Mentor for Art, English and Music teachers at Sanford High School.	2001-2010
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**SERVICE****Western Connecticut State University Campus Service**

Faculty Development Committee, Chair	2021 – Present
Termination Hearing Committee	2021 – Present
Mediation Committee	2019 – 2021
Educational Resources Committee	2018 – Present
Faculty Development Committee	2018 – 2021
General Education Committee	2018 – Present
Music Education Jazz Concentration Proposal Committee, Music Department	Fall 2017

## Professional Service

Exhibits Chair, Maine Music Educators Association	2012-2013
Leadership Team, Maine Arts Assessment Initiative	2011-2013
Vice President, Maine Band Directors Association	2008-2011
District Chair, Maine Music Educators Association	2004-2006
Maine State Chair, National Band Association	1998-2003

## Adjudication

Fantastic Festivals	2020 - Present
Monroe Middle School Music Festival	2019 - Present
Greenwich High School Invitational Band Festival	2019
Music in the Parks	2019 - 20
CMEA Eastern Region Rhythm Section Adjudicator	2018-19
CMEA Southern Region Trumpet Adjudicator	2018-19
Composition Evaluator, NAFME Student Composer Competition	2016
Drum Major Adjudicator, Maine Band Directors Association	2000-2004
Trumpet and Horn Adjudicator, Vermont All-State Music Festival	1992-1996

## Professional Memberships

CBDNA – College Band Directors National Association  
 CMEA – Connecticut Music Educators Association  
 CMS – College Music Society  
 GIML – Gordon Institute for Musical Learning  
 NAFME – National Association for Music Education  
 SMTE – Society for Music Teacher Education

## HONORS

WCSU Provost's Award for Teaching	2022
Donald J. Shetler Prize in Music Education	2017
Eastman School of Music Betty Kanable Scholarship	2013-present
Eastman School of Music Professional Development Grant	2015
Presidential Inaugural Parade performance	2009
USSBA New England Regional Marching Band Championship	2003
Who's Who Among America's Teachers	1998, 2001, 2006
Blaine House Scholar Award	1994-1996
Who's Who in American Education	1995

*Curriculum Vitae*  
**Alexandra Lorena Galli-Debicella**

*Office:*

Western Connecticut State University  
Ansell School of Business

**EDUCATION**

**Ph.D., Strategic Management**, ISOM, University of Massachusetts, October 2015

*Dissertation: "The Impact of Customer Contact Personnel on Innovation in Service Firms"*

*Advisor: Bruce C. Skaggs, Ph.D.*

**M.B.A.**, Lender School of Business, Quinnipiac University, May 2003

**B.S., Computer Information Systems**, *summa cum laude*, Lender School of Business,  
Quinnipiac University, May 2002,

**ACADEMIC AND TEACHING EXPERIENCE**

Western Connecticut State University, Ansell School of Business

*Associate Professor, Department of Management*

Undergraduate level course on Organizational Behavior

Undergraduate level (core capstone) course on Strategic Management

Graduate level course on International Business (Asia Pacific Perspectives) in Taipei, Taiwan

2017 – present

Quinnipiac University, Lender School of Business

*Visiting Instructor, Department of Management*

Undergraduate level course on Management and Organizational Behavior

Spring 2009

University of Massachusetts, Eugene M. Isenberg School of Management

*Teaching Assistant, Department of Strategic Management*

Undergraduate level (core capstone) course on Strategic Management

2006 – 2010

University of Massachusetts, Eugene M. Isenberg School of Management

*Research Assistant, Department of Strategic Management*

Theory generating, research design, preliminary data collection (experimental) and analysis on various research projects.

2004 – 2010

## RESEARCH INTERESTS

Strategic Management, Entrepreneurship, Small and Medium Size Enterprises, Service Firms, Innovation, Organizational Behavior

## PUBLISHED RESEARCH

"The Impact of Cultural Diversity on Small Business Strategy". 2022. *Journal of Management Research*, 14(2), 1-12.

"Team Leadership and Trust to Assess Project Performance in Higher Education: An Empirical Study" (with Cindy Chuang and Xiaoqi Han). 2021. *Journal of Management Research*, 13(4), 1-19.

"How SMEs Compete Against Global Giants through Sustainable Competitive Advantages". 2021. *Journal of Small Business Strategy*, 31(5), 13-21.

"What Happens with the New Guy? Tackling the Problem of Tacit Knowledge through Social Networks". 2020. *Journal of Management Research*, 12(4), 1-19.

"The Efficacy of SBA Loans on Small Firm Survival Rates". 2020. *Journal of Small Business Strategy*, 30(2), 26-34.

"Active Non-Employee Owners: Informal Impact on Family-Owned SMEs". 2019. *American Journal of Management*, 19(5), 75-83.

"The effects of customer contact on organizational structure and performance in service firms" (with Bruce Skaggs). 2012. *The Service Industries Journal*, 32(3), 337-352.

"Self-Leadership: The Entrepreneur's 'Toolbox'" (with Charles Manz, Grace Guo, Sinead Ruane, and Phuong Nguyen, University of Massachusetts). 2010. In *Mastering Self-Leadership: Empowering Yourself for Personal Excellence*, Neck, C.P. and Manz, C.C. (5th Edition). Prentice-Hall: New Jersey; 98-99.

"Dynamic Leadership: Toolbox For The Values-Based Entrepreneur" (with Charles Manz, Grace Guo, Sinead Ruane, and Phuong Nguyen, University of Massachusetts). 2008. *Journal of Values Based Leadership*, 1(2), 26-40.

"Dynamic Leadership: Toolbox For The Values-Based Entrepreneur" (with Charles Manz, Grace Guo, Sinead Ruane, and Phuong Nguyen, University of Massachusetts). 2008. In C. A. Millick (Ed.) "The Challenges for Leadership, Values, and Happiness in the 21st Century: What are the Keys for Success?" The University Press of America.

## CONFERENCE PRESENTATIONS

"How SMEs Create a Market for International Expansion." Presented at the Eastern Academy of Management (EAM) Meeting, Portland, Maine: May 2022.

"The Impact of Cultural Diversity on Small Business Strategy". Presented at Eastern Academy of Management (EAM) Meeting, Virtual: May 2021.

"What happens when there is a new guy at work? Tackling the problem of tacit knowledge through social networks". Presented at Eastern Academy of Management (EAM) Meeting, Portland, Maine: June 2020.

"Building student futures through career skills and experiential learning". (with Kathleen Lindenmayer, Western Connecticut State University, and Debra Manente, Western Connecticut State University). Faculty Advisory Committee (FAC) Annual Conference, Danbury, Connecticut: 2020.

"Active Non-Employee Owners: Informal Impact on Family-Owned SMEs". Presented at the Eastern Academy of Management (EAM) Meeting, Wilmington, Delaware: May 2019.

"International Expansion: Globally Sustainable Competitive Advantages for SMEs". Presented at the Global Conference on Creating Value, New York, New York: May 2019.

"The Importance of Leadership and Trust on Team Value and Performance". (with Ming Ling Chuang, Western Connecticut State University, and Xiaoqi Han, Western Connecticut State University). Presented at the Global Conference on Creating Value, New York, New York: May 2019.

"The Impact of Cultural Diversity on Small Business Strategy". Presented at the Eastern Academy of Management (EAM) Meeting, Hartford, CT: May 2009.

"The Effects of Customer Contact on Organizational Structure and Performance in Service Firms". (with Bruce Skaggs, University of Massachusetts). Presented at the Academy of Management (AOM) Annual Meeting, Anaheim, CA: August 2008.

"Finding the Niche: How SMEs Compete Against Global Giants". Presented at the Eastern Academy of Management (EAM) Meeting, New Brunswick, NJ: May 2007. Nominee for *Outstanding Conceptual Paper Award*.

"Toward Globally Sustainable Competitive Advantages for SMEs: Transaction Costs and Resource Based Views". (with Mzamo P. Mangaliso, University of Massachusetts and Elizabeth Crosby, University of Massachusetts). Presented at the Eastern Academy of Management (EAM) Meeting, Saratoga Springs, NY, May 2006.

"Globalization in the Strategic Management Discourse: An Evaluation through the Resource Based View and Transaction Cost Economics Theory". (with Mzamo P. Mangaliso, University of Massachusetts and Elizabeth Crosby, University of Massachusetts). Presentation at

International Academy of Business Disciplines (IABD) Conference, San Diego, CA: April 2006.  
(Presented by Elizabeth Crozby.)

## **RESEARCH IN PROGRESS**

“SMEs Marketplace for International Expansion”. *In progress.*

“The Impact of Customer Contact Personnel on Innovation in Service Firms” (with Bruce Skaggs). *In progress.*

“The Impact of Top Level Management on Innovation in Service Firms”. *In progress.*

“The Impact of Human Capital on Information Processing in Service Firms”. *In progress.*

“The Impact of Autonomy and Customer Contact Personnel on Innovation in Service Firms”. *In progress.*

## **PROFESSIONAL AFFILIATIONS**

- Academy of Management (AOM)
- Eastern Academy of Management (EAM)
- Management & Organizational Behavior Teaching Society
- The PhD Project
- Beta Gamma Sigma (BGS)
- Designing Your Life (Stanford University)

## **ACADEMIC SERVICE**

### *Conferences*

- Outstanding Reviewer Award as reviewer for Eastern Academy of Management (EAM) Meeting, May 2022
- Reviewer for Eastern Academy of Management (EAM) Meeting, May 2021
- Reviewer for Eastern Academy of Management (EAM) Meeting, June 2020
- Reviewer for Eastern Academy of Management (EAM) Meeting, May 2019
- Reviewer for Eastern Academy of Management (EAM) Meeting, May 2009
- Reviewer for Academy of Management Annual Meeting (AOM), August 2008
- Reviewer for Eastern Academy of Management (EAM) Meeting, May 2007
- Reviewer for Eastern Academy of Management (EAM) Meeting, May 2006

### *Journals*

- Reviewer for Journal of Small Business Strategy, 2020
- Reviewer for Journal of Management Research, 2022



## UNIVERSITY SERVICE

- *Member*, Enrollment Management Committee (Fall 2022-present)
- *Member*, Student Life Committee (Fall 2022-present)
- *Member*, Library Services Policy Committee for WCSU (Spring 2021-present)
- *Chair*, LGAC Groups and Teams Committee for Ancell SOB (Fall 2017-present)
- *Chapter advisor*, Beta Gamma Sigma (BGS) at Ancell SOB (Fall 2018-present)
- *Member*, LGAC Global and Ethical Committee (Fall 2021-present)
- *Member*, Applied Learning Working Group (Fall 2019-present)
- *Member*, Life Design at WCSU Career Success Center (Summer 2019-present)
- *Member*, General Education Assessment Ad Hoc Committee (2022)
- *Member*, General Education Working Committee (Summer 2022)
- *Member*, Summer Working Group: First Year Experience (Summer 2022)
- *Presented*, Ancell Day at WCSU (September 2022)
- *Member*, ASB Task Force on Student Engagement (Fall 2021-Spring 2022)
- *Member*, Big Data Working Group for Ancell SOB (Fall 2018-Spring 2019)
- *Co-Organized*, Soochow University visit to Ancell SOB (March 2019-April 2019)
- *Presented*, Ancell Day at WCSU (September 2022)
- *Presented*, Ancell Club Showcase at WCSU (September 2020)
- *Presented*, Ancell Day at WCSU (September 2019)
- *Presented*, WCSU "Going International" Fair (February 2019)
- *Co-Organized*, Ancell SOB Guest Lecture (November 2018)
- *Presented*, WCSU EA<sup>2</sup>P (Educational Achievement & Access) Program (July 2018)
- *Presented*, WCSU Accepted Students Day (April 2018)
- *Attended*, WCSU Department Chairpersons' Meeting (March 2018)

## PUBLIC SERVICE

*Alumni Advisor*, for the University of Massachusetts in Amherst, MA

*Alumni Volunteer*, for Quinnipiac University in Hamden, CT

*Volunteer*, Junior Achievement (JA) at Booth Hill Elementary School in Shelton, CT (May 2019)

## REFERENCES

Tracey Riley, Ph.D.

Director of MS in Accounting Programs, Acting Chair of the Accounting Department, Associate Professor of Accounting, Department of Accounting

Sawyer Business School

Suffolk University – Boston

triley@suffolk.edu

Phone: (617) 994-4276

Bruce C. Skaggs, Ph.D.  
Professor and Chair, Department of Management  
Isenberg School of Management  
University of Massachusetts – Amherst  
bskaggs@isenberg.umass.edu  
Phone: (413) 545-5684

Lisa A. Keller, Ed.D.  
Associate Professor, Department of Educational Policy, Research & Administration  
College of Education  
University of Massachusetts – Amherst  
lkeller@educ.umass.edu  
Phone: (413) 545-1528/545-3610

## HASAN T. ARSLAN, Ph.D.

### EDUCATION

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#### **2008 Ph.D. in Criminal Justice**

*Sam Houston State University (Huntsville, TX)*

**Concentration:** Policing & Terrorism & Homeland Security

**Dissertation Title:** "The Social and Operational Intersections of Eco-terrorism in North America and Europe"

#### **2000 Law Degree**

*Marmara University Law School (Istanbul, Turkey)*

### CERTIFICATIONS

**2019 Bomb Threat Management** – Department of Homeland Security – Hartford, CT

**2019 Title IX Officer Certificate** – State of CT

**2016 FBI Citizen Academy** – New York City, NY

**2016 The National Institutes of Health (NIH) Office of Extramural Research Certificate**

**2015 International Managers of Police Academy and College Training (IMPACT)** – Chicago, IL

**2014 Teaching Effectively Online Seminar** (Pace University) – New York

**2011 Women in Criminal Justice** – Springfield, MA

**2006 Chinese People's Public Security University** – Beijing, CN (Central Beijing Campus)

**2006 ASIS International Conference** (Philadelphia, PA) – security certificate on WMDs.

**2003 Escola de Policia de Catalunya** (Barcelona, ES) Mossos D'Esquadra Police Training Center of Catalonia

## **ACADEMIC EXPERIENCE**

**Program Coordinator** – Master of Science in Homeland Security Master's Program  
Online – *Justice and Law Administration Division, Western Connecticut State Univ.*  
Fall 2022 –

**Associate Professor** – *Justice and Law Administration Division, Western Connecticut State Univ.*  
Fall 2018 –

**Assistant Professor** – *Criminal Justice and Security Department, Pace University*  
Fall 2012 – Fall 2018

**UNDERGRADUATE** level criminal justice related courses at the Dyson College  
**GRADUATE** level homeland security-related courses at the *Master of Arts (MA) in Management for Public Safety and Homeland Security Professionals*,  
Dyson College

**Assistant Professor** – *Department of Criminal Justice and Sociology, Western New England Univ.*

Fall 2010 – Spring 2012

Undergraduate level introductory courses at the College of Arts and Science

**Visiting Assistant Professor** – *Henry C. Lee College of Criminal Justice and Forensic Sciences, University of New Haven*

Fall 2009 – Fall 2010

Undergraduate level research methods, introduction to CJ and organized crime courses

**Adjunct Faculty** – *College of Criminal Justice, Sam Houston State University*

Fall 2008 – August 2009

Undergraduate level research methods and organized crime.

**Doctoral Teaching Fellow** – *College of Criminal Justice, Sam Houston State University*

Fall 2007 – December 2008

Undergraduate level research methods and organized crime.

## **PREVIOUS EMPLOYMENT EXPERIENCE**

### **Project Coordinator – Institute for the Study of Violent Groups (ISVG)**

January 2009 – Fall 2010

Led a special collective data entry project on various areas at the research institution.  
Senior research analyst on organized crime.

### **Assistant Director (in charge of Terrorism-Related Events) – *Institute for the Study of Violent Groups (ISVG)*, Sam Houston State University**

September 2007 – January 2009

Worked in a terrorism research center at SHSU that employs more than 30 people for open source data collection and analysis for dissemination to law enforcement and criminal justice agencies. Duties include monitoring the data collection/entry and direct supervision of 20 undergraduate/graduate students. Responsible for writing and maintaining the ISVG entry manual, training all ISVG new employees for data collection and scheduling their work hours.

### **Project Coordinator – *ISVG & START (Global Terrorism Database) Projects*, Sam Houston State University & University of Maryland**

August 2008 – November 2008

Planned and supervised a three-year data collection, cleaning, and dissemination program for the U.S. Department of Homeland Security's National Consortium for the Study of Terrorism and the Study of Terrorism (START) at the University of Maryland.

### **Project Manager – *Institute for the Study of Violent Groups (ISVG)*, Sam Houston State**

August 2004 – September 2007

Duties include monitoring the data collection/entry and direct supervision of 20 undergraduate/graduate students. Responsible for writing and maintaining the ISVG entry manual, training all ISVG new employees for data collection and scheduling the work hours.

### **Research Associate – *Institute for the Study of Violent Groups (ISVG)*, Sam Houston State**

March 2002 – August 2004

Conducted research on terrorism/extremist groups, transnational crime, and transnational organized crime using open source information.  
Compiled and analyzed data on more than 45 terrorist groups for a book titled "*Extremist groups: an international compilation of terrorist organizations, violent political groups, and issue-oriented militant movements*" 2<sup>nd</sup> Ed.

[<https://trove.nla.gov.au/work/11460423?selectedversion=NBD25527502>]

## **TEACHING EXPERIENCE**

### **Western Connecticut State University (Westside campus - Danbury, CT)**

- JLA **100** Introduction to Criminal Justice (Fall 18-19 / Spring 19)
- JLA **198** Introduction to JLA First Year (Fall 21)
- JLA **201** Criminology (Fall 18-19-20 / Spring 19-20)
- JLA **212** Police and Social Order (Spring 21)
- JLA **260** Principles of Emergency Management & Homeland Security (Spring 20-21-22; Fall 21-22)
- JLA **322** Global Human Trafficking and Sex Slavery (Summer 20)
- JLA **347** Justice Issues in Domestic & International Terrorism (Fall 19; Spring 20-22)
- JLA **400** Research Methodology (Fall 19-20-21-22; Spring 19-20-21-22)

### **Pace University (Pleasantville / NYC)**

- CRJ **245** Organized Crime (Spring 13-14)
- CRJ **245** Organized Crime ONLINE (Summer II 13-14-15-16-17-18)
- CRJ **245** Organized Crime ONLINE (Jan. Intersession 13-14-15-17)
- CRJ **342** Criminal Profiling (Fall 14-15 / Spring 15-17-18)
- CRJ **346** Terrorism and Society (Fall 12-13-14-15-16-17 / Spring 12-13-14-15-16-17-18)
- CRJ **346A** Terrorism and Society I-Pace ONLINE (Fall 13 / Spring 15-16-17-18)
  
- CRJ **605** Public Sector Policy Analysis (Spring 13-14-15-16-17-18)
- CRJ **630** Intelligence Gathering Strategies (Fall 12-13-14-15-16-17)

### **Western New England University (Springfield, MA)**

- CJ **101** Introduction to Criminal Justice (ONLINE & in-class) (Fall 2010 / Spring 2011-12)
- CJ **218** Police and Society (Fall 2010)
- CJ **301** Research Methods (Spring 2011)

### **University of New Haven (West Haven, CT)**

- CJ **100** Introduction to Criminal Justice (Spring 2010)
- CJ **250** Scientific Methods in Criminal Justice (Fall 2009)
- CJ **452** Special Topics (Organized Crime) (Spring / Summer II 2010)

### **Sam Houston State University (Huntsville, TX)**

- CJ **468** Organized Crime (Fall 2008 / Summer I 2009)
- CJ **478** Intro to Research Methods (Fall 2007 / Spring 2008-09)

## **RESEARCH INTERESTS**

- ◉ Data-driven topics in criminal justice and homeland security
- ◉ Policing - Officer-Involved Shootings & SHOT DB
- ◉ Homeland Security [Intelligence, Terrorism, Organized Crime]
- ◉ Civilian-Military Relations [politics]

## **RESEARCH & PUBLICATIONS**

- Arslan, H. (April 2021).** The Infinity Gauntlet of the Authoritarian Leadership. Politurco.  
<https://www.politurco.com/the-infinity-gauntlet-of-the-authoritarian-leadership-2.html>
- Genc, Y. Kour, H., **Arslan, H. T.**, and Chen, L. C., (2021). Understanding Nigerian E-mail scams: A computational content analysis approach, *Information Security Journal: A Global Perspective*, 30(2), 88-99. DOI: [10.1080/19393555.2020.1804647](https://doi.org/10.1080/19393555.2020.1804647)
- Arslan, H. (September 2018).** The Never-Ending Story of Turkish Politics. Politurco.  
<https://www.politurco.com/the-never-ending-story-of-turkish-democracy.html>
- Arslan, H. (April 2018).** Religion and the Politics: A Dangerous Combination for Turkey. *Politurco*, Volume 1. <http://www.politurco.com/wp-content/uploads/2018/04/REPORT-RELIGION-AND-THE-POLITICS-3.pdf>
- Arslan, H. T. & Petrone\*, A. J. (2017).** A Proposed Strategy to Fight Religious Fundamentalism. *Pakistan Journal of Criminology*. **9**(2), pg. 102-121.
- Arslan, H. T. & Olsen\*, T. (2016).** A Model Based Approach to School Shootings: Every Second Counts! *International Journal of Criminology and Sociology*, 5, pg. 162-171
- Arslan, H. T. & Quarco\*, J. (2015).** Political, economical & social impacts of Snowden Breach. *Pakistan Journal of Criminology*. **7**(2). pg. 29-42.
- Arslan, H. T. & Braithwaite, J. (2015).** Online Sex Predators: A Behavioral Analysis of Their Chatlogs. *Journal of Behavioral & Social Sciences*. **2**(2) pg. 65-79.
- Arslan, H. T. (2015).** The Shadow Government: The Vanguard of the Republic. *Wyno Academic Journal of Social Sciences*. **3**(2), pg.11-18.  
[http://www.academia.edu/11956351/the\\_shadow\\_government\\_the\\_vanguards\\_of\\_the\\_republic](http://www.academia.edu/11956351/the_shadow_government_the_vanguards_of_the_republic)
- Arslan, H. T. (2015).** Critical Thoughts about Islam, Terrorism, and Contemporary Solutions. *Wyno Academic Journal of Social Sciences*. **3**(1), pg.1-10.  
[http://www.academia.edu/11956465/Critical\\_Thoughts\\_about\\_Islam\\_Terrorism\\_and\\_Contemporary\\_Solutions](http://www.academia.edu/11956465/Critical_Thoughts_about_Islam_Terrorism_and_Contemporary_Solutions)
- Arslan, H. T. (2013).** Balyoz: A Failed 'War Game.' *Rethink Institute*. Washington, DC.
- Arslan, H. T. (2012).** Lions for Lambs: accountability at military outposts. *Turkish Review*. 2(5), pg. 78-91.

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\* Student co-author

## PUBLISHED RESEARCH / REVIEW

Green\*, C. & Arslan, H. T., (2016). "Black and Blue: Media Attention in Red vs. the Blue States, An Analysis of Violence Against LGBT Between 2004 and 2015". *Student-Faculty Research Projects*. Paper 6. <http://digitalcommons.pace.edu/ugfacprojects/6>

Arslan, H. T. "Hungry for Power" by Aydogan Vatandas" – book review. **2015**

Arslan, H. T. "Understanding Organized Crime" by Stephen L. Mallory – book review. **2012**

Arslan, H. T., (2004). Discipline Procedures. *Telemasp Bulletin*. Huntsville, TX: Sam Houston State University.

## REFERRED BOOK CHAPTERS

**Arslan**, H. T. & Alizadeh, M. (2022). "Criminal Justice System in Saudi Arabia" – CH 15 in Comparative Criminal Justice Systems in Comparative Criminal Justice. [Editor: Jospeter Mbuba, PhD] New York, NY: Springer Publishing Company.

**Arslan**, H. T. & Kroll, R. (2022). "Police Shootings, Media and The Public" – CH 3 in Understanding and Preventing Community Violence: Criminal Justice, Criminological Explanations and Global Perspectives. [Editors: Jimmy Albrecht and Garth Den Heyer]. New York, NY: Springer Publishing Company.

**Arslan**, H. T. & Albrecht, J. (2020). "The Impact of Police Officer-involved Shootings on Organizational Policy in the United States" – Ch 6 in Enhancing Police Service Delivery and Performance during Challenging Times: Global Perspectives and Contemporary Policy Implications. . [Editors: Jimmy Albrecht and Garth Den Heyer]. New York, NY: Springer Publishing Company.

**Arslan**, H. T. (2020). "Examining Police Interaction with the Mentally Ill" – CH 7 in Enhancing Police Service Delivery and Performance during Challenging Times: Global Perspectives and Contemporary Policy Implications [Editors: Jimmy Albrecht and Garth Den Heyer]. New York, NY: Springer Publishing Company.

**Arslan**, H. (2019). The Impact of Police Shootings in the US on Police-Community Relations. In J. F. Albrecht, G. Den Heyer & P. Stanislas (Eds). *Policing and Minority Communities: Contemporary Issues and Global Perspectives*. New York, NY: Springer Publishing Company.

**Arslan**, H. (2019). The 2016 Failed Coup Attempt and its Influence on Policing the Kurdish and other Ethnic Minorities across Turkey. In J. F. Albrecht, G. Den Heyer & P. Stanislas (Eds). *Policing and Minority Communities: Contemporary Issues and Global Perspectives*. New York, NY: Springer Publishing Company.

**Arslan**, H. T. & Adametz\*, K. (2017). "Intelligence for the Homeland Security: The Skilled Worker Expedited Review Program (SWERP)" – chapter in the book entitled *Current Problems of The Penal Law and Criminology*. pg. 319-334.

**Arslan**, H. T. & Vatandas, A. (2016). "Government Corruption and Authoritarian Rule in Turkey" – chapter 13 in the book entitled *Public Corruption: Regional and National Perspectives on Procurement Fraud*. CRC Press.

Institute for the Study of Violent Groups. [Dulin, A.L., Mabrey, D.J., Hale, W.C., **Arslan**, H. T., Markovic, V., Coates, M. T.] (2006). *Extremist Groups: An International Compilation of*



Terrorist Organizations, Violent Political Groups, and Issue-Oriented Militant Movements. 3<sup>rd</sup> Ed. Office of International Justice: Huntsville, TX.

Hill, S., (2002). Extremist Groups: An International Compilation of Terrorist Organizations, Violent Political Groups, and Issue-Oriented Militant Movements. 2<sup>nd</sup> Ed. Office of International Justice: Huntsville, TX. [*Contributing researcher on European Extremists pp. 307-568*]

## PROFESSIONAL CONFERENCE PROCEEDINGS (PUBLISHED)

Bisgin, H., Arslan, H., & Korkmaz, Y. (2019) Analyzing the Dabiq magazine: The Language and the Propaganda Structure of ISIS" – at the **International Conference on Social Computing, Behavioral-Cultural Modeling and Prediction and Behavior Representation in Modeling and Simulation (SBP-BRIMS 2019)**, George Washington University, Washington, DC.

Genc, Y., Kour, H., Arslan, H. T., (2018). Understanding Nigerian email scams: a content analysis approach at National Cyber Summit (NCS2018), Huntsville, AL.

Arslan, H. T. & Farkas, D. (2016). "Using GIS to Understand the Relationship of Community Factors and Police Shootings in the United States: A First Look." Twenty-second Americas Conference on Information Systems, San Diego, US.

Arslan, H. T. & Farkas, D. (2015). "SHOT: Developing a Database for Police Shooting Incidents in the United States." Sixth International Conference Proceeding on Internet Technologies & Applications 2015, Wrexham, North Wales, UK.

Ozmen, A., & Arslan, H. T., (2007). "Leadership Embedded by the Turkish National Police" 7<sup>th</sup> Asian Association of Police Studies Conference Proceedings, Bangkok, Thailand.

Arslan, H. T., (2003). "Footprints on the Net." 1<sup>st</sup> International Computer Related Crimes Police Symposium '03. Ankara, TR: Turkish National Police.

## WORKS IN PROGRESS

Bernhardt, A., Lomas, G., & Arslan, H. (2022). "**School Resource Officers and their Interactions with Mentally Disabled Students at Public Schools of Connecticut.**" – Official State Report in progress of data collection via survey – to be submitted in December 1, 2022.

Arslan, H. T. & Akyuz, K. "**The Politicization of Police and the Rule of Law: The Case of Turkish National Police**" – Journal article. Not submitted.

Arslan, H. T., Kroll, R. & Miller, T. "**College Student's Perceptions of Crime, Criminal Justice System and Legal Careers**" – Journal article. Not submitted.

Arslan, H. T., Ozkul, A. S. & Palazzi, M. "**Using Supply Chain Disruption Model in Fight Against Human Traffickers**" – Journal article. Not submitted.

Arslan, H. T. & Prahach, T. M. "**Trouble with Fiction in Reality of Criminal Justice System**" – Journal article. Not submitted.

## **PROFESSIONAL PRESENTATIONS**

### **DOMESTIC CONFERENCES (REFERREED)**

- "Celebrity Murders: Fatal Obsessions" – Anticipated to present on **March 14-18 2023** at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in National Harbor, MD.
- "Through the Looking Glass: Homeland Security, Films and the Popular Culture" – Presented on **October 8, 2022**, at **Society of North American Scholars Virtual Conference**.
- "Bullets Targeting Faith: An Analysis of Mass Shootings Against Religious Institutions" – Presented with Vesna Markovic from Lewis University on **March 18, 2022** at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in Las Vegas, NV.
- "The Politicization of The Police: The Turkish Case" – Presented with Kadir Akyuz from University of Bridgeport on **November 20, 2020** at **CrimCon 2020** conference via Online Stream.
- "The Politicization of Police: The Turkish Case" **CANCELLED**; would be presented with Kadir Akyuz from University of Bridgeport on **March 28, 2020** at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in San Antonio, TX.
- "Bullets Targeting Faith: An Analysis of Mass Shootings Against Religious Institutions" – **CANCELLED**; would be presented with Vesna Markovic from Lewis University on **March 27, 2020** at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in San Antonio, TX.
- "Trains, Planes, and Automobiles: Human Trafficking in the Making" – **CANCELLED**; would be presented with Michael A. Palazzi (WSP USA) on **March 26, 2020** at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in San Antonio, TX.
- "Analysis of the Temporal Factors of Mass Shootings in the United States" – **CANCELLED**; would be presented with undergraduate students: Liliana Meleshkewich (WCSU) and Marcello Confeiteiro (WCSU); Dr. Rainer Kroll, Western Connecticut State University on **March 25, 2020** at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in San Antonio, TX.
- "An Examination of Ecological Variation of Police Shootings in terms of Police Use of Force Policies" – Presented with *Rainer Kroll and Tom Miller from WCSU* on **November 2019**, at the **American Society of Criminology** (ASC) in San Francisco, CA.
- "Popular Culture and Homeland Security" – Roundtable Discussants: *Moderator: Martin A. Greenberg, State University New York Ulster David Orrick, Norwich University Larry Rosenberg, Millersville University Hasan Arslan, Western Connecticut State University Ellen C. Wertlieb, Schenectady County Community College Tonisha M. Pinckney, Lasell College*. Participated on **June 7, 2019** at the **Northeastern Academy of Criminal Justice Sciences Annual Meeting** (NEACJS) in Williamsport, PA.
- "Analyzing the Dabiq magazine: The Language and the Propaganda Structure of ISIS" – Presented with *Dr. Halil Bisgin and Yusuf Korkmaz (graduate student)* from University of Michigan-Flint on **July 09 and 12, 2019** at the **International Conference on Social Computing, Behavioral-Cultural Modeling and Prediction and Behavior Representation in Modeling and Simulation (SBP-BRIMS 2019)**, George Washington University, Washington, D.C.

- “Disrupting Human Trafficking: A Supply Chain Approach.” – Presented with Ahmet Ozkul from University of New Haven and Michael Palazzi from WSP Global Inc. on **April 5, 2019** at the **Northeastern Decision Sciences Conference (NEDSI)**, Philadelphia, PA.
- “Decoding the Language and the Patterns in the ISIS Magazine Dabiq” – Presented with *Dr. Halil Bisgin* from University of Michigan-Flint on **March 27, 2019**, at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in Baltimore, MD.
- “Bullets and Wounds: Lawsuits against the Law Enforcement” – Presented on **October 12, 2018**, at the **International Criminology Conference** in Washington, D.C. [The Historic Quaker Meeting House].
- “The Pace University ‘SHOT’ Database: Analyzing Multivariate Correlates to Explain Police Involved Shootings in the United States” – Presented on **May 30, 2018**, at the **Homicide Research Working Group (HRWG)** Conference in Clearwater, FL.
- “Bullets and Lawsuits: Civil Litigations after Police Shootings” – Presented with undergraduate student *Lisdy Contreras-Giron* from Pace University on **February 15, 2017**, at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in New Orleans, LA.
- “Perverted Justice: Understanding the ‘Grooming’ from the Online Chat Logs and the Use of Technology” – Presented with graduate student *Emily Erb* from Pace University on **October 20, 2017**, at the **International Criminology Conference** in Washington, D.C. [Historic Whittemore House].
- “The Eternal Recurrence of the Coups in Turkey” – Presented on **March 21, 2017**, at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in Kansas City, MO.
- “SHOT: Student engagement in understanding Police Shootings in the United States” – Presented with *Prof. Dan Farkas* from Pace University on **March 21, 2017**, at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in Kansas City, MO.
- “A Machine Learning Approach to Analyzing Officer-involved Shootings in the United States” – Presented with *Prof. Murat Dundar* from Indiana University-Purdue University Indianapolis on **November 17, 2016**, at the **American Society of Criminology** (ASC) in New Orleans, LA.
- “Officer-Involved Shootings in the Western Region of the U.S.” – Presented on **March 31, 2016**, at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in Denver, CO.
- “Training and Policy Recommendations: Analyzing Critical Issues in Police Use of Force” – Presented on **October 26, 2015**, at **International Association of Chiefs of Police Annual Meeting** (IACP) in Chicago, IL.
- “Police Behavior and Decision Making During a Deadly Encounter” – Presented with *Dan Farkas, PhD* from Pace University on **March 7, 2015**, at the **Academy of Criminal Justice Sciences Annual Meeting** (ACJS) in Orlando, FL.
- “Online predators: A behavioral analysis of their chat logs” – Presented on **February 8, 2015**, at the **American Association of Behavioral and Social Sciences Annual Meeting** (AABSS) in Las Vegas, NV.
- “Building a National Police Shootings Database” – Presented with *Dan Farkas* from Pace University on **February 21, 2014**, at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Philadelphia, PA.
- “Antiabortion Violence: 40 Years after Roe v. Wade” – Presented with *Chris Hale, PhD* from Louisiana State University Shreveport on **November 21, 2013**, at the **American Society of Criminology** (ASC) Annual Meeting in Atlanta, GA.

- "The Traces of Online Sex Predators in America" – Presented with *Jeremy Braithwaite* from University of California Irvine on **March 21, 2013**, at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Dallas, TX.
- "Hunting Ground: Online Sexual Predators" – Presented on **November 15, 2012**, at the **American Society of Criminology** (ACJS) Annual Meeting in Chicago, IL.
- "The Anatomy of U.S. Police Shootings in the 21<sup>st</sup> Century" – Presented on **March 14, 2012**, at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in New York City, NY.
- "Perverted Justice: Portrait of Online Sexual Predators" – Presented on **March 14, 2012** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in New York City, NY.
- "U.S. Police Shootings in the 21<sup>st</sup> Century" – Presented on **February 23, 2010** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in San Diego, CA.
- "Antiabortion Violence: 35 Years after Roe v. Wade" – Presented on **March 11, 2009** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Boston, MA.
- "Macro-level Assessment of Terrorism in Turkey: From Vicious Circle to Virtuous Circle" – Presented on **March 13, 2009** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Boston, MA.
- "Eco Terrorism in Europe: The Targets of radical Environmental and Animal Rights Violence" – Presented on **March 11, 2008** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Cincinnati, OH.
- "A Different Approach to New Terrorism" – Presented on **November 3, 2007** at the **Third Annual Conference on Islam in the Contemporary World** in San Antonio, TX.
- "An Analysis of PKK Attacks after the War in Iraq" – Presented on **March 17, 2007** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Seattle, WA.
- "Researching Terror: The Importance of Model Development" – Presented on **March 17, 2007** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Seattle, WA.
- "Will it last? Assessing the Impact of Ceasefires on ETA Operations" – Presented on **November 2, 2006** at the **American Criminology of Science** (ASC) Annual Meeting in Los Angeles, CA.
- "A Preliminary Analysis of ETA Bombing Campaigns from 1973-2004" – Presented on **March 17, 2005** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Chicago, IL.
- "Open Source Information for Counter-terrorism Analysis" – Presented on **March 17, 2005** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Baltimore, MD.
- "An Analysis of Terrorist Activity in Europe" – Presented on **March 4, 2004** at the **Academy of Criminal Justice Sciences** (ACJS) Annual Meeting in Las Vegas, NV.
- "Turkish Law Reform Conference" (as translator and interpreter) – Organized by **South Texas College of Law** on **February 11, 2003**, Houston, TX.

**INTERNATIONAL / REFEREED CONFERENCES**

“A Real-Time Collection Methodology for Collecting Open Source Information on Terrorism and Extremism” – Presented on **June 14, 2007** at the **Istanbul Conference on Democracy and Global Security** in Istanbul, Turkey.

“Motivation behind the Leadership in Turkish National Police” – Presented on **September 2, 2006** at the **7<sup>th</sup> Asian Association of Police Studies (AAPS)** Annual Meeting in Bangkok, Thailand.

“Fear and Loathing in Northern Ireland” – Presented **June 10, 2005** at the **Istanbul Conference on Democracy & Global Security** in Istanbul, Turkey.

“Towards a Terrorist Group Typology: An Assessment of ETA Bombing Campaigns from 1973-2004” – Presented on **June 9, 2005** at the **Istanbul Conference on Democracy and Global Security** in Istanbul, Turkey.

“Turkish Criminal Justice System” – Presented on **August 2004** at the **5<sup>th</sup> Annual Conference of the Asian Association of Police Studies (AAPS)** in Huntsville, TX.

“Footprints on the Net” (video conference from Sam Houston State University) – Presented on **April 2003** at the **1st International Computer Crimes Symposium** in Ankara, Turkey.

## LECTURES & PANELS

### UNIVERSITY LECTURES / PANELS

- Apr 21, 2017. "*Behavioral Analysis of Online Predators and Chat Logs*" – Lecturer – NY Office of the **Federal Bureau of Investigation's Training Unit** (New York City, NY)
- Mar 16, 2017. "*Violence and Peace in Islam*" – Guest panelist – for The Dr. Reza and Georgianna Clifford Khatib Chair in Comparative Religion Ninth Annual at **St. Joseph's College** (Patchogue, NY)
- Sep 19, 2016. "*National Security and its Challenges for Constitutional Democracies: The US and Turkish Perspectives*" – Panelist – **St. John's University** (Staten Island, NY)
- Apr 6, 2016. "*Challenges in the Middle East: The Impact on Local and Global Communities*" – Panelist – at **Ohio State University** (Columbus, OH)
- Nov 11, 2015. "Islam, ISIL and Extremism" – Lecturer – **Niagara University** (Niagara Falls, NY)
- Apr 01, 2014. "*Privacy vs. Security*" – Moderator & Lecturer [with Prof. Joseph Ryan] – at the **Society of Fellows Weekend Seminar** organized by Dyson College **Pace Univ.** (Warwick, NY)
- Apr 30, 2012. "*Turkish Deep State 'Ergenekon' and the Eternal Reoccurrence of Military Coups*" – Panelist – at the *Turkey as a Rising Star* Panel at **Quinnipiac University** (Hamden, CT)
- Apr 03, 2012. "*Turkish Deep State 'Ergenekon' and the Eternal Reoccurrence of Military Coups*" – Panelist – at the *Democratization in Turkey Discussion Panel* at the **University of Connecticut** (Storrs, CT)
- Nov 18, 2011. "*Civil-Military Relations and Military Coups*" – Panelist – at the *Democratization in Turkey: Issues and Prospects Discussion Panel* at the **University of Pennsylvania** (Philadelphia, PA)
- Apr 20, 2010. "*Eco-terrorism Networks*" and "Terrorism in the Western Africa" conference – Lecturer – the **US Naval Academy** (Annapolis, MD)
- Feb 19, 2008. "*A New Approach to New Terrorism*" – Presenter – at the Religion and Violence: The Role of Religion in the Age of Violence at **Texas A&M University** (College Station, TX)
- Feb 15, 2007. "*Teaching Terrorism to Undergrads*" – Lecturer – at the High School Criminal Justice Instructors Training (HSCJIT) Seminar at **Sam Houston State University** (Huntsville, TX)
- Apr 05, 2006. "*When is Violence Justified? Christian, Jewish and Muslim Perspective*" – Panelist – at the **University of Texas** (Austin, TX)
- Apr 2005. "*Diversity, religion and violence*" – Lecturer – at the 1st Annual Diversity Leadership Conference at **Sam Houston State University** (Huntsville, TX)

## INVITED SPEECHES & PRESENTATIONS

- Mar 04, 2021. "American Criminal Justice System" organized by **Turkish Cultural Center New Jersey**. Via Zoom – Broadcasted on Youtube in Turkish:  
<https://www.youtube.com/watch?v=QtffXi7KgAQ>
- Dec. 03, 2020. "American Criminal Justice System" organized by **Fountain Academy Youth Program & Turkish American Society of Chicago**. Venue: Zoom.
- Jun 12, 2020. "SHOT: A data-driven approach to officer-involved shootings" – Presenter with Daniel Farkas from Pace University (NY) at Lunch & Learn! Event organized by **RS21 Data Technology Company** via ZOOM.
- Jan 23, 2020. "Human Trafficking: The Methods and the Impact of the Crime" – Lecturer at El Dorado Community Center Behavioral organized by **Women Studies' Presentation at Nuvance Health**, (Danbury, CT).
- Jan 16, 2020. "Human Trafficking: The Methods and the Impact of the Crime" – Lecturer at Danbury Hospital organized by **Women Studies' Presentation at Nuvance Health**, (Danbury, CT).
- May 21, 2019. "Iftar and Dialogue" – Speaker at Interfaith Dinner Organized by All Souls Parish Presbyterian Church, St. Paul's Lutheran Church Congregation KTI & Peace islands Institute at **All Souls Parish Presbyterian Church**, (Port Chester, NY).
- Dec 03, 2018. "The History of Religious Violence: Zealots in Action" – Guest lecturer for the course *RES 106 Religions of the Globe* (taught by Len Mitchell), **PLV Campus, Pace Univ.**
- Nov 19, 2018. Noah's Pudding – Noah in Islam and Judaism – Speaker at **Bet Torah Synagogue** (Mt Kisco, NY).
- Nov 5, 2018. "Media and Police Shootings" – Guest Lecturer for the **Pioneer Academy Career Talk series** at Pioneer Academy (Wayne, NJ).
- Apr 18, 2018. "The History of Religious Violence: Zealots in Action" – Guest lecturer for the course *RES 106 Religions of the Globe* (taught by Len Mitchell), **PLV Campus, Pace Univ.** (Pleasantville, NY)
- Jan 22, 2018. "Officer-involved Shootings in the United States" – **Woodlands Community Temple** (White Plains, NY)
- Apr 19, 2017. "The History of Religious Violence: Zealots in Action" – Guest lecturer for the course *RES 106 Religions of the Globe* (taught by Len Mitchell), **PLV Campus, Pace Univ.** (Pleasantville, NY)
- Oct 31, 2016. "The History of Religious Violence: Zealots in Action" – **Woodlands Community Temple** (White Plains, NY)
- Sep 07, 2016. "Commemorating the 15<sup>th</sup> Anniversary of 9/11" – **Peace Islands Institute** (Hasbrouck Heights, NJ)
- May 25, 2016. "Countering Violent Extremism" – **William K. Sanford Town Library** (Albany,

NY)

Mar 17, 2016. "Looking at Radicalization through Film and New Media" – **Jacob Burns Film Center** (Pleasantville, NY)

Feb 22, 2016. "Religion, Violence and Terrorism" – **Community Synagogue of Rye** -SAJE (Rye, NY)

Feb 09, 2016. "An Overview on Police Shootings in the United States" – Information-sharing event with community members, **Dorry's Restaurant** (White Plains, NY)

Jan 16, 2016. "ISIS is NOT Islam!" – **Scarsdale Baptist Community Church** (Scarsdale, NY)

Dec 05, 2015. "ISIS is NOT Islam! Confronting the Cancer of Fundamentalist Terror" – **Our Lady of the Miraculous Medal Church** (Wyandanch -Long Island, NY)

Dec 22 to 25, 2015. "Violent Extremism in the Name of Religion" – Lecture Series given during **Winter Retreat Programs** organized by Peace Island Institutes in Indiana, Ohio, Wisconsin, and New Jersey.

Nov 11, 2015. "On Whose Shoulders? Violence and Extremism" – Keynote Speaker – **7<sup>th</sup> Annual Friendship Dinner and Award Ceremony at the Deamon College** (Amherst, NY)

Sep 22, 2015. "Violent Extremism in the Name of Religion" – **Peace Islands Institute** (New Haven, CT)

Aug 29, 2015. "Islam, ISIL and Extremism" – **Tuckahoe Library** (Tuckahoe, NY)

Jul 14, 2015. "Terrorism Around the World: Case of Homicide Attacks" – **Jewish Cultural Center of Greater New Haven** (Woodbridge, CT)

May 28, 2015. "Islam, ISIL and Extremism" – **Chappaqua Library** (Chappaqua, NY)

May 21, 2015. "Terrorism Around the World" – **Memorial United Methodist Church** (White Plains, NY)

Sep 21, 2012. "New Age & New Terrorism" – **Turkish Cultural Center Westchester** (Elmsford, NY)

Nov 09, 2011. "Democratization of Turkey" – Keynote Speaker – **4<sup>th</sup> Annual Friendship Dinner at the Four Seasons Hotel** (Boston, MA)



## MEDIA & PRESS

- 1) "What FBI crime stats say about Danbury, surrounding towns" – interview with Peter Yankowski at **News-Times** in Danbury, CT (October 03, 2021). <https://www.newstimes.com/local/article/What-FBI-crime-stats-say-about-Danbury-16503378.php>
- 2) "Car Thefts, homicides spiked in CT during pandemic, FBI data shows" – interview with Peter Yankowski at **New Haven Register** in New Haven, CT (September 27, 2021). <https://www.nhregister.com/news/article/Car-thefts-homicides-spiked-in-CT-during-16491398.php?t=1de65cb29f>
- 3) "'We are ahead of the curve:' Danbury area police offer unique approach to working with mental health experts" – interview with Julia Perkins at **News-Times** in Danbury, CT (July 18, 2020). [https://www.ctinsider.com/local/newstimes/article/We-are-ahead-of-the-curve-Danbury-area-15417833.php?cmpid=gsa-newstimes-result&\\_ga=2.256555276.603729642.1616986826-1293753371.1616986826](https://www.ctinsider.com/local/newstimes/article/We-are-ahead-of-the-curve-Danbury-area-15417833.php?cmpid=gsa-newstimes-result&_ga=2.256555276.603729642.1616986826-1293753371.1616986826)
- 4) "Local Police play growing role in mental health care" – including Dr. Rainer Kroll from WCSU - phone interview with Julia Perkins at **News-Times** in Danbury, CT (July 17, 2019). [https://www.ctinsider.com/local/newstimes/article/Local-police-play-growing-role-in-mental-health-14108877.php?\\_ga=2.211738837.172015672.1563709098-926837362.1560689832#photo-17809438](https://www.ctinsider.com/local/newstimes/article/Local-police-play-growing-role-in-mental-health-14108877.php?_ga=2.211738837.172015672.1563709098-926837362.1560689832#photo-17809438)
- 5) "MSA Henna Event Educates Students About Muslim Culture" – **Pace Chronicle** (April 15, 2018). <http://pacechronicle.com/feature/2018/04/15/msa-henna-event-educates-students-of-muslim-culture/>
- 6) "Research: Policing Database - How Data Informs Policy" <https://www.pace.edu/mypace/research-policing-database>
- 7) "WikiLeaks and the CIA: How Has the Digital Age Reshaped Government Intelligence?" **PROFSpectives**, Pace University (April 2017). <http://www.pace.edu/mypace/government-intel-in-digital-age>
- 8) 'Sarraf Amerika'yla Anlasmaya Gidebilir' (in English: Zarrab might make with a deal with the United States of America). **Zaman Amerika**. Mar 24, 2016. <http://zamanamerika.com/haberler/gundem/sarraf-mahkemeyle-anlasmaya-gidebilir/>
- 9) "ABD'de federal bir binanın isgal edilmesi terror suçudur" (in English: Occupation of a Federal Building in the US is a crime of terrorism). **Zaman Amerika**. Jan 6, 2016. <http://zamanamerika.com/haberler/gundem/abdde-federal-bir-binanin-isgal-edilmesi-terror-suucudur/>
- 10) "Amerikalı Hukukcular Uyardı: Türkiye Darbe yıllarına Geri donuyor." (in English: US-based Turkish Turkish Academicians: Turkey heading to police state.' **NYC Turk**. Oct. 20, 2014. <https://nycturk.com/turkiye-darbe-yillarina-geri-donuyor/>
- 11) "Dr. Hasan Tahsin Arslan: Without justice, no country has a solid foundation." **Today's Zaman**. Jan 21, 2014.
- 12) "Boston blasts raise questions on US preparedness." **Today's Zaman**. Apr 19, 2013.
- 13) "Why are mass shootings on the rise in America?" **Today's Zaman**. Dec. 16, 2012.
- 14) "Prof. Arslan: Balyoz Kararı Demokrasi Yolculuğunda Onemli bir Sicrama Tasidir" (in English: Prof. Arslan: The Sledgehammer verdict is an important milestone on the way to attain Democracy). **sondakika.com**. Sep 24, 2012. <https://www.sondakika.com/haber/haber-prof-arslan-balyoz-karari-demokrasi-yolculugunda-3962186/>

### **GRANTS AWARDED**

**1) 2022-2023 CSU-AAUP Faculty Research Grant Award, 2022 (\$2,500)**

Arslan, H. T. (Principal Inv.), "Presidential Policies, Legislative Actions and Anti-abortion Violence in the United States, WCSU, (Summer 2023).

**2) CT Open Educational Resources (OER) Grant Program Award, 2022 (\$1000)**

"Book adoption [Open Digital Textbook Access] for 360 Advanced Issues in Homeland Security" course. Sponsored by Connecticut OER Coordinating Council (Spring 2023).

**3) CT Open Educational Resources (OER) Grant Program Award, 2020 (\$1000)**

"Book adoption [Open Digital Textbook Access] for JLA400 Research Methods course" Sponsored by Connecticut OER Coordinating Council (Fall 2020)

**4) 2019-2020 CSU-AAUP Faculty Research Grant Award, 2019 (\$2,500)**

Arslan, H. T. (Principal Inv.), "Officer involved shootings and Civil Litigations," Sponsored by Connecticut State Board of Education, WCSU, (Summer 2019).

**5) Faculty Scholar Research Program, 2017 (\$5,450)**

Arslan, H. T. (Principal Inv.), "Statistics Help Officer Training (SHOT) Database," Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

**6) Faculty Scholar Research Program, 2016 (\$3,150)**

Arslan, H. T. (Principal Inv.), "Officer-involved Shootings in the United States," Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

**7) Faculty Scholar Research Program, 2015 (\$3,150)**

Arslan, H. T. (Principal Inv.), "Preliminary Analysis on Police Decision-Making in Use of Force Policies," Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

**8) Faculty Scholar Research Program, 2014 (\$3,150)**

Arslan, H. T. (Principal Inv.), "Spatial Analysis of Police Behavior in the United States," Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

**9) Student-Faculty Research Grant, summer 2017 (\$1,250)**

Arslan, H. T. (Principal Inv.) & Contreras-Giron, L. (Supporting), "Bullets and Lawsuits: Civil Litigation Against Police Departments," Sponsored by Student Academic Engagement, Pace University (June 15, 2017 - August 31, 2017).

**10) Student-Faculty Research Grant, 2017 (\$1,250)**

Arslan, H. T. (Principal Inv.) & Mendez, B. (Supporting), "Impaired Justice: Mentally Ill and Police Use of Force Policies," Sponsored by Student Academic Engagement, Pace University, (Full academic year).

**11) Student-Faculty Research Grant, 2016** (\$1,250)

Arslan, H. T. (Principal Inv.) & Green, C. P. (Supporting), "Violence Against the LGBTQ in the United States," Sponsored by Student Academic Engagement, Pace University, (Full academic year).

**12) Society of Fellows Faculty Summer Research Grant, 2016** (\$1,000)

"Deadly Use of Force Policies in the U.S." Dyson College, Pace University

**13) Student-Faculty Research Grant, 2015** (\$1,250)

Arslan, H. T. (Principal Inv.) & Gellos, N., (Supporting), "A Study of Incidents of Police Shootings and Officer Behavior," Sponsored by Pace University Provost Office, Pace University, (Full academic year).

**14) Student-Faculty Research Grant, 2014** (\$1,250)

Arslan, H. T. (Principal Inv.) & McClain, C., "Police Shootings in California between 2000 and 2010" Sponsored by Pace University Provost Office, Pace University, (Full academic year).

**15) Student-Faculty Research Grant, summer 2013** (\$1,250)

Arslan, H. T. (Principal Inv.) & Stewart, G. (Supporting), "Anti-abortion Violence in North America," Sponsored by Student Academic Engagement, Pace University (June 15, 2013 - August 31, 2013).

**16) Verizon-Thinkfinity Grant Recipient, 2013** (\$7,050)

"Statistics Help Officer Training Database (SHOT)" – Sponsored by Pace University and Verizon Foundation (Full academic year).

**FEDERAL GRANTS APPLIED FOR BUT NOT AWARDED**

- ◉ **U.S. DHS 2020 Targeted Violence and Terrorism Prevention (TVTP) Program with Turkish Cultural Center New York.** *“Developing Counter-narratives Through Interfaith, Media Literacy And Awareness Training”* GRANT13144505.  
Amount: **\$300,00** for two years. Contribution: *Principal Investigator.*
- ◉ **U.S. DoJ Byrne Grant - Crime Mapping Proposal with Kingston PD (NY) #2013-H0521-NY-BJ** – *Crime Mapping in the city of Kingston.*  
Amount: **\$3 million** for three years. Contribution: *Data analyst (Consultant).*
- ◉ **U.S. DoJ / National Institute of Justice NIJ-2014-3746** – *The Science is in the Details: Building a Database to Improve Data Systems for Studying Gun Violence in the United States from a Police Shooting Perspective.*  
Amount: **\$221,495** for two years. Contribution: *Principal Investigator.*
- ◉ **National Science Foundation (NSF) Proposal ID: 1623772** – *Confessing to Crime Show Obsession: Criminal Justice Students Who Base Their Futures on Fiction? Is the CSI Effect to Blame?*  
Amount: ? Contribution: *Co-Principal Investigator.*
- ◉ **U.S. DoJ / National Institute of Justice NIJ-2016-9397** – *Statistics Help Officer Training (SHOT) Database: Data Oriented Understanding for Police Use of Force Policy.*  
Amount: **\$472,000** for two years. Contribution: *Principal Investigator.*

## **AWARDS**

- ◉ **Council on Undergraduate Research (CUR), Posters on the Hill contest, 2015**  
Honorable Mention, research entitled "U.S. Police Shootings in the 21st Century by Natalie Gellos" [Submission ID#216237]. Faculty Mentor: Hasan Arslan
- ◉ **3<sup>rd</sup> Dyson College Annual Research Day, 2015**  
Best presentation in Humanities category for "*Online Predators: A Behavioral Analysis of their Chat Logs*", Pace University
- ◉ **Noblis Innovations Award - Harvard University John F. Kennedy School of Government, 2007**  
The Open Source Terrorism Modeling Program at ISVG, 2nd place for the 2007 Noblis Innovations in Homeland Security Award (nationwide) out of top five finalists.
- ◉ **Study Abroad Summer Scholarship**, College of Criminal Justice (SHSU), **2003-2004**
- ◉ **Graduate Studies Scholarship**, College of Criminal Justice (SHSU), **2002-2003**

## **SERVICE ACTIVITIES**

### **WESTERN CONNECTICUT STATE UNIVERSITY [university & college & departmental levels]**

- CCSU Employability Self-Assessment Study (Project Assistant)
- JLA '305-310 course merger' subcommittee (member)
- JLA '4-credit-course' subcommittee (member)
- JLA 'Crime Analysis Certificate' committee (member)
- JLA Program Assessment Committee (member)
- JLA By-Law Subcommittee (member)
- JLA Distant Online Evaluation Subcommittee (member)
- JLA Homeland Security track option Subcommittee (member)
- JLA Website Design and Research Development Consortium Subcommittee (president)
- WCSU General Education Committee
- WCSU Committee For Policy Research (member)
- WCSU Diversity and Equity Council (member)
- WCSU Graduate Council (member)
- WCSU Western Research Day – Judge

**PACE UNIVERSITY (2012-2018)** [university & college & departmental levels]

- Provost and Executive Vice President for Academic Affairs Search Committee
- Associate Provost in charge of International Office and Programs Search Committee
- Westchester Task Force for Retention and recruitment at PLV campus [representing member of Dyson College]
- Faculty Concern Committee, Dyson College
- Curriculum Committee, Dyson College
- Westchester Faculty Academic Resources Committee
- Nominations Committee, Dyson College (PLV campus)
- Faculty Search Search/Hiring Committee – Master of Public Administration Program
- Faculty Search Search/Hiring Committee – Criminal Justice & Security Department
- Department Assessment Committee – Criminal Justice & Security Department
- Capstone Project, Faculty Advisor
- Graduate Master Thesis, Faculty Mentor
- Muslim Student Organization, Faculty Advisor
- Liaison between Pace Law School and The High Council of Judges and Prosecutors of Turkey (HSYK) in 2013
- Convocation, Graduation, Open Houses, Orientations, & Award Ceremonies (2012-present) about six per year, Participant.

**WESTERN NEW ENGLAND UNIVERSITY (2010-2012)** [departmental level]

- Diversity Task Force Team, **member**
- Luxton Lecture Series, **coordinator**
- Criminal Justice Honor Society, **advisor**
- Criminal Justice Association (CJA), **advisor**
- Turkish National Police Training & Special Programs, **liaison**

**SERVICE TO PROFESSION**

2017 - 2018	FBI Citizen Academy Alumni Organization, <b>Event Organization Committee</b>
2016 - 2018	Peace and Conflict: Journal of Peace Psychology, <b>Reviewer</b>
2016 - 2018	Dyson Society of Fellows (SOF), <b>Board member</b>
2016	U.N. Conference on "Role of Interfaith Education on Conflict Prevention and Sustainable Peace"

### **COMMUNITY SERVICE**

- 2020 – 2021 Westchester County (NY) Interfaith Religious Groups – represented the Peace Islands NY as **PIINY Board Member**
- 2017 – 2019 “Midnight Run” – Charity event organized by Woodlands Community Temple in White Plains, NY, during Christmas Night to distribute food, clothing, blankets and personal care items to the homeless poor on the streets of New York City, **Volunteer.**
- 2015 – 2017 Westchester-Rockland Junior Science and Humanities Symposium **Behavioral Science Judge**, Crossriver, NY
- 2012 – 2017 Developed relationship with Jewish (particularly American Jewish Council –AJC) and Christian Community groups in Westchester County (NY) as part of Inter-Faith Dialogue Community outreach programs (2012-2017), **Program Coordinator and Community Outreach**
- 2010 - 2012 Hampden Charter School of Science, **Board Member**, Chicopee, MA
- 2010 Hampden Charter School of Science, Science Fair, **Behavioral Science Judge**, Chicopee, MA
- 2003 Houston Science Fair, **Environmental Engineering Judge**, Houston, TX
- 2002 Houston Science Fair, **Behavioral Science Judge**, Houston, TX

### **PROFESSIONAL ASSOCIATES & MEMBERSHIPS**

- 2015 - Council on Undergraduate Research (CUR)
- 2015-16 International Association of Chiefs of Police (IACP)
- 2015-16 American Association of Behavioral and Social Sciences (AABSS)
- 2004- Academy of Criminal Justice Sciences (ACJS) – Policing / International Dvsn
- 2006-14-16-18 American Society of Criminology (ASC)
- 2006-07 Asian Association of Police Studies (AAPS)
- 2005-07 American Society of Industrial Security (ASIS International)
- 2003-04 Southwestern Association of Criminal Justice (SWACJ)

### **LANGUAGES**

Turkish (native); English (fluent)

## **Yaseen Hayajneh, Ph.D., MPH, RN**

Associate Dean, Ansell School of Business

Associate Professor, Health care Management, Management Department

Coordinator, Master of Health Administration (MHA) Program

Ansell School of Business, Western Connecticut State University, CT, USA

### Contact Information

### Education

### Work Experience

Western Connecticut State University, Connecticut, USA

Jumeira University, Dubai, UAE

University Hospital Sharjah, UAE

University of Sharjah, UAE

Jordan University of Science and Technology, Jordan

Montana Tech of the University of Montana, Montana, USA

King Abdullah University Hospital, Jordan

Chatham Oaks, Iowa, USA

The University of Iowa Hospitals and Clinics, Iowa, USA

The University of Iowa, Iowa, USA

### Scholarly and Creative Activity

Publications in Peer Reviewed Journals

Conference Presentations and Papers

Research Reviewer

Theses Supervised

Graduation Projects

Book

Media Interviews

### Courses I Teach/Taught

### Conferences, Workshops, Seminars, and Webinars

### Committees

### Curriculum Development & Review Experience

### Speeches & Presentations

### Computer Skills



## Contact Information

- Member of
  - the American College of Healthcare Executives
  - the Association of University Programs in Health Administration
  - Member of the American Association of University Professors

## Education

- 2003 - 2004: Postdoctoral Training in *Healthcare Informatics*, University of Iowa Health Informatics Program. University of Iowa, Iowa, USA.
- 1995 - 2000: Doctor of Philosophy Degree in *Nursing Services Administration with a minor in Hospital Organization and Management*. The University of Iowa, College of Nursing and College of Public Health, Department of Health Management and Policy, The University of Iowa. Iowa, USA.  
Dissertation: Identification of the influence of organizational variables on hospital staff nurses' job performance.
- 1991-1994: Master's in Public Health, *Health Services Administration*, Jordan University of Science and Technology, College of Medicine, Department of Public Health.  
Master's Thesis - The effect of type of hospital and health insurance on hospital length of stay in Irbid, North Jordan.
- 1987-1991: Baccalaureate in *Nursing*, Jordan University of Science and Technology, College of Nursing.

## **Work Experience**

### **Western Connecticut State University, Connecticut, USA**

- Associate Dean, Ansell School of Business (2022 - current)
- Associate Professor, Management Department, Ansell School of Business (2017 - current).
- Coordinator of the Master of Health Administration Program (MHA) (2017 - current).
- Coordinator of the Master of Business Administration Program (2018 - 2022).
- Chair of the Graduate Learning Goals Assessment Committee (2018 - current).
- Chair of the University Graduate Catalog Committee (2018 - 2020).
- Member of the University Graduate Council (2017 - current).
- Member of the University Planning and Budgeting Committee (2019 - 2020).
- Member of the University Graduate Curriculum Committee (2020 - 2022).
- Member of the AAUP Minority Recruitment and Retention Committee (2020 - current).
- Member of the University Committee on Online Education (2019 - 2021).
- Chair of the Graduate Planning Curriculum Committee, School of Business (2022 - current).
- Member of the Graduate Planning Curriculum Committee, School of Business (2017 - current).
- Member of the Advisory Board of the Center for Excellence in Learning and Teaching (2017 - 2020).
- Member of the Chairs and Coordinator team of the Ansell School of Business (2017 - ).

### **Jumeira University, Dubai, UAE**

- Chief Academic Officer (2014-2017)

### **University Hospital Sharjah, UAE**

- Chief Operating Officer (2012-2014)
- Member of Board of Trustees (2012-2014)
- Acting Director of Nursing (2013-2014)
- Health Informatics Consultant and Director of Information Technology (2008-2010)

### **University of Sharjah, UAE**

- Assistant Professor, Health Services Administration Department (2008-2012)
- Adjunct Faculty, Health Services Administration Department (2012-2014)

### **Jordan University of Science and Technology, Jordan**

- Chairman, Health Services Administration Department, School of Medicine (2002-2003 and 2005-2008)
- Assistant Professor, Health Services Administration Department (2002-2003 and 2005-2008)
- Assistant Professor, Community Health Department, School of Nursing (2000-2003 and

2005-2008)

- Teaching and Research Assistant, School of Nursing (1993-1995)

**Montana Tech of the University of Montana, Montana, USA**

- Assistant Professor, Healthcare Informatics Department. (2004-2005)
- Adjunct Online Instructor, Healthcare Informatics Department. (2005-2006)

**King Abdullah University Hospital, Jordan**

- Associate Director and Chief Operating Officer, King Abdullah Univ Hospital, Jordan (2000-2003)

**Chatham Oaks, Iowa, USA**

- In-Charge Registered Nurse, Chatham Oaks, for residential & supported community living services. Iowa City, Iowa. (1998-1999).

**The University of Iowa Hospitals and Clinics, Iowa, USA**

- Registered Nurse, The University of Iowa Hospitals and Clinics, Thoracic Vascular surgery unit. Iowa (1996-1997).

**The University of Iowa, Iowa, USA**

- Teaching and Research Assistant, College of Nursing, University of Iowa, Iowa, USA (1995-2000).

## Scholarly and Creative Activity

### Publications in Peer Reviewed Journals

- Hayajneh, Y., Almakhzoomy, I., & Hayajneh, A. (2021). The Utility of Google Rating as a Tool for Evaluating Nursing Homes Performance. *International Journal of Innovation, Creativity, and Change*. [www.ijicc.net](http://www.ijicc.net), 15(11), 30-40.
- Hayajneh, Y., & Weltmann, D. (2021). The Key Drivers of Rising Healthcare Spending in the USA. *International Journal of Innovation, Creativity, and Change*. 15(4), 689-707.
- Hawamdeh S, Almakhzoomy I, and Hayajneh Y. (2013). Screening and Correlates of Depression and HbA1C in the United Arab Emirates (UAE) Women with Diabetes. *Perspect Psychiatr Care*. 2013 Oct;49(4):262-8. doi: 10.1111/ppc.12013. Epub 2013 Mar 26.
- Hayajneh Y, AbuAlRub R, Almakhzoomy I. (2010). Adverse Events in Jordanian hospitals: Types and Causes. *International Journal of Nursing Practice* 2010; 16: 374–380.
- Zaghloul A., Hayajneh Y., and AlMarzouki A. (2010). Factor analysis for an institutional image instrument. *International Review on Public and Nonprofit Marketing* (2010) 7:157-166.
- Hayajneh Y, AbuAlRub R, Athamneh A, Almakhzoomy I. (2009). Turnover Rate among Registered Nurses in Jordanian hospitals: An Exploratory Study. *International Journal of Nursing Practice* 2009; 15: 303–310.
- Hayajneh, W., Masaadeh, H., and Hayajneh, Y. (2010). A Case-Control Study of Hepatitis B Virus Infection Risk Factors in North Jordan. *Journal of Medical Virology* 82:220–223; 2010.
- Hayajneh W, Jdaitawi H, Al Shurman A, Hayajneh Y. (2010). The Comparison of Clinical Associations and Laboratory Abnormalities in Children With Moderate and Severe Dehydration. *Journal of pediatric gastroenterology and nutrition*, 2010; 50: 290–294.
- Hayajneh W, Miqdady M, Shatnawi N, Jdaitawi H, Suliman W, Hayajneh Y. Miqdady Y. (2008). The Role of Clinical Practice Guidelines in Reducing Laboratory Healthcare Expenditure in a Developing Country. *J Applied Sci*, 2008;8:3580-3512.
- Culp, K., Flanigan, M., and Hayajneh, Y. (1999). An analysis of body weight and hemodialysis adequacy based on the urea reduction ratio. *ANNA Journal*, 26(4), 391-400.
- Mawajdeh S., Hayajneh Y., Alqotb R. (1997). The effect of type of hospital and health insurance on hospital length of stay in Irbid, North Jordan. *Health Policy and Planning*,

### **Conference Presentations and Papers**

- Hayajneh Y, Weltmann D. (2021). The Key Drivers of Rising Health Care Spending in the United States of America. A presentation at the 34th EBES (Eurasia Business and Economics Society) Conference, Department of Economics, School of Economics, Business and International Studies, University of Piraeus, Athens, Greece, January 6-8th, 2021.
- Hayajneh Y, Almakhzoomy I. (2019). The Use of Learning Management Systems to Support Academic Operations and Shared Governance in Higher Education. A presentation at the 2019 FAC Conference on Student Success and Shared Governance: “The Future of Public Higher Education in Connecticut”. Central Connecticut State University, Friday, April 5, 2019.
- Hayajneh Y. (2013). Mobile Health and Cloud Electronic Health Records. A Presentation in the Electronic Healthcare Records Forum of the Arab Health 2013 Conference, 28th – 30th January at the Dusit Thani Hotel, Dubai.
- Hayajneh Y, and Zaghloul A. (2012). Barriers to the Adoption of Health Information Technology in Arab Countries' Hospitals: Practitioners' Perspective. The 24th International Conference of the European Federation for Medical Informatics Quality of Life through Quality of Information – J. Mantas et al. (Eds.) August 2012.
- Hayajneh Y. (2012). Emerging Technologies in Nursing and their Impact on Nursing Education, Practice, and Research. A Presentation at the 2nd RAKCON Scientific Nursing Conference held in Ras Al Khaimah Medical and Health Sciences University (RAKMHSU) on March 31, 2012.
- Hayajneh Y. (2011). Barriers to HIT Utilization in Middle Eastern Hospitals. A presentation at the 2nd British University in Dubai Health Informatics Symposium supported by the Ministry of Health and Dubai Health Care City. Al Baraha Hospital, Dubai. 28 April 2011.
- Hayajneh Y., Hayajneh W., Matalaka I., Jaradat H, Bashabsheh Z. and Alyahya M. (2006). Extent of Use, Perceptions, and Knowledge of a Hospital Information System by Staff Physicians. Proceedings of the International Medical Informatics and Biomedical Engineering Symposium.
- Miqdady M, Hayajneh Y, Buzo M, and Dairy L. (2007). Prevalence of Childhood Overweight and Obesity among Arab Preadolescents in a developing country.

Proceedings of the First Joint JSED – AACE Congress and The Second Congress of the Jordanian Society of Endocrinology, Diabetes, and Metabolism. Jordanian Society of Endocrinology, Diabetes, and Metabolism May 2007, Amman, Jordan 114-115.

### **Research Reviewer**

- Reviewer for the 32nd Medical Informatics Europe Conference (MIE2022). Challenges for Trustable AI and Added-value on Health The European Federation of Medical Informatics. Niece May 27th-30th, 2022. (<https://mie2022.org/>)
- Reviewer for the Perspectives in Psychiatric Care Journal.

### **Theses Supervised**

- Patient Satisfaction with Nursing Care at Governmental Hospitals in Lattakia: An Exploratory Study". Nour Abboud. 2007-2008.
- Turnover Rate Among Registered Nurses In Jordanian Hospitals: An Exploratory Study 2007-2008.
- Prevalence of Childhood Overweight and Obesity in Tartous Area, Syria. Lena Y. Aldairy. 2005-2006.
- Prevalence and Predictors of Smoking among Male High School Students in Irbid Governorate, Jordan." Saleh Masaadeh. 2005-2006.
- Co Advisor .. "Evaluating the Quality of Diabetic Care by the Use of Case Management Guidelines at Selected Primary Health Care Centers." Rateb Abu-Zeid. 2002-2003.

### **Graduation Projects**

- Adoption of Information Technology by Physicians In Ras Al Khaimah, Mariam Huamid, 2012
- Adverse Events in the UAE: Media Perspectives, Amna AlShehhi, Rawdha Saif, Marwa Hussain, 20720470, Mariam Yousif, 2012
- The Utilization of Facebook by Hospitals in USA, Amal Jobran Alsuwaidi, 2012
- The Use of Health Information Technology in Sharjah Private Hospitals. Amna Majid Alsuwaidi, and Eman Saleh Alteneiji. 2012
- Barriers to the effective deployment of health information systems in North Emirates governmental hospitals. Fatima Ali Rashid, Fatima Ahmed AlTaboor. 2012
- Turnover Rate among Registered Nurses in Sharjah Government Hospitals. Salma Alzaabi, Shurouq Salim and Aisha Salem. 2012

### **Book**

- Student Member in the team that authored the first and second editions of the "Nursing

Outcomes Classification (NOC)" reference book.

## Media Interviews

- Interviewed by **CNBC** to contribute to a documentary about the drivers of high spending on health care in the US.
  - o Morabito, C. (2022). Why healthcare costs are rising in the U.S. more than anywhere else. CNBC; CNBC.  
<https://www.cnbc.com/2022/02/28/why-health-care-costs-are-rising-in-the-us-more-than-anywhere-else-.html>
- Interviewed by **CNBC** to contribute to a documentary about health insurance in the US.
  - o Morabito, C. (2022). How Americans can save money when choosing a health insurance plan. CNBC; CNBC.  
<https://www.cnbc.com/2022/02/22/picking-best-health-insurance-plan.html>
- Interviewed by the **News-Times** newspaper to comment on the use of precision medicine as a new trend in health care delivery.
  - o Colon, S. (2021). Doctor tired of “Band-Aid” solutions opens Ridgefield health care facility to tailor treatments to individual patients. NewsTimes; News-Times.  
<https://www.newstimes.com/local/article/Doctor-tired-of-Band-Aid-solutions-opens-16309641.php>
- Interviewed by the **News-Times** newspaper to comment on the local preparations to deal with COVID-19 pandemic.
  - o Perkins, J. (2020). Danbury’s outdoor hospital could treat a variety of patients. NewsTimes; News-Times.  
<https://www.newstimes.com/local/article/DANBURY-15159931.php>

## Courses I Teach/Taught

Code	Course Name	Level	University	Country
MGT 320	Operations Management	Undergraduate	Western CT State Univ	USA
MGT 580	Health Care Delivery Systems	Graduate	Western CT State Univ	USA
MGT 581	Health-Services Financial Mx	Graduate	Western CT State Univ	USA
MGT 582	Managing Health Services Orgnzs.	Graduate	Western CT State Univ	USA
MGT 584	Long-Term Care Administration	Graduate	Western CT State Univ	USA
MGT 585	Health Services Quality Tools	Graduate	Western CT State Univ	USA
MGT 589	Health Services Info Tech and Innov	Graduate	Western CT State Univ	USA
MGT 591	Introduction to Health Policy	Graduate	Western CT State Univ	USA
MGT 595	Strategic Mx. for Health Services	Graduate	Western CT State Univ	USA
HCI 1206	Language of Healthcare Informatics	Undergraduate	Montana Tech Univ.	USA
HCI 2256	Data, Information & Knowledge	Undergraduate	Montana Tech Univ.	USA
HCI 2306	Healthcare Information Systems	Undergraduate	Montana Tech Univ.	USA
HCI 2156	Healthcare Facility Procedures	Undergraduate	Montana Tech Univ.	USA
HCI 3106	Health Care System in the US I	Undergraduate	Montana Tech Univ.	USA
HCI 4306	Healthcare Informatics Practicum	Undergraduate	Montana Tech Univ.	USA
HCI 4916	Healthcare Informatics Internship	Undergraduate	Montana Tech Univ.	USA
HIS 401	Health Info Systems Management	Graduate	Hamdan Smart Univ.	UAE
PH 730	Public Health Services Management	Graduate	Jordan Univ. of Sci & Tech	Jordan
PH 731	Introduction to Health Policy	Graduate	Jordan Univ. of Sci & Tech	Jordan
PH 799	Master's Thesis Supervision	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR 703	Info Systems & Tech in Healthcare	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR	Nursing Services Admin & Prac I & II	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR 708	Quality Management in Health Care	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR 725	Health Systems & Policy	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR 731	Nursing Management & Health Policy	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR 732	Planning & Eval. of Health Programs	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR 790	Advanced Research Methodology	Graduate	Jordan Univ. of Sci & Tech	Jordan
NUR 799	Master's Thesis Supervision	Graduate	Jordan Univ. of Sci & Tech	Jordan



HSA 206	Health Care Systems	Undergraduate	Jordan Univ. of Sci & Tech	Jordan
HSA 306	Hospital Administration	Undergraduate	Jordan Univ. of Sci & Tech	Jordan
HSA 402	Graduation Project	Undergraduate	Jordan Univ. of Sci & Tech	Jordan
HSA 404	Introduction to Health Policy	Undergraduate	Jordan Univ. of Sci & Tech	Jordan
HSA 411	Health Care Administration Practicum	Undergraduate	Jordan Univ. of Sci & Tech	Jordan
NUR 461	Nursing Management & Leadership	Undergraduate	Jordan Univ. of Sci & Tech	Jordan
Med 382	Intro. to Management in Health Care	Undergraduate	Jordan Univ. of Sci & Tech	Jordan
HSA 101	Health Informatics	Undergraduate	Univ. of Sharjah	UAE
HSA 250	Introduction to Health Services Admin.	Undergraduate	Univ. of Sharjah	UAE
HSA 251	Computer Apps for HC Managers	Undergraduate	Univ. of Sharjah	UAE
HSA 252	Biostatistics	Undergraduate	Univ. of Sharjah	UAE
HSA 263	MIS for Health Services	Undergraduate	Univ. of Sharjah	UAE
HSA 302	Population Health	Undergraduate	Univ. of Sharjah	UAE
HSA 350	HC Terminology and Classifications	Undergraduate	Univ. of Sharjah	UAE
HSA 352	Health Care Delivery Systems	Undergraduate	Univ. of Sharjah	UAE
HSA 353	Material Management in Healthcare	Undergraduate	Univ. of Sharjah	UAE
HSA 360	Health Information System	Undergraduate	Univ. of Sharjah	UAE
HSA 361	HRM in Healthcare	Undergraduate	Univ. of Sharjah	UAE
HSA 362	Epidemiology & Population Health	Undergraduate	Univ. of Sharjah	UAE
HSA 411	Health Services Admin Practicum	Undergraduate	Univ. of Sharjah	UAE
GE 150	Introduction to Statistics	Undergraduate	Jumeira University	UAE
HM 300	Intro to Health care Management	Undergraduate	Jumeira University	UAE

## **Conferences, Workshops, Seminars, and Webinars**

- Open Educational Resources Conference, Kean University, New Jersey. March 29-30, 2021.
- Training session on “Programme Review for Accreditation of Academic Programs in Trinidad and Tobago” by the Accreditation Council of Trinidad and Tobago. January 27, 2022.
- Operating Room Capacity Management Webinar. Lecturers: Leslie Barrett, President and COO, Novant Health Medical Park Hospital, and Janet Stifter, VP, Hospital Operations, Perioperative, and Interventional Services and Professional Nursing Practice at Rush University Medical Center. September 22, 2021.
- Technology-Enabled Alternative Assessment: What It Looks Like and How to Bring It to Your Institution” webinar. Co-hosted by WCET in partnership with the University of Toronto’s Advanced Learning Technologies Lab. April 14, 2021.
- Transformation of Safety in Health care Webinar - Hosted by Healthcare Innovation. April 20, 2021.
- OnlineEd 2021 Conference - Hosted by Henry Stewart Events. May 20, 2021.
- Mid-Atlantic Virtual Summit - Hosted by The Healthcare Innovation. June 14-15, 2021.
- Teladoc Health Forum - Hosted by Teladoc Health. July 20-21, 2021.
- Privacy of Protected Health Information in the Cloud: Risks and Rewards Webinar. September 30, 2021.
- Leadership Virtual Summit. Cohosted by the M3 Center for Hospitality Technology and Innovation, Muma College of Business, the University of South Florida. October 11-13, 2021.
- Connecticut American Health care Executives’ Virtual State of the State Webinar, Hosted by the Connecticut Hospital Association. November 3, 2021.
- Emerging Cyberthreats, Malware, and Ransomware Webinar - Hosted by Infoblox on November 10, 2021.
- Five Things You Need to Know That Will Boost Your Recruiting Plans in 2022 Webinar- Hosted by GMAC Connect on December 7, 2021.
- Americans’ Attitudes and Experiences with COVID-19 Vaccines: What We’ve Learned from the Vaccine Monitor webinar. Hosted by Kaiser Family Foundation on February 8, 2022.
- The Future of Education, Statista, by Dr. Barbara A Blake, Dr. Michael T French, and Dr.

Margaret Scranton, Feb 5, 2021.

- Academic Freedom Basics Webinar. Dr. Julia Schleck and Hans-Joerg Tiede January 29, 2021.
- The 34th EBES (Eurasia Business and Economics Society) Conference, Department of Economics, School of Economics, Business and International Studies, University of Piraeus, Athens, Greece, January 6-8th, 2021.
- State of the State of Connecticut Healthcare Virtual Seminar, Connecticut Association of Health care Executives and The Connecticut Hospital Association, October 22, 2020.
- CSCU OER Summit held during the week of October 5th 2020.
- Northeast Virtual Healthcare Innovation Summit, September 22 and 23, 2020.
- Using next-generation Discussion Boards to boost online learning productivity, Thursday, August 6, 2020.
- Introduction to Assurance of Learning II : Data, Decision Making and Continuous Improvement. AACSB International. Americas:12-14 August 2020.
- Introduction to Assurance of Learning I: Foundations and Fundamentals. AACSB International. Americas:3-5 August 2020.
- Presenter in the 2019 FAC Conference on Student Success and Shared Governance: “The Future of Public Higher Education in Connecticut”. Central Connecticut State University, Friday, April 5, 2019.
- Workshop on Intercultural Competency (IC). Western Connecticut State University. May 29, 2019.
- Program assessment in Higher Education. Three-day interactive workshop. Dubai October 11 - October 13, 2016.
- Stanford Approach to teaching Innovation and Entrepreneurship Symposium. Stanford Center for Professional Development and Ministry of Education, UAE. Zayed University Convention Center. May 3rd, 2016.
- Co-Presenter: Writing Learning Objectives using Bloom’s Taxonomy. Jumeira University Faculty Development Program, April 2015.
- 21st European Congress of Psychiatry, Nice, France. 6-9 April 2013. Hawamdeh S, AlMakhzoomy I, and Hayajneh Y. 1315–Screening and correlates of depression and hba1c in uae women with diabetes.
- INSEAD, Middle East Health Leadership Programme. 2013.
- 2nd RAKCON Scientific Nursing Conference held in Ras Alkhaimah Medical and Health

Sciences University (RAKMHSU) on March 31, 2012.

- 2nd British University in Dubai Health Informatics Symposium supported by the Ministry of Health and Dubai Health Care City. Al Baraha Hospital, Dubai. 28 April 2011. Presented: Barriers to HIT Utilization in Middle Eastern Hospitals.
- Presenter in "The Third Advising Workshop". The University of Sharjah, College of Health Sciences, United Arab Emirates, March 2010.
- e-Learning Workshop at International Conference in Medical Education. Abu Dhabi-UAE, December 4-7, 2010.
- International Conference in Medical Education. Abu Dhabi-UAE, December 4-7, 2010.
- Quest for Excellence in Academic Advising Workshop. The University of Sharjah, College of Health Sciences, United Arab Emirates, November 2008.
- The Fourth Annual Conference of Learning International Networks Consortium (LINC): Technology-Enabled Education: A Catalyst for Positive Change - October 28-30, 2007 - Amman, Jordan - King Hussein Bin Talal Convention Center
- Presenter in The International Medical Informatics and Biomedical Engineering Symposium, IMIBE'06, held in Amman, Jordan. March 20-22, 2006.
- Measurement and Evaluation in Higher Education. JUST Consultative Center. Jordan University of Science and Technology. March 2006.
- HIPAA Essentials for Insurance Professionals Online Training. Option Six Inc. Barnes & Thnburg. June 26, 2005.
- AMIA 2003 Symposium. Biomedical and Health Informatics: From Foundations to Applications. November 8-12, 2003, Washington, DC.
- Communication in the Classroom. JUST Consultative Center. June 19 - June 21, 2001.
- Institute on Nursing Informatics and Classification. College of Nursing, The University of Iowa. June 15-19, 1999. Iowa City, Iowa, United States of America.
- Presenter in The Third International Middle East Nursing Conference "NURSING IN THE 90'S: AN INTERNATIONAL PERSPECTIVE". College of Nursing at Jordan University of Science and Technology and the University of Windsor. April 24-25, 1994. Irbid, Jordan.
- The First International Middle-East Conference on Images of Nursing. College of Nursing at Jordan University of Science and Technology. May 12-13, 1990. Irbid, Jordan.

## Committees

- Served as an External Expert Evaluator for the Accreditation Council of Trinidad and Tobago to review the application of the University of Trinidad and Tobago for a new online Masters in Health Administration - Masters in Public Health (MHA-MPH) Dual Program. Project completed in February 2022.
- Member of the Graduate Council, Western Connecticut State University, 2017 -
- Member of the Minority Recruitment and Retention Committee, Western Connecticut State University, 2021-2024 term.
- Member of university-level Graduate Curriculum Committee, Western Connecticut State University, 2020 -
- Chair of the Learning Goals Assessment Committee for Ansell Graduate Programs, Ansell School of Business, Western Connecticut State University, 2018 -
- Member of the Learning Goals Assessment Committee for Ansell Graduate Programs, Ansell School of Business, Western Connecticut State University, 2017 -
- A member of the Graduate Planning and Curriculum Committee, Ansell School of Business, Western Connecticut State University, 2017 -
- Chair of the university-level Graduate Catalog Committee, Western Connecticut State University, 2018 - 2020
- Member of the Chairs and Coordinators team of the Ansell School of Business, Ansell School of Business, Western Connecticut State University, 2017 -
- A member of the Advisory Board of The Center for Excellence in Learning and Teaching, Western Connecticut State University, 2017 - 2021
- Member of the University Planning and Budgeting Committee, Western Connecticut State University, 2019 - 2020
- Member of the University Committee on Online Education, Western Connecticut State University, 2019 - 2021
- Chair of the Advisory Group on Summer Curriculum-Related Activities, Western Connecticut State University, 2019.
- Member of the Advisory Group on Summer Curriculum-Related Activities, Western Connecticut State University, 2018.
- CHAIR. Student Affairs and Academic Advising Committee, College of Health Sciences, University of Sharjah, UAE., 2010 - 2012.
- CHAIR. Courses Schedule Committee, College of Health Sciences, University of Sharjah,

UAE., 2010 - 2012.

- CHAIR. National Committee for the Development of Standards of General Nursing Practice in Jordan. Headed the National Committee for the Development of Standards of General Nursing Practice in Jordan. Jordanian Nursing Council, 2003.
- CHAIR. Mission, Vision, Values, and Objectives Review Task Force. Headed the task force for reviewing, updating, and suggesting a new set of college planning instruments (Mission, vision, values, and objectives). College of Health Sciences, University of Sharjah. 2008-2009.
- CHAIR. Task Force to establish a Nursing Services Administration Masters' Program. Headed the task force for establishing the nursing services administration masters program at Jordan University of Science and Technology. 2005-2006.
- Program Evaluation and Quality Assurance Committee (Accreditation Committee). Member, Program Evaluation and Quality Assurance Committee (Accreditation Committee), College of Health Sciences, University of Sharjah, UAE.
- Academic Load of Clinical Courses Task Force. A task force member for reviewing, updating and suggesting a new policy on calculating Academic Load for Clinical courses. College of Health Sciences, University of Sharjah. 2008-2009.
- Student Assessment Committee. Member, Student Assessment Committee, College of Health Sciences, University of Sharjah, UAE.
- CHAIR, Medical Records Committee. Chair, Medical Records Committee, King Abdullah University Hospital, Irbid, Jordan. 2002-2003.
- CHAIR, Policy and Standards Review Committee. Chair, Policy and Standards Review Committee, A hospital-wide Committee, King Abdullah University Hospital. 2000-2003.
- Chairperson and member, several Committees for the mass screening and recruitment of hospital employees. At the time I joined the hospital, its staff was about twenty. By the time I left the hospital, its staff was 1105 FTEs. 2000-2003

### **Curriculum Development & Review Experience**

- Served as an External Expert Evaluator for the Accreditation Council of Trinidad and Tobago to review the application of the University of Trinidad and Tobago for a new online Masters in Health Administration - Masters in Public Health (MHA-MPH) Dual Program. Project completed in February 2022.
- Developed the Higher Diploma in Education program at Jumeira University, 2016.
- Developed the Business Administration concentration in Accounting, Jumeira University,

2016.

- Developed the Business Administration concentration in Human Resource Management, Jumeira University, 2016.
- Head of the committee to develop the Master's program in “Fiqh wa Osoloh”, Jumeira University, 2016.
- Developed the Health Services Administration program at Jumeira University, leading to program accreditation, 2013.
- Spearheaded the task force for the development and Nursing Services Administration Master's program at Jordan University of Science and Technology, Jordan, 2006.
- A task force member to review and restructure the Health Services Administration program at the University of Sharjah, 2009.

### **Speeches & Presentations**

- The Key Drivers of Rising Health Care Spending in the United States of America. Presented at the 34th EBES (Eurasia Business and Economics Society) Conference, Department of Economics, School of Economics, Business and International Studies, University of Piraeus, Athens, Greece, January 6-8th, 2021.
- The Use of Learning Management Systems to Support Academic Operations and Shared Governance in Higher Education. A presentation in the 2019 FAC Conference on Student Success and Shared Governance: “The Future of Public Higher Education in Connecticut”. Central Connecticut State University, Friday, April 5, 2019.
- Writing Learning Objectives using Bloom's Taxonomy. Jumeira University Faculty Development Program, April 2015.
- Mobile Health and Cloud Electronic Health Records. Arab Health 2013 in the Electronic Health Record Forum. 2013
- Challenges Facing the UAE Healthcare System. Ministry of Health Workshop on Policy and Regulation. Dubai, 2012
- Emerging Technologies in Nursing and their Impact on Nursing Education, Practice and Research. In the 2nd RAKCON Scientific Nursing Conference held in Ras Alkhaimah Medical and Health Sciences University (RAKMHSU) on March, 31, 2012.
- Barriers to HIT Utilization in Middle Eastern Hospitals. 2nd British University in Dubai Health Informatics Symposium supported by the Ministry of Health and Dubai Health Care City. Al Baraha Hospital, Dubai. 28 April 2011.
- Extent of Use, Perceptions, and Knowledge of a Hospital Information System by Staff

Physicians. In The International Medical Informatics and Biomedical Engineering Symposium, IMIBE'06, held in Amman, Jordan, March 20-22, 2006.

- SWOT Analysis: A guide for strategic decision making. A workshop conducted for department and division managerial staff at King Abdullah University Hospital, June 12, 2001.
- The effect of type of hospital and health insurance on hospital length of stay in Irbid, North Jordan. in The Third International Middle East Nursing Conference "NURSING IN THE 90'S: AN INTERNATIONAL PERSPECTIVE". College of Nursing at Jordan University of Science and Technology and University of Windsor. April 24 - 25, 1994. Irbid, Jordan.

### **Computer Skills**

- Expert in Elearning and utilizing and configuring Learning Management Systems.
- Expert in selection, deployment, and management of hospital electronic information systems.
- Expert user of MS Excel and other office applications.
- Expert in using Microsoft Project software.
- Expert in Web publishing and authoring and Content Management Systems (Wordpress).
- Expert in using Statistical Package for Social Sciences (SPSS).
- Microsoft Office applications and other productivity applications.



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

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## EDUCATION:

<b>Teachers College Columbia University</b> · New York, NY Doctorate in Nursing Education	May 2022
<b>Fairfield University</b> · Fairfield, CT Master of Science in Nursing · Clinical Nurse Leader	May 2012 Summa Cum Laude
<b>Fairfield University</b> · Fairfield, CT Bachelor of Science in Nursing	August 2003 Magna Cum Laude
<b>Sacred Heart University</b> · 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” 4<sup>th</sup> 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, 58<sup>th</sup> 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
- 56<sup>th</sup> 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

ANNA MARIA MALAVISI  
CURRICULUM VITAE

Department of Philosophy & Humanistic Studies  
Western Connecticut State University

**EDUCATION:**

PhD, Department of Philosophy, Michigan State University, May 2015  
Dissertation: *Global Development and its Discontents: Rethinking the Theory and Practice*  
Committee: Stephen L. Esquith (chair), Sandra Harding, Judith Andre and Kristie Dotson.  
Master of Health and International Development, Flinders University of South Australia,  
2006 Thesis: *A Critical Analysis of the Relationship between Northern NGOs and Southern NGOs in Bolivia*  
Certificate in Midwifery, Pembury Hospital, Kent, UK, 1991  
Bachelor of Applied Science, major in Community Health, La Trobe University, Victoria,  
Australia, 1989  
Registered General Nurse, Royal Melbourne Hospital, Melbourne, Australia, 1984

**AREAS OF SPECIALIZATION:** Applied Ethics, Social and Political Philosophy, Global/Development Ethics

**AREAS OF COMPETENCE:** Feminist Philosophy, Bioethics, Environmental Philosophy

**LANGUAGES:** English, native speaker; Spanish, fluent; Italian, satisfactory;

**ACADEMIC POSITIONS HELD:**

Associate Professor, Department of Philosophy & Humanistic Studies, Western Connecticut State University, August 2022  
Assistant Professor, Department of Philosophy & Humanistic Studies, Western Connecticut State University, August 2017- July 2022  
Research Associate, The Toolbox Dialogue Initiative, Department of Philosophy, Michigan State University, August 2017 -  
Postdoctoral Research Assistant, The Toolbox Dialogue Initiative, Department of Philosophy, Michigan State University, January - August 2017  
Visiting Assistant Professor, Department of Philosophy, Michigan State University, January 2015 – August 2017  
Instructor, Department of Public Health & Health Sciences, University of Michigan, Flint, August 2014 - July 2018  
Research Assistant, Department of Philosophy, Online Certificate Program, January – May 2012  
Research Assistant, Global Studies in the Arts and Humanities, January 2011-May 2011  
Research Aide (1/4 time), Global Studies in the Arts and Humanities, September 2009- August 2011  
Research Assistant, Department of Philosophy, Graduate Specialization in Ethics and Development, September 2009 – May 2010

Research Assistant, Julian Samora Research Institute, May 2008-January 2009  
Research Assistant, Department of Philosophy, Graduate Specialization in Ethics and Development, September 2007 – May 2008

#### **NON-ACADEMIC PROFESSIONAL POSITIONS HELD:**

Vice-President, Center for Values in International Development, Washington D.C., July 2020 -  
Field Director, Bolivian/Chilean Programme for International Service, La Paz, Bolivia, 2000 - 2007  
Project Manager, Bolivian Programme for International Service, 1999-2000  
Assistant Coordinator, International Service, Association of NGOs Working in Health, Department of Cochabamba, Bolivia, 1995-99  
Health Coordinator/Educator, International Service, Center for Regional Development, Tarata, Cochabamba, Bolivia, 1992-94

#### **PUBLICATIONS:**

##### **REFEREED ARTICLES**

- “Tales of Abuse and Negligence: Current Humanitarian Practices and Refugee Children” Mlado Ivanovic and Anna Malavisi, *Journal of Global Ethics, Special Issue: Global Justice for Children*, edited by Gottfried Schweiger and Johannes Drerup, Vol. 15, Issue 3, 2019, 344-360
- “The Urgency of the Greening of Ethics,” *Australasian Journal of Logic*, Vol.15, No.2, 2018, 41-51
- “Women, Gender, and Philosophies of Global Development,” Sandra Harding & Anna Malavisi in *The Routledge Companion to Feminist Philosophy*, eds. Ann Garry, Serene Khader & Alison Stone, (Routledge, 2017), pp.419-31
- “The Production and Reinforcement of Ignorance in Collaborative Interdisciplinary Research,” Zachary Piso, Ezgi Sertler, Anna Malavisi, Ken Marable, Erik Jensen, Chad Gonnerman, Michael O’Rourke, *Social Epistemology*, Vol.30, Issue 5-6, 2016, 643-664
- “The need for an effective development ethics,” *Journal of Global Ethics*, December 2014, 297-303
- “Nigel Dower,” *Encyclopedia of Global Justice*,” ed. Deen Chatterjee (Springer, 2011), 269-270
- “A critical analysis of the relationship between Southern Non-Government Organizations and Northern Non-Government Organizations in Bolivia,” *Journal of Global Ethics*, Vol.6, No.1, April 2010, 45-56
- “North-South Relationship: Partners or Pawns?” *Development Bulletin* 55 (2001), 54-56
- “Power to the People,” *The Nursing Times*, 1996, 92(26) 54-55



## **SPECIAL JOURNAL ISSUES EDITED:**

*Journal of Global Ethics*, Volume 15, 2019, Issue 2 Selected papers of the 2018 meeting of International Development Ethics Association & Groupe de Recherche en Economic Theorique et Appliquee, edited by Jerome Ballet, Anna Malavisi and Laurent Parrot

*Revue Ethique et Economique/Ethics and Economics*, Volume 1, Issue 1 (2011), International Development Ethics Association (IDEA) Special Issue. Guest Editors: Eric Palmer, Daniela Gallegos, Anna Malavisi, Alejandra Boni, Marta Pedrajas. The Eighth International Conference on Ethics and Development of the International Development Ethics Association “Ethics of Human Development and Global Justice: Responsibility of Institutions and Citizens for Action on Poverty.” Introduction, 1-7

## **BOOK CHAPTERS:**

“The Power of Philosophy” with Chad Gonnerman, Graham Hubbs, and Bethany Laursen, in *The Toolbox Dialogue Initiative: The Power of Cross-Disciplinary Practice*, ed. Graham Hubbs, Michael O'Rourke, and Steven Hecht Orzack, Boca Raton, FL: CRC Press, 2020, pp.82-93

“Future directions for the Toolbox Dialogue Initiative” with Sanford D. Eigenbrode, Stephanie E. Vasko, Bethany Laursen, and Michael O'Rourke, in *The Toolbox Dialogue Initiative: The Power of Cross-Disciplinary Practice*, ed. Graham Hubbs, Michael O'Rourke, and Steven Hecht Orzack, Boca Raton, FL: CRC Press, 2020, pp.162-178

“Toolbox workshop case studies” with Graham Hubbs, Michael O'Rourke, Sanford D. Eigenbrode, Marisa Rinkus, in *The Toolbox Dialogue Initiative: The Power of Cross-Disciplinary Practice*, ed. Graham Hubbs, Michael O'Rourke, and Steven Hecht Orzack, Boca Raton, FL: CRC Press, 2020, pp.179-202

“Health Ethics and Sustainability” in Walter Leal Filho, Tony Wall, Anabela Marisa Azul, Luciana Brandli, Pinar Gökcin Özuyar Eds., [Good Health and Well-Being Encyclopedia of the UN Sustainable Development Goals](#), pp.1-10, 2019

“Epistemology” in *Routledge Handbook of Development Ethics*, ed. Jay Drydyk, and Lori Keleher, London: Routledge, 2018, pp. 41-51

“Development Ethics: Oxymoron or Real Possibility” in *Globality, Unequal Development and Ethics of Duty*, ed. Mahmoud Masa'eli, London: Cambridge Scholars Publishing, 2016, pp. 183-205

## **BLOGS/OP-EDs:**

“Beyond Integrating Local Knowledge in Development Programming,” Center for Values in International Development, August, 2022,

<https://www.centerforvalues.international/beyond-integrating-local-knowledge-in-development-programming%ef%bf%bc/>

Wagener, Stephen, Malavisi, Anna and Manoj Misra. “Listen to your parents – clean up the Earth.” *The News Times – Danbury*, 10 April, 2022,

<https://www.ctpost.com/opinion/article/Opinion-Listen-to-your-parents-clean-up-the-17072038.php>

“The Greening of No-Self,” Center for Values in International Development, November, 2021, <https://www.centerforvalues.international/the-greening-of-the-no-self/>

“Engaging Philosophy with Global Health Ethics,” *Health and Human Rights Journal*, August 2019, <https://www.hhrjournal.org/2019/08/engaging-philosophy-with->

[global-health-ethics/](http://global-health-ethics/)

"Towards a Framework Convention on Global Health," *Health and Human Rights Journal*, June 2013, guest blogger, [global-health/](http://global-health/)

<http://www.hhrjournal.org/2013/06/13/towards-a-framework-convention-on-global-health/><http://www.hhrjournal.org/2013/06/13/towards-a-framework-convention-on->

## **WORK UNDERWAY:**

Special Issue of the *Journal of Global Ethics*: "Climate Justice and the Global Development Crisis," co-editor with Dr. Tom Hilde (Maryland) and Dr. Krushil Watene (Auckland)

"Global Development, Ethics, and Epistemic Injustice: Rethinking Theory and Practice," Rowman & Littlefield, forthcoming November, 2022

"Global Development, Humanitarian Aid, and the Toolbox Approach," with Michael O'Rourke revise and resubmit in progress

"Integrity as an individual and institutional virtue in the context of children on the move" revise and resubmit in progress

"Thinking Sustainability, Thinking Peace," Special Issue of the *Journal of Peace Education*, revise and resubmit in progress

"Life," short story to be published in a book on storytelling and art in November, 2022

## **INVITED PRESENTATIONS:**

"How to Think and Not What to Think," 3<sup>rd</sup> International Global Forum for Teacher Educators, October 24, 2021, virtual

"The Urgency of the Ethics of Greening," Climate and Human Civilization Lecture Series, April 27, 2021, Western Connecticut State University

"Ethics and the Climate Crisis" Newtown Public Library, February 2, 2021

"Development Ethics" Pensamiento Vivo: Ciclo: Desarrollo en Tiempos de Conflicto; Rutas Éticas Hacia la Paz y la Justicia, Pluriverso Narrativo, UNAULA, Universidad Autónoma Latino-americano, Medellín, Colombia, October 9, 2020

"Academics as Allies: Reflecting on Global Development," Scholars in Action: Choices Constrained: Communication Strategies and their (Un)Intended Consequences Panel Discussion, November 19, 2019, Western Connecticut State University

"Integrity as an ethical and legal principle to address child migration," Children on the Move: Philosophical Issues in Child Migration, Centre for Ethics and Poverty Research, University of Salzburg, 9 & 10 May, 2019

Three day course on Development Ethics and Humanitarian Aid, School of Philosophy, Universidad Nacional de Costa Rica, Heredia, Costa Rica, 13-15 November, 2012

## **WORKSHOPS:**

"Academics as Allies: Critical Dialogue to Enhance Aid Effectiveness" as part of the 2021 Research for Development Impact Conference, Research for Development Impact Network and The University of Queensland, July 1-2, 2021

"The Toolbox Dialogue Initiative" as part of the pre-conference event: Development Ethics Knowledge Exchange: Practitioners – Students – Researchers, HDCA Conference, London, England, September 8, 2019

"Critical Dialogue to Enhance Effectiveness in the Practice of Sustainable Development" with Dr.

Marisa Rinkus and Dr. Michael O'Rourke, Interaction Annual Conference, Washington DC, June 1-13, 2019  
 "Critical Dialogue to Enhance Effectiveness in the Practice of Sustainable Development" with Dr. Marisa Rinkus and Dr. Michael O'Rourke, Sustainability and Development Conference, Ann Arbor, November 9-11, 2018

## CONFERENCE PRESENTATIONS:

"Integrity as an Institutional Virtue as a Form of Political Responsibility," Development in times of conflict: ethical pathways towards peace and justice, Medellin, Colombia, virtual presentation, July 13-17, 2022  
 "The Nexus between Global Development and the Climate Crisis," Sustainability and Development Conference, (online) University of Michigan, January 24-28, 2022  
 "Integrity as an Institutional Virtue as a Form of Political Responsibility" as part of a panel: The Adversities of International Displacement: Refugees, 6<sup>th</sup> Public Philosophy Network Conference, (online) George Mason University, October 21-23, 2021  
 "Thinking Sustainability, Thinking Peace," George Arnhold Summer Conference: The Environmental Crisis and Education (virtual), Braunschweig, Germany, August 23-27, 2021  
 "Understanding the concept of sustainability in the context of justice," Human Development Capabilities Association Conference (virtual), Auckland, New Zealand, June 30 – July 3, 2020  
 "Engaging philosophy with scholars and development practitioners through structured dialogue," Sociology of Development Conference, South Bend, Indiana, October 17-19, 2019  
 "Connection as a capability through critical structured dialogue between disciplines and development professionals," Human Development Capabilities Association Conference, London, England, September 9-12, 2019  
 "TDI Structured Dialogue and Pedagogy of the Oppressed," Science of Team Science 2019 Conference, Lansing, Michigan, May 20-23, 2019  
 "Beyond the Limits of Dialecticism," What's so Bad about Dialecticism? From Historical, Logical and Philosophical Points of View, Kyoto, December 15-17, 2018  
 "Tensions and Challenges Between Epistemologies of the South and North," New Political Science Conference and Philosophy Symposium, Havana, Cuba, November 12-16, 2018  
 "Thinking Towards a Steady State Economy for Sustainable Development," Sustainability and Development Conference, Ann Arbor, November 9-11, 2018  
 "Using Structured Dialogue to Break Down Disciplinary Silos," (poster presentation) with Dr. Marisa Rinkus and Dr. Michael O'Rourke, International Conference on Sustainable Development, New York, September 26-28, 2018  
 "Academics as Allies: Reflecting on Global Development," International Development Ethics Association Conference, Bordeaux, France, 25-27 June, 2018  
 "Stubborn Realities, Shared Humanity: the State of Humanitarianism Today," with Mladjo Ivanovic, International Development Ethics Association Conference, Bordeaux, France, 25-27 June, 2018  
 "Reflecting on Global Development: A Toolbox for Development Organizations," Public Philosophy Network, Boulder, Colorado, February 8-10, 2018

## **RESEARCH GRANTS:**

Anonymous Was a Woman Environmental Art Grants, June 2022, \$20,000 with Ms. Sabrina Marquez and Dr. Christine Hegel-Cantarella, “Andale: Zero Waste 30.” Not approved.  
Connecticut State University Research Grant, May 2022, \$3254, “Global Development, Climate Crisis, and Epistemic Challenges.”  
National Endowment for the Humanities Summer Institute 2016, \$197,752,000, Co-ordinators: Dr. Elizabeth Drexler, Dr. Anna Malavisi, “Civic Engagement and Social Change: Shaping the Public Sphere through the Humanities.” Not approved.  
National Endowment for the Humanities Summer Institute 2013 Grant, \$198,000, PIs: Dr. Fred Gifford, Dr. Eric Palmer with Anna Malavisi, Mladjo Ivanovic, and Samantha Noll, “Development Ethics: Questions, Challenges and Responsibilities.”

## **TEACHING EXPERIENCE:**

Introductory: classes in philosophy and interdisciplinary studies; first year classes;  
Intermediate: sustainability/environmental philosophy; ethics of health/health care;  
Advanced: global health/global health ethics; peace and justice studies; development/global ethics; social and political philosophy; feminist philosophy/epistemology; history of women philosophers;

## **UNIVERSITY SERVICE:**

Nominations and Elections Committee, October 2022  
WCSU – AAUP Council Member, August 2022  
Program Review Committee, MSAS, August 2021  
General Education Committee, MSAS, August 2021  
Planning Committee, MSAS, August 2019-2021  
Mediation Committee, WCSU, August 2019  
Second Ad hoc committee on Signature Programs, WCSU, May 2019  
UndocuAlly task force, WCSU, September 2017 -  
UndocuAlly eboard, and coordinator of the Curriculum, Outreach and Advising Committee, WCSU, August 2018 -  
Jane Goodall Center, January 2018  
Racial Justice Coalition, August 2020

## **PROFESSIONAL ACTIVITIES:**

Board member of the International Development Ethics Association (IDEA), July 2022 –  
Moderator: Development ethics in times of conflict, pre-conference ( for the upcoming IDEA conference to be held in Medellin, Colombia, July, 2022), September 15, 2021  
Conference Convener/Organizing Committee for the upcoming IDEA conference to be held in Medellin, Colombia, July, 2022  
Executive Board of the International Development Ethics Association (IDEA), Position: Secretary, July 2014 – July 2022  
Board member of the International Development Ethics Association (IDEA), December 2010 – July 2014

## **REFERENCES:**

Available upon request

# Michelle Yvonne Monette

Department of Biology  
Western Connecticut State University

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## EDUCATION:

2007 **Ph.D.**, Organismic and Evolutionary Biology, University of Massachusetts, Amherst, MA  
2004 **M.S.**, Organismic and Evolutionary Biology, University of Massachusetts, Amherst, MA  
2000 **B.S.**, Biology with a specialization in Marine Science, Boston University, Boston, MA

## PROFESSIONAL EXPERIENCE:

2018-present **Associate Professor**, Department of Biology, Western Connecticut State University (WCSU), Danbury, CT  
2013-2018 **Assistant Professor**, Department of Biology, Western Connecticut State University (WCSU), Danbury, CT  
2007-2012 **Postdoctoral Associate**, Cellular and Molecular Physiology, Yale University, New Haven, CT  
2001-2007 **Graduate Research Assistant**, Organismic and Evolutionary Biology, University of Massachusetts, Amherst, MA

## Teaching:

**Instructor**, BIO 105, Anatomy and Physiology I, WCSU (Fall 2013–2018)  
**Instructor**, BIO 106, Anatomy and Physiology II, WCSU (Spring 2013, 2014)  
**Instructor**, BIO 205, Animal Physiology, WCSU (Spring 2015–2022)  
**Instructor**, BIO 480, Group Senior Research, WCSU (Summer 2016–2019, Fall 2021, 2022)  
**Instructor**, BIO 555, Environmental Physiology, WCSU (Fall 2020)  
**Assistant Faculty**, Short course "Studies in Epithelial Ion Transport", Mount Desert Island Biological Laboratory, Salisbury Cove, ME (Summer 2008–2010, 2012–2014)  
**Assistant Faculty**, Short course "Origins of Renal Physiology", Mount Desert Island Biological Laboratory, Salisbury Cove, ME (Fall 2008–2011)

## Mentoring:

### Undergraduate Students:

2022 Jocelyn Villacreses (Biology, WCSU)  
2020-2021 James Hannon (Biology, WCSU)  
2019 Erin Arcoite (Biology, WCSU)  
2018 Skye Zalenski (Biology, WCSU)  
2015-2018 Shannon McFarland (Biology, WCSU)  
2016-2017 Daniel Suquilanda (Biology, WCSU)  
2015-2017 Karen Velez (Biology, WCSU)  
2014 Aiden Ford (Physiology and Neurobiology, UCONN)  
2014 Socheata Lim (Chemistry, WCSU)

2014 Robert Toth (Biology, WCSU)

**Graduate Students:**

2020-2022 Ericka Griggs (MS in Integrative Biodiversity, WCSU)

**FELLOWSHIPS, GRANTS, AND AWARDS:**

2022 Summer Undergraduate Research Fellowship (SURF), WCSU, \$4,000 (to Jocelyn Villacreses)  
2022 CSU-AAUP Faculty Research Grant, \$5,000  
2021 Olin Fellowship, Atlantic Salmon Federation, \$1,500  
2021 National Science Foundation Graduate Research Fellowship (to Ericka Griggs)  
2021 Sigma Xi, Grant-in-Aid-of Research, \$1,000 (to James Hannon)  
2021 CSU-AAUP Faculty Research Grant, \$5,000  
2020 Summer Undergraduate Research Fellowship, Connecticut Sea Grant, \$5,000 (to James Hannon)  
2020 Summer Undergraduate Research Fellowship (SURF), WCSU, \$4,000 (to James Hannon)  
2020 CSU-AAUP Faculty Research Grant, \$5,000  
2019 Olin Fellowship, Atlantic Salmon Federation, \$2,000  
2019 CSU-AAUP Faculty Research Grant, \$5,000  
2019 Salisbury Cove Fund, Mount Desert Island Biological Laboratory, \$15,000  
2018 CSU-AAUP Faculty Research Grant, \$5,000  
2017 Connecticut State Universities Board of Regents Faculty Research Award  
2017 CSU-AAUP Faculty Research Grant, \$5,000  
2016 Salisbury Cove Fund, Mount Desert Island Biological Laboratory, \$15,000  
2016 CSU-AAUP Faculty Research Grant, \$5,000  
2015 NOAA New England Bay Watershed Education and Training Program Grant  
2015 CSU-AAUP Faculty Research Grant, \$5,000  
2014 CSU-AAUP Faculty Research Grant, \$5,000  
2013 CSU-AAUP Faculty Research Grant, \$5,000  
2008 National Institutes of Health, Ruth L. Kirschstein National Research Service Award

**PEER-REVIEWED PUBLICATIONS:**

2022 **Monette, M.Y.** and J.P. Velotta. Network analysis reveals that acute stress exacerbates gene regulatory responses of the gill to seawater in Atlantic salmon. *Journal of Experimental Biology* 225 (8): jeb242424.  
2022 **Monette, M.Y.**, Brewster, J., Lalier, N., Pires, J. and T. Pinou. 2022. Migrating beyond the classroom: Enriching STEM education with family-based, self-directed learning. *Science and Children* 60 (1): 59-63.  
2016 Divino, J.N., **Monette, M.Y.**, McCormick, S.D., Yancey, P.H., Flannery, K.G., Bell, M.A., Rollins, J.L., von Hippel, F.A., and E.T. Schultz. Osmoregulatory physiology and rapid evolution of salinity tolerance in threespine stickleback recently introduced to fresh water. *Evolutionary Ecology Research*, 17: 1-23.  
2015 Kelly, J.T., Lerner, D.T., O'Dea, M.F., Regish, A.M., **Monette, M.Y.**, Hawkes, J.P., Nislow, K.H., and S.D. McCormick. Evidence for episodic acidification impacts on migrating Atlantic salmon smolts in the US. *Journal of Fish Biology* 87 (5): 1129-1146.  
2014 **Monette, M.Y.**, Somasekharan, S. and B. Forbush. Molecular motions involved in Na-K-Cl cotransporter-mediated ion transport and transporter activation revealed by internal

- crosslinking between transmembrane domains 10 and 11/12. *Journal of Biological Chemistry* 289 (11): 7569-79.
- 2013 Somasekharan, S., **M.Y. Monette**, and B. Forbush. Functional expression of human NKCC1 from a synthetic cassette-based cDNA: Introduction of extracellular epitope tags and removal of cysteines. *PlosOne*. 8 (12): e82060.
- 2012 McCormick, S.D., D. Lerner, A.M. Regish, M.F. Odea and **M.Y. Monette**. Thresholds for short-term acid and aluminum impacts on Atlantic salmon smolts. *Aquaculture* 362-363: 224-231.
- 2012 **Monette, M.Y.** and B. Forbush. Regulatory activation is accompanied by movement in the C-terminus of the Na-K-Cl cotransporter (NKCC1). *Journal of Biological Chemistry* 287 (3): 2210-2220.
- 2011 **Monette, M.Y.**, J. Rinehart, R.P. Lifton and B. Forbush. Rare mutations in the human Na-K-Cl cotransporter (NKCC2) associated with lower blood pressure exhibit impaired processing and transport function. *American Journal of Physiology-Renal Physiology* 300: F840-F847. **(voted as the 2011 Paper of the Year)**.
- 2010 **Monette, M.Y.**, T. Yada, V. Matey and S.D. McCormick. Physiological, cellular, and molecular mechanisms of impaired seawater tolerance of Atlantic salmon smolts during acid and aluminum exposure. *Aquatic Toxicology* 99: 17-32.
- 2010 Flemmer A.W.\*, **M.Y. Monette\***, R. Darman, M. Djuricic, B. Dowd, I. Giménez, and B. Forbush. Phosphorylation state of the Na-K-Cl cotransporter (NKCC1) in the gills of Atlantic killifish (*Fundulus heteroclitus*) during acclimation to water of varying salinity. *Journal of Experimental Biology* 213: 1558-1566 (\*indicates equal contribution).
- 2009 McCormick, S.D., D.T. Lerner, **M.Y. Monette**, K. Nieves-Puigdoller, J.T. Kelly and B.Th. Björnsson. Taking it with you when you go: how perturbations to the freshwater environment, including temperature, dams and contaminants, affect marine survival of salmon. *American Fisheries Society Symposium* 69: 195-214.
- 2009 McCormick, S.D., A. Keyes, K.H. Nislow and **M.Y. Monette**. Impacts of in-stream exposure to episodic acidification on survival and physiological impairment of Atlantic salmon smolts. *Canadian Journal of Fisheries and Aquatic Sciences* 66 (3): 394-403.
- 2008 **Monette, M.Y.**, B.Th. Björnsson and S.D. McCormick. Effects of short-term acid and aluminum exposure on the parr-smolt transformation in Atlantic salmon (*Salmo salar*): Disruption of seawater tolerance and endocrine status. *General and Comparative Endocrinology* 158: 122-130.
- 2008 **Monette, M.Y.** and S.D. McCormick. Impacts of short-term acid and aluminum exposure on Atlantic salmon (*Salmo salar*) physiology: A direct comparison of parr and smolts. *Aquatic Toxicology* 86: 216-226.

**CONFERENCE ABSTRACTS AND INVITED PRESENTATIONS: (\*indicates undergraduate student):**

- 2022 **Monette, M.Y.** and J.P. Velotta. Network analysis of gill transcriptomics provides insight into the impacts of multiple stressors in Atlantic salmon. American Physiological Society Interim Meeting, "From organisms to omics in an uncertain world," San Diego, CA. *(Oral)*
- 2022 **Monette, M.Y.** Using omics to unravel the impacts of multiple stressors in euryhaline fishes. Department of Physiology and Neurobiology, University of Connecticut, Storrs, CT. *(Oral) (invited)*



- 2022 Griggs, E.L., **Monette, M.Y.**, Savoy, L.J., Persico, C.P., Schoch, N. and D.C. Evers. An evaluation of blood heat shock proteins as biomarkers of stress in common loons (*Gavia immer*). The Northeast Natural History Conference, Albany NY. *(Poster)*. Received 3<sup>rd</sup> place for Outstanding Graduate Student Poster.
- 2022 **Monette, M.Y.** and J.D. Hannon\*. Climate change-related stressors and the physiology of estuarine fishes. 7<sup>th</sup> Annual Climate and Human Civilization Lecture Series. Western Connecticut State University, Danbury, CT. *(Oral) (invited)*
- 2021 **Monette, M.Y.** and J.P. Velotta. Gill transcriptomic response to seawater is altered by acute stress in Atlantic salmon smolts. Society for Integrative and Comparative Biology, Virtual Meeting. *(Oral)*
- 2019 **Monette, M.Y.** Salt and water balance in euryhaline fishes: From molecule to whole organism. Fairfield University, Fairfield, CT. *(Oral) (invited)*
- 2019 **Monette, M.Y.** Salt and water balance in euryhaline fishes: From molecule to whole organism. Skidmore College, Saratoga Springs, NY. *(Oral) (invited)*
- 2018 McFarland, S.\*, Suquilanda, D.\*, Velez, K.\*, Divino, J.N., Shultz, E., and **M.Y. Monette**. The role of the Na-Cl cotransporter in freshwater adaptation of Threespine Stickleback. Society for Integrative and Comparative Biology, San Francisco, CA. *(Poster)*
- 2017 \*Felizardo, C., \*Hesse, C., \*Neville, N., \*Pettigrew-Edgren, \*M., Remley, \*M., Velez, K., McCormick, S.D., and **M.Y. Monette**. Phosphorylation of the Na-K-Cl cotransporter in the gills of Atlantic salmon in response to pharmacological stimulation and seawater challenge. Society for Integrative and Comparative Biology, New Orleans, LA. *(Poster)*
- 2015 Divino, J., **Monette, M.Y.**, McCormick, S.D., and E. Shultz. Characterizing rapid evolution of salinity tolerance in a recently introduced lake population of Threespine Sticklebacks. 8th International Conference on Stickleback Behavior & Evolution. Stony Brook University, Stony Brook, NY. *(Oral)*
- 2014 **Monette, M.Y.** The Na-K-Cl cotransporter: Recent advances in structure, function, and regulation. American Physiological Society Interim Meeting, "Comparative approaches to grand challenges in physiology," San Diego, CA. *(Oral) (invited)*
- 2014 Divino, J., **Monette, M.Y.**, McCormick, S.D., and E. Shultz. Evidence of rapid physiological evolution in an introduced lake population of threespine stickleback. American Physiological Society Interim Meeting, "Comparative Approaches to Grand Challenges in Physiology, San Diego, CA. *(Poster)*
- 2012 **Monette, M.Y.** Structure and function of the human Na-K-Cl cotransporter: Understanding transport and activation-related conformational change. Department of Physiology and Neurobiology, University of Connecticut, Storrs, CT. *(Oral) (invited)*
- 2012 **Monette, M.Y.** and B. Forbush. Regulatory activation is accompanied by movement in the C-terminus of the Na-K-Cl cotransporter (NKCC1). Experimental Biology, San Diego, CA, *(Poster)*
- 2009 **Monette, M.Y.** and B. Forbush. Activation-induced conformational change in the C-terminus of the secretory Na-K-Cl cotransporter (NKCC1). "Mechanisms of membrane transport", Gordon Research Conference, Waterville, ME. *(Poster)*
- 2009 **Monette, M.Y.** and B. Forbush. Phosphorylation state of the Na-K-Cl cotransporter (NKCC) in the intestine of euryhaline teleosts in response to varying salinity. Society for Integrative and Comparative Biology, Boston, MA. *(Poster)*

- 2008 **Monette, M.Y.**, T.Yada, V. Matey and S.D. McCormick. Impacts of short-term acid and aluminum exposure on the ion regulatory physiology of Atlantic salmon, *Salmo salar*, smolts: Mechanisms of impaired seawater tolerance. International Congress on the Biology of Fish, Portland, OR. (Oral)
- 2006 **Monette, M.Y.** and S.D. McCormick. Effects of acid and aluminum on Atlantic salmon parr and smolt physiology; Why are smolts more sensitive. International Congress on the Biology of Fish, St. John's, Newfoundland, Canada. (Oral)
- 2006 **Monette, M.Y.** and S.D. McCormick. A comparison of responses of Atlantic salmon parr and smolts to acid/aluminum exposure and detection of aluminum accumulation using non-lethal gill biopsy. Maine Atlantic Salmon Research Forum, Orono, ME. (Oral)
- 2006 **Monette, M.Y.** and S.D. McCormick. A comparison of responses of Atlantic salmon parr and smolts to acid/aluminum exposure: why are smolts more sensitive? Society for Integrative and Comparative Biology, Orlando, FL. (Poster)
- 2005 **Monette, M.Y.** and S.D. McCormick. The effects of short-term, sublethal acid and aluminum exposure on the seawater tolerance and endocrinology of Atlantic salmon, *Salmo salar*, smolts, Annual Conference of the Massachusetts Water Resources Research Center, Amherst, MA. (Poster)
- 2005 **Monette, M.Y.** and S.D. McCormick. Physiological and endocrine mechanisms of acid and aluminum impacts on Atlantic salmon smolt development. Society for Integrative and Comparative Biology, New Orleans, LA. (Poster)
- 2004 **Monette, M.Y.** and S.D. McCormick. Physiological impacts of short-term, sublethal acid and aluminum exposure of Atlantic salmon, *Salmo salar*, smolts. International Congress on the Biology of Fish, Manaus, Brazil. (Oral)
- 2003 **Monette, M.Y.** and S.D. McCormick. Short-term, sublethal acid and aluminum effects on seawater tolerance of Atlantic salmon smolts. Annual Meeting of the American Fisheries Society, Quebec City, Canada. (Oral)
- 2003 **Monette, M.Y.** and S.D. McCormick. Effects of short-term, sublethal acid and aluminum exposure on seawater tolerance and endocrinology of Atlantic salmon, *Salmo salar*, smolts. Society for Integrative and Comparative Biology, Toronto, Canada. (Poster)
- 2002 **Monette, M.Y.** and S.D. McCormick. Effects of short-term, sublethal acid and aluminum exposure on the seawater tolerance and endocrinology of Atlantic salmon, *Salmo salar*, smolts. New England Endocrinology Conference, Amherst, MA. (Poster)

#### OUTREACH AND SCIENCE COMMUNICATION:

- 2020 **NOAA's Bay Watershed Education and Training Program (B-WET)**. Designed and led a workshop for local high school teachers to provide content for the Danbury high school aquatic biology class focused on the ecology and physiology of anadromous fishes in Connecticut.
- 2018 Western Connecticut State University (WCSU), 411 Podcast. [Stream WCSU 411 - Paul Steinmetz & Michelle Monette by WCSUPodcasts | Listen online for free on SoundCloud](#)
- 2016-2018 **NOAA's Bay Watershed Education and Training Program (B-WET)**. Partnered with local middle school science teachers to design and lead a Family Science Night event focused on the lifecycle of salmon and their use of local rivers and streams for Danbury middle school students.

## WORKSHOPS AND EDUCATIONAL CONFERENCES:

- 2020 **Virtual Linux Introduction Workshop**, Computational Biology Core, University of Connecticut, Storrs, CT (*online*)
- 2020 **Virtual RNAseq Workshop**, Computational Biology Core, University of Connecticut, Storrs, CT (*online*)
- 2014 **Northeast Regional Sigma Xi Conference**, Old Westbury, NY
- 2014 **Human Anatomy and Physiology Society**, Eastern Regional Conference, Springfield, MA
- 2013 **Western New England Biology Educator's Fall Workshop**, Northwestern Connecticut Community College, Winsted, CT

## UNIVERSITY AND DEPARTMENTAL SERVICE:

- 2022 Co-chair (elected), WCSU, General Education Committee
- 2022 Chair (Provost appointed), WCSU, Institutional Animal Care and Use Committee
- 2022 Member (Provost appointed), WCSU, NECHE, Standard 6 Self-study Committee
- 2020-present Member (elected), WCSU, General Education Committee
- 2015-present Member (Provost appointed), WCSU, Institutional Animal Care and Use Committee
- 2015-2021 Chair (Provost appointed), WCSU, Western Research Day Planning Committee
- 2014-present Member (Provost appointed), Western Research Day Planning Committee
- 2014 Member (Provost appointed), 21<sup>st</sup> Century Role of Institutional Planning, Research, and Assessment Committee
- 2014-present **Department of Biology Committees**: Research Seminar Coordinator (2014-2017); Biology Student Awards Committee (2014-2017); Molecular Ecologist Faculty Search Committee (2014); Neurophysiologist Faculty Search Committee (2014); Program Assessment Committee (2015-present); Cell Biology Faculty Search Committee (2015); Microbiology Faculty Search Committee (2016); Summer Undergraduate Research Fellowship (SURF) Committee (2016-present); Department Evaluation Committee (2018-2019, 2020-2021); MS Integrated Biological Diversity Graduate Program Committee (2020-present); Genetics Faculty Search Committee (2020)

## PROFESSIONAL SERVICE:

### Journal Review:

- 2002-present Fish Physiology and Biochemistry, Comparative Biochemistry and Physiology, Aquatic Toxicology, Canadian Journal of Fisheries and Aquatic Sciences, Aquaculture, Marine and Freshwater Research, Ecotoxicology and Environmental Safety, Science of the Total Environment, FEBS Letters, Journal of Aquatic Animal Health, Royal Society for Open Science

### Grant Review:

- 2020 **Invited Panelist**, External Research Advisory Panel, Connecticut Sea Grant
- 2017 **Full-proposal Review**, Division of Integrative Organismal Systems (IOS), National Science Foundation
- 2017 **Pre-proposal Review Panelist**, Division of Integrative Organismal Systems (IOS), National Science Foundation
- 2013 Sea Grant College Program, University of Hawaii

### Other:

2021            **External Examiner**, Honors Program, Biology Department, Kenyon College, Gambier, OH  
2021            **External Examiner**, MSc in Applied Science, Saint Mary's University, Halifax, Nova Scotia  
2021            **Session Chair** for "Osmoregulation" contributed talks, Society for Integrative and  
                    Comparative Biology, Virtual Meeting  
2018-2020    **Selection Committee**, Board of Regents Faculty Awards

**PROFESSIONAL AFFILIATIONS:**

American Physiological Society  
The Mount Desert Island Biological Laboratory  
Society for Integrative and Comparative Biology  
International Congress on the Biology of Fish  
Sigma Xi

## **LORRIE-ANNE MONTE**

### **EDUCATION:**

- August 2018      **University of Connecticut**, Storrs, CT  
Neag School of Education, Department of Educational Psychology  
Doctor of Philosophy in Educational Psychology; Counselor Education and  
Counseling Psychology  
Dissertation Title: School Counselors Meeting High School Students' Social and  
Emotional Needs
- May 2012      **Sacred Heart University**, Fairfield, CT  
18 Credits in Educational Leadership
- August 2007      **Clarion University**, Clarion, PA  
12 Credits in Library Science
- May 2003      **Southern Connecticut State University**, New Haven, CT  
Master of Public Health with a specialization in Community Health Education  
\*Graduate Research Fellow for the Southern Connecticut State University School  
of Graduate Studies for the 2002-2003 academic year
- May 2001      **Southern Connecticut State University**, New Haven, CT  
Master of Science in Counseling with School Counselor Certification
- May 1996      **University of Connecticut**, Storrs, CT  
Bachelor of Science in Human Development and Family Relations with a  
Concentration in Counseling and Services  
Certificate in Women's Studies

### **SPECIALIZED TRAINING:**

- August 2017-      **YALE CENTER FOR EMOTIONAL INTELLIGENCE**, New Haven, CT  
May 2019      **Yale-Ashoka Changemaker Fellowship**  
Participated in the inaugural changemaker cohort for educators to help make  
Connecticut the first emotionally intelligent state.

### **LICENSE:**

- July 2021-      **State of Connecticut**  
Present      Licensed Professional Counselor

### **CERTIFICATIONS:**

- 2021-Present      **National Board for Certified Counselors Center for Credential & Education**  
Board Certified-TeleMental Health Provider (BC-TMH)
- 2021-Present      **National Board for Certified Counselors**  
National Certified Counselor  
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2021-Present	<b>Association for Clinical Pastoral Education (ACPE)</b> Pastoral Care Specialist
2012-Present	<b>Connecticut State Board of Education</b> Intermediate Administration and Supervision Certification (092)
2003-Present	<b>National Commission for Health Education Credentialing, Inc. (NCHEC)</b> Certified Health Education Specialist (CHES)
2001-Present	<b>Connecticut State Board of Education</b> School Counselor Certification (068)

#### **COACH TRAINING:**

2020-Present	<b>Robbins-Madanes Training</b> Robbins-Madanes Trained Coach
2013-Present	<b>Institute for Integrative Nutrition</b> Integrative Nutrition Health Coach
2011-Present	<b>Real Balance Global Wellness Services-Wellness Mapping 360</b> Certified Health & Wellness Coach
2009	<b>Wellcoaches</b> Health Coach & Wellness Coach Training Program Certificate of Completion

#### **TEACHING EXPERIENCE:**

August 2022-Present	WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT Course: EPY 604 Individual Counseling in Schools: Clinical Skills
January 2022-May 2022	WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT Course: EPY 606 Advanced Group Work: Theory and Practice Course: EPY 610 Practicum in School Counseling
August 2021-December 2021	WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT Course: EPY 603 Group Work Foundation: Theory and Practice Course: EPY 604 Individual Counseling in Schools: Clinical Skills
May 2021-August 2021	WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT Course: EPY 611 Practicum – Clinical Mental Health Counseling (3 Sections) Course: EPY 615 Internship – Clinical Mental Health Counseling
January 2021-May 2021	WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT Course: EPY 606 Advanced Group Work: Theory and Practice Course: EPY 613 Internship in School Counseling Course: EPY 610 Practicum in School Counseling (2 Sections)
August 2020-	WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT Lorrie-Anne Monte 2

December 2020	<p>Course: EPY 612 Internship in School Counseling</p> <p>Course: ED 586 Theories of Counseling</p> <p>Course: EPY 603 Group Work Foundation: Theory and Practice</p> <p>Course: EPY 604 Individual Counseling in Schools: Clinical Skills</p>
May 2020- August 2020	<p>WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT</p> <p>Course: EPY 611 Practicum – Clinical Mental Health Counseling (3 Sections)</p> <p>Course: EPY 610 Practicum in School Counseling</p> <p>Course: ED 598 Social Emotional Learning</p>
January 2020- May 2020	<p>WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT</p> <p>Course: EPY 606 Advanced Group Work: Theory and Practice</p> <p>Course: EPY 610 Practicum in School Counseling (3 Sections)</p>
August 2019- December 2019	<p>WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT</p> <p>Course: ED 586 Theories of Counseling</p> <p>Course: EPY 612 Internship in School Counseling</p>
August 2016- December 2016	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p><b><u>Adjunct Instructor</u></b></p> <p>Course: Counseling Theory and Practice</p>
January 2016- May 2016	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p><b><u>Co-Instructor</u></b> (With Dr. Rachelle Perusse)</p> <p>Course: Group Processes</p>
August 2015- December 2015	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p><b><u>Co-Instructor</u></b> (With Dr. Robert Colbert)</p> <p>Course: Counseling Theory and Practice</p>
January 2015- May 2015	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p><b><u>Adjunct Instructor</u></b></p> <p>Course: Practicum</p>
January 2015- May 2015	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p><b><u>Co-Instructor</u></b> (With Dr. Rachelle Perusse)</p> <p>Course: Internship</p>
August 2014- December 2014	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p><b><u>Co-Instructor</u></b> (With Dr. Rachelle Perusse)</p> <p>Course: Practicum</p> <p>Course: Internship</p>

#### **COURSES CREATED:**

May 2020- August 2020	<p>WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT</p> <p>Course: ED 598 Social Emotional Learning</p>
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## **SUPERVISION EXPERIENCE:**

- October 2017-  
June 2018      NAUGATUCK HIGH SCHOOL, Naugatuck, CT  
**Site Supervisor**  
Supervised, mentored, and advised an internship student at the high school.
- August 2015-  
December 2015      NAUGATUCK HIGH SCHOOL, Naugatuck, CT  
**Site Supervisor**  
Supervised, mentored, and advised a practicum student at the high school.
- August 2014-  
May 2016      UNIVERSITY OF CONNECTICUT, Storrs, CT  
**University Supervisor**  
Supervised, mentored, and advised practicum and internship students in class and at placement sites.

## **PROFESSIONAL EXPERIENCE:**

- August 2022-  
Present      WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT  
**Assistant Professor, Counselor Education Fieldwork Coordinator, and  
Director of the HRSA Behavioral Health Workforce Education and Training  
Grant 2021-2025**  
**(Full-time Tenure Track Position)**
- Taught core courses in the Counselor Education program.
  - Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
  - Regularly updated and maintained the Typhon database of student placements.
  - Trained all fieldwork students and fieldwork professors on how to use the Typhon system.
  - Coordinated the collection of data from fieldwork students and site supervisors.
  - Developed and scheduled the 2022-2023 activities for the HRSA Behavioral Workforce Grant.
- August 2021-  
July 2022      WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT  
**Assistant Professor, Counselor Education Fieldwork Coordinator, and  
Co-Director of the HRSA Behavioral Health Workforce Education and  
Training Grant 2021-2025**  
**(Full-time Tenure Track Position)**
- Taught core courses in the Counselor Education program.
  - Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
  - Created and maintained the Typhon database of student placements.
  - Trained all fieldwork students and fieldwork professors on how to use the Typhon system.
  - Set up Blackboard courses for adjunct and new fieldwork professors.



- Coordinated the collection of stipend payment paperwork with site supervisors.
- Assisted in managing the HRSA Behavioral Workforce Grant.

August 2020-  
May 2021

WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT  
**Assistant Professor and Counselor Education Fieldwork Coordinator**  
**(Full-time One Year Grant Funded Position)**

- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Maintained the LiveText database of student placements.
- Coordinated the collection of stipend payment paperwork with site supervisors.

January 2020-  
May 2020

WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT  
**Assistant Professor and Counselor Education Fieldwork Coordinator**  
**(Full-time One Semester Special Appointment)**

- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Maintained the LiveText database of student placements.
- Coordinated the collection of stipend payment paperwork with site supervisors.

August 2019-  
December 2019

WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT  
**Adjunct Professor and Counselor Education Fieldwork Coordinator**  
**(Part-time)**

- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Maintained the LiveText database of student placements.
- Coordinated the collection of stipend payment paperwork with site supervisors.

August 2001-  
January 2020

NAUGATUCK HIGH SCHOOL, Naugatuck, CT  
**School Counselor**

- Counseled high school students with academic, social/emotional, and post-secondary/career issues.
- Assisted in developing and implementing Student Success Plans for the district.
- Active member of the school counseling program and curriculum planning process ensuring alignment with national standards in school counseling.
- Supervised, trained, and mentored new counselors hired in the counseling department.
- Used student data to assess student achievement and measure the effectiveness of current programs.
- Administered the Boys State and Girls State programs at the high school.

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- Assisted in the creation of the high school master schedule using Powerschool.
- Created and taught developmental guidance lessons to all grades.
- Founder and advisor for the Naugatuck Youth Leaders Program.
- Coordinated and facilitated the first town wide Naugatuck Great Kindness Challenge.
- Coordinated and facilitated the first high school graduation walk at all ten schools in the district.
- Student Council Co-Advisor.

**Interim School Counseling Director (2007-2008)**

- Responsible for the creation of the high school master schedule using Powerschool.
- Spearheaded the district purchase of the Naviance computer program for the high school and taught all students how to use the program for career planning and college searching.
- Administered the senior scholarship awards process.
- Assisted with the Jacket Ceremony and Honors Night.

August 2000-  
June 2001

TRUMBULL HIGH SCHOOL, Trumbull, CT  
MADISON MIDDLE SCHOOL, Trumbull, CT

**School Counseling Intern**

- Counseled high school students with academic, social/emotional, and post-secondary/career issues and co-facilitated a life skills group for freshman.

Spring 2000

HAMDEN HIGH SCHOOL, Hamden, CT

**School Counseling Practicum Intern**

- Counseled high school students with academic, social/emotional, and post-secondary/career issues.
- Knowledgeable about SASI, course selection, graduation requirements, school policy and procedures, pupil placement team (PPT) processes, clubs and activities, and community resources.

November 1998-  
February 2001

TRUMBULL LOVES CHILDREN, INC., Trumbull, CT

**Head Teacher**

- \*Certified by the State of Connecticut, Department of Public Health as a Head Teacher for children ages birth through school age.
- Responsible for planning and implementing after school activities for sixth, seventh, and eighth grade students.
- Taught enrichment activities to kindergarten through eighth grade students.

August 1998-  
November 1998

ULTIMATE FITNESS, Shelton, CT

**Group Exercise Instructor**

- Taught toning and Spinning classes.

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October 1997- August 1998	<p>THE DEPENDENT CARE CONNECTION, Westport, CT</p> <p><b><u>Academic Counselor</u></b></p> <ul style="list-style-type: none"> <li>• Knowledgeable about a variety of academic issues including: the selection process for elementary, secondary, and college admissions, searching for private aid, test preparation, tutoring, and enrichment programs.</li> <li>• Educated clients about academic issues and provided clients with extensively researched educational resources to fit their needs.</li> </ul>
September 1996- June 1997	<p>HILLEL ACADEMY, Fairfield, CT</p> <p><b><u>Substitute Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Substitute teacher for nursery and kindergarten classes.</li> </ul>
September 1996- June 1997	<p>SIX TO SIX INTERDISTRICT MAGNET SCHOOL, Bridgeport, CT</p> <p><b><u>Substitute Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Substitute teacher for preschool through fourth grade classes.</li> </ul>
Fall 1996	<p>SHELTON COMMUNITY CENTER, Shelton, CT</p> <p><b><u>Group Exercise Instructor</u></b></p> <ul style="list-style-type: none"> <li>• Taught aerobics classes.</li> </ul>
Summer 1996	<p>WOMEN'S SPA, Stratford, CT</p> <p><b><u>Group Exercise Instructor</u></b></p> <ul style="list-style-type: none"> <li>• Taught aerobics classes.</li> </ul>
Summers 1995, 1996 and 1997	<p>JEWISH CENTER FOR COMMUNITY SERVICES, Bridgeport, CT</p> <p><b><u>Counselor and Assistant Director of Teens-On-Wheels</u></b></p> <ul style="list-style-type: none"> <li>• Interacted with kindergarten through eighth grade students as a camp counselor.</li> <li>• Planned and supervised seventh and eighth grade teens on daily field trips.</li> </ul>
Spring 1996	<p>MANSFIELD MIDDLE SCHOOL, Mansfield, CT</p> <p><b><u>School Counseling Intern</u></b></p> <ul style="list-style-type: none"> <li>• Counseled seventh and eighth grade students with academic and personal issues and facilitated a group discussion with eighth grade students on postponing sexual involvement.</li> </ul>
Fall 1994- Spring 1996	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p>VIOLENCE AGAINST WOMEN PREVENTION PROGRAM</p> <p><b><u>Peer Educator and Intern</u></b></p> <ul style="list-style-type: none"> <li>• Facilitated a variety of programs on issues of violence against women.</li> <li>• Created contacts at the University of Connecticut's Regional Campuses and extended services to those branches.</li> </ul>
Fall 1994-	<p>UNIVERSITY OF CONNECTICUT, Storrs, CT</p> <p>Lorrie-Anne Monte 7</p>

- Spring 1996      **PEER HEALTH EDUCATION**  
**Peer Health Educator**
- Facilitated programs concerning public health.
  - Studied issues of communication, assertiveness, HIV/AIDS, sexually transmitted diseases, and birth control.
- Fall 1994-  
Spring 1996      **UNIVERSITY OF CONNECTICUT, Storrs, CT**  
**Group Exercise Instructor**
- Taught aerobics and toning classes.
- September 1993-  
May 1994      **SEXUAL ASSAULT CRISIS SERVICE, Waterbury, CT**  
**Volunteer**
- Completed the Sexual Assault Crisis Service/Y.W.C.A. Counselor Training Program.
  - Counseled a teen survivor of sexual assault.

## **PUBLICATIONS:**

DeRonck, N. G., Monte, L., & Morel, E. W. (2022). Working towards equity: Meeting the online learning needs of students with disabilities. In A. Brewer, M. Elcoro, & A. Lipincott (Eds.), *Behavioral Pedagogies for Online Learning*. Hedgehog.  
<https://hedgehogpublishers.com/product/behavioral-pedagogies-and-online-learning/>

A Letter to School Counselors, The Connecticut Counselor, March 2022.

Resources to Improve Student Mental Health and Well-Being, The Connecticut Counselor, November 2020.

CAG President's Message, The Newsletter of the Connecticut Association for the Gifted, August 2020.

CSCA President's Message, The Newsletter of the Connecticut School Counselor Association, Spring 2016.

CSCA President's Message, The Newsletter of the Connecticut School Counselor Association, Winter 2015.

CSCA President's Message, The Newsletter of the Connecticut School Counselor Association, Fall 2015.

## **PRESENTATIONS:**

Fields, S. & Monte, L. (2021, July). *Stranger in a Strange Land: The wellness needs of the gifted as they transition into adulthood*. SENG-Supporting Emotional Needs of the Gifted Online Conference.

Delcourt, M. & Monte, L. (2021, April). *Addressing the Needs of Students with Gifted and Talented Potential*. Presentation for the Western Connecticut State University Department of Education and Educational Psychology Conference

Monte, L. (2021, January). *Mental Wellness Panel Presentation*. Ingomu.

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Fields, S. & Monte, L. (2020, December). *Transformational Well-Being: Improving the Social and Emotional Wellness of Gifted Adults*. Senginar Online presentation for SENG-Supporting Emotional Needs of the Gifted.

Fields, S. & Monte, L. (2020, August). *Transformational Well-Being: Improving the Social and Emotional Wellness of Gifted Adults*. SENG-Supporting Emotional Needs of the Gifted Online Conference.

Monte, L. (2020, March). *Social and Emotional Learning*. Presentation for the Connecticut Association for the Gifted Minds in Motion Event, Milford, CT.

Monte, L. (2019, December). *Social and Emotional Learning, Wellness, & Well-Being*. Presentation at the Connecticut Association of Public School Superintendents Executive District Leaders' Roundtable, Cheshire, CT.

Monte, L. (2019, October). *Social Emotional Wellness 101*. Presentation at the Connecticut Association for the Gifted CreativityCon, Bridgeport, CT.

Monte, L. (2019, May). *Naugatuck Youth Leaders: Kindness Matters, Naugy Cares*. Poster Session at The Connecticut Teacher of the Year Council 2019 Empowered to Lead Symposium, Uncasville, CT.

Monte, L. & Dulong-Langley, S. (2015, November). *Innovating Intuition: Creative Thinking Strategies to Support Social and Emotional Development*. Presentation at the National Association for Gifted Children Conference, Phoenix, AZ.

Monte, L. & Dulong-Langley, S. (2015, November). *Innovating Intuition: Creative Thinking Strategies for Affective Development*. Presentation at the New England Conference on Gifted Education and Talent Development, Cromwell, CT.

Monte, L. (2015, July). *Counseling Gifted and Talented Students: What Every Counselor Needs to Know*. Presentation for the University of Saint Joseph School Counseling Internship Class, West Hartford, CT.

Monte, L. (2012, August). *A Day in the Life of a School Counselor*. Online presentation for the National College Advocacy Group.

### **SERVICE TO THE WCSU COUNSELOR EDUCATION PROGRAM/EDUCATION AND EDUCATIONAL PSYCHOLOGY DEPARTMENT:**

Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Search Committee, Fall 2022

Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Representative with the Connecticut Association for Counselor Education and Supervision (CACES), Fall 2021-Present

Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Representative with the CT Center for School Safety and Crisis Preparation at WCSU, Regional Crisis Team, Fall 2021-Present.

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Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Search Committee, Fall 2021

Western Connecticut State University, School of Professional Studies, Program Review Committee, September 2020-Present

Western Connecticut State University, Education & Educational Psychology Department, Co-chair of the Diversity Task Force Committee, February 2020-Present

Western Connecticut State University, Education & Educational Psychology Department Conference Committee, November 2020-April 2021

Western Connecticut State University School Counseling Curriculum Writing Workshop, Volunteer and Presenter, February 10 & 11, 2020.

**SERVICE TO WESTERN CONNECTICUT STATE UNIVERSITY:**

Western Connecticut State University, Chairperson of the Campus Climate Survey Sub-committee for the WCSU Diversity Council, September 2021-May 2022

Western Connecticut State University, Wellness Committee, February 2021-Present

Western Connecticut State University, Diversity Counsel Committee, February 2021-Present

**COMMUNITY SERVICE:**

Connecticut School Counselor Association (CSCA), Member 2001-Present

2020-2022 Counselor Educator Vice President

2019-2020 New Haven County Vice President

2018-2019 New Haven County Vice President-Elect

2017-2018 Past President & Director, Board of Directors

2016-2017 Immediate Past President & Director, Board of Directors

2015-2016 President

2014-2015 President-Elect

2012-2014 Regional Vice President of New Haven County

2010-2011 By-Laws Committee Co-Chair

2006-2009 Mentoring Committee Chair

Connecticut Association for the Gifted (CAG) Board Member, 2015-Present

2020-2024 President

Saint Joseph High School Reunion Volunteer, 2007-Present

Alumni Council Member, 2007-2016

Alumni Council Vice President, 2012-2014

90's Alumni Council Reunion Co-Chair, 2014

University of Connecticut, School of Family Studies, Class Agent, 2002-Present

**COMMUNITY SERVICE FACILITATIONS:**

Lorrie-Anne Monte 10

Monte, L. (2022, June). *Open Forum Discussion*. Parents and Advocates for Gifted Education (PAGE) Meeting, Online for the Connecticut Association for the Gifted.

Monte, L. (2022, May). *Open Forum Discussion*. Coordinators, Administrators, and Teachers Resource Group Meeting, Online for the Connecticut Association for the Gifted.

Monte, L. (2022, May). *Open Forum Discussion*. Parents and Advocates for Gifted Education (PAGE) Meeting, Online for the Connecticut Association for the Gifted.

Monte, L. (2022, April). *Open Forum Discussion*. Parents and Advocates for Gifted Education (PAGE) Meeting, Online for the Connecticut Association for the Gifted.

de St. Croix, Y. & Monte, L. (2022, March). *Open Forum Discussion*. Coordinators, Administrators, and Teachers Resource Group Meeting, Online for the Connecticut Association for the Gifted.

de St. Croix, Y. & Monte, L. (2022, February 17). *Open Forum Discussion*. Parents and Advocates for Gifted Education (PAGE) Meeting, Online for the Connecticut Association for the Gifted.

de St. Croix, Y. & Monte, L. (2022, January 20). *Open Forum Discussion*. Coordinators, Administrators, and Teachers Resource Group Meeting, Online for the Connecticut Association for the Gifted.

DeBrito, T. & Monte, L. (2021, December 16). *Open Forum Discussion*. Parents and Advocates for Gifted Education (PAGE) Meeting, Online for the Connecticut Association for the Gifted.

de St. Croix, Y. & Monte, L. (2021, November 18). *Open Forum Discussion*. Coordinators, Administrators, and Teachers Resource Group Meeting, Online for the Connecticut Association for the Gifted.

de St. Croix, Y. & Monte, L. (2021, October 21). *Open Forum Discussion*. Parents and Advocates for Gifted Education (PAGE) Meeting, Online for the Connecticut Association for the Gifted.

#### **PAST SERVICE:**

CT State Department of Education Connecticut Model for Comprehensive School Counseling Revision Taskforce, 2014-2015

Huntington Branch Library Volunteer, 2008-2013

Naugatuck Teachers League Negotiations Committee, 2008-2009

Naugatuck Teachers League Naugatuck High School Representative, 2007-2010

#### **HONORS/AWARDS:**

Naugatuck American Legion Post 17 Certificate of Appreciation, 2019

Connecticut School Counselor Association Service Award, 2018

University of Connecticut Graduate Assistantship, 2015-2016, 2017-2018

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Association for Counselor Education and Supervision Emerging Leader, 2015

Neag School of Education: J. Raymond & Augusta Gerberich Scholarship, 2015

Connecticut Association for Counselor Education and Supervision: Graduate Student Professional Development Scholarship, 2015

### **GRANTS RECEIVED:**

2021-2022 CSU AAUP Research Grant with Drs Monte & DeRonck - \$10,000 for the research project: Attracting and Retaining School Counselors of Color

2018 - PHS Commissioned Officers Foundation for the Advancement of Public Health Barclay-Giel Seed Grant - \$5,000.00 to increase the mental health services at Naugatuck High School

2001 - Business Education Initiative of Trumbull - \$500.00 mini-grant for a guest speaker career lecture series at Trumbull High School

### **PROFESSIONAL MEMBERSHIPS:**

- American School Counselor Association (ASCA)
- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- Connecticut Counseling Association (CCA)
- Connecticut Association for Counselor Education and Supervision (CACES)
- Connecticut School Counselor Association (CSCA)
- National Association for Gifted Children (NAGC)

### **RECENT PROFESSIONAL DEVELOPMENT:**

- CBT for Youth-Beck Institute, October 4, 11, 18, 2022 (Paid for by the WCSU Faculty Development and Recognition Committee, Faculty Development Funds)
- DBT in Schools-Cognitive & Behavioral Consultants, September 19-20, October 5-6, 2022
- Certified Clinical Trauma Professional (CCTP): Two-Day Trauma Competency Conference- Eric Gentry, PhD, LMHC, DAAETS, FAAETS, CCTP, August 18-19, 2022
- Clinical Supervision: Providing Effective Supervision, Navigating Ethical Issues and Managing Risk-George Haarman, PsyD, LMFT, July 25-26, 2022
- Connecticut School Counselor Association (CSCA) Annual Conference, April 5, 2022
- CHSE Blueprint Review Training, March 2, 2022
- SENG Online: 2021 Annual Conference, July 23, 2021-July 25, 2021
- Connecticut School Counselor Association (CSCA) Annual Conference, May 27-28, 2021
- University of North Carolina, Approved Clinical Supervisor Training Course, May 2021 (Paid for by the WCSU Faculty Development and Recognition Committee, Faculty Development Funds)
- Evidence Based School Counseling Conference, March 3, 2021-March 15, 2021
- Day Kimball Healthcare, Association for Clinical Pastoral Education (ACPE), Pastoral Care Specialist Training, September 2020-July 2021
- SENG 2020 Annual Conference, August 6-9, 2020
- Telehealth Certification Institute, Telemental Health Summit and Training Certificate Program, May 18, 2021-May 20, 2021

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**FORMER HEALTH/WELLNESS CERTIFICATIONS:**

**Aerobics and Fitness Association of America (AFAA)**

Certified Group Exercise Instructor

Certified Personal Trainer

**Spinning**

Certified Spinning Instructor

**National Academy of Sports Medicine (NASM)**

Certified Personal Trainer

## **Education**

Ph.D. in Physical Education, Concentration in Teaching and Administration, Springfield College. Dissertation: Satisfaction with Coaching Leadership as a Predictor of Emotional Intelligence and Efficacy

M.S. in Physical Education, Concentration in Athletic Administration, Springfield College  
Thesis: Factors Involved of Why Student Athletes Withdraw from Collegiate Athletics

B.A. in Communication, Western Connecticut State University

## **Professional Experience**

**Assistant Professor**, Western Connecticut State University, August 2017 – present

*Courses:* Health Promotion and Maintenance; Introduction to Health and Wellness; Fitness for Life: Online Lecture, Resistance Training, Powerwalking/Games, Student Independent Activity; Drug Studies; Principles of Wellness; Principles of Personal Training; Exercise Physiology; Fitness Seminar and Lab; Exercise Kinesiology; Introduction to Exercise Science

*Supervision:* Health Promotion Studies Internship; Student Independent Research Project

*Advising:* Academically advise 50+ undergraduate students to degree completion

**Business Operations Coordinator**, Altium Wealth Management, LLC, Sept. 2016 – June 2017

*Compliance:* Revise tasks/workflow in compliance software; prepare for regulatory reporting/auditing; monitor employee adherence and attestations for industry compliance

*HR:* Internship Coordinator; Assist with onboarding and employee profiles in HR software; interface with external network solutions groups; organize worktime, leave administration and benefits enrollment

*Operations:* employee office requests; analyze systems for quality control and improvement

**Assistant Professor / Head Softball Coach**, Springfield College, Fall 2009 – Sept. 2016

*Undergraduate Courses:* Striking Games, Sociology of Sport, Softball Skills, Wellness: A Way of Life

*Graduate Courses:* Independent Study Proposal Design, Advanced Coaching Methods, Legal Issues in Physical Education and Athletics, Athletic Administration

*Supervision:* Coaching Practicum, Athletic Administration Field Experience, Student research: Independent Studies, Theses, Dissertations

*Advising:* Academically advise 14 undergraduate and 24 graduate students to degree completion

*Coaching:* Plan, organize, and direct the non-traditional and traditional seasons of a NCAA Division III softball program; recruit and retain student-athletes; monitor academic progress; supervise and mentor graduate assistant coaches

**Head Softball Coach / Course Support Instructor**, Smith College, Fall 2006 – Spring 2009

*Graduate Course:* Legal Issues in Sport

*Supervision:* ESS 505, 506: Coaching Practicum (Level IV NCACE certification)

*Coaching:* Plan, organize, and direct the non-traditional and traditional seasons of a NCAA Division III softball program; recruit and retain student-athletes; monitor academic progress; supervise and mentor graduate assistant coaches

**Professional Experience Cont'd**

**Adjunct Faculty Member**, Springfield College, Spring 2006, Fall 2008, Spring 2009  
*Undergraduate Courses:* Sociology of Sport, Drugs and Society, Athletic Administration  
*Graduate Course, guest lecturer/assistant:* Legal Issues in Sport and Recreation

**Teaching Fellow, Assistant Softball Coach**, Springfield College, September 2002 – June 2006  
*Activity Classes:* Softball Skills, Racquetball, Outdoor Adventure (Asst. to Instructor), Bowling  
*Coaching:* Assisted with practice planning, implementation, recruiting, and office work

**Compliance Coordinator Intern, Department of Athletics**, University of Massachusetts, Fall 2003; Springfield College, January 2003 – August 2004  
 Assisted the Associate Director of Athletics with responsibilities in Compliance and Eligibility including: Playing and Practice Seasons eligibility, Student-Athlete eligibility, satisfactory academic progress, and Student-Athlete retention

**Assistant Director**, Danbury Police Activities League Youth Center, Danbury, CT, December 1999 – August 2002

**Professional Development**

Faculty Athletics Representatives Association, Institute, Indianapolis, Nov 2022  
 Universal Design for Learning (UDL) training by CAST, Fall 2021 – Spring 2022  
 American College of Sports Medicine, NEACSM Fall Conference, Nov 2018 - present  
 American College of Sports Medicine, NEACSM Spring Conference, Apr 2019 - present  
 CTAHPERD, regional workshop, South Windsor CT, March 2019  
 Employee Wellness/Fit Fest, member, Fall 2013 – Spring 2016  
 Title IX: Sexual Harassment workshop by Donna Lopiano, Fall 2013  
 Doctoral Journal Club, Springfield College, 2004 – 2006, 2014 – 2016  
 National Fastpitch Coaches Association Convention, 2003 – 2015  
 National Fastpitch Coaches' College Course 407: Winning Strategies for Gameday Coaching, Las Vegas, Nevada, December 2011  
 NCAA Diversity Training & Inclusion Workshop, Springfield College, February 2011  
 NCAA Women's Coaches' Academy Regional Seminar, Boston, MA, January 2011  
 National Fastpitch Coaches' College Course 402: Advanced Analysis of Hitting, Pitching, and Short Game Skills, Nashville, Tenn., December 2009  
 New England Intercollegiate Softball Coaches Association, 2002 – 2013  
 Eastern District Association of AAHPERD Convention, Springfield, MA, 2005

**University Service - Current & AY 2021-2022**

Working Group 3: Retention and First Year, WCSU, Summer 2022  
 First Year Experience Program Coordinator, WCSU, Fall 2022 – present  
 Committee on General Education, WCSU University Senate, Fall 2022 – present  
 Health Education Coordinator, HPX dept. search committee, Fall 2021 – Spring 2022  
 Health Promotion Studies Internship Coordinator, HPX dept. search committee, Spring 2022  
 HPX Marketing Committee, member, Spring 2021 – present  
 NCAA Faculty Athletics Representative (FAR), Fall 2019 – present  
 Enrollment Management Committee, member, chair (2022), Fall 2019 – present  
 Admissions Accepted Students' Day, HPX representative, Spring (annual) 2019 – present  
 Exercise Science minor, coordinator, Fall 2018 – present  
 Athletic Training, articulation with CCSU, coordinator, Spring 2018 – present  
 HPX Club, faculty advisor, Spring 2018 – present  
 HPX 177 Fitness for Life: Activity, committee member, Spring 2018 – present  
 Admissions Open House, HPX representative, Fall (annual) 2018 – present  
 Faculty Ambassador, WestConn Field Hockey, Fall 2018 – present

### University/College Service - *Past*

Assistant Athletics Director for Internal and External Affairs search committee, Summer 2019  
 Western Research Day, evaluator, Spring (annual) 2018, 2019, 2021, 2022  
 Scholarship Committee, Institutional Advancement, member reviewer, Fall 2017  
 Health Promotions Independent Study evaluator, Spring 2014 – 2016  
 Faculty Senate, Executive Committee Secretary, Fall 2013 – Spring 2014  
 Faculty Senate, Academic Policies and Standards committee, member, Fall 2012 – Spring 2014  
 Business Management faculty position screening committee, member, Fall 2013  
 Doctoral Qualifying Examination, examiner, oral and written, Fall 2012 – Summer 2016  
 Advanced Level Coaching Master Degree curriculum committee, chair, Spring 2011 – 2012  
 Career Center Advisory Board, Fall 2010 – Spring 2013  
 Sport Management faculty position screening committee, member, Fall 2010, Spring 2011  
 PE/Athletic Administration faculty position screening committee, Fall 2010, Spring 2011  
 Dual Sport Student-Athlete committee, member, Fall 2009, Spring 2010  
 PE/Athletic Administration position screening committee, Fall 2009, Spring 2010  
 Athletics Department Golf fundraiser committee, Fall 2009 – Spring 2016  
 PEHE-Graduate committee, Fall 2009 – Spring 2016  
 Campus Recreation Advisory Board, Fall 2009 – Spring 2011  
 Research Group committee, member, Springfield College, Fall 2009 – Spring 2016  
 Independent Study Poster Presentation evaluator, Fall 2009 – Spring 2016  
 Recruitment Open Houses, Admissions, Fall 2009 – Spring 2016  
 Fall Fit 5K, Smith College Athletics Department fundraiser, Sponsorship committee, 2008  
 Head Ski Coach search committee, Smith College, 2008  
 Chairperson, Coaches' Academy, Smith College, 2008  
 Adapted Physical Education screening committee, Springfield College, 2006

### Community Service

DAR, Comstock Cemetery Clean up, Fall 2019 (annual) - present  
 Danbury Police Activities League, Auction Committee, 2017 - 2018  
 National Girls & Women in Sport Day, Springfield College, 2003 – 2006, 2011 – 2016  
 Towns of East Longmeadow and Wilbraham, evaluator for travel softball teams, 2009 – 2014  
 Humanics In Action, Springfield College, 2002 – 2006, 2009 – 2016  
 Softball Clinic, Springfield College, Spring 2003 – 2006, 2010 – 2016  
 Multiple Sclerosis fundraising dinner, volunteer, February 2011 (annual) – 2016  
 Team Impact Ambassador, 2011 – 2014  
 Springfield (MA) Teen Center, team volunteer, 2011  
 Rays of Hope, Breast Cancer Awareness Walk, 2010  
 Halloween Food Drive, Smith College Athletics Department, 2006 – 2008  
 Adopt-A-Family, Sponsor, Springfield, MA, 2003 – 2006, 2011  
 Annual Golf Fundraising Tournament, Volunteer, Springfield College, 2002 – 2004  
 Basketball Hall of Fame, Grand Opening Ceremonies, Volunteer, Springfield, MA, 2002  
 Volunteer Youth Softball Coach, Danbury PAL, Danbury, CT, 2001 – 2002

### Professional Service

NEACSM, CT State Representative, Fall 2022 – present  
 Little East Conference, Strategic Impact Grant, report liaison, 2022 – present  
 Little East Conference Awards Committee, member, Fall 2019 – present  
 NCAA Regional Advisory Committee, member, 2014 – Spring 2016  
 National Fastpitch Coaches' Association, All-Region Subcommittee, member, Spring 2012  
 NEISCA Weekly Top 10 Poll Committee, Spring 2011, 2012, 2013  
 NEWMAC, Awards Committee, member, Fall 2010 – Spring 2011

## Honors/Awards

FARA Institute, Scholarship Recipient, Nov 2022  
 HPX Club, Student Organization of the Year, AY 2018-2019  
 NEWMAC Softball Coach of the Year, Spring 2012  
 NEWMAC Sportsmanship Award, Smith College Softball Team, Spring 2008  
 Phi Epsilon Kappa Honor Society, Beta Theta Chapter, Inducted Spring 2006  
 Graduate Associate of the Year, Springfield College, 2004  
 NEISCA Professional Development Scholarship Award Winner, 2003 & 2004  
 Who's Who Among American Colleges and Universities, 1999  
 Lambda Pi Eta, National Communication Association Honors Society, WCSU, Inducted 1998  
 Three year letter winner/captain, Softball, Western Connecticut State University, 1996 – 1999  
 Two year letter winner, Field Hockey, University of Delaware, 1994 – 1996

## Affiliations/Memberships

American College of Sports Medicine (ACSM)  
 ACSM, New England Chapter (NEACSM)  
 CTAHPERD  
 Daughters of the American Revolution (DAR)

## Research/Presentations

Current Research: Betts, K., Kiosoglous, C., Perrelli, J., Galoyan, T., Fourie, M., Barlow, M., Murray, F., Steinman, S., & Delaney, B. *Coaching Awareness of Neuromyths and Evidence-Based Practices: An International Study* (to be submitted in November 2022).

Current Research: O'Neill, L., Perrelli, J., & D'Onofrio, M. *The Effects of Unilateral and Bilateral Overhead Resistance Training on Blood Pressure during Exercise* (halted due to covid-19 in 2020 but will resume)

Presentation: Apex Community Care, Inc., March 4, 2020. *Creating Lesson Plans and Effective Presentations* (with Prof. Denise Colaianne)

Presentation: CTAHPERD, March 21, 2019. *Before Push Comes to Shove: Instructional Ideas for Bullying Behaviors* (with Dr. Patricia McDiarmid)

Doctoral Dissertation: *Satisfaction with Coaching Leadership as a Predictor of Emotional and Social Intelligence*, Springfield College (MA), December 2009

Presentation: New England Preparatory School Athletic Council, November 20, 2009, Marlborough, MA, *Legal Issues in Sport for Athletics Administrators and Coaches*

Master's Thesis: *Factors Involved of Why Student-Athletes Withdraw from Collegiate Athletics*, Springfield College (MA), May 2004

**Student Research Advisor/Chair/Committee member**

**Master's Thesis**

- |                                |   |
|--------------------------------|---|
| Chris James (2012, chair)      | The Relationship Between Revenue and Scholarships at Division I Football Bowl Subdivision Schools<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/12821/rec/1">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/12821/rec/1</a>              |
| Megan Smalley (2013)           | Collective Efficacy and Winning in Collegiate Softball<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/25074/rec/2">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/25074/rec/2</a>   |
| Kelsey Lengyel-Jacovich (2013) | The Relationships of Cohesion, Collective Efficacy and Performance in Women's Basketball Teams<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/24613/rec/3">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/24613/rec/3</a>                 |
| Perry Wright (2013, chair)     | Decision and Movement Reinvestment Among Collegiate Athletes With Tendencies to Choke<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/40872/rec/1">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/40872/rec/1</a>                          |
| Dan Jones (2014, reader)       | Competitive State Anxiety, Trait Anxiety and Baseball Pitching<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/51268/rec/2">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/51268/rec/2</a>   |
| Maura Bergan (2014, reader)    | Female Athlete-Strength Coach Relationships, Motivational Climate, and Intrinsic Motivation in the Weight Room<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/35535/rec/1">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/35535/rec/1</a> |
| Rachael Raymond (2015)         | Academic Performance of Multi-Sport and Single-Sport Intercollegiate Distance Runners<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/59898/rec/1">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/59898/rec/1</a>                          |
| Tobie Langsam (2015, reader)   | Perceptions of Parental Influences and Physical Activity Behaviors of Elementary School Children<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/24474/rec/2">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/24474/rec/2</a>               |

**Doctoral Dissertation**

- |                               |  |
|-------------------------------|--|
| Melissa E. Quinlan (2013)     | Examining the Ecology of a Youth Development through Sport Program<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/39895/rec/3">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/39895/rec/3</a>  |
| Tracy Trachsler (2014, chair) | Moral Disengagement and Empathy in Intercollegiate Student-Athletes<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/47326/rec/1">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/47326/rec/1</a>   |
| Lis Macrum (2014, reader)     | Perceptions and Advising Practices of School Counselors in the Secondary School Setting with Students Interested in Athletic Training<br><a href="https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/49731/rec/1">https://cdm16122.contentdm.oclc.org/digital/collection/p16122coll1/id/49731/rec/1</a> |

**Master's Independent Study Research Project (poster presentation)- Advisor**

- |                         |   |
|-------------------------|---|
| Molly Smith (2010)      | Perceived Verbal Aggressiveness; Perceived Coach Verbal Aggressiveness by Female Student Athletes in Contact and Non-Contact Sports   |
| Kimberly Cosenza (2011) | The Difference in Cohesion of Regular Season Championship and Regular Season Non-Championship Teams in Division III Collegiate Sports |
| Luke Gabordi (2011)     | Sport Specialization in Youth Athletes as it Relates to Future High-Level Athletic Enjoyment  |

Michael Turcotte Jr.	Attitudes of Physical Activity Between Athletes and Non-Athletes of First Year High School Students
Deanna E. Huntley	The Relationship Between Coaching Efficacy by Coaches and Athletes
Joseph Kropa	Sport Psychological Skills
Jonathan Dominik (2012)	Gambling Behaviors Among College Student Athletes, Non-Student Athletes, and Former Student Athletes
Keith Stumpf (2012)	Precompetitive State Anxiety Among Division III Female Gymnasts
Michael Jones (2013)	The Impact of Sport Pressure on Male and Female Student Athletes
Nick Noheimer (2013)	The Relationship Between Precompetitive State Anxiety and Performance Within Intercollegiate Division III Distance Runners
Alexa Carlson (2014)	Effect of Athlete Satisfaction on Winning Percentage in Female NCAA Division III Athletes
Samantha Avery (2014)	Mental Training and Division III Collegiate Athletes
Kelsey Dunn (2014)	A Comparison of Levels of Team Cohesion Based on Challenge Course Experiences
Francesca Mazzola (2014)	Differences in Coaching Style Performance Among Female and Male Student - Athletes
Mike Corletta (2014)	The Preferred Coaching Behaviors of Athletes in Team Sports and Individual Sports
Cody Flanagan (2014)	Factors Involved in Recruiting High School Football Student Athletes
Rob Nolan (2014)	Positive Youth Development through Sport
Jessica Blasioli (2014)	Employee Wellness Participation
Lauren Horner (2014)	The Relationship Between Physical Activity and Psychological Well-Being in Older Adults
John MacDonald (2014)	The relationship of physical activity to health risk behaviors in first year college students
Kimberly Schmidt (2014)	The Relationship between Gender and Coping Styles in Division III Varsity Athletes

## CURRICULUM VITAE

Katherine Roe, Ph.D.

### EDUCATION

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Doctor of Philosophy in Psychology (2016). Educational Psychology  
Walden University, School of Psychology, MD.  
Dissertation: *Cultural Relevance in an English Language Learners' Classroom: A Qualitative Case Study*

Master of Science (1995) Reading & Special Education  
Adelphi University: Garden City, New York

Bachelor of Science (1983) Science / major; Education / minor  
St. John's University: Queens, New York

Applied Behavior Analysis Task 3 Course Sequence (2006)  
St. Cloud University.

### TEACHER CERTIFICATION

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New York State General Childhood Education, Reading teacher, & Special Education K-12 Certification

New York City General Childhood Education, Reading teacher, & Special Education K-12 Certification

### PROFESSIONAL EXPERIENCE

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Chair, Education & Educational Psychology Department / edTPA Coordinator  
Western Connecticut State University 2021 to present

Coordinator, MS Language & Literacy 2022 to present  
Western Connecticut State University

Coordinator, MA in Teaching - Secondary Education 2022 to present  
Western Connecticut State University

Coordinator, MS Special Education 2022 to present  
Western Connecticut State University

Coordinator, Elementary Education Program / edTPA Coordinator / Assistant Professor  
Western Connecticut State University 2018 to 2021

Academic Coordinator/Associate Professor of Education (Graduate)  
Concordia College – New York 2014 to 2018

Assistant Professor (Graduate)  
Concordia College – New York 2014 to 2016



Assistant Professor The City University of New York	2013 to 2014
Lecturer State University of New York	2008 to 2013
Education Consultant K.L. Roe Reading / Learning Center, CT	1996 to 2018
Special Education Teacher New York City Board of Education, New York	1986 to 1998
Director of Community Development Project for Vocational Training Goodwill Industries of Greater New York	1984 to 1986

#### Policy, State, & Governmental Affairs

Chair, AACTE-CT Legislative and Policy Committee,	September 2022 to present
ESL Programs for Refugees	July 2022 to present
Transfer & Articulation Initiative: Pre-Elementary Education	March 2022 to present
Legislative and Policy Committee AACTE-CT	August 2021 to September 2022
Proposal for legislation: Section 10-XX of the CT General Statutes Act Concerning Funding for Future Educators	March 2022
Connecticut State Department of Education Educator Evaluation and Support Council 2022	March 2022 to present

#### Leadership to the Profession

- Site Team Reviewer Council for the Accreditation of Educator Preparation (CAEP) 2020-present
- President, AACTE-CT Chapter/Executive Board Member September 2022 to present
- Western Connecticut Superintendent Association August 2022 to present
- LSII Early Childhood Lab School Initiative & PLC May 2022 to present
- Roe interview: Simms, J. (2020, September 6). Experts offer advice on remote learning. *Record Journal*. <https://www.myrecordjournal.com/News/Meriden/Meriden-News/Tips-to-Help-Make-Remote-Learning-Effective>
- External reviewer for Journal for Invitational Theory and Practice 2020-present
- External reviewer for Cogent Education, Taylor & Francis, 2019- present
- External reviewer for International Journal of Library and Information Science, 2019-present
- External reviewer AACTE 2014-present
- ISTE International, 2018-present

- Active member AACTE 2014-present
- NYSATE Member since 2014
- CEEDAR participant 2018-present
- CEC Chapter 2013-present
- ABAI, 2007-2019
- Kappa Delta Pi Alpha Epsilon Delta Chapter, 2014-20
- International Literacy Association, 1995-2022

#### Courses Taught at Western Connecticut State University

- ED 210: Foundations of Literacy I
- ED 213: Inquiry and Assessment I
- ED 220: Digital Literacy: Integrating Technology in the Classroom
- ED 301: Foundations of Literacy II
- ED 320: Professional Development Experience
- ED 418: Inquiry and Assessment in the Classroom II
- ED 440: Integrating Literacy
- ED 425: Elementary School Social Studies
- ED 501: Introduction to Educational Research
- ED 517: Development of Reading in an Elementary School
- ED 535: Development of Reading in Secondary School
- ED 607: Language Development
- ED 610: Exploring Children's and Adolescent Literature and Digital Literacies
- EPY 509 Exceptional Learners
- ED 620/21 MS Special Education Practicum
- ED 612/13 MS Literacy & Language Practicum -University Supervisor
- HON 499: Honors Enhancement

#### Courses Taught at Concordia College – New York

- EDU 381: Educational Psychology (Undergraduate)
- EDU 452: Student Teaching Seminar (Undergraduate)
- EDU 528: Culture, Language, and Literacy (Graduate)
- EDU 529: Literacy Instruction for Students with Special Needs
- EDU 530: Literacy Instruction for the Young Child
- EDU 553: Integrative Assistive Technology
- EDU 551: Special Education Assessment
- EDU 557: Teaching Students with Autism and Severe/Profound Disabilities
- EDU 558/559: Writing Development in Elementary Education / for the Young Child
- EDU 600: Research Seminar
- EDU 682/683/684: Student Teaching Seminar

#### Courses Taught at the City University of New York

- EDU 17: Literacy in Childhood Education grades 1-6
- EDU 30: Introduction to Special Education, Schools, and Society
- EDU 01: Foundations of Reading
- EDU 02: Reading and Study Skills
- LTL: 10 Learning to Learn

#### Courses Taught at the State University of New York

- COLSC 100: College Success
- READ 105: Analytical Reading
- READ 93: Foundations of College Reading

#### Service to Western Connecticut State University and the Education Department

- Dissertation Committee Member, Instructional Leadership AY 2022-present
- Co-Chair, University Planning and Budget Committee AY 2022-present
- Graduate Council AY 2022-present
- Summer Working Group: Academic Programs 2022
- New Programs Subcommittee 2022
- NECHE Working Group 2022
- Co-Chair, Committee on General Education AY 2021- 2022
- Chair, Committee on General Education AY 2020-2022
- Lead, Assessment of the General Education Competencies AY 2020-2021
- Education Review Committee AY 2021-present
- Chair, Education Review Committee AY 2019-2021
- Co-Chair, Education Review Committee AY 2018-2019
- CAEP Accreditation Committee Member AY 2018-2022
- WCSU ED & EPY Advisory Board AY 2018-2022
- Committee Member, Task Force for Diversity (Education Department) AY 2019-present
- Committee Member, Western International Committee AY 2019-2022
- Committee Member, Assessment Committee (Education Department) AY 2018-present
- Committee Member, Ad hoc Student Survey (Education Department) AY 2018-19
- Committee Member, SARC (Education Department) AY 2018-present
- Committee Member, Education Conference (Education Department) AY 2020-2021
- Dissertation Committee Member, Instructional Leadership AY 2020-2021

#### Service to Concordia College – New York and the Department

- Coordinator, MS General Childhood/Special Education 2014-2018
- Chair, Graduate Academic Policy Committee, 2017-18
- CAEP committee, 2014-18
- Academic Review Committee, 2014-18

- Partnership Liaison, 2014-2018
- Teacher Effectiveness Action Committee (TEAC), 2014-2018
- Middle States Commission on Accreditation Committee, 2017-18
- Dean / Faculty Search Committee(s), 2015-2018
- International Admissions Committee, 2016-17
- Designated SEVIS Officer, 2016-2018
- Principal Designated Student Exchange Visitor Officer Search Committee, (2016)
- English as a New Language Task Force, 2016-18
- Chair, Early Literacy Conference, 2015

### Consultant

- New Fairfield Public Library, 2009-
- New Fairfield Public School, 2009-2010
- Sherman School, 2008-2010
- YMCA of Connecticut, 2008
- City of Danbury Birth-Three, 2007

### Publications

Anderson, C. J., & Roe, K. (2022). Emotional Intelligence Optimizes Servant-Leadership and Equity. In Ursula Thomas (Ed.), *Cases on Servant Leadership and Equity*. PA: IGI Global.

American Association of School Personnel Administrators: National Educator Shortage Summit. (2022). 5 Shirts to Address the National Educator Shortage.(Contributor)  
[https://assets.noviams.com/novi-file-uploads/aaspa/AASPA-5\\_Shifts\\_NESS\\_FINAL.pdf](https://assets.noviams.com/novi-file-uploads/aaspa/AASPA-5_Shifts_NESS_FINAL.pdf)

Roe, K. (in-press). Mindfulness in Accreditation: How Accreditation Agencies Impact Institutional Culture and the Learning Community. (manuscript in process), JITP

Roe, K. (manuscript submission). Performance standards and effects on motivation.

Roe, K. (manuscript submission). Effects of yoga/meditation on brain activity and behavior. *Health Psychology Open*.

Roe, K. (manuscript submission). Discussion to distinguish between attendance and attention. *Review of General Psychology*.

Roe, K. (2019). Supporting student assets and demonstrating respect for Funds of Knowledge. *Journal of Invitational Theory & Practice*, 25.

Roe, K. (2017). English language learners and characteristics of language development: *Journal of Social, Behavioral, and Health Sciences*. Walden University Publishing

Roe, K. (2017). *ELLs and language-based disabilities* [interview]. Printed in Special Ed Connection.

Roe, K. (2017). *ELLs and language-based disabilities* [interview]. Printed in Today's School Psychologist.

Roe, K. L. (2016). Cultural Relevance in an English Language Learners' Classroom: A Qualitative Case Study.

Roe, K. (2011). Yoga therapy an alternative therapy for individuals with autism. *Autism Advocate*, (1), 27-32.

### Professional Presentations

Anderson, C. J. & Roe, K. (2022). Emotional Intelligence and ICORT Optimizes an Inviting Leader's Implementation of DEI Initiatives. Presented at the 2022 IAIE World Conference Innovative Teaching, Learning, Leadership with Invitational Education, Kennesaw, G. November 2022.

Roe, K. (2021, March 17). Supporting student assets and demonstrating respect for Funds of Knowledge. [Podcast]. Danbury, CT: WCSU

Carter, D. & Roe, K. (2020). Immersive fieldwork pilot study. Presented at the AACTE 2020 Conference Disrupting Inequities: Educating for Change, Atlanta, GA. February 2020.

Carter, D. & Roe, K. (2018). Round Table Discussion: *Creating a New Partnership*. Presented at the NYSATE-NYSACTE Conference, Saratoga Springs, NY, September 2018

Roe, K. (2017). *ELLs and Language-Based Learning Disabilities: Misconceptions and Assumptions* [Webinar]. Retrieved from [www.pubs.cec.sped.org](http://www.pubs.cec.sped.org)

Roe, K. (2016). *Introduction to Special Education Part 1*. Presented at Westside Montessori School, New York, NY.

Roe, K. (2017). *Introduction to Special Education Part 2*. Presented at Westside Montessori School, New York, NY.

Roe, K. (2016). *The IFSP and IEP in the Lutheran Classroom*. Presented at Lutheran School Association, New York.

Roe, K. (2014). *Pedagogical Practices for Reading Comprehension* Presented at Faculty Day: Bronx Community College, New York, 2014.

Roe, K. (2012). *Women's History Series: Women Seeking Solace*. Facilitated at the State University of New York at Westchester Community College.

Roe, K. (2011). *Women's History Series: Reading in Movement*. Facilitated at the State University of New York at Westchester Community College.

### Professional Organizations

AACTE 2014-present

CEEDAR 2018-present

International Reading Association 1996- present

Connecticut Reading Association 1998- present

New York State Association of Colleges for Teacher Educators 2014-2018  
Council for Exceptional Children 2014-present  
National Council of Teachers of English: Improving Literacy Teaching & Learning 2013-  
Applied Behavior Analysis International 2004-2014

**EDUCATION**

- 1990 Yale University MFA Graphic Design
- 1989 Yale Summer Program in Graphic Design, Brissago, Switzerland
- 1984 Purdue University BA Visual Communication Design
- 1979 Purdue University AAS Industrial Illustration Technology

**TEACHING**

- 2022-present Western Connecticut State University, Danbury, CT  
Associate Professor-Foundations + Applied Art, Department Chair
- 2017-22 Western Connecticut State University, Danbury, CT  
Assistant Professor-Foundations + Applied Art
- 2016-17 University of Bridgeport, Shintaro Akatsu School of Design, Bridgeport, CT  
Adjunct Faculty-Graphic Design Studio 1, Typography 3: Logo and Identity
- 2012-17 Western Connecticut State University, Danbury, CT  
Adjunct Faculty-Fundamentals of 2D Design, Color Theory, Typography,  
Communication Design 1 & 2, History of Graphic Design, History of Illustration,  
Logo and Identity Independent Study (Fall '17)
- 2008-17 Norwalk Community College, Norwalk, CT  
Adjunct Faculty-Graphic Design 1, History of Graphic Design, Typography, NCC Live!  
Member-Graphic Design Advisory Board Center for Teaching-Adjunct Faculty Teaching  
Award 2015
- 1991-95 Norwalk Community-Technical College, Norwalk, CT  
Adjunct Faculty-Graphic Design 1, 2, 3. Co-author of Graphic Design Degree Curriculum

**PAINTING EXHIBITIONS - SOLO**

- 2019 *Featured Artist*, Ridgefield Pride Art Center Gallery, Ridgefield, CT
- 2018 *Coat of Chrome*, Laura Barton Fine Art Gallery, Emmaus, PA
- 2017 *A Decade of Automotive Photorealism*, Mayor's Gallery at Government Center, Stamford, CT
- 2016 *Realized Classics*, Sidewalk Gallery, Norwalk, CT
- 2014 *Not Fade Away*, Norwalk Community College, Norwalk, CT
- 2013 *Art of the Automobile*, Westport Public Library Atrium Gallery, Westport, CT  
*Used Cars*, Carriage Barn Arts Center, New Canaan, CT
- 2011 *Fall Classics*, Laura Barton Gallery, Westport, CT  
*Art of the Car*, Pierce Ball Gallery, Stamford, CT
- 2008 *Car Parts*, Westport Arts Center, Westport, CT

**PAINTING EXHIBITIONS - GROUP**

- 2022 Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting  
January 25-May 8. Museum of the Rockies, Bozeman, MT  
June 1, 2022-January 15, 2023, Auburn Cord Duesenberg Automobile Museum, Auburn, IN  
North American Motor Car, Danbury, CT *Grand Opening Exhibition*
- 2021 Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting  
October 23, 2021-January 2, 2022, Lyman Allyn Art Museum, New London, CT  
June 1-September 12, 2021, Art Museum of South Texas, Corpus Christi, TX  
October 18, 2020-May 2, 2021, Ella Carothers Dunnegan Gallery of Art, Bolivar, MO  
*Freewheeling: The Allure of the Automobile*, The Bascom Center for Visual Art, Highlands, NC  
*Fall Online Exhibition*. International Guild of Realism
- 2020 Principle Gallery, Charleston, SC International Guild of Realism 15th Juried Exhibition  
Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting  
October 18, 2020-May 2, 2021, Ella Carothers Dunnegan Gallery of Art, Bolivar, MO  
July 13-August 23, The Michele and Donald D'Amour Museum of Fine Arts, Springfield, MA  
February 29-May 10, The Morris Museum of Art, Augusta, GA  
Still River Editions, Danbury, CT *Wish You Were Here*
- 2019 *Faculty Exhibit*, Western Connecticut State University, Danbury, CT  
Principle Gallery, Alexandria, VA International Guild of Realism 14th Juried Exhibition  
Silas Bronson Library, Waterbury, CT  
Weston Arts Lachat Farm, Weston, CT

**PAINTING EXHIBITIONS - GROUP (CONTINUED)**

- 2019 Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting  
November 7, 2019-February 2, 2020, Haggin Museum, Stockton, CA  
June 7-September 30, Sangre de Cristo Arts & Conference Center, Pueblo, CO  
March 1-May 19, Saginaw Museum of Art, Saginaw, MI  
January 12 - February 10, The Evelyn Burrow Museum, Hanceville, AL
- 2018 Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting  
October 1 - December 23, Maria V. Howard Arts Center, Rocky Mount, NC  
July 20 - September 9, Dane G. Hansen Memorial Museum, Logan, KS  
Premiere: March 10 - June 21, Museum of Arts and Sciences, Daytona Beach, FL  
*Bon Voyage: The Art of Travel and Leisure*, CODA Gallery, Palm Desert, CA
- 2017 Winfield Gallery, Carmel, CA International Guild of Realism 12th Juried Exhibition
- 2016 1261 Gallery, Denver, CO International Guild of Realism 11th Juried Exhibition  
Laura Barton Fine Art Gallery, Emmaus, PA Inaugural Exhibition
- 2015 Principle Gallery, Alexandria, VA International Guild of Realism 10th Juried Exhibition  
*Masterworks from the International Guild of Realism Exhibition*, Museum Tour: AL, GA, FL thru 2016  
*Cars, Nature, and More...* Kershner Gallery at the Fairfield Public Library, Fairfield, CT  
*Va Va Vroom, The Art of the Vehicle*, Carriage Barn Arts Center, New Canaan, CT  
*Off-The-Wall Exhibit*, Western Connecticut State University, Danbury, CT  
*Faculty Exhibit*, Norwalk Community College, Norwalk, CT (also 2011, 2013)
- 2014 Robert Lange Studios, Charleston, SC International Guild of Realism 9th Juried Exhibition
- 2013 *The Art of Transport*, Pierce Ball Gallery, Stamford, CT  
Tempe Center for the Arts, Tempe, AZ International Guild of Realism 8th Juried Exhibition  
*Barns, Cars, and Chemistry*, Red Door Gallery, Richmond, VA  
*21st Annual Art Show*, Junior League of Eastern Fairfield County, Fairfield, CT (also 20th)
- 2012 *Creativity & Compassion*, Faculty Exhibit, Western Connecticut State University, Danbury, CT  
*smallWork*, New Canaan Society for the Arts, New Canaan, CT  
Jones & Terwilliger Gallery, Carmel, CA International Guild of Realism 7th Juried Exhibition  
*Candy and Chrome*, Red Door Gallery, Richmond, VA
- 2011 Sage Creek Gallery, Santa Fe, NM International Guild of Realism 6th Juried Exhibition  
*Creative Achievement Award*  
Friends of Hall-Brooke, Mother's Day Show, Westport, CT Best of Show Award  
Fairfield County Concours d'Elegance, Westport, CT (also 2008-2010)
- 2010 *Fresh Paint*, Flinn Gallery at the Greenwich Library, Greenwich, CT  
*30th Faber Birren National Color Show*, Stamford Artists Association, Stamford, CT
- 2009 *The Car and Boat Show*, Gardner Colby Gallery, Naples, FL
- 2007 *Spectrum*, New Canaan Society for the Arts, New Canaan, CT 2nd prize, Juror: Robert Cottingham  
*Gallery representation by CODA Gallery, Palm Desert, CA since 2013*

**SELECTED BIBLIOGRAPHY**

- 2021 Celebrate Art + Automobile. *FreeWheeling: The Allure of the Automobile in Contemporary Art* Laurel Magazine, June.
- 2021 Spurlin, Sharon. *FreeWheeling, An Automotive Art Exhibition at The Bascom*, Automobilia #16, May/June
- 2021 *Art Internship Trends: Experts Weigh in on What to Expect in 2021*. zippia.com, April
- 2019 Voyage Chicago, ed. *Art & Life with Ken Scaglia*. <http://voyagechicago.com/interview/art-life-ken-scaglia/>
- 2016 West, Caroline, ed. *The Complete Guide to Art Materials & Techniques*. Quarto Publishing, London  
AMArt Quarterly. *Masterworks from the International Guild of Realism*. Albany Museum of Art, Albany, GA, Dec-Jan.
- 2015 On View. *Masterworks from the International Guild of Realism*. Norton Museum, Ocala, FL, July/September.  
Arts Calendar. *Carriage Barn Arts Center, Va Va Vroom! The Art of the Vehicle*. New York Times, New Haven Section, July 5.  
Kloosterboer, Lorena. *Complete Guide to Painting in Acrylics*. Quarto Publishing, London



**SELECTED BIBLIOGRAPHY (CONTINUED)**

- 2013 Green, Jonathan. *Volume Twenty*, Studio Visit Magazine, January  
2012 Ritchie, Amy. *Photo Finish*, Style Weekly Richmond, June  
Visual Arts Events, *smallWORK*, FCBuzz.Org, November  
2011 Rose, Joshua, ed. *Planes, Trains, and Automobiles*, American Art Collector, November  
Rooney, Ashley, ed. *100 New England Artists*, Schiffer Publishing, Atglen, PA  
Santa Fe New Mexican/Pasatiempo, *Guild of Realism Sixth Juried Exhibition*, October  
Social Happenings, *Art of the Car Exhibit*, Weston Forum, April  
2010 Menendez, Didi, ed. *Artist Feature*, Poets and Artists Magazine, December  
Rose, Joshua, ed. *Artist Focus*, American Art Collector, May  
Good Living Section, *Weston Artist in Greenwich*, Minuteman News Center, May  
2009 Detrik, Tanya. *Book Smart*, Fairfield County Home, April  
*Our Favorite Spaces*, *Suzanne Novik Interiors*, Fairfield County Home, March 2008. Weisberg, Julie.  
*Eye for design focuses on "Car Parts,"* Arts & Leisure, Weston Forum, January  
2007 "Car Parts" Exhibit, Arts & Leisure, Weston Forum, December  
"Car Parts" exhibit features Weston Artist, Westport News, January  
2005 Zebian, Linda. *Mural, Mural on the Wall, Room with a View*, Weston Magazine, July-August

**MEDIA APPEARANCES**

- 2021 WCSU Media Services video, Accepted Students Day  
2019 WCSU Media Services video, *Covering Blue Note* promotion  
2016 Hersam Acorn Network, Arts & Leisure Edition, June. Promotion of Sidewalk Gallery exhibit  
2014 Ann Nyberg's Network Connecticut (WTNH8), September  
Look at the Chrome on that Car! <http://networkconnecticut.com/2014/09/look-at-the-chrome-on-that-car/>  
2013 Fairfield County Artists Association, June. Portfolio presentation  
2011 Cablevision Neighborhood Journal, July Studio visit and promotion of Pierce Ball Gallery exhibit

**NATIONAL TRUST FOR HISTORIC PRESERVATION**

- 2017-20 Philip Johnson Glass House, New Canaan, CT  
Educator Guide for tours of the Glass House, galleries, grounds and seasonal exhibits

**FREELANCE PUBLICATION DESIGN**

- 2007-10 Rizzoli Publications International, Fairfield, CT and NYC  
Fine art and photographic books  
1992-2007 Hugh Lauter Levin Associates, Westport, CT  
Fine art and photographic books, calendars, postcards  
1992-97 Colonial Williamsburg Foundation, Williamsburg, VA  
*British Delft at Williamsburg* and museum collection books  
1996 *Jean Woodham: Sculptor*, Westport, CT  
Fifty Years of Sculpture retrospective exhibition catalogue  
1994-95 Nathan Garland Graphic Design + Film, New Haven, CT  
Fine art and photographic books  
1992-96 Yale University Art Gallery, New Haven, CT  
*Catalogue of the Collection*, various exhibition catalogues  
1992-96 Storm King Art Center, Mountainville, NY  
Exhibition catalogues, membership materials, site maps  
1990-91 Brandywine River Conservancy, Chadds Ford, PA  
*Brandywine River Museum Catalogue of the Collection*  
1990 Harry N. Abrams, Inc., NYC  
*The Age of Reptiles, The Age of Mammals*, Peabody Museum, New Haven, CT

**FREELANCE CORPORATE IDENTITY**

- 2016 Mark Feaster Photography, Hastings-on-Hudson, NY, Logo design
- 2014 Connecticut Writing Project, Fairfield, CT, Logo design
- 2013-14 Mohawk Day Camp, White Plains, NY, Logo design, signage, murals, marketing materials
- 1996-98 MQA, Inc., Fairfield, CT, Managed Quantitative Advisors. Logo and marketing materials
- 1996-97 InfoRx, LLC, Newtown, CT, Logo and marketing materials
- 1995-97 Outsource® Report, Fairfield, CT, Outsourcing industry newsletter
- 1990 Corporate Health Incorporated, Danbury, CT, Logo and marketing materials
- 1990 The Hand Center of Western Connecticut, Danbury, CT, Logo and marketing materials
- 1988 MODA Vérité, Columbus, OH, Fashion boutique. Logo and marketing materials
- 1986 Will Shively Photography, Columbus, OH, Promotional materials

**MURALS AND DECORATIVE PAINTED FINISHES**

- 1997-2013 TruFaux Decorative Painting, Weston, CT  
Murals and decorative painting for homes and businesses  
Artistic services included wall finishes, murals, floorcloths, furniture, and floors

**FREELANCE PACKAGING DESIGN**

- 1991-92 500 Group, Inc., Greenwich, CT  
Product and brand development, packaging graphics for teen cosmetics storage products

**EMPLOYMENT**

- 1988 Design Collective Incorporated, Columbus, OH  
Interior, Environmental, and Graphic Design. Senior Graphic Designer
- 1986-88 Karlsberger Companies, Columbus and Cincinnati, OH and Fort Worth, TX  
Architecture and Planning for Healthcare. Senior Graphic Designer
- 1984-86 Karlsberger + Associates, Inc., Columbus, OH  
Architects and Planners. Graphic Designer
- 1982-84 HC MacDonald Classified Services, Lafayette, IN  
Production, design, and illustration for classified advertising monthly. Graphic Designer

# Brian M. Stankus

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## EDUCATION

- |           |  |
|-----------|--|
| 2013-2019 | PhD in Chemistry<br>Brown University, Providence, RI                         |
| 2009-2013 | Bachelor of Arts in Chemistry (with Honors)<br>Boston University, Boston, MA |

## ACADEMIC APPOINTMENTS

- |                     |   |
|---------------------|---|
| Fall 2019 – Present | Assistant Professor of Chemistry<br>Western CT State University               |
| Spring 2019         | Visiting Assistant Professor of Chemistry<br>Brown University, Providence, RI |
| Summer 2018         | Summer Term Lecturer of Chemistry<br>Boston University, Boston, MA            |

## HONORS AND AWARDS

- Faraday Division Horizon Prize*, Royal Society of Chemistry, 2021.
- Deans' Faculty Fellowship*, Brown University, 2018-2019.
- Vince Wernig Fellowship*, Department of Chemistry, Brown University, 2017-2018.
- NASA RI Space Grant*, Brown University, 2014-2015.
- National Merit Scholarship*, NMSC, 2009-2013.
- Undergraduate Research Opportunities Program Award*, BU UROP, 2012.
- Boston University Honors Program*, Boston University CAS, 2009-2011.

## RESEARCH & OTHER ACADEMIC EXPERIENCE

*Research Assistant*, Weber Group, Brown University, 2013-2018.

Investigated ultrafast chemical dynamics, using photoelectron spectroscopy and ultrafast gas-phase x-ray scattering, to study a variety of model chemical systems.

*Teaching Assistant*, General Chemistry, Brown University, 2016-2017.

Facilitated group problem-solving sessions for general chemistry.

*Graduate Student Mentor*, Brown University, 2016.

Mentored first-year graduate students as a part of the Diversity and Inclusion Action Committee. Duties included surveying student attitudes, developing initiatives for a more inclusive environment, and holding office hours for advising students.

*Teaching Assistant*, General Chemistry Laboratory, Brown University, 2013-2014.

Instructed laboratory sections for general chemistry.

*Research Assistant*, Ziegler Group, Boston University, 2012-2013.

Investigated exciton dynamics in single-walled carbon nanotubes using ultrafast transient absorption spectroscopy.

*Guest Lecturer*, General Chemistry, Boston University, 2012-2013.

Guest lectured to approximately 200 students on topics including entropy, bond and formation enthalpies, and intermolecular forces.

*Teaching Assistant*, General Chemistry, Boston University, 2011-2013.

Served as both a discussion and pre-lab instructor for general chemistry.

*Research Assistant*, Abrams Group, Boston University, 2010-2011.

Researched chemical education, focusing on development of novel general chemistry laboratory experiments for college freshmen.

## PUBLICATIONS

H. Yong, X. Xu, J. M. Ruddock, **B. Stankus**, A. M. Carrascosa, N. Zotev, D. Bellshaw, W. Du, N. Goff, Y. Chang, S. Boutet, S. Carbajo, J. E. Koglin, M. Liang, J. S. Robinson, A. Kirrander, M. P. Minitti, P. M. Weber, "Ultrafast X-ray scattering offers a structural view of excited-state charge transfer", *PNAS*, (2021) DOI: 10.1073/pnas.2021714118

M. Waters, W. Du, A. Moreno Carrascosa, **B. Stankus**, M. Cacciarini, P. M. Weber, T. I. Sølling, "Transient Symmetry Controls Photo Dynamics near Conical Intersections", *J. Phys. Chem. Letters*, (2021) DOI: 10.1021/acs.jpclett.1c02334

H. Yong, A. Moreno Carrascosa, L. Ma, **B. Stankus**, M. P. Minitti, A. Kirrander, P. M. Weber, “Determination of excited state molecular structures from time-resolved gas-phase X-ray scattering”, *Faraday Discussions*, (2021) DOI: 10.1039/D0FD00118J

W. Du, Y. Gao, **B. Stankus**, X. Xu, H. Yong, P. M. Weber, “Ultrafast conformational dynamics of Rydberg-excited N-methyl piperidine”, *Phys. Chem. Chem. Phys.*, (2021) DOI: 10.1039/D1CP04236J

**B. Stankus**, H. Yong, J. Ruddock, L. Ma, A. M. Carrascosa, N. Goff, S. Boutet, X. Xu, N. Zotev, A. Kirrander, M. P. Minitti, P. M. Weber, “Advances in ultrafast gas-phase x-ray scattering”, *J. Phys. B: At. Mol. Opt. Phys.*, (2020) DOI: 10.1088/1361-6455/abbfea

P. M. Weber, **B. Stankus**, A. Kirrander, “Ultrafast X-ray Scattering: New Views of Chemical Reaction Dynamics”, *Chapter in book “Ultrafast electronic and structural dynamics, Ed. Kyoshi Ueda*, (2020) arXiv:2003.02839

H. Yong, A. M. Carrascosa, L. Ma, **B. Stankus**, M. P. Minitti, A. Kirrander, P. M. Weber, “Determination of excited state molecular structures from time-resolved gas-phase x-ray scattering”, *Faraday Discussions*, (2020) DOI: 10.1039/D0FD00118J

H. Yong, N. Zotev, J. M. Ruddock, **B. Stankus**, M. Simmermacher, A. M. Carrascosa, W. Du, N. Goff, Y. Chang, D. Bellshaw, M. Liang, S. Carbajo, J. E. Koglin, J. S. Robinson, S. Boutet, M. P. Minitti, A. Kirrander, P. M. Weber, “Observation of the molecular response to light upon photoexcitation”, *Nat. Comm.*, (2020) DOI: 10.1038/s41467-020-15680-4

J. M. Ruddock, H. Yong, **B. Stankus**, W. Du, N. Goff, Y. Chang, A. Odate, A. Moreno Carrascosa, D. Bellshaw, N. Zotev, M. Liang, S. Carbajo, J. Koglin, J. S. Robinson, S. Boutet, A. Kirrander, M. P. Minitti, P. M. Weber, “A Deep UV Trigger for Ground-State Ring-Opening Dynamics of 1,3-Cyclohexadiene”, *Science Advances*, (2019) DOI: 10.1126/sciadv.aax6625

H. Yong, J. Ruddock, **B. Stankus**, L. Ma, W. Du, N. Goff, Y. Chang, N. Zotev, D. Bellshaw, S. Boutet, S. Carbajo, J. E. Koglin, M. Liang, J. S. Robinson, A. Kirrander, M. P. Minitti, P. M. Weber, “Scattering Off Molecules Far From Equilibrium”, *J. Chem. Phys.*, (2019) DOI: 10.1063/1.5111979

**B. Stankus**, H. Yong, N. Zotev, J. Ruddock, D. Bellshaw, T. J. Lane, M. Liang, S. Boutet, S. Carbajo, J. S. Robinson, W. Du, N. Goff, Y. Chang, J. E. Koglin, M. P. Minitti, A. Kirrander, P. M. Weber, “Ultrafast X-Ray Scattering Reveals Vibrational Coherence Following Rydberg Excitation”, *Nature Chemistry*, (2019) DOI: 10.1038/s41557-019-0291-0

**B. Stankus**, R. White, B. Abrams, “Effective and Inexpensive HPLC Analogue for First-Year Students: Buret Chromatography of Food Dyes in Drinks”, *J. Chem. Educ.*, (2019) DOI: 10.1021/acs.jchemed.8b00665

J. Ruddock, N. Zotev, **B. Stankus**, H. Yong, D. Bellshaw, S. Boutet, T. J. Lane, M. Liang, S. Carbajo, J. Robinson, W. Du, A. Kirrander, M. P. Minitti, P. M. Weber, “Simplicity Beneath Complexity: Counting Molecular Electrons Reveals Transients and Kinetics of Photodissociation Reactions”, *Angew. Chem.*, (2019) DOI: 10.1002/ange.201902228

H. Yong, N. Zotev, **B. Stankus**, J. Ruddock, D. Bellshaw, S. Boutet, T. J. Lane, M. Liang, S. Carbajo, J. Robinson, W. Du, N. Goff, Y. Chang, J. E. Koglin, M. Waters, T. Sølling, M. P. Minitti, A. Kirrander, and P. M. Weber, “Determining Orientations of Optical Transition Dipole Moments using Ultrafast X-Ray Scattering”, *J. Phys. Chem. Lett.* (2018) DOI: 10.1021/acs.jpclett.8b02773

T. F. Morse, N. Mostovych, R. Gupta, T. Murphy, P. M. Weber, N. Cherepy, B. Adams, T. Bifano, **B. Stankus**, A. Akif, and A. I. Kingon, “Demonstration of a high resolution x-ray detector for medical imaging”, *Radiat. Detect. Med. Ind. Natl. Secur. XIX*, (2018) DOI: 10.1117/12.2320723

T. F. Morse, N. Mostovych, R. Gupta, T. Murphy, P. M. Weber, N. Cherepy, B. Adams, T. Bifano, **B. Stankus**, A. Akif, and A. I. Kingon, “Digital image capture for high-resolution medical x-ray diagnostics”, *Radiat. Detect. Med. Ind. Natl. Secur. XIX*, (2018) DOI: 10.1117/12.2321166

M. A. B. Larsen, A. B. Skov, C. M. Clausen, J. Ruddock, **B. Stankus**, P. M. Weber, T. I. Sølling, “Putting the Disulfide Bridge at Risk: How UV-C Radiation Leads to Ultrafast Rupture of the S-S Bond”, *ChemPhysChem*, (2018) DOI: 10.1002/cphc.201800610

**B. Stankus**, N. Zotev, D. M. Rogers, Y. Gao, A. Odate, A. Kirrander, P. M. Weber, “Ultrafast Photodissociation Dynamics of 1,4-Diiodobenzene”, *J. Chem. Phys.*, (2018) DOI: 10.1063/1.5031787

**B. Stankus**, J. M. Budarz, A. Kirrander, D. M. Rogers, J. Robinson, T. J. Lane, D. Ratner, J. Hastings, M. P. Minitti, P. M. Weber, “Femtosecond Photodissociation Dynamics of 1,4-Diiodobenzene by Gas-Phase X-Ray Scattering and Photoelectron Spectroscopy”, *Faraday Discuss.*, (2016) DOI: 10.1039/C6FD00135A

P. Decleva, A. J. Orr-Ewing, M. Kowalewski, O. Kornilov, J. P. Marangos, H. J. Wörner, A. S. Johnson, R. Forbes, D. Rolles, D. Townsend, O. Schalk, S. Mai, T. J. Penfold, R. J. D. Miller, M. Centurion, K. Ueda, W. Domcke, P. M. Weber, K. K. Baeck, O. Travnikova, C. Liekhus-Schmaltz, J. P. Figueira Nunes, D. M. Neumark, O. Gessner, A. Stolow, A. Rudenko, P. K. Mishra, A. Kirrander, D. Dowek, F. Martín, A. Vibók, M. P. Minitti, **B. Stankus**, C. Burger, “Structural Dynamics: General Discussion”, *Faraday Discuss.*, (2016) DOI: 10.1039/C6FD90072K

J. M. Budarz, M. P. Minitti, D. V. Cofer-Shabica, **B. Stankus**, A. Kirrander, J. B. Hastings, P. M. Weber, “Observation of femtosecond molecular dynamics via pump–probe gas phase x-ray scattering”, *J. Phys. B: At. Mol. Opt. Phys.* (2016) DOI: 10.1088/0953-4075/49/3/034001

M.P. Minitti, J.M. Budarz, A. Kirrander, J.S. Robinson, D. Ratner, T.J. Lane, D. Zhu, M. Glowia, M.E. Kozina, H. T. Lemke, M. Sikorski, Y. Feng, S. Nelson, K. Saita, **B. Stankus**, T. Northey, J.B. Hastings, P.M. Weber, “Imaging Molecular Motion: Femtosecond X-Ray Scattering of an Electrocyclic Chemical Reaction”, *Phys. Rev. Lett.*, (2015) DOI: 10.1103/PhysRevLett.114.255501

M. P. Minitti, J. M. Budarz, A. Kirrander, J. Robinson, T. J. Lane, D. Ratner, K. Saita, T. Northey, **B. Stankus**, V. Cofer-Shabica, J. Hastings, P. M. Weber, “Toward structural femtosecond chemical dynamics: imaging chemistry in space and time”, *Faraday Discuss.*, (2014) DOI: 10.1039/C4FD00030G

## PRESENTATIONS

Oral Presentation, “Ultrafast Chemical Dynamics: Photochemistry in Real Time”, Meeting of the Western CT section of the American Chemical Society, Danbury, CT, 2020.

Oral Presentation, “Imaging Molecular Vibrations in Rydberg Excited N-Methylmorpholine by Ultrafast Gas-Phase X-ray Scattering”, 2018 SSRL/LCLS Users' Meeting, Menlo Park, CA, 2018.

Oral Presentation, “Deconvoluting the isotropic and anisotropic ultrafast x-ray scattering of N-methylmorpholine following Rydberg excitation”, American Chemical Society National Meeting, Boston, MA, 2018.

Poster Presentation, “Mapping the Rydberg state potential energy curves of methyl iodide using ultrafast time-resolved photoelectron spectroscopy”, American Chemical Society National Meeting, Boston, MA, 2018.

Oral Presentation, “Photodissociation dynamics of organic iodides studied via ultrafast photoelectron spectroscopy”, American Physical Society March Meeting, Los Angeles, CA, 2018.

Poster presentation, “Early-time Photochemical Dynamics of 1,4-Diiodobenzene and Methyl Iodide Investigated via Ultrafast Photoelectron Spectroscopy”, Ultrafast Imaging of Chemical Dynamics: Faraday Discussion, Edinburgh, UK, 2016.

Poster Presentation, “Ultrafast Chemical Dynamics: Photochemistry in Action”, NASA Rhode Island Space Grant Symposium, Newport, RI, 2015.

## MEMBERSHIPS AND AFFILIATIONS

Member, *American Chemical Society*, 2018-Present.

Member, *American Physical Society*, 2017-Present.

Associate Member, *Royal Society of Chemistry*, 2016-Present.

Member, *WCSU University Senate*, 2021-Present.

Member, *WCSU Honors Council*, 2020-Present.

Member, *WCSU Chemistry & Biochemistry Early College Program*, 2021-Present.

Member, *Diversity and Inclusion Action Committee*, Department of Chemistry, Brown University, 2016-2019.



# Edwin M. Wong

Department of Biology  
Western Connecticut State University

## DEGREES

Doctor of Philosophy, Indiana University, Bloomington IN

Major: Molecular, Cellular, and Developmental Biology Minor: Genetics

Bachelor of Science, University of Maryland, College Park MD

Major: Chemistry (Biochemistry track)

## PROFESSIONAL EXPERIENCE

Associate Professor, Western Connecticut State University (2008-present)

Assistant Professor, Western Connecticut State University (1999-2007)

Visiting Assistant Professor, Salisbury State University (1994-1999)

Visiting Assistant Professor, University of Maryland-Eastern Shore (1994-1995)

## WORK LOAD CREDIT ACTIVITIES

### UNDERGRADUATE COURSES

BIO 100 Concepts of Biology

BIO 101 Freshman Seminar for Biology Majors

BIO 103 General Biology I

BIO 215 Microbiology

BIO 312 Genetics

BIO 410 Topics in Molecular Genetics

BIO 480 Group Senior Research

### GRADUATE COURSES

BIO 506 Applied Stewardship

BIO 539 Molecular Biology of Prokaryotes

## SUPERVISED STUDENT RESEARCH (since 2007)

- Susana Almeida, Ezaan Khan, & Daniela Romero. "Analysis of Cyanobacteria toxin genes in Connecticut Lakes." BIO 299 poster at the annual Western Research Day at Danbury, Connecticut on May 4, 2022.
- Faizah Karim & Chris Dwyer. "Screening Connecticut lakes for Cyanobacterial toxin genes." BIO 299 poster at the annual Western Research Day at Danbury, Connecticut on May 3, 2021.
- Kaitlyn Meyer & Xiomara Martinez. "An analysis of the relationship between diet, appetite, and gut microbiota in la mice." BIO 480 poster at the annual Western Research Day at Danbury, Connecticut on May 4, 2019.
- Nico Frascione, Martha Arana, Benedi Nyange. "The role of exercise on the microbiota composition in *Mus Musculus*." BIO 480 poster at the annual Western Research Day at Danbury, Connecticut on May 4, 2019.

- Bernard Henry, Phoebe Ermert, & Kayla Deguzman. "An analysis of fecal microbiome changes in lab mice in response to changing diets." BIO 480 poster at the annual Western Research Day at Danbury, Connecticut on May 4, 2019.
- Ashley Horton & Chris Marji. "Analysis of microcystin and saxitoxin genes in Cyanobacteria." BIO 299 poster at the annual Western Research Day at Danbury, Connecticut on May 9, 2019.
- Caitlyn O'Brien. "Analysis of Toxin Genes in Cyanobacteria." BIO 299 Student Independent Study. 2019.
- Victoria Fiorito. "Detection of Blue-Green Algae (Cyanobacteria) Toxin Genes in Candlewood Lake Water & Sediment". BIO 299 poster at the annual WestConn Research Day at Danbury, Connecticut on May 5, 2017.
- Robert McArthur. "An Analysis of Toxin-Producing Genes in Cyanobacteria from Candlewood Lake." Poster at the annual WestConn Research Day at Danbury, Connecticut on May 4, 2018.
- Michael Mascola & Devin Haack. "Identification of Bacterial Species and Diversity on American Dollar Bills through the Analysis of Prokaryotic 16S rRNA Genes". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 6, 2016.
- Evelin Garcia, Jenny Kry, & Emily Slade. "Comparative Analysis of the Vaginal Microflora Between White and Non-White Women". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 6, 2016.
- Sadia Alam & Edwin Rojas. "Comparative Metagenomic Analysis of Candlewood Lake Sediment: The Rhizosphere of Eurasian Watermilfoil". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 6, 2016. Best Poster Award.
- Mary Sigillo & Colin O'Brien. "A comparative metagenomic analysis of bacteria found on chicken dermis using the 16S rRNA gene". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 6, 2016.
- Charbel Khalil & Luisa Encarnacion. "A Study of Microbial Communities in Air Vents". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 6, 2016.
- Gina Bonacci, Karen Cabrera, Sean Ferguson, Michael Oldakowski, Meghan Bresson, & Amanda Halim. "Metagenomic Analysis of COI Gene in Eukaryotic Plankton Species in Lake Zoar and Lake Lillinonah". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 2, 2014.
- Kaleigh Mahar, Natasia Stewart, & Elaine Achama. "Effects of New Highway Construction on Soil Microbial Communities". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 6, 2016.

- Taylor Pasquence & Alicia Gallo. "AFLP Fingerprinting of Lake Lillinonah and Lake Zoar Zebra Mussels in Comparison with Laurel Lake and Lake Champlain Populations". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 2, 2014.
- Matthew Burrow, Cassie Griffin, Kaitlin McNally, Jacqueline Mino, Ryan Purwin, & Elizabeth Semple. "Comparative Analysis of Aquatic Eukaryotic Populations in Lakes Lillinonah and Candlewood". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 2, 2014.
- Jennifer Torres, Donal Keith, & Jessica Jahr, "Metagenomic Analysis of Water Sources in the Westside Nature Preserve Using Cytochrome Oxidase I Gene Barcode Region." BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 4, 2012.
- Erick Orozco & Jessica Hensel. "Metagenomic Analysis of Eukaryotic Communities in Candlewood Lake from 2011–2012". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 2, 2014.
- Brittany Mariani & Shirley Maignan, "Analysis of Prokaryotes in Rabbit Feces." BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 4, 2012.
- Melissa Carvalho, Tion Perkins, & Drilon Toska, "A Comparative Metagenomic Analysis of Bacterial Communities Along the Housatonic River in Connecticut." BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 4, 2012.
- Samantha Augustine & Zachary Dell, "Cataloguing the Microscopic Eukaryotic Organisms of Lake Lillinonah Using the 18S Ribosomal RNA Gene." BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 4, 2012.
- Ann Marie Selva, "Metagenomic Analysis of Microeukaryotic Organisms in Candlewood Lake." BIO 599 poster at the annual WestConn Research Day at Danbury, Connecticut on May 4, 2012.
- Mark Fitzgerald & Mary Alice Secola, "Microbial Metagenomic Analysis and Comparison of Candlewood Lake Sediments in Winter Drawdown and Shallow Submerged Shoreline Areas." BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010. Provost's Award for Best Poster.
- Nicole Stiteler & Matthew Wimbrow, "Comparative Analysis of Prokaryotes in Captive and Wild Owl Pellets." BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 4, 2012.
- Kyle Moske, Jason Conn, & Jacqueline Malecki, "Metagenomic Analysis of Cigar Microbes". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010.
- Cassandra Kocsis & Julia Sammartano, "DNA Analysis of Bacterial Communities on Equine Skin". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010.
- Jacob Putkowski, "Analysis of the Bacterial Community Within a Building Ventilation System". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010.

- Uyiosa Osagie & Sandy Peterson, "Metagenomic Analysis of Water Samples". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010.
- Rachel Yonika & Michael Ammirata, "Intestinal Colonization of *Equus ferus caballus* for the First Week of Life". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010.
- Valerie Watson, Courtney Pietropaolo, & James Tanner, "DNA Sequence Analysis of Lake Zoar Sediment Microbes". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010.
- James Tanner, "Morphological and mtDNA Classifications of Mosquitoes in Western Connecticut". BIO 490 Senior Research. 2009
- Mayadha Rasheed, "The *atpF-atpH* Intergenic Spacer as a Barcode Region for Plants". BIO 490 poster at the annual WestConn Research Day at Danbury, Connecticut on May 14, 2009.
- Casianne Manning, "DNA Barcode in Angiosperms: Variation in the *atpF-atpH* Intergenic Region". BIO 490 Senior Research. 2008
- Galina Filipova, "Analyzing the Microflora Found in the Human Oral Cavity". BIO 490 poster at the annual WestConn Research Day at Danbury, Connecticut on May 10, 2007.
- Valerica Albu & Annika Casteneda, "Comparison of Bacterial Communities Between Connecticut Forests and Gardens". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 10, 2007. Best Poster award.
- Oriane Broustal & Deborah Carella, "DNA Extraction & Amplification from Animal Hair and Fur". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 10, 2007.
- Cass Jabara & Teresa Fox, "Temperature Selection and Microbial Robustness: An Analysis of Utah, Nevada and Connecticut Soil Microbial Communities". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 10, 2007.
- Yvonne Santiago, "Frequency of D1S80 Alleles in European vs. Non-European Populations". BIO 535 poster at the annual WestConn Research Day at Danbury, Connecticut on May 10, 2007.
- Joanna Sweeney, "TRFLP Analysis of Soil Fungal Communities Along Stone Walls". BIO 599 Student Independent Study. 2007
- Jeffrey Brentson, "DNA Barcoding of Local Marine Fish". Abstracts from the exhibition event for the WestConn Institute for Science Teacher Research (WISTR) at Danbury, May 31, 2007.
- Luanne LaRose, "DNA Fingerprint Analysis of Aquarium Fish". Abstracts from the exhibition event for the WestConn Institute for Science Teacher Research (WISTR) at Danbury, May 31, 2007.

Karen Beitler, "Effects of Soil Amendments on Rhizobium-treated Legumes". Abstracts from the exhibition event for the WestConn Institute for Science Teacher Research (WISTR) at Danbury, May 31, 2007.

### **GRANTS (since 2005)**

- CSU-AAUP University Research Grant (2022) "Diversity of toxic Cyanobacteria in Connecticut lakes." (\$5000)
- Connecticut Department of Energy & Environmental Protection Grant for the Control of Aquatic Invasive Species (2021) "Identifying and Quantifying Toxin Genes from Cyanobacteria in CT Waterways." (\$3225)
- CSU-AAUP University Research Grant (2021) "Relationship between water quality parameters and toxic cyanobacterial blooms." (\$4100)
- Linde Global Giving Grant (2020) "Cyanobacteria Research" (\$20,000)
- CSU-AAUP University Research Grant (2019) "Quantifying genes and gene expression from Cyanobacteria in Connecticut waterways." (\$4623)
- Kettering Family Foundation (2018) "Scientific and Biological Study of Candlewood Lake." (\$4000)
- CSU-AAUP University Research Grant (2018) "Survey of Blue-Green Algae (Cyanobacteria) Toxins in Candlewood Lake and Lake Zoar." (\$5000)
- U.S. Environmental Protection Agency (2017) "A Strategy for Detecting, Monitoring, and Assessing Freshwater Harmful Algal Blooms." (\$694,260; not funded)
- WCSU Libraries (2017) "Open Educational Resources Evaluation Grant for BIO 100 Concepts of Biology textbook." (\$500)
- CSU-AAUP University Research Grant (2015) "Community Dynamics of Blue-Green Algae (Cyanobacteria) Blooms in Candlewood Lake." (\$5000)
- CSU-AAUP University Research Grant (2014) "Microsatellite analysis of genetic variation in zebra mussel populations." (\$3246)
- U.S. Fish & Wildlife Service, Connecticut Department of Energy & Environmental Protection (CT DEEP), Aquatic Nuisance Species Program Grant (2013) "Continued Monitoring of Zebra Mussel Introductions from the Housatonic River in Lakes Candlewood, Lillinonah and Zoar: A Pilot Program." Co-authors: Mitch Wagener, Larry Marsicano.
- CSU-AAUP University Research Grant (2013) "Phylogeographic Analysis of Zebra Mussel Populations in a Regional Ecosystem." (\$2523)
- U.S. Fish & Wildlife Service, Connecticut Department of Energy & Environmental Protection (CT DEEP), Aquatic Nuisance Species Program Grant (2012) "Continued Monitoring of Zebra Mussel Introductions from the Housatonic River in Lakes Candlewood, Lillinonah and Zoar: A Pilot Program." Co-authors: Mitch Wagener, Larry Marsicano.
- CSU-AAUP University Research Grant (2012) "Molecular Diversity of a Freshwater Lake Plankton Community." (\$4330)

- U.S. Fish & Wildlife Service, Connecticut Department of Energy & Environmental Protection (CT DEEP), Aquatic Nuisance Species Program Grant (2011) "Early Detection/Monitoring of Zebra Mussel Introductions from the Housatonic River in Lakes Candlewood, Lillinonah and Zoar: A Pilot Program." Co-authors: Mitch Wagener, Larry Marsicano.
- CSU-AAUP University Research Grant (2008) "Molecular Barcoding." (\$2810)
- CSU-AAUP University Research Grant (2007) "Molecular Analysis of Desert Microbial Communities."
- CSU-AAUP University Research Grant (2006) "Molecular Analysis of Environmental Fungi." (\$5000)
- CSU-AAUP University Research Grant (2005) "Impact of Environmental Disturbances & Pollution Upon Soil Microbial Communities." (\$4107)

### **PUBLICATIONS & PRESENTATIONS (since 2005)**

- Wong, E. (2021) "What are Cyanobacteria and Why Should We Care?" Presentation to the Connecticut Federation of Lakes (virtual) on January 13, 2022.
- Wong, E. (2021) "What are Cyanobacteria and Why Should We Care?" Presentation to the Brookfield Public Library (virtual) on August 9, 2021.
- Wong, E. (2019) "Lake Cyanobacteria: A Research Perspective." Presentation to the Regional Lake Communities Symposium at Danbury, Connecticut on October 21, 2019.
- Wong, E. (2019) "What are Cyanobacteria and Why Should We Care?" Presentation to the Minor Memorial Library at Roxbury, Connecticut on June 3, 2019.
- Wong, E. (2018) "Cyanotoxin Monitoring in Western CT Lakes." Presentation to the Connecticut Federation of Lakes Forum at Danbury, Connecticut on October 13, 2018.
- Wong, E. and Marsicano, L. (2016) "Blue-Green Algae Forum." Presentation at Western Connecticut State University at Danbury, Connecticut on September 22, 2016.
- Connally, N., Pinou, T., and Wong, E. (2015) "Teaching Science to Non-Majors: A Flipped Classroom Experiment". Poster session at the Conference on Teaching Large Classes at Blacksburg, Virginia on July 23, 2015.
- Wong, E. (2014) "Environmental CSI: Using DNA Technology to Investigate Invasive Zebra Mussels". Presentation at the conference of the New England Chapter of the North American Lake Management Society at Storrs, Connecticut on June 13-14, 2014.
- Wong, E. (2013) "Flipping the Classroom: How you can do it and why". Presentation at the WCSU Center for Excellence in Learning & Teaching at Danbury, CT on April 4, 2013.
- Wong, E. (2012) "Flipping the Classroom: How you can do it and why". Presentation at the WCSU Center for Excellence in Learning & Teaching at Danbury, CT on November 7, 2012.
- Wong, E., Bortoletto, A. and Bortoletto, M. (2012) "Molecular Detection of Zebra Mussel Veligers in Lake Planktonic Samples". Poster session at the conference of the New England Chapter of the North American Lake Management Society at Durham, New Hampshire on June 8-9, 2012.

- Wagener, S., Wong, E., Garafola, M., Bortoletto, A., Bortoletto, M., Marsicano, L. (2011) "Early Detection/Monitoring of Zebra Mussel Introductions from the Housatonic River in Lakes Candlewood, Lillinonah and Zoar: A Pilot Program."  
<[http://o2.aolcdn.com/hss/storage/patch/64390988f80a0aeccc2fa89ee06d8bba&ei=z-MDUZ3nJ4HN0AHl\\_oGoBA&usg=AFQjCNGHAVhNysiHGckDPt6hErANUthAww&bvm=bv.41524429,d.dmQ&cad=rja](http://o2.aolcdn.com/hss/storage/patch/64390988f80a0aeccc2fa89ee06d8bba&ei=z-MDUZ3nJ4HN0AHl_oGoBA&usg=AFQjCNGHAVhNysiHGckDPt6hErANUthAww&bvm=bv.41524429,d.dmQ&cad=rja)>
- Wong, E., Matthysse, A., and Pierson, L. "Analysis of the LacI family of repressor proteins in nonlactose-utilizing bacteria." ASM BioQUEST Bioinformatics Institute. 11 Mar 2007. American Society for Microbiology. 10 Oct 2007  
<[http://www.bioquest.org/bedrock/washingtondc\\_03\\_07/workshop\\_forms/project\\_template.php?project\\_id=323](http://www.bioquest.org/bedrock/washingtondc_03_07/workshop_forms/project_template.php?project_id=323)>.
- Wong, E. and Wagener, S. (2005) "The Influence of Stonewall Environments on Soil Microbial Community Structure as Assessed by Terminal Restriction Fragment Length Polymorphism Analysis". In *Linkages in Soil Ecology*. Abstracts from the Tenth Biennial International Conference of the Soil Ecology Society at Argonne National Laboratory, Argonne, Illinois on May 22-25, 2005.
- Wong, E. and Russock, H. (2004) "Methods for Isolating Genomic DNA from the Mossambique Tilapia for Randomly Amplified Polymorphic DNA Analysis". Abstracts from the Connecticut State University Faculty Research Conference at New Haven, Connecticut on April 24, 2004.
- Wong, E. and Russock, H. (2005) Methods for isolating genomic DNA from the Mossambique Tilapia (*Oreochromis mossambicus*) for Randomly Amplified Polymorphic DNA Analysis. *J. Ichthy.* 45 (Supp. 1):S183-S184.

## **SERVICE TO THE DEPARTMENT & UNIVERSITY**

- WCSU Cyanobacteria Monitoring Program founder & manager (2016-present)
- Westside Nature Preserve director (2018-present)
- Biology Club advisor (2000-2002; 2012–present)
- Dept. of Biology Social Media Committee (2020–present)
- Dept. of Biology Commencement Party Committee (2018–present)
- Dept. of Biology Program Review Committee (2014–present)
- Dept. of Biology Assessment Committee (2021–present)
- WCSU Science Building Space Committee (1999-present)
- WCSU Open House, Accepted Students Day, Freshman Orientation (2006-2022)
- Dept. of Biology webmaster (2006-2021)
- WCSU Minority Recruitment & Retention Committee (2008-2020)
- Dept. of Biology Department Evaluation Committee (2011–2015; 2018-2021)
- BRIDGE program participant (2010–2015)
- WestConn Institute for Science Teacher Research (WISTR) participating faculty (2006-2007)

- WCSU Faculty Senate (2002-2006)
- WCSU Informatics Minor Curriculum Committee (2003)

## MEMBERSHIP

- American Society for Microbiology (1999–present)
- North American Lake Management Society (2012-2014; 2022)
- National Science Teachers Association (2015–2017)
- Soil Ecology Society (2005–2007)

## PUBLIC TEACHING ACTIVITIES

- "What Can We Do About Cyanobacteria?" To aquatic science teachers at Danbury High School, January 28, 2020.
- "The Invisible World: Bacteria in the Environment". To Ninth Grade class at Henry Abbott Technical High School, November 12, 2010.
- "The Invisible World: Bacteria in the Environment". To Fifth Grade class at Sarah Noble Intermediate School, October 21, 2010.
- "The Invisible World: Bacteria in the Environment". To Fourth Grade class at Sarah Noble Intermediate School, November 12, 2009.
- "Bugs Underfoot: Sleuthing for Environmental Microbes". To Advanced Placement Biology classes at Danbury High School, January 9, 2006.
- "Bugs Underfoot: Sleuthing for Environmental Microbes". Science Day 2005 at Housatonic Valley Regional High School, March 18, 2005.

## TEXTBOOK REVIEWER

- *Campbell Essential Biology with Physiology, 12th Ed.* (2016) Simon, Dickey, Hogan, & Reece. Pearson.
- *Biology for a Changing World, 2nd Ed.* (2015) Shuster, Vigna, Tontono, & Sinha. Freeman.
- *Discover Biology, 12th Ed.* (2010) Cain, Yoon, & Singh-Cundy. Norton.
- *Concepts of Biology, 12th Ed.* (2007) Enger, Ross, & Bailey. McGraw Hill.
- *Principles of Cancer Biology.* (2006) Kleinsmith. Addison-Wesley

## AWARDS

- WCSU Provost's Teaching Award (2018)



- Outstanding Faculty Member in Macricostas School of Arts & Sciences, from Student Government Association (2018)
- Who's Who Among America's Teachers (2000) 6th Edition
- Outstanding Student Organization Advisor (1999) Office of Student Activities & Organizations, Salisbury State University
- Who's Who Among America's Teachers (1998) 5th Edition
- Honorary Professor (1994) Office of the President, Shandong University, People's Republic of China
- Honorary Professor of Molecular Biology (1994) Department of Biology, Shandong University, People's Republic of China
- Teaching Excellence Award (1994) Shandong Provincial Education Commission
- Teaching Excellence Award (1992) Shandong Provincial Education Commission

### **SCIENCE HORIZONS MENTOR**

- Lisa Glukhovsky (2001) "Viability of Cell Cultures Following Exposure to Cell Phone Radiation", New Milford High School.
- Mehul Mehta (2000) "Effect of Bacterial Species on Yogurt Production", Bethel High School.

## **Youngbin KIM**

Ancell School of Business  
Western Connecticut State University  
181 White Street, Danbury, CT 06810

### **Working Experience**

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#### **Western Connecticut State University**

**Danbury, Connecticut**

- *Assistant Professor*
- Accounting Department at Ancell School of Business

*August 2016 – now*

#### **Mando Corp.**

- *CAD Engineer*

**Wonju, South Korea**

*September 2005 – July 2008*

#### **Busan Metropolitan Police**

- *Combat Policeman* (Mandatory military duty)

**Busan, South Korea**

*October 2002 – March 2005*

### **Education**

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#### **University of Hawaii at Manoa**

**Honolulu, Hawaii**

*Ph.D. in Business Administration*

*August 2012 – July 2016*

- Major: Accounting
- Dissertation topics: Social networks of firms and corporate social responsibility, Social networks of firms and financial statement comparability

#### **National University of Singapore**

**Singapore**

*Ph.D. Program*

*August 2010 - July 2012*

- Major: Management
- Dropped

#### **Nanyang Technological University**

**Singapore**

*M.B.A.*

*August 2008 – October 2009*

#### **Seoul National University**

**Seoul, South Korea**

*Bachelor of Science in Mechanical and Aerospace Engineering*

*March 1997 - February 2002*

*Bachelor of Business Administration*

### **Publication**

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- **Board networks and audit quality** published in *Journal of Corporate Accounting and Finance* in 2022, co-authored with Jaeseong Lim and Juan Qin
- **The Crisis of Danbury Fair Mall** published in *Journal of Marketing Development and Competitiveness* in 2021, co-authored with Jin Sun Ahn, Hanyong Chung, Jung Hoon Kim, and Natalie Jungyoun Shin
- **Legal environment changes and firm value: Evidence from the 1999 SGI Case** published in *Journal of Applied Business and Economics* in 2021, co-authored with Jangho Gil and Jaeseong Lim
- **Social Networks of Firms and Corporate Social Responsibility** published in *Journal of Accounting and Finance* in 2020, co-authored with Ying Guo and David Yang
- **What happened to the pension liability of Connecticut State?** published in *Journal of Business Cases and Application* in 2020, co-authored with Jaeseong Lim
- **The effect of director busyness on corporate governance: an examination of the value of cash holdings** published in *Journal of Finance and Accountancy* in 2020, co-authored with Ying Guo and David Yang
- **GASB statement No. 68 Implementation Magnifies Attention to Connecticut Pension Crisis** published in *Journal of Government Financial Management* in 2020, co-authored with Xiaowen Jiang and Jaeseong Lim

## **Teaching Experience**

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- ACC201 Financial Accounting
- ACC202 Managerial Accounting
- ACC402 Governmental & Not-For-Profit Accounting
- ACC501 Introduction to Financial Accounting (M.B.A.)
- ACC502 Introduction to Managerial Accounting (M.B.A.)
- ACC507 Strategic Cost Management (M.B.A.)

# RYAN CAVANAGH

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10 Kale Davis Road, Sandy Hook CT 06482 | 631-926-0304 | cavanaghr@wcsu.edu

## Education

**State University of New York at Plattsburgh**

Bachelors Degree | Political Science

Masters Degree | Leadership and Administration

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## Coaching Experience

### **Head Men's Lacrosse Coach | Western Connecticut State University | 2016 - Present**

- Run all aspects of a competitive college lacrosse program, including budget management, recruitment, travel coordination, staffing, practice planning and teaching individual and team skills.
- Rebuilt the men's lacrosse program from a 2-14 record in 2016 to making a Little East Conference Championship appearance in 2021.
- Achieved the recognition of being regionally ranked in New England in 2021, the first in program history.
- Achieved the recognition of being of receiving votes in the USILA National Coaches Poll in 2022, the first time in program history.
- Recruited and developed two USILA All Americans (the first in program history), two LEC Rookies of the Year, 19 All-LEC Players and 7 players named to the NEILA East-West All-Star Game.
- Conduct academic meetings, team building exercises and leadership workshops with lacrosse student-athletes.
- Develop yearlong strength and conditioning programing, while teaching the proper lifting and running techniques required to accomplish the programing.
- Cultivate a strong culture amongst the team by developing the character of our team captains, leaders, and followers.
- Collaborate with athletic and academic departments regularly to ensure our team is living up to the standards and vision of the University.
- Acquire tens of thousands of dollars through fundraising efforts annually, including but not limited to Western Day of Giving, the Hat City Lacrosse Shootout (annual men's lacrosse tournament), and hosting alumni events and gatherings.
- Participate as a voting member on the New England Lacrosse Poll and the USILA National Coaching Poll.
- Serve on the USILA Regional All-American committee.
- Communicate with recruits, families, and campus admissions to streamline the application process.
- Serve on university committees, including Faculty Senate, athletics website redesign, and the alumni golf outing.

### **Director of Recruiting and Head Coach | CT Wolves Club Lacrosse Program | 2021 - Present**

- Assist in running a highly competitive club lacrosse program, including staffing, lesson planning, and teaching individual and team skills.
- Teach a speed and agility curriculum that emphasizes sprinting mechanics and training to develop and prepare young lacrosse players.

### **Director | Game Breaker Sports Camp | 2016 - 2019**

- Managed several aspects of running a youth sports camp, including recruitment, staffing, lesson planning, and teaching individual and team skills.

#### **Head Men's Lacrosse Coach | SUNY Plattsburgh | 2011 – 2016**

#### **Head Assistant Coach, Men's Lacrosse | SUNY Plattsburgh | 2008 - 2011**

- Led the team to three straight appearances in the SUNYAC Championship from 2013 – 2015, with 2013 being the first championship appearance in program history.
- Earned a .689% winning percentage, highest of any Head Coach in program history.
- Holds the record for the most wins in program history with 51 wins.
- Awarded the 2013 *Jac Coyne Lacrosse Magazine's* Division III Coach of the Year and the 2013 SUNYAC Coach of the Year.
- Marked the 2013 season with accolades including a #16 ranking in the USILA National Coaches Poll (first time ranked in program history), 8 consecutive weeks being nationally ranked, winning the most games in a single season (14), recording the best in-conference record in program history to date (5-1), and having the longest winning streak in program history.
- Received votes in the USILA National Coaches Poll from 2013-2015.
- Led the team to being regionally ranked in the North region in 2013 and 2014.
- Recruited, developed, and coached 7 USILA All Americans, 4 North South players, 1 USILA Scholar All American and 21 All-SUNYAC players (45% of the total All-SUNYAC players in program history when I departed).
- Organized the first-ever fishing trip fundraiser and the Annual Plattsburgh Lacrosse Golf Outing.

## **Playing Experience**

### **SUNY Plattsburgh**

- Earned recognition from coaches and players including Most Improved Player in 2006, and team Captain, MVP, All-SUNYAC player, and ranked 18<sup>th</sup> in the nation in face-offs in 2007.
- Currently hold the record for face-off percentage in a season and all-time career faceoff percentage.

### **Nassau Community College**

- Played in two National Final Four Junior College appearances.
- Won two regional titles.

## **Community Service**

- Spearheaded the Western Connecticut State University's community service program, accumulating the most hours of any Men's NCAA Division III teams in 2020.
- Organized our annual trick or canning event, which generates hundreds of canned goods and non-perishable items to local food pantries 2011-2021.
- Coordinated our team's participation in the Tunnel to Towers Run, which supports our nation's first responders and armed service members.
- Assisted in the Festivals of Trees fundraiser for Ann's Place which provides comfort, support, and resources to people living with cancer and their loved ones 2017, 18, 19, 21.
- Completed over 2,500 hours of community service at SUNY Plattsburgh from 2011-2016, including raising over \$31,000 for St. Baldrick's Day Foundation
- Received the Vision Award, by the Division of Student Affairs at SUNY Plattsburgh in 2010. Given to one person on campus who goes above and beyond to improve the community.

- Founded the Plattsburgh Youth Lacrosse Club, coaching players ages 6 – 17.
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# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2023 - 2024 program year.

A True Copy:

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

**ITEM**

CSU-AAUP Faculty Research Grants.

**BACKGROUND**

Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

**RATIONALE**

The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

**RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents



**\_CSU 20\_\_ Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
Abbas, Syed	Affects of 400 nm length of light on anxiety like behavior	\$5,000.00
Alicea-Velazquez, Nilda	Regulation of the Assembly and Function of Histone Methyltransferase Core Complexes	\$5,000.00
Allen, Trevor	The Far Right and The Left Behind: Western European Populism after the Crash	\$5,000.00
Barrington, Candace	Creating a Style Guide for New Chaucer Studies: Pedagogy and Profession	\$2,500.00
Bartone, Michael	LGBTQ2+ Educators' Navigations Through Societal Sexual and Gendered Norms, Heteronormative Schools and Society: Oral History Archives of LGBTQ2+ Educators	\$5,000.00
Blake, Lori	Cultivating student engagement in the accreditation process	\$10,000.00
Bragg, Caleb	Career ready students: Evaluating transferable skills for Connecticut undergraduate student post-graduation employability	\$4,990.00
Bray, Alicia	Trapping for introduced wood-boring beetles in forest habitats along coastline in Connecticut: year two of field work	\$5,000.00
Chae, Myungjin	Public Bus Mobility on Demand (MOD) in CT	\$5,000.00
Chakraborty, Sourav	Determination of hydrogen peroxide in Jaltomata species using fluorescent dye Amplex Red	\$4,988.00
Chase, Daniel	Measuring the activity of ASH presynaptic DOP-2 receptors in the downstream AIA neuron of C. elegans	\$5,000.00
Chen, Jason	How Well does an AI Chatbot do in an Accounting Course?	\$5,000.00
Choi, Jiyong	Benchmarking the Level of Project Managerial Inputs of Healthcare Projects: Focusing on Planning, Organizing, Leading, and Controlling performance	\$13,750.00
Conway, James	Data-Based Examination of an Unfounded Claim About Children with Incarcerated Parents (CIP)	\$1,960.00
Corbera Lopez, Silvia	Continuation of the Project - Social Cognitive and Affective Processing in Individuals in the Schizotypal Personality and Autism Spectrum Disorder Continuum and its Role in Social Functioning and Quality of Life	\$740.00
Corbera Lopez, Silvia 2 <sup>nd</sup>	Social Cognitive and Affective Processing in Individuals in the Schizotypal Personality and Autism Spectrum Disorder Continuum and its Role in Social Functioning and Quality of Life	\$5,000.00
Crundwell, Guy	Utilizing Schiff-base reactions and BOC-protecting groups to make extended heterocycle structures for potential use as electrochemical sensors and/or metal-binding ligands	\$3,936.00
Davis, Michael	Bacterial Bioremediation of Soils Contaminated with Diesel Oil	\$4,737.00
Dehigaspitiya, Dilani	Synthesis and biological evaluation of multivalent glyco-peptoid inhibitors against bacterial adhesion	\$5,000.00
Dobbs-McAuliffe, Betsy	Modeling acetaminophen toxicity in planarian worms	\$4,855.00
Dowling, Robert	A Place in Time: The Life and Work of Sam Shepard	\$5,000.00
Dunne, Robert	Surviving His Critics: Sherwood Anderson vs. Lionel Trilling, Irving Howe, and Malcolm Cowley	\$2,500.00
Efremoff, Ted	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	\$5,000.00
Farhat, Joseph	Financing a Socially Responsible Corporation: Does it pay to be good?	\$2,972.00
Garbovskiy, Yuriy	Interplay between Nanomaterials and Ions in Molecular and Ionic Liquid Crystals	\$5,000.00
Gilmore, Susan	"Language of the Unheard": Riot on the American Cultural Stage	\$2,500.00

Goh, Tan Leng	The Effects of a Physical Education Program on Children's Social and Emotional Learning and Implementation Experiences of Preservice Teachers	\$10,000.00
Gotchev, Ivan	On the Upper Bound of the Cardinality of Hausdorff Topological Spaces	\$5,000.00
Hapeman, Paul	Evaluating Four Hypotheses Associated with Changes in Occupancy Parameters of Fisher ( <i>Pekania pennanti</i> ) in the Green Mountain Range	\$5,000.00
Hartwig, Heidi	Political and Religious Conversion in Christopher St. John's Plays	\$5,000.00
Hoopengardner, Barry	RNA editing in Scorpionflies	\$4,800.00
Jackson, Mark	Measuring membrane potentials in crayfish caudal photoreceptors to blue light	\$5,000.00
Jarrett, Jeremiah	Habitat Preferences and Population Genetics of <i>Isostichopus badionotus</i> and <i>Astichopus multifidus</i> in the Caribbean	\$4,950.00
Jayasinghe, Dharshani Lakmali	The Bird View of The Selalihini Sandeshaya (The Starling's Message): A Critical Translation and Commentary	\$5,000.00
Johnson, Steven	Experimental and Modeling Research into Net and Near-Net Processes for Material Development	\$5,000.00
Jones, Mark	An Emotional Revolution: Loves and Loyalties in Imperial Japan (1868-1945)	\$5,000.00
Kapper, Martin	Salinity Adaptation in Ribbed Mussels - The Role of Phosphorylation and Dephosphorylation of Water Channel Proteins	\$4,710.00
Khurana, Parul	Self-Regulated Learning Strategies Used by General Biology Students	\$4,500.00
Kim, Eunhye Grace	Contemporary Popular Culture and Destination Image - Destination branding/marketing perspectives - "Squid Game" and Beyond: Utopia and Dystopia in contemporary Asian Popular Culture	\$5,000.00
Kim, Yeojin "Julie"	A systematic analysis and review of racism and hate speech in the context of social media	\$4,867.00
King, Thomas R.	Is the spontaneous "lightning bolt tail" (Bolt) mutation an allele of Axin2 in mice?	\$5,000.00
Koulidobrova, Elena "Helen"	Health practices in the Indigenous communities during the COVID-19 pandemic: Translation of the corpus into English for full access by wider research	\$2,500.00
Kraczkowski, Michelle	Assessing Shortnose Sturgeon Diet with eDNA	\$4,654.00
Kurkovsky, Stan	How Do Service-Learning Experiences Impact Computer Science Students' Attitudes about Serving the Social Good?	\$5,000.00
Maurer, Sarah	Selection of membrane forming amino acid amphiphiles under high pH conditions: Implications for the origin of cell membranes	\$5,000.00
Meng, Yunliang	Using Geographically Weighted Regression to Explore County Subdivision Level Predictors of Diabetes Deaths in Connecticut, U.S.	\$3,000.00
Mione, Thomas	You say tomato, I say Jaltomata	\$2,800.00
Mitchell, Damon	Validation of Sexual Misconduct Risk Screening Tools in Halfway Houses	\$5,000.00
Mitrano, John	An Examination of "Ethnic Ambassadors", Diaspora Tourism and the Identity Formation Process	\$4,857.00
Naoumov, Viatcheslav	Study of the Combustion of Papaffine-Based Fuels using Upgraded Hybrid Propellant Rocket Engine Test Facility and Instrumentation System: Combustion of Pure Paraffin	\$4,984.00
Oyewumi, Oluyinka	Evaluating Mobilization and Transport of trace elements within Hockanum River watershed area, Connecticut	\$5,000.00
Park, Sangho	Machine-learning based Artificial Intelligence for Energy Efficiency in Smart Buildings	\$2,861.00
Patterson, Yvonne	Teaching Cultural Competence in Baccalaureate Social Work Education	\$5,000.00
Penniman, Clayton	Variability in Community Physiological Profiles of Epiphytic Heterotrophic Prokaryotes in the Biofilm Attached to the Thalli of <i>Vertebrata lanosa</i> , an	\$5,000.00

	Obligate Epiphytic Seaweed on the Intertidal, Canopy-forming, Brown Seaweed, <i>Ascophyllum nodosum</i>	
Perdomo, Oscar	Construction of new examples of minimal hypersurfaces of spheres	\$5,000.00
Pope, Cynthia	The Gendered Impacts of COVID-19 in Havana and Matanzas, Cuba	\$5,000.00
Potter, Christopher	Development of a C3H/HeJ mouse model colony and associated laboratory technologies needed to conduct clinical studies in the treatment of Alopecia Areata	\$5,000.00
Pozorski, Aimee	American Literary Studies in Rome	\$2,866.00
Protzko, John	Why the Status Quo?	\$4,800.00
Saha, Krishna	Tests for Homogeneity of the Risk Ratio in Multiple Comparative Trials	\$5,000.00
Savatorova, Viktoria	Dynamical systems and mathematical modeling in applications to life sciences: modeling blood glucose dynamics	\$3,000.00
Schenck, Samantha	The Study of Labor Market Effects of Paid Family Leave Policies Using BLS Restricted-Access Data	\$4,820.00
Sianez, David	Composite Boat	\$4,960.00
Singhal, Rahul	Supercapacitor based on ternary MnNiCoO <sub>4</sub> Oxide	\$10,000.00
Smith, Jessica	Elucidating the role of the transcriptional regulator GSU1771 in extracellular electron transfer via conductive pili in <i>Geobacter sulfurreducens</i>	\$5,000.00
Snyder, Jason	Student Perceptions of Academic Advisors' Compassionate Communication	\$2,805.00
Soper, Carolyne	Financial Reform Following the Financial Crisis: A Survey of Dodd-Frank's Studies	\$6,796.00
Thomas, Jeffrey	A Mixed Methods Examination of Efficacy of Self-regulated Strategy Development (SRSD) and the DEFEND Strategy to Improve Students' Argument Writing in Inclusive High School Science Classrooms	\$5,000.00
Wang, Haoyu	In-space robotic external repair of module impacts through robotic 3D printing and adhesive dispensing technologies	\$5,000.00
Warshauer, Matthew	September 11th: Fact and Fiction	\$5,000.00
Westcott, Barry	Molecular Structure of Models for Vanadyl Impurities in Petroleum	\$4,475.00
Wizevich, Michael	Setting the Stratigraphic Record Straight	\$5,000.00
Zalewski, Leanne	Competition or Cooperation? Morisot, Gonzales, Manet and Chaplin	\$5,000.00
Zhao, Shushan	Security and Privacy Enhancement in Vehicle Networks	\$5,000.00
Total		\$359,433.00
Funding Available		\$452,112.00
Carry Over		\$92,679

**Eastern 2023 Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
Michele Bacholle	Book on Rebellious Contemporary French Women Writers	\$5,000
Thomas Balcerski	“The Greatest Party Ever Known: A History of Democrats from Jefferson to Biden”	\$4,000
Tao Chen	The Sound of Formosa Mountains	\$5,000
Timothy Cochran	Permissions for “Bernard Herrmann’s Memory Waltzes”	\$2,000
Anthony Cornicello	Thread City Jazz Trio Recording Project	\$5,000
Bradley Camp Davis	Wild Dominion: An Environmental History of the Late Vietnamese Empire	\$2,500
Kristen Morgan and Brian Day	Joint proposal- Documentary Series Post-production – Stepping Into the Shade	\$9,937
Daniel Donaghy	America Burning: Poems for Racial Equity and Social Justice (book of original poems)	\$4,000
Ana Funes-Maderey	Autonomy and Conscious Breathing: The Role of Prāṇa in Tantric Philosophy	\$5,000
Okon Hwang	Evolution of Nanta Drums	\$5,000
Soojin Kim	Mom Pae: Pants of Labor	\$4,000
Raouf Mama	Burning Candles, a Novel in Progress	\$4,000
Maureen McDonnell	Re-locating Shakespeare: Pages and Stages	\$4,000
Ken McNeil	Cultural Memory and Scottish Literature in the Nineteenth Century	\$4,000
Scott Moore	Ordeal by Touch: Superstition and the Early Virginia Courts	\$2,800
Afarin Rahmanifar	THE TIME IS NOW “ Women, Life, Freedom”	\$4,000
Allison Speicher	Fictions of Age: A Literary History of Age in Nineteenth-Century America	\$2,600
Chris Torockio	Murmurs: A Novel	\$5,000
Courtney Broschious	Deservingness and Criminal Justice Outcomes	\$4,000
Sara Carroll	Exploring factors that influence National Park Service NPS employee working experiences	\$3,000
Madeleine Fugere	Does Infidelity Priming Increase Parents’ Opposition to Physically Attractive Partners for Daughters?	\$2,560
Meng Guo and Nahyun Oh	Joint Proposal -- The Role of Chief Sustainability Officers on ESG Reporting	\$8,000

Marin Kurti	Genuine, Substandard or Counterfeit? How Androgenic Anabolic Steroids Users Navigate the Illicit Marketplace	\$2,880
Xing Liu	Bayesian Methods for Count Response Variables in Educational Research: A Comparison of Bayesian Poisson Regression and Negative Binomial Regression Models	\$3,920
Martin Mendoza-Botelho	The Patrimonial State and Welfare Creation. The use of Natural Resources and State Intervention post-Covid in Bolivia, South Africa, and Botswana	\$3,000
Fatma Pakdil and Steve Muchiri	Joint Proposal – A Mutivariate Analysis on Monitoring Length of Stay, Readmission, and Discharge Cost at Hospitals Using Statistical Process Control and Machine Learning	\$8,000
Jenna Scisco and Chris Krebs	Joint proposal -- Increasing Treadmill Desk Use in Adults Using Self-Tailored Deposit Contracts	\$5,880
Sudha Swaminathan	Supporting Math Learning by Dual Language Learners in Preschools	\$1,824
Theah Vasquez-O'Brien	Princesses and Superhero's: Influences on Gender Role Adherence and Self-Esteem	\$4,000
Anthony Aidoo	Grayscale Medical Image Enhancement with Morphological Closing Based on Top-Hat Operator.	\$5,000
Amy Bataille	Examining the relationship between MRP4 and regulatory proteins in renal proximal tubule cells through mentor-directed undergraduate research	\$3,978
Bryan Connolly	Minor Cannabinoids Effects and Inheritance	\$3,997
Peter Drzewiecki	The effects of salt tectonics on carbonate platform evolution, Santonian Sant Corneli Formation, south-central Pyrenees, Spain	\$4,000
Kehan Gao and Sarah Tasneem	Joint proposal-- Applying Deep Learning to Image Classification on NASA Datasets	\$8,000
Amy Groth	Study of genes related to human disease in the microscopic worm, <i>C. elegans</i> .	\$4,000
Kedan He	Molecular binding prediction for multi-target drug compounds using deep neural multi-task learning	\$3,000
Joshua Idjadi	A recent coral disease outbreak and a new algal scourge: What will become of Caribbean reefs?	\$3,722
Syed Islam	Detection of Harmful PFOA and PFOS Chemicals in Public Drinking Water System using Surface Enhanced Raman Spectroscopy (SERS)	\$5,000
Derek Laux	Using zebrafish to understand the role of neutrophil polarity in the early tumor microenvironment	\$4,000

Kurt Lucin	Characterizing bacteria within the brains of mice and humans	\$3,720
Barbara Murdoch	The microbiome of camel spiders	\$4,000
Bryan Oakley	Analysis and Collection of Paleostorm Records from Backbarrier Environments	\$4,000
Vijay Veerappan	Segregation analysis, quantification of mRNA expression and preparation of a research manuscript on a novel dap1 mutant in the model legume plant <i>Medicago truncatula</i>	\$5,000
<b>Total</b>		<b>\$186,318</b>
<b>Funding Available</b>		<b>\$230,241</b>
<b>Carry Over</b>		<b>\$43,923</b>

**SCSU 2023 Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
Vu, Thuan	Translating Vietnamese Imagery	\$5,000
Ferraro, Marisa	Dual language schooling in global contexts: An ethnographic case study examining program design, pedagogy, and community partnerships	\$5,000
Marsoobian, Armen	Updated and Expanded Edition Fragments of a Lost Homeland: Remembering Armenia (2015)	\$5,000
Slomba, Jeffrey	Digital Spolia and Reimagined Tondos: historical forms and contemporary tools for new sculpture	\$5,000
Smith, Julian	Reliability of Lingual Pressure During Active Swallowing Tasks	\$5,000
Roe, Sarah	Remembering Abandoned Places: Belonging through Informal Commemoration and the Human-Land-landscape Connection	\$5,000
Gusewski, Svenja	Longitudinal changes in disfluent speech patterns of bilingual school-aged children	\$5,000
McDaniel, Marie	Grievous Sin: Limits of Toleration in the Middle Colonies, Part II of Sex in the Belfry	\$5,000
Schmitt, Elena	Lessons Learned: A Reflection on the Technology-Mediated Transformation of a Graduate Program	\$5,000
Weng, Miaowei	Anger, Performance, and Second-Generation Chinese in Spain	\$5,000
Perumbilly, Sebastian	Facilitating Therapeutic Change in Couple Therapy: Results from a Mixed Methods Research Study with Exploratory Sequential Design	\$4,578
Wang, Zheni	The Dynamic Model of the Motivation on Psychological Health: Examining Time Pressure as a Boundary Condition in Acculturating Individuals	\$5,000
Serchuk, Camille	Mapping Time and Space in Medieval and Early Modern France, 1300-1600	\$5,000
Sorokina, Anastasia	Language Loss and Autobiographical Memory in Trilingual Speakers: Data Collection	\$4,968
Harry, Chelsea	Expanding the Canon: Women in 19th Century Philosophy	\$5,000
Pittman, Adam	Navigating Town-Gown Dynamics in New Haven, CT	\$10,000
Rogers, Michael	Late Pleistocene and Holocene Archaeology at Gona, Ethiopia—A Continuation	\$5,000
Wasiuk, Peter	Speech Recognition in Competing Speech and Noise for Young Adults with Autism Spectrum Disorders	\$8,500
Baraw, Charles	Chapter 2 of Tracing Hawthorne’s Path, “From Sunnyside to The Wayside: Authors’ Homes and the Invention of American Literary Culture.”	\$2,500
Richmond, Andrew	Expanding a Digital Model for Reading Medieval Environments	\$5,000
Dunbar, Miranda	Vampire Bat Physiology	\$5,000
Jayawickreme, Dushantha	Assessing Watershed Responses to Urbanization, Seasonal Climates, and Extreme Weather Events	\$5,000
Ding, Shibiao	Consumer Financial Decision Making: An Investigation of Cultural and Pricing Factors	\$4,650
Swartz, Daniel	Youth Sport Specialization: A comparison between the United States and Israel	\$5,000
Brownell, Mia	Autumn Sun	\$5,000
Furey, Rachel	Traversing Trails: The Paths We Carve	\$2,500
Cross, Emma	Site suitability analysis of bay scallop aquaculture in the northeast U.S.	\$5,000
Perouse-Harvey, Ebony	Managed, Mark, & Misunderstood: Uplifting the Advocacy Practices of Black Mothers of Students Identified with (Dis)abilities	\$5,000

Wang, Junhong	How can Artificial Intelligence (AI) impact Sustainable Consumption and Production: A Systematic Literature Review	\$4,110
Yang, Chulguen	Fostering Contemplative Leadership in Management Education	\$5,000
Lavin, Terrence	Digital/Traditional: New Technologies in Contemporary Metalworking	\$5,000
Barboza, Meghan	Extracting RNA to identify specialized immune cells in Florida manatee respiratory epithelium	\$5,000
Fedorchuk, Nicholas	Sedimentology and paleoweathering trends of putative late Paleozoic glacial strata in the Appalachian Basin, Pennsylvania and West Virginia	\$5,000
Fisher, Michael	Investigating the Role of the Host Microbiome on Bacterial Pathogenesis in <i>C. elegans</i>	\$5,000
Hossain, MD	Cost-Effective Indoor Positioning Using Smart Devices	\$5,000
Islam, Mohammad	Fight Fire with Fire: Using Discriminative AI to Detect AI-Generated Content Plagiarism in Academia	\$5,000
Lesley, Melvin	Novel Tamoxifen Derivatives Derived from 4-HydroxyPyridyl-1-butyne	\$5,000
Ryler, Todd	Multicomponent Reactions of 2-Hydroxyacetophenone Derivatives	\$5,000
Chen, Qu	Mastering Course Content through Online Quizzes in Teaching Assessment in Counselor Education: A Mixed Methods Case Study	\$5,000
Skoczen, Kathleen	Talking to the People: Local knowledge and participation in the implementation of recycling programs	\$5,000
Chandler, Jeremy	Terra Incognita: Creating and Exhibiting Photographic Artwork	\$5,000
Dodson, Joel	The Sonnet, Like Poverty: On the Resources of the Shakespearean and Seussian Sonnet	\$2,500
Fluhr, Nicole	Museums, Violence, and Silence in Vernon Lee's "A Wedding Chest"	\$2,500
McEachern, Robert	Metaphor Use in the Personal Writing of Oncologists	\$2,500
Bordner, Kelly	Effects of early prenatal THC exposure on subsequent addiction, anxiety and social behaviors in the rat model	\$10,000
Pang, Yulei	S-MART: Machine learning enabled Automatic, Rapid Tool for Sustainable transition of agricultural systems	\$5,000
Bower-Phipps, Laura	Supporting Teachers through the Development of a Culture of Practitioner Research	\$5,000
Coca, Adiel	Antimicrobial Assessment of Organoboron Compounds and Expansion of the Suzuki-Miyaura Reaction	\$5,000
Enjalran, Mathew	Quantum Monte Carlo study of the partially ordered state of the Hubbard model on the triangular lattice	\$2,750
Huerta Buitrago, Belinda	Determination of concentrations of PFAS in the Housatonic River	\$5,000
Lee, Younhee	Fostering diversity in STEM by empowering youth to experience contemporary mathematics by means of discovery and exploration in the MaPP Challenge	\$10,995
Muthuraj, Birasnav	Improving School Safety and Student Engagement with Learning among Connecticut Schools: The Roles of Stakeholders and Leaders	\$10,000
Nguyen, Khoa	Firm Performance in the U.S. Travel and Tourism Industry during Covid-19 Pandemic: Does a diversified board of directors matter?	\$4,810
Njoku, Anuli	Environmental Injustice and COVID-19: Challenges and Recommendations	\$5,000
Yavuz, Olcay	Identifying and Addressing the Needs of Refugee Students in Schools	\$2,500
Yoon, Sang	Which Countries Receive Bilateral Environmental Aids Improving Energy Efficiency? Evidence From Text Mining	\$5,000
Antonios, Imad	Power Loss Estimation in Electrical Grids in the Presence of Incomplete or Noisy Measurements	\$4,585
Brady, Steven	De novo sequencing and assembly of the wood frog ( <i>Rana sylvatica</i> ) transcriptome	\$10,000



Kim, Hyoseok	Exploding Deals and Shopping Behavior	\$5,000
Kim, Young Kyu	Perceived Discrimination, College Disidentification and Stress Levels Among Community College Transfer Students to a Four-Year College: Continuation and Completion of Meritorious Research	\$8,500
Patalinghug, Jason	Unanticipated Money Growth and Unemployment in the Philippines	\$2,500
Randall, Regine	Empowering Pre-Service Teachers in an Era of Increasing Online University Education	\$1,500
Singh, Amitkumar	Sustainability Marketing- Understanding Sustainability from Consumer Perspective and Its Effect on Consumer Judgments and Decision-Making	\$10,000
Wieland, Alice	Perceived Soft Skills Deficiencies of Emerging Women Leaders	\$8,000
Palma, Giuseppina	Pontano and the Renaissance at the Court of Aragon	\$5,000
Crawford, Sarah	Preclinical Drosophila Blood Brain barrier (BBB) Model to Assess Role of Infection/Inflammation in Brain Tumor Etiology and Therapy Efficacy	\$5,000
Pang, Jiong Dong	Identification of Compounds for Butyrylcholinesterase and Potential Applications in Age-Related Neurode-generative Diseases	\$5,000
Jacobs, John	Predictors of Reverse Social Mobility: A Longitudinal Analysis	\$5,000
Trombly, Christopher	The Bible and Natural Language Processing: Building a Corpus for Digital Scholars	\$5,000
Coleman, Kelly	Development of a Professional-Self Concept Scale for Athletic Trainers	\$7,099
Kwak, Lynn	Reactance Effects of Public Service Announcements	\$10,000
Kearns, James	Does Heavy Metal Contamination Affect Agave Fluid Products and Create Potential Health Problems?	\$5,000
Nosheen, Shaneela	To Capture Atmospheric CO2 using 2-, and 3-dimentional Porous Zeolites	\$7,500
Wu, Hao	Virtual Reality Safety Training Framework for STEM Laboratory	\$5,000
Chung, Hanyong	Product Market Competition and Audit Fees: New Evidence	\$5,000
Abe, JoAnn	Varieties of Kindness	\$5,000
Kalbfleisch, Elizabeth	Anti-Scientism and the Politics of Literacy Instruction	\$2,500
Liu, Yan	Undergraduate Teaching with a Virtual Laboratory	\$5,000
Savelli, Melanie	Put Out the Fire	\$5,000
Axon, Stephen	International variations of socio-cultural sustainability: A just transitions analysis of Japan	\$7,500
Haylon, Lisa	An Investigation of the Tactics Used to Create Collusive Fraud Teams	\$5,000
Badr, Kauther	Business Succession for the Entrepreneur or Family Business	\$5,000
Total		\$435,045
Funding Available		\$480,106
Carry Over		\$45,061

**WCSU 2023 Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
<b>FAH</b>		
Galina Bakhtiarova	"Andalusian Dog:" Exploration of the Archives of Federico Garcia Lorca at the Centro	\$ 5,000.00
Wynn Gadkar-Wilcox	Existentialism, Buddhism, and Antiwar Protest in the Works of Thich Nhat Hanh (1927-2022) and Nguyen Van Trung (1930-2022)	\$ 5,000.00
Stacey Alba Hawkins	Poetry Translation	\$ 5,000.00
Louis Russell Hirshfield	American Music for Saxophone and Piano- A Compact Disc Recording	\$ 5,000.00
Leslie Lindenauer	Salem Witch Trials: History, Memory, and Mythology	\$ 2,000.00
Sabrina Marques	There's No Place Like Home	\$ 5,000.00
<b>SSBE</b>		
Mohsen Alizadeh	Students' Attitudes Toward Torture	\$ 5,000.00
Hasan Arslan	Celebrity Murders: The Price of the Fame	\$ 2,500.00
Carina Bandhauer	The Modern Anti-Immigrant Movement	\$ 5,000.00
Terrence Dwyer	The 30% Solution: A Comparative Assessment of Female Police Officer Recruitment in the United States with Canadian and European Recruitment Strategies	\$ 5,000.00
Jessica Eckstein	The Technology-Mediated Abuse (TMA) Scale: Confirming Reliability and Con/Divergent Validity in Northcentral U.S. Samples Across In-Person and Online Modalities	\$ 4,878.00
Nicholas Gallucci	Validation of a Performance Anxiety Inventory	\$ 4,314.00
Bernard Gee	Improvement of Spatial Reasoning with a Novel Intervention Using Embodied Cognition	\$ 5,000.00
Xiaoqi Han	Picky Consumers and Omission Neglect	\$ 5,000.00
Kathleen Casey Jordan	Boss-Rapist Typology: Identification of Variables and Isolation of Casual Factors Significant to Workplace-Related Sexual Abuse	\$ 5,000.00
Kim Youngbin	Entrepreneurship in Southeast Asia	\$ 5,000.00
Wenguang Lin	Using Machine Learning Algorithms in Dynamic Stock/Index Price Prediction Through Technical Indicators	\$ 5,000.00
Karen McLean and Deneen Harris	Teaching Cultural Competence in Baccalaureate Social Work Education	\$ 6,570.00
Manoj Misra	Anti-Coal Protest and Asymmetric Environmentalism	\$ 5,000.00

**WCSU 2023 Roster of Faculty Research Grants for BOR**

<b>Name</b>	<b>Grant Title</b>	<b>Amount Funded</b>
Oluwole Owoye	The Theoretical Framework of Aggregate Demand and Aggregate Supply of Truths and Public Lies in the United States	\$ 5,000.00
Zuohong Pan	Globalization vs. Localization-- A Cost-Benefit Analysis of the US Key Supply Chains with Asian Countries	\$ 5,000.00
Jessica Schofield	Restorative Justice in South Africa	\$ 5,000.00
Divya Sharma	Politics of Protests and Human Rights -- Refugees Seeking Resettlement in India	\$ 5,000.00
Tricia Stewart	Connecticut Library Policies: Book Bans, Communities, and Schools	\$ 5,000.00
H. Howell Williams	Founding Fatherhood: Race, Masculinity, and the American State	\$ 4,950.00
<b>LPMCET</b>		
James Boyle	A Surface Contact Ocean-Going Drifter Buoy: Improvements to Increase Measurement Accuracy and Publication of Previous Results	\$ 5,000.00
Dorothy Christopher	Plant-Pollinator Interactions in a Changing World	\$ 4,760.00
Joshua Cordeira	Exercise-Induced changes to the Brain Reward System	\$ 5,000.00
Kristin Giamanco	Making Contact: Assessing the Role of the Cell Surface Receptor, Contactin-1, in Perineuronal Net Formation	\$ 5,000.00
Michelle Monette	What does Fluctuating Temperature Mean for Fish Physiology? Assessing the Impacts of Climate Change on a Critical Estuarine Species	\$ 5,000.00
Theodora Pinou	The Effects of Urbanization on the Eastern Copperhead (Agkistrodon Contortrix) in Central Connecticut	\$ 5,000.00
Judith Prieto	Development of Purification Schemes of Three Malaria Proteins	\$ 5,000.00
Hannah Reynolds	Evolution of Black Yeast in Soil	\$ 5,000.00
Carlos Santibanez-Lopez	Assessing the Utility of the Oxford Nanopore MinION for Scorpion Venom Composition	\$ 5,000.00
Brian Stankus	Singlet Oxygen Detection via Phosphorescence	\$ 5,000.00
Edwin Wong	Effect of Environmental Parameters on Saxitoxin-Producing Cyanobacteria	\$ 5,000.00
<b>TOTAL</b>		<b>\$ 174,972.00</b>
<b>Funding Available</b>		<b>\$ 236,899.00</b>
<b>Carry Over</b>		<b>\$ 61,927.00</b>

# CSCU Board of Regents

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### RESOLUTION

Recognizing

Connecticut State Colleges and Universities

Phi Theta Kappa (PTK) All-Connecticut Academic Team

May 18, 2023

**WHEREAS**, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

**WHEREAS**, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

**WHEREAS**, the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and

**WHEREAS**, each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and

**WHEREAS**, the 2022 – 2023 All-CT Academic Team includes 28 outstanding CSCU Community College students:

Sarai Perez Gonzalez	Asnuntuck Community College
Miriam Taub	Asnuntuck Community College
Ladji Doumbia	Capital Community College
Anthony Moran	Capital Community College
Katherine Apuzzo	Gateway Community College
Diana Barnum	Gateway Community College
Neiha Nasruddin Nathani	Gateway Community College
Koffi Gnamien	Housatonic Community College
Jonathan Harris	Housatonic Community College
Taylor Cavaliere	Manchester Community College
Anarelis Cruz	Manchester Community College
Nesrine Tarbint	Manchester Community College
Andy Benoit	Middlesex Community College
Redi Zypce	Middlesex Community College
Chandra Owen	Naugatuck Valley Community College
Siavon Silva	Naugatuck Valley Community College
Thomas Busemeyer	Northwestern Connecticut Community College
Abigail Klein	Northwestern Connecticut Community College
Mitchell Kosciusko	Northwestern Connecticut Community College

Kecia McCorkle  
Jessica Wyszynski  
Sophie Caron  
Emmalee Fritzsche  
Rebecca Brock  
Taylin Littlefield  
Ashley Thompson  
Jamie Didato  
Nathalie Sanchez

Norwalk Community College  
Norwalk Community College  
Quinebaug Valley Community College  
Quinebaug Valley Community College  
Three Rivers Community College  
Three Rivers Community College  
Three Rivers Community College  
Tunxis Community College  
Tunxis Community College

**WHEREAS**, Chandra Owen, a student at Naugatuck Valley Connecticut Community College and Thomas Busemeyer, a student at Northwestern CT Community College were also named Coca-Cola Academic Team Bronze Scholars; and

**WHEREAS**, Professors Todd Bryda devoted his time and expertise in preparing the students for selection; now therefore, be it

**RESOLVED** that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2022 – 2023 All-CT Academic Team and advisors.

A True Copy:

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

# Board of Regents

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### RESOLUTION

Recognizing  
Connecticut State Colleges and Universities  
Henry Barnard Distinguished Student Award Recipients

May 18, 2023

**WHEREAS**, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

**WHEREAS**, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

**WHEREAS**, the Henry Barnard Distinguished Student Award Recipients are chosen by their respective Connecticut State University and presented with the award and a \$500 scholarship by the Connecticut State Colleges and Universities Foundation; and

**WHEREAS**, each student has maintained a 3.7 grade-point average and has a record of substantial voluntary service to their universities and communities; and

**WHEREAS**, twelve students representing the Connecticut State Universities have received a 2023 Henry Barnard Distinguished Student Award:

#### Central Connecticut State University

- Emily Angelina Cardinale
- Yuliya Polichshuk
- Nicholas Knight
- Tara Hightower

#### Eastern Connecticut State University

- Judith Ariana Arroyo Cervantes
- Emily Barata

#### Southern Connecticut State University

- Breanna Arce
- Autumn Church
- Krista Jones
- Samuel Martin

Western Connecticut State University

- Brandon Pancoast
- Denisse Rodas Toledo

**BE IT RESOLVED** that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the student recipients of the 2023 Henry Barnard Distinguished Student Award.

A True Copy:

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

**ITEM**

CSU-AAUP Faculty Research Grants.

**BACKGROUND**

Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

**RATIONALE**

The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

**RECOMMENDATION**

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

05/5/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

**Dr. Kristine Larsen**

May 18, 2023

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has recommended that Dr. Kristine Larsen, Professor of Geological Sciences be appointed as Connecticut State University Professor and Connecticut State Colleges and Universities President Terrence Cheng concurred; and

WHEREAS, Dr. Larsen, a highly distinguished teacher and scholar, has served Central Connecticut State University since 2014 as a member of the Department of Earth and Space Sciences, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Larsen has earned national recognition for her scholarship in the area of the history of science, including the contributions of women to astronomy and geology, therefore be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Kristine Larsen of Central Connecticut State University effective May 18, 2023, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

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

A True Copy:

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

**ITEM**

Award of the title Connecticut State University (CSU) Professor to Dr. Kristine Larsen of Central Connecticut State University

**BACKGROUND**

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

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

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

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

**RECOMMENDATION**

President Zulma Toro requests that the Board of Regents award the title CSU Professor to Dr. Kristine Larsen of the Department of Earth and Space Sciences. System President Terrence Cheng concurs with this recommendation. President Toro's letter of recommendation and Dr. Larsen's CV are attached.

05/5/2023 – BOR Academic & Student Affairs Committee

05/18/2023 – Board of Regents

March 16, 2023

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

Dear President Cheng:

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Dr. Kristine Larsen, Professor of Geological Sciences, be appointed as Connecticut State University Professor from Central Connecticut State University (CCSU). Dr. Larsen's CV is attached. She will replace Dr. Heather Prescott, who retired from CCSU on January 1, 2022.

Sincerely,



Zulma R. Toro  
President



**DR. KRISTINE M. LARSEN**  
**(860) 832-2938**  
**LARSEN@CCSU.EDU**

Updated December 16, 2022

#### **EDUCATION:**

Ph.D. in Physics, University of Connecticut, Storrs, CT. October 1990 [Dissertation: "The Evolution of False Vacuum Bubbles in Radiating Metrics." Advisor: Dr. Ronald Mallett].

M.S. in Physics, University of Connecticut, Storrs, CT. May 1987.

B.A. in Physics, Central Connecticut State University, New Britain, CT. December 1984. Magna Cum Laude. Honors Program graduate.

#### **EMPLOYMENT:**

*Central Connecticut State University, New Britain, CT.*

Professor, Earth and Space Sciences Department (name changed from Geological Sciences in Oct. 2022). Aug. 2014 - present.

Professor, Physics and Earth Sciences Department. Aug. 2002 to Aug. 2014.

Associate Professor, Physics and Earth Sciences Department. Aug. 1996 to Aug. 2002.

Assistant Professor, Physics and Earth Sciences Department. Aug. 1991 to Aug. 1996.

Instructor, Physics and Earth Sciences Department. Aug. 1989 to Aug. 1991.

Faculty member, Honors Program, 1991 - present.

Note: CCSU has a 12-credit load per semester ("4/4 teaching load")

*Charter Oak State College, New Britain, CT.*

Adjunct Core Consulting Faculty and Teaching Faculty for online courses. 1996 - present.

*University of Connecticut, Storrs, CT.*

Teaching Assistant in Physics. Lab instructor for Physics and Astronomy. Chief telescope operator for UCONN's two observatories. January 1985 to May 1989.

*University of Hartford, West Hartford, CT.*

Instructor in Astronomy (through Talcott Mountain Science Academy). January 1987 to July 1987.

*Central Connecticut State University, New Britain, CT.*

Lab Instructor in Astronomy. August 1985 to December 1985.

*Copernican Observatory and Planetarium, Central Connecticut State University, New Britain, CT.*

Planetarium performer and telescope operator. September 1981 to December 1984.

## **SELECTED ADMINISTRATIVE EXPERIENCE:**

### **CCSU Honors Program:**

- Director, 2003 – 2009, 2022 – present. Co-Director, 2000 - 2003. Elected position (three-year terms).
- First Year Student Coordinator, 2009 - 2010. Appointed position.
- Assistant Director, Feb. 1996 - June 2000. Appointed position.
- Acting Director, June 1995 - Jan. 1996. Appointed position.

### **CCSU Center for Teaching and Innovation/Center for Teaching and Faculty Development:**

- Coordinator of Faculty Development and Teaching Innovation, 2019-2022.

## **SELECTED AWARDS AND HONORS (Others Listed Near End of CV):**

- G.R. Wright Service Award, Astronomical League, 2021.
- Best Article Award, Tolkien Society, 2020. <https://www.tolkiensociety.org/2020/04/winners-of-the-tolkien-society-awards-2020-announced/>
- Director's Award, American Association of Variable Star Observers, 2019.
- Outstanding Adjunct Faculty Award, Academic Year 2018-9, Charter Oak State College, 2019.
- Invited Guest of Honor, Penguicon 2018, Southfield, MI, May 2018.
- The Mary Collins Outstanding Service to the CCSU Center for Teaching and Faculty Development award, 2018.
- CCSU School of Engineering, Science, and Technology Distinguished Alumni Award, 2017.
- Connecticut Science Center's Petit Family Foundation Women in Science Leadership Award, 2014.
- Ralph Donald Award for Outstanding Conference Paper, Mid-Atlantic Popular Culture/American Culture Association, 2014.
- Walter Scott Houston Award of the Northeast Region of the Astronomical League, 2013.
- With co-editors, 2012 Gold Medal for Science Fiction/Fantasy, Florida Publishing Association Awards.
- Distinguished Alumni Service Award, CCSU Alumni Association, 2007.
- Excellence in Teaching Award, CCSU, 2001.
- Featured in article and accompanying video "Astrolabe Tech Made... Not So Easy" by Lee Lawrence, *AramcoWorld* 70.3 (2019) pp 16-21 [<https://vimeo.com/332734238>]
- Work on Tolkien widely referenced on websites, podcasts, and blogs, including:
  - *The Rings of Power Wrap-up* [<https://ringswrapup.com/016-revenge-of-the-chihuawarg/>]

- *The Tolkien Experience* [<https://www.youtube.com/watch?v=iLLr2Vq-rrU>]
  - *io9* [<https://io9.gizmodo.com/astronomer-recreates-the-solar-system-from-lord-of-the-1443347817>]
  - *Tolkien Gateway* [[http://tolkiengateway.net/wiki/Kristine\\_Larsen](http://tolkiengateway.net/wiki/Kristine_Larsen)]
  - *The Mary Sue* [<https://www.themarysue.com/tolkien-solar-system/>]
  - *The One Ring* [<http://www.theonering.net/torwp/2013/10/09/80268-the-astronomy-of-middle-earth/>]
  - *A Single Leaf* [<https://annasmol.net/tag/kristine-larsen/>]
  - *Science Blogs* [<https://scienceblogs.com/bushwells/2008/01/04/id-like-to-thank-the-academy>]
  - *Athrabeth* [<https://open.spotify.com/episode/3F8srgGv6q8CWzLBQOHM1z>]
  - *The Atlantic* [<http://www.theatlantic.com/health/archive/2015/05/sciences-love-affair-with-the-lord-of-the-rings/392216/>]
- Interviews with national and international radio shows and stations, including NPR, China Radio International Today Show and the Moncrieff Show for Newstalk [Irish national radio].
  - Keynote speaker at a variety of professional conferences and meetings, including the University of Vermont Tolkien Conference (2022 and 2014), American Association of Variable Star Observers Annual Meeting (2017), New York Tolkien Conference (2016), Connecticut Chapter of Delta Kappa Gamma (2016), and Connecticut Biology Teachers Association Conference (2012).

#### MAIN AREAS OF SCHOLARSHIP:

- History of science (including the contributions of women to astronomy and geology)
- Science and literature (especially astronomical references in the works of J.R.R. Tolkien)
- Science pedagogy and outreach (especially in astronomy and geology)
- Science and society (including the societal impact of pseudoscience, the popularization of science, depictions of science and scientists - especially women - in popular media)
- Variable stars: classification and observations

*No release time received for research since 1992. Three sabbaticals granted (Fall 1997, Spring 2011, Fall 2022).*

#### BOOKS:

*Humanity and the Sun in Popular Media.* McFarland Publishers, under contract. Anticipated publication date: 2024.

*Science, Technology and Magic in The Witcher: A Medievalist Spin on Modern Monsters.* McFarland Publishers, in press. Anticipated publication date: February 1, 2023.

*Particle Panic! How Popular Media and Popularized Science Feed Public Fears of Particle Accelerator Experiments.* Springer, 2019. Invited project. Reviewed in *Cosmos* [<https://cosmosmagazine.com/physics/black-holes-and-the-flash-new-book-explores-why-people-fear-particle-accelerators>].

*The Women Who Popularized Geology in the 19th Century.* Springer, 2017. Invited project.

*The Mythological Dimensions of Neil Gaiman.* eds. Anthony Burdge, Jessica Burke, and Kristine Larsen. Kitsune Press, 2012. Recipient of the Gold Medal for Science Fiction/Fantasy in the 2012 Florida Publishing Association Awards.

*The Mythological Dimensions of Doctor Who*. eds. Anthony Burdge, Jessica Burke, and Kristine Larsen. Kitsune Press, 2010.

*Cosmology 101*. Greenwood Press, 2007. Invited project.

*Stephen Hawking: A Biography*. Greenwood Press, 2005. Portuguese translation (Luiz Roberto Mendez Gonçalves, A Girafa Press), 2006. Updated paperback edition (Prometheus Books), 2007. Chinese edition (English with Chinese annotations, China Renmin University Press), 2008. French translation (Michel Cassé, Dunod), 2009. Marathi translation (Jaico), 2015.

#### **BOOK CHAPTERS/ESSAYS:**

"Clean, Limitless Energy or Catastrophic Chaos: Particle Physics as an Instrument of Destruction in the Syfy Universe." In *Attack of the New B Movies: Essays on SYFY Original Films*, ed. Justin Wigard and Mitch Ploskonka. McFarland Publishers, in press, to appear 2023.

"'Forgot Even the Stones': Stone Monuments and Imperfect Cultural and Personal Memories in *The Lord of the Rings*." In *Cities and Strongholds in Middle-earth*, ed. Cami Agan. Mythopoeic Press, in press, to appear 2023.

"'Books! Best Weapons in the World': How Libraries Save the World in Popular Culture." In *Lore-masters and Libraries in Fantasy and Science Fiction: a Gedenkschrift for David Oberhelman*, eds. Jason Fisher and Janet Brennan Croft. Mythopoeic Press, 43-54, 2022.

"Nothing Lasts Forever – Debunking 101." In *Outside In Wants to Believe*, ed. Stacey Smith. ATB Publishing, 398-400, 2021.

"The Mad Scientist Wore Prada: Female Frankensteins in the Universe of *Doctor Who*." In *Doctor Who and Science*, eds. Marcus K. Harmes and Lindy A. Orthia, McFarland Publishers, 124-41, 2021.

"'Soft Light': Super Powers and Supercolliders." In *Outside In Trusts No One*, ed. Robert Smith. ATB Publishing, 120-2, 2020.

"Fertility and Fetal Containers: Science, Religion, and *The Handmaid's Tale*." In *The Handmaid's Tale: Teaching Dystopia, Feminism, and Resistance Across Disciplines and Borders*, eds. Janis Goldie and Karen A. Ritzenhoff. Lexington Press, 103-115, 2019.

"Pre-eclipse Outreach for Children: The Adventures of BB the Eclipse Chasing Rabbit." In *Celebrating the 2017 Great American Eclipse: Lessons Learned from the Path of Totality*, eds. Sanlyn Buxner, Linda Shore and Joe Jensen. Astronomical Society of the Pacific, 173-6, 2019.

"Dreaming the Universe: *The Sandman: Overture*, Creation Myths, and the Ultimate Observer." In *The Comics Work of Neil Gaiman: In Darkness, In Light, and In Shadow*, eds. Joseph Sommers and Kyle Eveleth. University Press of Mississippi, 35-50, 2019.

"A Mythology for Poland: Andrzej Sapkowski's *Witcher* Fantasy Series as a Tolkienian Subcreation." In *Subcreating Arda: World-building in J.R.R. Tolkien's Works, its Precursors, and Legacies*, eds. Dimitra Fimi and Thomas Honegger. Walking Trees Publishers, 371-94, 2019.

"Lessons of Myth, Mortality, & the Machine in the Dream State Space-time Travel Tales of J.R.R. Tolkien and Olaf Stapledon." In *A Wilderness of Dragons: Essays in Honor of Verlyn Flieger*, ed. John D. Rateliff. The Gabbro Head Press, 176-95, 2018.

"'Whose Myth is it?': Tolkien Studies as Interdisciplinary Studies." In *A Wilderness of Dragons: Essays in Honor of Verlyn Flieger*, ed. John D. Rateliff. The Gabbro Head Press, 415-20, 2018.

"Nuclear Giants: Human Rights at Extreme Heights." In *Monsters of Fiction, Film, and Fable*, eds. Crystal O'Leary-Davidson, Mary Ann Gareis, and Lisa Wenger Bro. Cambridge Scholars, 165-87, 2018.

"The River, the Rock, the Relative, and the Returned: Depictions of Women Scientists in *Doctor Who's* Moffat Era." In *Women in STEM on Television*, ed. Ashley Carlson. McFarland Publishers, 187-206, 2018.

"Getting Down to Earth: Scientific Inquiry and Online Writing for Non-Science Students." In *Writing in Online Courses: How the Online Environment Shapes Writing Practices*, eds. Chris Weaver and Phoebe Jackson. Myers Education Press, 179-94, 2018.

"Medieval Organicism or Modern Feminist Science? Bombadil, Elves, and Mother Nature." In *Tolkien and Alterity*, eds. Christopher Vaccaro and Yvette Kisor. Palgrave Press, 95-108, 2017.

"*The Host*: It's what's on the inside that counts." In *Outside In Makes It So: 174 New Perspectives on 174 Star Trek: TNG Stories by 174 Writers*, ed. Robert Smith. ATB Publishing, 230-2, 2017.

"Ape-man or Regular Guy? Depictions of Neanderthals and Neanderthal Culture in *Doctor Who*." In *Doctor Who and History*, eds. Dene October and Carey Fleiner. McFarland Publishers, 148-67, 2017.

"Geeks of Thrones: Scientists as Fan-Scholars." In *Fan Phenomena: Game of Thrones*, ed. Kavita Vidya Mudan Finn. Intellect, 178-190, 2017.

"'Real Isn't How You Are Made': Heroism and the Power of a Child's Love." In *Toy Stories: The Toy As Hero*, ed. Tanya Pell Jones. McFarland Publishers, 157-68, 2017.

"Monstrous Parasites, Monstrous Selves." In *Monsters and Monstrosity in 21st-Century Film and Television*, eds. Cristina Artenie and Ashley Szanter. Universitatis Press, 59-90, 2017.

"Rotters or Redeemed? Religion and American Millennialism *In the Flesh*." In *Handmaidens of Death: Apocalypse and Revelation*, eds. Alexandra Simon-Lopez and Mankhrawbor Dunai. Inter-Disciplinary Press, 35-45, 2016.

"Dion Fortune." In *Lost Souls: Essays on Gothic Horror's forgotten writers, actors, directors, publishers, and artists*, eds. Elizabeth McCarthy and Bernice M. Murphy. McFarland Publishers, 90-93, 2016.

"Oh Myyyyyyyyy [An Exposition on the Classic *Star Trek* Episode 'The Naked Time']". In *Outside In Boldly Goes*, ed. Robert Smith. ATB Press, 16-18, 2016.

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#### **PUBLISHED ASTRONOMICAL OBSERVATIONS:**

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#### **RECENT HONORS THESES SUPERVISED:**

Arthur Bell, "The End of the World: Survivability of Various Astronomical Armageddons." Anticipated completion May 2023.

Hallie Perrin, "Social Media Addiction and the Consequences to Well-Being and Society." May 2021.

Kiernan Foster, "Science Literacy and Science Education." May 2021.

Seth Gagnon, "The Case for Mars." May 2019.

Jahniesha Lindo, "Black Holes: The Public's Understanding." May 2018.

Jessica Johnson, "The Quest for Identifying BY Draconis Stars within a Data Set of 3,548 Candidate Cepheid Variables." May 2016.

Hannah Hocutt, "Dark Energy: Anatomy of a Paradigm Shift in Cosmology." June 2015.

Krisztina Dearborn, "The Birkeland-Chapman Conflict of 20th Century Geophysics and its Contemporary Implications." May 2013.

Christina D'Angelo, "Zombies: A Portrayal of Cultural Fears Through American Literature." May 2012.

Jean Lex Olivo, "The Evolution of Superman: An Icon Representative of Contemporary Audiences in America." May 2012.

Kate Anderson, "Why Join a Cult?: An Analysis of the Motivating Factors Behind an Individual's Decision to Join a Cult." May 2010.

#### **PLANETARIUM SHOW PRODUCTION SCRIPTS:**

"An Unexpected Journey: Astronomy and *The Hobbit*." Performed at the University of Texas-Commerce Planetarium [11/13/12; performer Robin Reid] and the Copernican Planetarium [12/16/12; performer Kristine Larsen]. Invited project.

"The Stars of Middle-earth." Performed at the Copernican Planetarium [8/17/08; performer Kristine Larsen] and University of Texas-Commerce Planetarium [8/10/09; performer Kristine Larsen].

#### **REPORTS FOR ORGANIZATIONS:**

Results of 2011 Stellafane Convention Survey: Demographics and Assessment. Springfield Telescope Makers, 2012. Proprietary.

Results of 2004 Stellafane Convention Survey: Demographics and Assessment. Springfield Telescope Makers, 2005. Proprietary.

Results of 2003 Stellafane Convention Survey: Demographics and Assessment. Springfield Telescope Makers, 2004. Proprietary.

#### **UNPUBLISHED WORKING PAPERS:**

"Astronomy and Evolution Reader," edited with Kim Wilson and David Blitz. CCSU Honors Program volume.

"Women's Contributions to Stellar and Galactic Astronomy." Edited course reader.

#### **INVITED CONFERENCE PRESENTATIONS, SEMINARS, AND WORKSHOPS:**

*Note: This does not include outreach activities with the general public, such as presentations to libraries and civic groups, which are listed separately.*

"Celestial Navigation in the Second Age of Middle-earth." Virtual presentation, Signum University, December 14, 2022.

"Women in Astronomy: Past, Present, and Future." Virtual presentation, North York Astronomical Association, North York, Ontario, Canada, December 13, 2022.

"The Sinister Behind the Smile: Living with an Active Star." Virtual presentation, Battle Point Astronomical Association, Bainbridge Island, WA, November 12, 2022.

"The Sinister Behind the Smile: Living with an Active Star." Virtual presentation, Champaign-Urbana Astronomical Society/William M. Staerckel Planetarium at Parkland College, Champaign, IL, November 10, 2022.

"0, 11, 12, 13... How to 'Count' Sunspot Activity." AAVSO Webinar, Virtual presentation, August 6, 2021.

"Holding Up Our Share of the Sky: Women in Amateur Astronomy." Shadowgram, Stellafane Convention, Springfield, VT, July 30, 2022.

"Arda Remade (and Remade, and Remade...); or, Entropy, Einstein's Blackboard, and

$R = ce^{\alpha(t-t_0)/3} \left[ \sin \frac{\beta}{2} (t - t_0) \right]^{2/3}$ , being an Exploration of Overlapping Themes in the Venn Diagram of the History of Middle-earth, the *History of Middle-earth*, and the History of Twentieth Century Cosmology." Keynote Address, Tolkien in Vermont Conference, University of Vermont, April 2, 2022.

"Seeing Spots (Safely): Getting Started in Solar Observing." AAVSO Webinar, Virtual presentation, November 27, 2021.

"Portable Pedagogy: Lessons from the Pandemic." Connecticut Science Teachers Association, virtual presentation, October 7, 2021.

"Northern Lights, Blackouts, and Unruly Radios: Sunspots and Modern Life." Connecticut Star Party, virtual presentation, September 10, 2021.

"The Tolkien Experience Podcast." Invited panelist. Tolkien Society Oxonmoot, Virtual presentation, September 3, 2021.

"Astronomy in the After-Times." Shadowgram, Stellafane Convention, Springfield, VT, August 7, 2021.

Panelist and break-out room moderator, NSF and AAS Satellite Constellations 2 (SATCON 2) Workshop, Virtual presentation, July 14, 2021.

Panelist, Roundtable on the Future of Tolkien Studies, Popular Culture Association/American Culture Association National Meeting, Virtual presentation, June 4, 2021.

Panelist, Tolkien Reading Day. Tolkien Society and University of Glasgow Center for Fantasy and the Fantastic, Virtual presentation, March 25, 2021.

Panelist, AAVSO Solar Section Webinar, Virtual presentation, September 5, 2020. Available at <https://www.youtube.com/watch?v=XPVDuNTOHoY&t=938s>

Panelist, Roundtable on the Impact of Christopher Tolkien. The Tolkien Society Seminar, Virtual presentation, July 4, 2020.

"Geology of Thrones: Geoscience in Popular Culture, and Why it Matters." Geological Sciences Brown Bag Lunch Series, CCSU, October 25, 2019.

"Measuring Student Success." Panelist. Recognizing and Fostering Student Success Workshop, CCSU, August 23, 2019

"The Future of Tolkien Studies." Roundtable member. National Meeting of the Popular Culture Association/American Culture Association, Washington, D.C., April 19, 2019.

"'And Menelmacar with his shining belt': J.R.R. Tolkien the Amateur Astronomer." Tolkien and Inspiration Symposium, Morgan Library and Museum, New York, March 16, 2019.

"Remembering Stephen Hawking: The Venn Diagram of Two Lives in the Multiverse." Shadowgram, Stellafane Convention, Springfield, VT, August 11, 2018.

"Life of Stephen Hawking." Penguicon 2018, Southfield, MI, May 6, 2018.

Live Remote Telescope Star Party, with Brian Ottum. Penguicon 2018, Southfield, MI, May 4, 2018.

"Reclaiming Our History." Panel member. Penguicon 2018, Southfield, MI, May 4, 2018.

"Ask an Astronomer." Panel member. Penguicon 2018, Southfield, MI, May 4, 2018.

"'... And in Flew Enza': Depictions of Epidemics in Popular Culture." Panel member. Penguicon 2018, Southfield, MI, May 4, 2018.

"Science and Futurism with Issac Arthur." Panel member. Penguicon 2018, Southfield, MI, May 4, 2018.

"The Astronomy of Middle-earth." Penguicon 2018, Southfield, MI, May 3, 2018.

"A Tolkien Roundtable: What Inspires You?" Honors College, University of New Mexico, Albuquerque, NM, February 7, 2018.

"Transits, Spots, and Eclipses: The Sun's Role in Pedagogy and Outreach." Keynote Address, 106th AAVSO Annual Meeting, Vanderbilt University, Nashville TN, November 2, 2017.

"The Rock Whisperers: Women and the Popularization of Geology in the 19th Century." Geological Sciences Brown Bag Lunch Series, CCSU, September 29, 2017.

"Messier-mania, Aperture Fever, and Eclipse on the Brain: Common Astronomical Maladies." Shadowgram, Stellafane Convention, Springfield, VT, July 22, 2017.

"Tolkien and Alterity." Roundtable participant, Popular Culture Association/American Culture Association National Conference, San Diego, CA, April 13, 2017.

"'We'll Hit Serious Research Mode!': Libraries and Research Methods in Science Fiction and Fantasy." Roundtable, Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 17, 2017.

"Popular Culture Resources and Careers: A Roundtable." Honors College, University of New Mexico, Albuquerque, NM, February 15, 2017.

"Work for the Work's Sake: The Stellar Career of Dorrit Hoffleit." Keynote address, rededication of the Hoffleit Memorial Observatory. Litchfield Astronomical Society. White Memorial Conservation Center, Litchfield, CT. November 20, 2016.

"An Introduction to the Astrolabe: Chaucerian Edition." Auburn University - Montgomery, Montgomery, AL, October 7, 2016.

"You Never Forget Your First Time at Stellafane." Shadowgram, Stellafane Convention, Springfield, VT, August 6, 2016.

"Lewis, Tolkien, and Popular Level Science: What the Well-Educated Inkling Actually Knew about the Universe (As Reflected in the Details of Narnia, Middle-earth, and Other Secondary Worlds)." Keynote Address, New York Tolkien Conference. Baruch College, New York, NY, July 16, 2016.

"A Woman's Place is in the Dome: Women's Contributions to Observational Astronomy." Keynote Address, Alpha Kappa Chapter, The Delta Kappa Gamma Society International Leadership Development Conference, CCSU, June 24, 2016.

Panelist, "Effective Online/Hybrid Teaching." CCSU Center for Teaching and Faculty Development, March 31, 2016.

"Númenor and the 'Devouring Wave': Literary, Historical, and Psychological Sources for Tolkien's Self-described 'Atlantis Complex'." University of New Mexico, Albuquerque, NM, February 10, 2016.

"A Hands-on Introduction to Astrolabes." Invited presentation. Keeping our Bearings: Maps, Navigation, Shipwrecks, and the Unknown. New Bedford Whaling Museum, New Bedford, MA. November 15, 2015.

"Medieval Computing: The Astrolabe's Contributions to Science and Religion." Geological Sciences Brown Bag Lunch Series, CCSU, November 6, 2015.

Panel member, Community Engagement Projects in the Classroom. How to Build Community Seminar, CCSU, October 14, 2015.

"Planting Astronomical Seeds on Breezy Hill." Hartness House Workshop on Innovation in Astronomy Education and Outreach. Springfield, VT, August 13, 2015.

"Medieval Computing: The Astrolabe's Contributions to Science and Religion." Thirteenth Spring Lecture Series, Institute for Medieval Studies, The University of New Mexico, Albuquerque, NM, April 15, 2015.

"*The Hobbit*: Observations on the Relationships Between Tolkien's Book and Jackson's Film." Panel Presentation, Honors College, University of New Mexico, Albuquerque, NM, February 11, 2015.

"Coming to a Sky Near You: Astronomical Events in Autumn 2014." Arunah Hill Science Center, West Covington, MA, August 30, 2014.

"Númenor and the 'Devouring Wave': Literary, Historical, and Psychological Sources for Tolkien's Self-described 'Atlantis Complex'." Keynote address, Eleventh Annual University of Vermont Tolkien Conference, Burlington, VT, April 12, 2014.

"Flipping a Course for Elementary Education Majors." CCSU Faculty Development Day, CCSU, April 4, 2014.

Panelist, CCSU Online Teaching Forum, CCSU, February 12, 2014.

"The Astronomy of *Doctor Who*." Astronomical Society of Greater Hartford, New Britain, CT, December 18, 2013.

"Demonstrating Critical Thinking Through Fun Final Projects," CCSU FYE Faculty Symposium, January 11, 2013.

"Monitoring Solar Activity Trends with a Simple Sunspotter." 101st Meeting of the American Association of Variable Star Observers, Woburn, MA, November 2, 2012.

"Astrobiology: Are We Alone?" Connecticut Biology Teachers Association, CCSU, October 5, 2012.

"Cosmophobia and 2012." Debunking Maya 2012 lecture series, CCSU, September 18, 2012. Co-presenter with Ken Feder.

Co-convenor and panelist, Special Interest Panel Discussion on Doomsday 2012, Communicating Science Conference, Tucson, AZ, August 7, 2012.

Panelist, "Doomsday 2012 and Cosmophobia: Challenges and Opportunities for Science Communication." Plenary session, Communicating Science Conference, Tucson, AZ, August 6, 2012. Available at <https://www.youtube.com/watch?v=jDa38atcXBI>

"Learning from Each Other and Making Connections." Roundtable participant, Learning Science: a Workshop for Teachers on Student Engagement, UCONN, Storrs, CT, May 18, 2012.

"The Astronomy of Tolkien's Middle-earth." American Association of Variable Star Observers Public Webinar, April 23, 2012.

"Halley, Hale-Bopp, and 2012: The Return of Cosmophobia." Arts and Sciences Academy for the Public Understanding of Science, CCSU, March 15, 2012.

"The Career of Martha Stahr Carpenter: Between a Rock and (Several) Hard Places." American Association of Variable Star Observers Centenary Conference, Woburn, MA. October 5, 2011.

"Variable Stars and Constant Commitments: The Stellar Career of Dorrit Hoffleit." American Association of Variable Star Observers, May 22, 2011, Boston, MA.

"The 2012 Apocalypse Hoax: A Geological Call to Arms." Friends of Earth Lecture Series, CCSU, September 23, 2010.

"Mysteries of 2012." Roundtable panel. ParaCon, Milford, CT, June 13, 2010.

"Hoax, Hype, and Hollywood: The 2012 Hysteria." Connecticut Science Center, Hartford, CT, March 11, 2010.

"Searching for Earths: The Kepler Exoplanet Survey." Robert Voytek Memorial Speaker Series, CCSU, December 10, 2009.

"Teaching Science Through Tolkien." Summer 2009 NEH Tolkien Institute, Texas A&M University-Commerce, Commerce, TX, August 10, 2009.

"Baby Universes and Black Holes: The Life and Work of Stephen Hawking." Skyscrapers Amateur Astronomical Society, Scituate, RI, July 11, 2009.

"Eccentrics, Old Maids, and Just Plain Maids: Harvard's Pioneering Women Spectroscopists." Skyscrapers Amateur Astronomical Society, Scituate, RI, December 6, 2008.

"Shadow and Flame: Myth, Monsters and Mother Nature in Middle-earth." Elihu Burritt Library, CCSU, November 12, 2008.

"Eccentrics, Old Maids, and Just Plain Maids: Harvard's Pioneering Women Spectroscopists." Keynote address, The Conjunction, Northfield Mountain Environmental Center, Northfield MA, August 30, 2008.

"Eccentrics, Old Maids, and Just Plain Maids: Harvard's Pioneering Women Spectroscopists." Springfield Science Museum, Springfield, MA, April 22, 2008.

"Time Travel, Wormholes, and Parallel Universes: Science or Science Fiction?" Astronomical Society of Greater Hartford, CCSU, December 19, 2007.

"Eccentrics, Old Maids, and Just Plain Maids: Harvard's Pioneering Women Spectroscopists." Physics-Earth Sciences Student Organization Speaker series, CCSU, September 26, 2007.

"The Astronomy of Middle-earth." Science Center of Connecticut, Hartford, CT, May 4, 2006.

"Whistling Meteors, Vibrating Cameras, and the Moon-Struck Iris: Popular-level Writings of Dorrit Hoffleit." The Hoffleit Centennial: A Year of Celebration, Yale University, New Haven, CT, April 28, 2006.

"Darkness Amid the Day: The Solar Eclipse of March 29, 2006." Lee-Rio Lecture, CCSU, April 25, 2006.

"Big Bang, Big Crunch, or Big Problem - The Evolution of the Universe." Connecticut Association of Biology Teachers Darwin Day, Manchester Community College, Manchester, CT, February 11, 2006.

"Bubbles, Black Holes and Bets -- Stephen Hawking and the Universe." Keynote address, Arunah Hill Days, Arunah Hill Science Center, West Covington, MA, September 2, 2005.

"Moon Runes, The Light of Earendil, and Durin's Crown: The Astronomy of Middle-earth." Jefferson National Laboratory, Newport News, VA, October 4, 2004.

"Bubbles, Black Holes and Bets -- Stephen Hawking and the Universe." Connecticut Star Party, Marlborough, CT, September 11, 2004.

"Mirror Making For By Dummies." Stellafane Convention, Springfield, VT, August 2, 2003.

"From Singularities to *The Simpsons*: The Life and Work of Stephen Hawking," Conversations in the Discipline, CCSU, May 7, 2003.

"Teachers Anonymous: How Teachers Set Themselves up for Frustration." Teaching Excellence Forum, CCSU, September 19, 2002.

"The Astronomy of Middle-earth." Westport Astronomical Society, Westport, CT, February 11, 2002.

"The Planetary Alignment of May 2000." Westport Astronomical Society, Westport, CT, April 11, 2000.

"Hands-On Astrophysics -- One Size Fits All." 88th Meeting of the American Association of Variable Star Observers, Boston, MA, Oct. 29, 1999.

"Team Teaching," Teaching Excellence Forum, CCSU, December 1, 1998.

"Critical Thinking." Panel member, Teaching Excellence Forum, CCSU, October 22, 1998.



"Dark Matter - Where is the Rest of the Universe?" Springfield Telescope Makers, Springfield, VT, January 3, 1998.

"Dark Matter - Where is the Rest of the Universe?" Fairfield County Astronomical Society, Fairfield, CT, February 11, 1997.

"The Asteroid vs. T Rex." Connecticut Star Party, Colebrook, CT, September 14, 1996.

"Dark Matter and Cosmology." Westport Astronomical Society, Westport, CT, April 16, 1996.

"Inclusion of Women Astronomers in Introductory Textbooks." Women's Studies Lecture Series, CCSU, December 17, 1995.

"Women's Contributions to Stellar Spectroscopy." Astronomical Society of Greater Hartford, CCSU, November 15, 1995.

"Stellafane Survey 1994 -- the Results." Stellafane Convention, Springfield, VT. July 28, 1995.

"Comet-Planet Collisions." CCSU Chapter Sigma Xi, January 26, 1995.

"Dark Matter - Where is the Rest of the Universe?" Keynote address, 47th Annual Eastern Colleges Science Conference, CCSU, April 24, 1993.

Panel member, Roundtable Discussion on Science Education, CCSU Women's History Month Program. March 3, 1993.

"The Death Star and the Dinosaurs." Astronomical Society of Greater Hartford, CCSU, January 15, 1992.

"Astronomy in Comic Strips." Astronomical Society of New Haven, Milford, CT, June 18, 1991.

"False Vacuum Bubbles in Radiating Metrics: Do Child Universes Exist?" Theoretical Physics Seminar, UCONN, Storrs, CT, October 26, 1990.

"Voyager 2 Mission to Neptune." Astronomical Society of New Haven, Milford, CT, June 1990.

#### **CONTRIBUTED PRESENTATIONS [Student collaborators bolded]:**

"‘Doing my best to watch phenomenal stars’: Variable Star Astronomy in Thomas Hardy’s *Two on a Tower* (1882).” Poster presentation. American Association of Variable Star Observers Annual Meeting, Tucson, AZ. November 4-6, 2022.

"Falling Stars: Canonicity and ‘Meteor Man’ in *The Rings of Power*." Northeast Popular Culture Association, virtual presentation, October 22, 2022.

"Fandom Responses to the Amazon *Rings of Power* Trailers." Northeast Popular Culture Association, virtual roundtable presentation, October 22, 2022.

"Images of the Alchemical *Laboratorium* in the Medievalist World of *The Witcher*." Mythical Pasts, Fantasy Futures: The Middle Ages in Modern Visual Culture. Getty Museum Symposium, virtual presentation, September 9, 2022.

"Moons, Maths, and Middle-earth: Misconceptions About Tolkien's Scientific and Mathematical Prowess." Tolkien Society Oxonmoot, St. Anne's College, Oxford, UK, September 2, 2022.

"'Pearls' of *Pearl*: Medieval Appropriations in Tolkien's Mythology." International Medieval Congress, University of Leeds, UK. July 4, 2022.

"Beware Melkors Bearing Gifts: The 'Tale of Adanel' as Gothic Fiction." Tolkien Society Seminar 2022: Tolkien and the Gothic, Leeds, UK. July 2, 2022.

"J.W. Dunne, Sir Arthur Eddington, and the Arrow of Time in Middle-earth." Myth Imagination, Literature: 6<sup>th</sup> Tolkien Conference in Budapest, virtual presentation. June 24, 2022.

"Low Stakes Assignments in a High Anxiety Astronomy Course." New England Faculty Development Consortium, virtual presentation (poster and oral), May 24, 2022.

"Half-Elven and Half-Orphans: The Choices and Consequences of 'Crossing Over' in Middle-earth." Tolkien at Kalamazoo Symposium, virtual presentation. May 7, 2022.

"Coffin Births, Eclipse Babies, and Test-tube Wombs: Unnatural Birth in the World of Andrzej Sapkowski's *Witcher* Series." The Mythopoeic Society Online Midwinter Seminar #1—The Inklings and Horror: Fantasy's Dark Corners, virtual presentation. February 5, 2022.

"Race-swapping Sorcerers on The Continent: The Multicolor Medievalism of Netflix's *The Witcher*." Mid Atlantic Popular Culture/American Culture Association, virtual presentation. November 12, 2021.

"To Everything, Turn, Turn, Turn – Or Not: Misclassified ASAS-SN Rotators." Poster presentation. American Association of Variable Star Observers Annual Meeting, Somerville, MA. November 5-7, 2021.

"'Her Lute and Her Sky Blue Pearl': Pandemic Beneficence in the Medievalist World of *The Witcher*." Medieval Association of the Midwest Conference, Ball State University, virtual presentation, October 30, 2021. Available at <http://menelrond.blogspot.com/2021/12/her-lute-and-her-sky-blue-pearl.html>

Roundtable participant, Symposium on *The Chair*, virtual presentation. CCSU, October 29, 2021.

"Arda Re-made: Finding Meaning in a Pandemic Through the Works of Tolkien, Sapkowski, and Straczynski." Northeast Popular Culture Association, virtual presentation, October 22, 2021.

"Absent-minded Alchemists and Foolish Philosophers in Andrzej Sapkowski's *Witcher* series." Medieval Fantasy Symposium (Poland), virtual presentation, September 28, 2021. Available at <http://menelrond.blogspot.com/2021/12/absent-minded-alchemists-and-foolish.html>

"Tar-Meneldur and the Royal Sorontil Observatory." Tolkien Society Oxonmoot, virtual presentation, September 4, 2021.

"Carry on My Wayward Sonne (and Moon): Common Cosmological Quirks in the Norse Fimbul-winter and Tolkien's Early Legendarium." International Medieval Congress, University of Leeds, virtual presentation, July 9, 2021.

"The Problematic Perimeters of Elrond Half-elven and Ronald English-Catholic." Tolkien Society Summer Seminar, virtual presentation, July 3, 2021.

"'I am no man': Éowyn and *Game of Thrones*' Lyanna Mormont." Popular Culture Association/American Culture Association National Meeting, virtual presentation, June 2, 2021.

"Signum Draco Magno Scilicet, or, Earendel and the Dragons: Heavenly Warfare in Medieval European and Tolkienian Annals." International Congress on Medieval Studies, Western Michigan University, virtual presentation, May 13, 2021.

"Seeing Double: J.R.R. Tolkien and Indo-European Conceptions of Twins." Tolkien Seminar, virtual presentation, May 8, 2021.

"Can You Tell Me How to Get, How to Get to Watling Street: Tolkien and the Milky Way." Tolkien in Vermont Conference, University of Vermont, virtual presentation, April 9, 2021.

"Milankovitch Cycles and the Prophecy of Ithlinne: Climate Change Denial in the Fictional World of Andrzej Sapkowski's *Witcher* Series." Northeastern Section Geological Society of America, virtual presentation, March 15, 2021.

"Identification of Biperiodic and Long Secondary Period Carbon Red Giants Misclassified as 'Miscellaneous' in VSX." American Association of Variable Star Observers Fall Meeting, virtual poster presentation, November 13-5, 2020.

"A Tale of Tales: Medieval Fantasy and the Great Comets of the 1990s." Northeast Popular Culture Association, virtual presentation, October 24, 2020.

"Doctor Tolkien's Life-long Moon Phase Bad (With Apologies to the Beatles)." Tolkien Society Oxonmoot, virtual presentation, September 19, 2020.

"The Walls of the World and the Voyages of the Evening Star: The Byzantine Borders of Tolkien's Complicated Cosmology." International Medieval Congress, University of Leeds, virtual presentation, July 6, 2020.

"Adapting Tolkien Beyond Arda, or, How to Navigate the Political Minefield of the International Astronomical Union in Order to Name Features on Titan, Pluto, and Charon after Middle-earth." Tolkien Society Summer Seminar, virtual presentation, July 4, 2020.

"Identification and Analysis of Pulsating Red Giants Misclassified by ASAS and ASAS-SN." Joint Meeting of the Society for Astronomical Sciences and American Association of Variable Star Observers, virtual presentation, June 21, 2020.

Kristine Larsen and Dimitra Fimi. "'It Makes Me Weep to Leave Them': The Impact of the Cheddar Gorge, Somerset, Cave System on the Imagination of J.R.R. Tolkien." Southeastern/Northeastern Section Geological Society of America, March 20-22, 2020, Reston, VA. Conference cancelled, abstract published.

"Super Powers and Supercolliders: Not a 'Flash' in the Pan." Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 20, 2020.

"Walkers Ate My Science Homework. A First Year Student Seminar Course on Science and *The Walking Dead*." The Popular Culture and Pedagogy Twitter Conference, November 11, 2019.

"From Z-bosons to Zombies: Particle Physics and the Undead in Popular Culture." Mid-Atlantic Popular and American Culture Association Conference, Pittsburgh, PA, November 8, 2019.

"Dorrit Hoffleit, Raymond Berg, and the 'Un-named Fleming Variables': An Epilogue." American Association of Variable Star Observers Fall Meeting, Las Cruces, NM, October 20, 2019.

Kristine Larsen and Rodney Howe. "Long Time Observations of Visual Observers." American Association of Variable Star Observers Fall Meeting, Las Cruces, NM, October 19, 2019.

"Margaret Burbidge: A Century of Chemistry and Astronomy." Stellafane Convention, Springfield, VT. August 3, 2019.

"Medieval Automata and J. R. R. Tolkien's *The Fall of Gondolin*." International Medieval Congress, University of Leeds, Leeds, UK. July 1, 2019.

"Variable Stars in the College Classroom." Joint Meeting of the Royal Astronomical Society of Canada and the American Association of Variable Star Observers, York University, Toronto, CA. June 15, 2019.

"The Eye is Mightier than the Algorithm: Lessons Learned from the Erroneous Classification of ASAS Variables as 'Miscellaneous.'" Poster presentation. Joint Meeting of the Royal Astronomical Society of Canada and the American Association of Variable Star Observers, York University, Toronto, CA. June 15, 2019.

"Alleviating Gen Ed Math & Science Anxiety with Narrated PPTS." Poster presentation. New England Faculty Development Consortium Spring 2019 Conference, Landmark College, Putney, VT, June 7, 2019.

"Cynewulf, Copernicus, and Conjunctions: The Problems of Cytherean Motions in Tolkien's Medieval Cosmology." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 11, 2019.

"Misappropriations of Tolkien's Medievalisms." Roundtable panel, International Congress on Medieval Studies. Western Michigan University, Kalamazoo, MI, May 9, 2019.

"Who Maketh Morwinyon, and Menelmacar, and Remmirath, and the Inner Parts of the South (Where the Stars are Strange): Tolkien's Astronomical Choices and the Books of Job and Amos." Tolkien Seminar, Kalamazoo, MI, May 8, 2019.

"Crowns and Crowds: The Importance of the Bodleian's Tolkien: Maker of Middle-earth Exhibition in Solving an Astronomical Mystery." Popular Culture Association/American Culture Association National Conference, Washington, D.C., April 18, 2019.

"They're like something from a nightmare. No. They're something nightmares are from.... Monsters. Magic. Gods'; or, J.R.R. Tolkien and Joss Whedon: *The Notion Club Papers* as horror." University of Vermont Tolkien Conference, Burlington, VT, April 6, 2019.

**Justin Fagnoni** and Kristine Larsen. "ASAS Candidates for Misidentified SRd Variable Stars." Poster presentation. Joint Spring Meeting of the American Physical Society New England Section and the New England Section of the American Association of Physics Teachers, Springfield College, Springfield, MA, March 23, 2019. Presented by Justin Fagnoni.

"'I am Primarily a Scientific Philologist': Tolkien and the Science/Technology Divide." New York Tolkien Conference, Baruch College, New York, March 17, 2019.

"Teaching Tolkien." Roundtable panel, New York Tolkien Conference, Baruch College, New York, March 17, 2019.

"Mother of Universes or Destroyer of Worlds: Depictions of Female Particle Physicists in Popular Media." Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 23, 2019.

"Variable Stars and Cultural Astronomy." Poster presentation. American Association of Variable Star Observers Fall Meeting, Lowell Observatory, Flagstaff, AZ. November 16-17, 2018.

**Seth Gagnon** and Kristine Larsen. "Identification of Variable Red Dwarf Stars in the ASAS Catalog." Poster presentation. American Physical Society New England Section Fall Meeting. UMASS-Dartmouth, Dartmouth, MA, November 2, 2018. Presented by Seth Gagnon.

"Project Alice: Ultimate Woman Warrior or Frankenstein's Monster in the Resident Evil Film Series?" Northeast Popular Culture Association, Worcester State University, Worcester, MA, October 20, 2018.

"Maria Mitchell's Astronomical Legacy." Stellafane Convention, Springfield, VT, August 11, 2018.

"Williamina Paton Fleming's 'Un-named' Variables and the AAVSO: A Scientific and Historical Perspective." Joint Meeting of the British Astronomical Association and American Association of Variable Star Observers, University of Warwick, Coventry, UK, July 8, 2018.

"Tolkien in Context(s)." Roundtable participant. International Medieval Congress, University of Leeds, Leeds, UK, July 3, 2018.

"'Forgot Even the Stones.': Stone Monuments and Imperfect Cultural and Personal Memories in *The Lord of the Rings*." International Medieval Congress, University of Leeds, Leeds, UK, July 2, 2018

"Lessons from Venus: Lewis's *Perelandra* and Barlow's *History of a World of Immortals without a God*." Frances White Eubanks Colloquium on C.S. Lewis and Friends, Taylor University, Upland, IN, June 2, 2018.

"Smaug's Hoard, Durin's Bane, and Agricola's *De re Metallica*: Cautionary Tales against Mining in Tolkien's Legendarium and the Traditional Tradition." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 11, 2018.

"'The Cloud of Unseeing': Myths Transformed and Pseudo-scientific Interpretations of the Book of Genesis." Tolkien Seminar, Kalamazoo, MI, May 9, 2018.

"Wilwarin, Darwin's Moths, *Elachista Finarfinella*, Mirkwoodian Black Emperors, and Edith Bratt's Mottephobia: Moths and Butterflies in Middle-earth." University of Vermont Tolkien Conference, Burlington, VT, April 7, 2018.

"Lady Grace Anne Prestwich (1832-99) and the Popularization of Geology." Poster presentation, Northeastern Region Geological Society of America Meeting, University of Vermont, Burlington, VT, March 19, 2018.

"The Mad Scientist Wore Prada: Female Frankensteins in the Universe of *Doctor Who*." Southwest Popular Culture/American Culture Association, Albuquerque, NM, February 7, 2018.

"Religion and the Politics of Fertility and Reproductive Technologies." Panel presentation, Symposium on *The Handmaid's Tale*, CCSU, November 10, 2017.

"Scientists Become Monsters: *The Strain's* Dr. Goodweather." Northeast Popular Culture Association, University of Massachusetts, Amherst, MA, October 28, 2017.

"Using Projection Methods to Observe the Great American Eclipse." Stellafane Convention, Springfield, VT, July 22, 2017.

"Magic, Matrimony, and the Moon: Medieval Lunar Symbolism in J.R.R. Tolkien's *The Lay of Aotrou and Itroun* and *The Fall of Arthur*." International Medieval Congress, University of Leeds, Leeds, UK, July 3, 2017.

"'Diadem the Fallen Day': Astronomical and Arboreal Motifs in the Poem 'Kortirion Among the Trees'." Tolkien Society Seminar, Leeds, UK, July 2, 2017.

"Use of the AAVSO's International Variable Star Index (VSX) in an Undergraduate Astronomy Course Capstone Project." Symposium on Telescope Science/American Association of Variable Star Observers Joint Meeting, Ontario, CA, June 17, 2017.

**Jessica Johnson** and Kristine Larsen. "BY Draconis Stars: The Search Continues." Poster presentation. Symposium on Telescope Science/American Association of Variable Star Observers Joint Meeting, Ontario, CA, June 17, 2017. Presented by Jessica Johnson.

"Gaiman's Cat: Quantum Reality and *The Sandman*." Mythgard Symposium on Speculative Fiction, Leesburg, VA. June 3, 2017.

"'O'er the Moon, Below the Daylight': Tolkien's Blue Bee, Pliny, and the *Kalevala*." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 13, 2017.

"Ragnarok and the Rekindling of the Magic Sun." Tolkien Anniversaries Symposium, Western Michigan University Library, Kalamazoo, MI, May 10, 2017.

"Deconstructing Durin's Day: Science in the Service of Fan-Scholars." Popular Culture Association/American Culture Association National Conference, San Diego, CA, April 14, 2017.

"'And with him was Elrond Half-Elven': The High King and His Herald." University of Vermont Tolkien Conference, Burlington, VT, April 8, 2017.

"*The Strain*: The Ultimate Work of Parasitic Horror." Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 17, 2017.

"Middle School Teacher Misconceptions and Anxieties Concerning Space Science Disciplinary Core Ideas in NGSS." American Astronomical Society, Grapevine, TX, January 7, 2017.

"A General Education Course in Cultural Astronomy: Exploring the Universe Through Human Eyes." Poster presentation. American Astronomical Society, Grapevine, TX, January 6, 2017.

Kristine Larsen, **Jessica Johnson**, and **Corwin Hoover**. "Identification of Misclassified Rotational Variables in the ASAS Catalog." Poster presentation. American Astronomical Society, Grapevine, TX, January 5, 2017.

"Caroline Furness and the Evolution of Visual Variable Star Observing." Poster presentation. American Astronomical Society, Grapevine, TX, January 4, 2017.

"Oxford Astronomer John Knight Fotheringham (1874-1936) as Unwitting Godfather of J.R.R. Tolkien's Fictional Luni-solar Holiday 'Durin's Day'." Poster presentation. American Astronomical Society, Grapevine, TX, January 4, 2017.

"Identification of Semiregular Variables in Ellipsoidal Variable Systems in the ASAS Catalog." Poster presentation. American Association of Variable Star Observers Fall Meeting, Burlington, MA, November 12, 2016.

"Angels and Demons: Physiological and Psychological Vivisection in the World of Syfy's *Dominion*." Northeast Popular Culture Association, Keene State College, Keene, NH, October 22, 2016.

"Mad Scientist Alphabet Soup: NICE, WICKED, and DHARMA." The Third Annual Mythgard Symposium on Speculative Fiction, University of Maryland, College Park, MD, September 24, 2016.

"The Observing Programs of the AAVSO." Stellafane Convention, Springfield, VT, August 6, 2016.

"Ladies of the Forest: Melian and Mielikki." Roundtable panel. International Medieval Congress, University of Leeds, Leeds, UK, July 4, 2016.

"Strange Bedfellows: C.S. Lewis and Astronomer Fred Hoyle." Frances White Ewbank Colloquium on C.S. Lewis & Friends, Taylor University, Upland, IN, June 3, 2016.

"Medieval Fostering in the First and Third Ages of Middle-earth: Elrond as Fostri and Fostr-son." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 12, 2016.

"'Linguistic Ghosts': Anglo-Saxon Poetry as Tolkien's Tether between Past and Present." Roundtable participant. International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 12, 2016.

"Utilizing the AAVSO's Variable Star Index (VSX) in Undergraduate Research Projects." Poster presentation. American Association of Variable Star Observers Spring Meeting, St. Louis, MO, May 6, 2016.

**Corwin Hoover** and Kristine Larsen. "Identification of ASAS Ellipsoidal Variables Misclassified as Miscellaneous." Poster presentation. American Association of Variable Star Observers Spring Meeting, St. Louis, MO, May 6, 2016.

"Kind People!!!: The Adventures of Svetlana Snape Down the Hobbit Hole." University of Vermont Tolkien Conference, Burlington, VT, April 9, 2016.

"Planetaria as Partners: The Sky's Not the Limit for Earth and Space Science Education." Poster presentation. Northeast Sectional Meeting, Geological Society of America, Albany, NY, March 21, 2016.

"A Woman's Pen and the Poetics of Geology: Jane Marcet, Arabella Buckley, and Delia Godding." Poster presentation. Northeast Sectional Meeting, Geological Society of America, Albany, NY, March 21, 2016.

"'If I were a Sociopathic, Duplicious Bitch': Monstrous Angels and Queens in SyFy's *Dominion*." Northeast Modern Language Association, Hartford, CT, March 20, 2016.

"Medieval Scholar as Sci-Fi Author: C.S. Lewis's Space Trilogy and the Medieval Worldview." Northeast Modern Language Association, Hartford, CT, March 17, 2016.

"Dream State Space-Time Travel in J.R.R. Tolkien's 'The Notion Club Papers' and the Novels of Olaf Stapledon." Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 10, 2016.

"Utilizing the AAVSO's Variable Star Index (VSX) in Undergraduate Research Projects." American Astronomical Society, Kissimmee, FL. January 6, 2016.

"There's Something Rotten in (Denmark) Ireland: Irish Zombie Media and the Irish 'Other'." New England Region of the American Conference for Irish Studies, University of New Haven, New Haven, CT, November 21, 2015.

"Revisiting Caroline Furness's An Introduction to the Study of Variable Stars in its Centenary." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, November 13, 2015.

**Michael Quinonez** and Kristine Larsen. "Identifying SRD Variables Among 'Miscellaneous' ASAS Stars." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, November 13, 2015. Presented by Michael Quinonez.

**Jessica Johnson** and Kristine Larsen. "The Quest for Identifying BY Draconis Stars Within a Data Set of 3548 Candidate Cepheid Variable Stars." American Association of Variable Star Observers Fall Meeting, Woburn, MA, November 13, 2015. Presented by Jessica Johnson.

"Popular-level Mineralogy Texts and the Familiar Format in the Early 19th Century." Geological Society of America, Baltimore, MD, November 3, 2015.

"Recognizing and Combatting Teacher Misconceptions and Anxieties Related to the Middle School Earth and Space Sciences Disciplinary Core Ideas in NGSS." Poster presentation. Geological Society of America, Baltimore, MD, November 1, 2015.

"Medieval Cosmology and Middle-earth: A Lewisian Walk Under Tolkienian Skies." International Conference on Medievalism, Pittsburgh, PA, October 2, 2015.

"Sheep, Shadows, and Showers: Chasing a Solar Eclipse in the Faroe Islands." Stellafane Convention, Springfield, VT, August 14, 2015.

"Rotters or Redeemed? Religion, Politics and American Millennialism as Seen Through the Lens of *In The Flesh*." The Apocalypse Project: Fourth Global Meeting, Mansfield College, Oxford, UK, August 1, 2015.

"'While the World Lasted': End Times in Tolkien's Works." New York Tolkien Conference, Baruch College, New York, June 13, 2015.



"Sunlight in the Spotlight in the International Year of Light." American Association of Variable Star Observers Spring Meeting, Ball State University, Muncie, IN, June 6, 2015.

"Walking Beneath Medieval Skies: C.S. Lewis's Challenge to Modern Minds." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 16, 2015.

"Teaching Medieval in a General Education Context." Roundtable participant. International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 16, 2015.

"Guinevere, Grimhild, and the Corrigan: Witches and Bitches in Tolkien's Medieval Narrative Verse." University of Vermont Tolkien Conference, Burlington, VT, April 11, 2015.

"'Ore-ganisms': The Myth and Meaning of 'Living Rock' in Middle-earth." Popular Culture Association/American Culture Association National Conference, New Orleans, LA, April 3, 2015.

"'In a Hole in the Ground There Lived a Fangirl': The Complications of Tolkien, Fandom, and *The Hobbit*." Roundtable participant. Popular Culture Association/American Culture Association National Conference, New Orleans, LA, April 3, 2015.

**Melissa Luna, Jessica M. Johnson**, Kristine Larsen, and Oluyinka Oyewumi. "Assessing Student Understanding in an Environmental Geoscience Class." Poster presentation. Northeast Sectional Meeting, Geological Society of America, Bretton Woods, NH, March 24, 2015. Presented by Melissa Luna.

**Mark Summa**, Kristine Larsen, Jennifer Piatek, and Allison Weinstein. "A Statistical Analysis of Geoscience Misconceptions Among Introductory Physical Geology Students." Poster presentation. Northeast Sectional Meeting, Geological Society of America, Bretton Woods, NH, March 24, 2015. Presented by Mark Summa.

**Samantha Corallo, Melissa Luna**, Kristine Larsen, and Michael Wizevich. "Addressing Major Geoscience Misconceptions in an Introductory Historical Geology Course." Poster presentation. Northeast Sectional Meeting, Geological Society of America, Bretton Woods, NH, March 24, 2015. Presented by Samantha Corallo.

"*Scenes in Nature*: The Politics of Geology Books and the Massachusetts Board of Education's *The School Library* in 1840." Poster presentation. Northeast Sectional Meeting, Geological Society of America, Bretton Woods, NH, March 24, 2015.

"Walkers Ate My Science Homework: A First-Year Student Seminar Course on Science and *The Walking Dead*." Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 12, 2015.

"If Not for Éowyn (or Galadriel, Lúthien, Arwen...): What Tolkien's Women Mean in the 21st Century." Roundtable participant. Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 11, 2015.

"Queens, Assassins, and Zombies: The Valkyrie Reflex in George R.R. Martin's *A Song of Ice and Fire*." Mythgard Symposium on Speculative Fiction, Baltimore, MD, January 10, 2015.

**Jessica Johnson** and Kristine Larsen. "Discovery of Five Previously Misidentified BY Draconis Stars in ASAS Data." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, November 8, 2014. Presented by Jessica Johnson.

"AAVSO and the International Year of Light." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, November 8, 2014.

"'I Miss Science Class': Emasculating Scientists in *The Walking Dead*." Northeast Popular Culture Association, Providence College, Providence, RI, October 25, 2014.

"College-level Tolkien: Teaching Middle-earth 60 Years Later." Roundtable participant. Mythcon, Wheaton College, Norton, MA, August 11, 2014

"Frozen Fire and Iron of Death: Magical Weapons in *The Silmarillion* and *A Song of Ice and Fire*." Mythcon, Wheaton College, Norton, MA, August 9, 2014. Available at <http://menelrond.blogspot.com/2014/08/mythcon-talk-frozen-fire-and-iron-of-6.html>

"Got Scope? The Benefits of Visual Telescopic Observing in the College Classroom." Poster presentation. Symposium of Telescope Science and American Association of Variable Star Observers Joint Meeting, Ontario, CA, June 13, 2014.

"Interdisciplinary Professional Development: Astrolabes for Medievalists." Poster presentation. American Astronomical Society, Boston, MA, June 4, 2014.

"Elizabeth Brown and the Classification of Sunspots in the 19th Century." Poster presentation. American Astronomical Society, Boston, MA, June 4, 2014.

"The (Nearly) Discarded Image: Tolkien's Later Tinkerings with his Medieval Cosmology." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 8, 2014.

"Darkness Amid the Day: Eclipses in the Works of J.R.R. Tolkien." Popular Culture Association/American Culture Association National Conference, Chicago, IL, April 18, 2014.

"Death to Bree Creek Quadrangle: Teaching Students to Hate Tolkien One Geological Map at a Time." Roundtable participant, Popular Culture Association/American Culture Association National Conference, Chicago, IL, April 18, 2014.

"Mastery of Geologic Content by Preservice Elementary Education Students in a Flipped Classroom." Northeast Sectional Meeting, Geological Society of America, Lancaster, PA, March 23, 2014.

"Standard Candles in a Variable Universe: Women Mentoring Women in the AAVSO." June Baker Higgins Gender Studies Conference, CCSU, February 21, 2014.

"Student Mastery of the Sun-Earth-Moon System in a Flipped Classroom of Pre-service Elementary Education Majors." Poster presentation. American Astronomical Society, Washington, D.C., January 9, 2014.

**Jessica M. Johnson** and Kristine Larsen. "Identification of BY Draconis Variables Stars in ASAS Data." Poster presentation. American Astronomical Society, Washington, D.C., January 6, 2014. Presented by Jessica Johnson.

"Red Comets and Red Stars: Tolkien, Martin, and the Use of Astronomy in Fantasy Series." Mythgard Symposium on Speculative Fiction, Baltimore, MD, December 15, 2013.

"'Monsters Inside Me': Zombification as Parasitism." Mid-Atlantic Popular/American Culture Association, Atlantic City, NJ, November 8, 2013. Recipient of the inaugural Ralph Donald Award for Outstanding Conference Paper.

"'Mutant, Monster, Freak': Andrzej Sapkowski's *The Witcher* Series and the Ethics of Genetic Engineering." Northeast Popular Culture Association, St. Michael's College, Burlington, VT, October 26, 2013.

**Jessica M. Johnson** and Kristine Larsen. "Identification of BY Draconis Variable Stars Among ASAS Cepheid Candidates." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, October 12, 2013. Presented by Jessica Johnson.

**Vanessa Swenton** and Kristine Larsen, "Identification of Cepheid Variables in ASAS Data." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, October 12, 2013. Presented by Vanessa Swenton.

"Introduction to Starhopping." Stellafane Convention, Springfield, VT, August 10, 2013.

"Get Pinned: The Astronomical League's Observing Programs." Stellafane Convention, Springfield, VT, August 9, 2013.

"Teaching to the Misconception: Critical Thinking and Pre-service Elementary Students." Ensuring STEM Literacy Conference, San Jose State University, San Jose, CA, July 22, 2013.

"'Wibbly-Wobbly, Timey-Wimey-stuff': Teaching with a Time Lord." Poster presentation. Cosmos in the Classroom Symposium, San Jose State University, San Jose, CA, July 21-24, 2013.

"Debunking the End of the World: It's Not Just for 2012 Anymore." Poster presentation. Ensuring STEM Literacy Conference, San Jose State University, San Jose, CA, July 21-24, 2013.

"ALICE and the Apocalypse: Particle Accelerators as Death Machines." Melancholia: Imaging the End of the World, Philipps University, Marburg, Germany, June 7, 2013.

"Medieval Organicism or Modern Feminist Science? Bombadil, Elves, and Mother Nature." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 9, 2013.

"Whose Myth is it? Tolkien Scholarship as Interdisciplinary Studies." Roundtable participant. International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 9, 2013.

"Syzygy; Being an Alignment of Astronomical Bodies, Most Especially the Sun, Earth, and Moon; A Prime Example being Durin's Day in *The Hobbit*." University of Vermont Tolkien Conference, Burlington, VT, April 6, 2013.

"Illuminating Geoscience Misconceptions: Lessons From the 2012 Apocalypse Craze." Poster presentation. Northeast Sectional Meeting, Geological Society of America, Bretton Woods, NH, March 18, 2013.

"Orion and Sirius at the End of the Tolkien's World: The Second Prophecy of Mandos and the Children of the Valar." Celebrating *The Hobbit* Conference, Valparaiso University, Valparaiso, IN, March 2, 2013.

"The CDC or Frankenstein's Lab: The Scientific Method and *The Walking Dead*." Southwest/Texas Popular Culture Association Conference, Albuquerque, NM, February 15, 2013.

"Elizabeth Brown and Citizen Science in the Late 1800s." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, November 3, 2012.

"Bilbo Baggins: Amateur Astronomer." Stellafane Convention, Springfield, VT, August 17, 2012.

"There and Back Again in the Classroom and in Outreach: Astronomy and *The Hobbit*." Poster presentation. Communicating Science Conference, Tucson, AZ, August 5-8, 2012.

"There and Back Again in the Classroom: Preparing for the Release of *The Hobbit*." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 13, 2012.

"Songs and Stars: Celestial Motifs in Tolkien's Poetry." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 11, 2012.

"A Creature of an Older World: Tolkien and the Mythology of the Prehistoric." University of Vermont Tolkien Conference, Burlington, VT, April 14, 2012.

"Accelerators and Demons: Particle Physics and the End of the World." American Comparative Literature Association Conference, Brown University, Providence, RI, March 30, 2012.

Jeffrey Thomas and Kristine Larsen, "Can Inquiry-based Instruction Improve Students' Understanding of the Nature of Science?" Northeast Sectional Meeting, Geological Society of America, Hartford, CT, March 18, 2012. Presented by Jeffrey Thomas.

"Where is This Generation's Jane Marcet? Women and the Popularization of Geology." Northeast Sectional Meeting, Geological Society of America, Hartford, CT, March 18, 2012.

"Delia Woodruff Godding, Jane Kilby Welsh, and the Religion of Geology in New England." Northeast Sectional Meeting, Geological Society of America, Hartford, CT, March 18, 2012.

"Surviving *The Night of the Comet*: Zombies, Space, and the 2012 Hysteria." Northeast Popular Culture Association, WCSU, Danbury, CT, November 11, 2011.

"The Sky is NOT Falling! Debunking the 2012 Apocalypse Myth." National Science Teacher Association Area Meeting, Hartford, CT, October 28, 2011.

"Flares, Fears, and Forecasts: Public Misconceptions About the Sunspot Cycle." Centenary meeting of the American Association of Variable Star Observers, Woburn, MA, October 8, 2011.

"Planets, Brown Dwarfs, and the Vagaries of Astronomical Classification." Stellafane Convention, Springfield, VT, July 29, 2011.

"The Effect of Online Sunspot Data on Visual Solar Observers." American Association of Variable Star Observers Spring Meeting, Boston, MA, May 22, 2011.

"The Harmony of the Worlds and the Horn of Heimdall: Cosmological Music in Creation and Subcreation." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 13, 2011.

"Mythography and Middle-earth." Roundtable tribute to Jane Chance. 46th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 12, 2011.

Kristine Larsen and Paul Petterson, "Creating Learning Outcomes for an Interdisciplinary Honors Program." Poster presentation. CSUS Assessment Conference, WCSU, Danbury, CT, April 29, 2011. Presented by Paul Petterson.

"'And the Stars Were Hidden': Middle-earth as a Canary in the Light Pollution Coal Mine." University of Vermont Tolkien Conference, Burlington, VT, April 9, 2011.

"'Alone Between the Dark and Light': 'The Lay of Aotrou and Itroun' and Lessons From the Later Legendarium." 3rd Conference on Middle-earth, Westford, MA, March 26, 2011.

"Struggles and Successes in the Geological Career of Carlotta Joaquina Maury." Poster presentation. Northeastern/North-Central Joint Meeting, Geological Society of America, Pittsburgh, PA, March 22, 2011.

Jeffrey Thomas and Kristine Larsen, "Elementary Earth and Physical Science: Targeting Pre K-6 Science Standards to Improve Preservice Elementary Teachers Science Content Knowledge." ASTE International Conference, Minneapolis, MN, January 20, 2011. Presented by Jeffrey Thomas.

"Revisiting the Un-named Fleming Variables." Poster presentation. American Association of Variable Star Observers Fall Meeting, Woburn, MA, October 30, 2010.

"From Dunne to Desmond: Disembodied Time Travel in Tolkien, Stapledon, and *Lost*." Northeast Popular Culture Association, Massachusetts College of Pharmacy and Health Sciences, Boston, MA, October 23, 2010.

"The 2012 Apocalypse Hoax and How You Can Help Combat it." Stellafane Convention, Springfield, VT, August 6, 2010.

"Students as Starry Messengers: Engaging Astro 101 Students Through Service-learning and Community Engagement." Convener and facilitator of discussion session, Cosmos in the Classroom Symposium, University of Colorado, Boulder, CO, August 4, 2010.

"Astronomy EPO and the 2012 Hysteria: Your Personal Guide to Joining the Battle." Poster presentation. Earth and Space Science: Making Connections in Education and Public Outreach Symposium, University of Colorado, Boulder, CO, August 4, 2010.

Kristine Larsen and Marsha Bednarski. "Assessing the Effect of a Digital Planetarium Show on the Astronomical Understanding of 5th Graders." Earth and Space Science: Making Connections in Education and Public Outreach Symposium, University of Colorado, Boulder, CO, August 3, 2010.

"Bringing the Cosmos Down to Earth: Assessing Student Learning in a Non-major Online Astronomy Course." Poster presentation. Cosmos in the Classroom Symposium, University of Colorado, Boulder, CO, August 2, 2010.

"Celestial Ambassadors: CCSU in the Community in the International Year of Astronomy." American Democracy Project National Meeting, Providence, RI, June 19, 2010.

"'Worlds on Worlds': Tolkien, Lewis, and the Medieval and Modern Theological Implications of Extraterrestrial Life." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 13, 2010.

"Hobbit 'Lunacy'." Teaching Tolkien Roundtable. International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 13, 2010.

"Gender Neutrality and the Heart Sutra: Buddhist Feminism Lost in Translation." With Jeffrey Allen. June Baker Higgins Gender Studies Conference, CCSU, May 8, 2010.

Kristine Larsen and Paul Petterson. "Science and Society: Assessing Student Learning in an Interdisciplinary Honors Science Course." Poster presentation. CSUS Assessment Conference, CCSU, April 30, 2010.

"'Dude, Those Numbers are Cursed!': Mathphobia in the TV Series *Lost*." CSU Faculty Research Conference, CCSU, April 17, 2010.

Marsha Bednarski and Kristine Larsen. "Assessing Immersive Full-dome Planetarium Technology in the Teaching of the Sun-Earth-Moon System to Elementary Students." Poster presentation. CSU Faculty Research Conference, CCSU, April 17, 2010.

"'In the Beginning': Tolkien and the Teaching of Creation Myths." University of Vermont Tolkien Conference, April 10, 2010.

"Think Smarter, Not 'Brighter': Light Pollution at CCSU." Poster presentation. Global Environmental Sustainability Symposium, CCSU, April 5, 2010.

Marsha Bednarski and Kristine Larsen. "Assessing Immersive Full-dome Planetarium Technology in the Teaching of the Sun-Earth-Moon System to Elementary Students." National Science Teachers Association National Conference, Philadelphia, PA, March 18, 2010.

"The 2012 Apocalypse Hoax: A Geological Call to Arms." Northeastern/Southeastern Sections Joint Meeting, Geological Society of America, Baltimore, MD, March 14, 2010.

"Science in Society: Science-based Community Engagement." Panel member. Connecticut Community Engagement Conference, CCSU, March 6, 2010.

"Ransom, Religion, and Red Giants: C.S. Lewis and Fred Hoyle." Poster presentation. American Astronomical Society, Washington, D.C., January 4, 2010.

"'Scientists Look at 2012': Carrying on Margaret Mayall's Legacy of Debunking Pseudoscience." American Association of Variable Star Observers Fall Meeting, Boston, MA, November 7, 2009.

Kristine Larsen and Jennifer Piatek. "Utilizing Realistic Problem-based Projects to Assess Student Learning in Laboratory-Based Introductory Astronomy Courses." Poster presentation. CCIC/Project Kaleidoscope/CSU Conference Connecticut Higher Education in the Public Square: Promoting STEM Literacy, Yale University, New Haven, CT, October 30, 2009.

Jeffrey Thomas and Kristine Larsen. "Targeting Inquiry-Oriented Process Skills of Pre-service Elementary School Teachers in a Non-Lab Earth and Physical Science Course." Poster presentation. CCIC/Project Kaleidoscope/CSU

conference, Connecticut Higher Education in the Public Square: Promoting STEM Literacy, Yale University, New Haven, CT, October 30, 2009.

"Mr. Tompkins, the Philadelphia Experiment, and *Land of the Lost*: Parallel Universes, Closed Universes, and the Dangers of Interdimensional Travel." Northeast Popular Culture Association, Queensborough Community College, Queens, NY, October 24, 2009.

"Assessing Student Learning in Non-major Online Science Courses." E-Learning 2.0: The Next Generation of Online Education Conference, UCONN, Storrs, CT, September 25, 2009.

Kristine Larsen and Craig Robinson. "Students as Starry Messengers: Curricular Engagement Activity Centered Around the International Year of Astronomy." Poster presentation. Student Learning Colloquium, CCSU, May 14, 2009.

"The Words of Húrin and Morgoth: Microcosm, Macrocosm, and the Later Legendarium." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 10, 2009.

"Tolkien's 'On Fairy Stories'." Roundtable participant. International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 9, 2009.

"Lions and Hobbits and Science: Oh My! Using J.R.R. Tolkien and C.S. Lewis in the Science Classroom." Popular Culture Association/American Culture Association National Conference, New Orleans, LA, April 11, 2009.

"Shadow and Flame: J.R.R. Tolkien in the Geoscience Classroom." Northeast Section of the Geological Society of America, Portland, ME, March 22, 2009.

"Hobbits, Hogwarts, and the Heavens: the Use of Fantasy Literature and Films in Astronomy Education and Outreach." International Astronomical Union-UNESCO Symposium 260, Paris, France, January 22, 2009.

"Aslan's Song, the Themes of Iluvatar, and the Real Music of the Spheres." Northeastern Popular Culture Association, UMASS-Dartmouth, Dartmouth, MA, November 1, 2008.

"Reclaiming the Astronomical and Historical Legacy of Antonia Maury." American Association of Variable Star Observers Fall Meeting, Nantucket, MA, October 18, 2008.

Kristine Larsen, Alastair McBeath, and Andrei Dorian Gheorghe. "Meteor Beliefs Project: Meteoritic Weapons." Poster presentation. International Meteor Conference, Sachtika, Slovakia, September 18, 2008. Presented by Andrei Dorian Gheorghe.

"Sea Birds and Morning Stars: Ceyx, Alcyone, and the Many Metamorphoses of Earendil and Elwing." Mythcon, CCSU, August 17, 2008.

Kristine Larsen, Kenneth H. Slater, and B.J. Drew V. "Pushing Glass: Engaging Young People in Astronomy Through Amateur Mirror Making Classes." Poster presentation. American Astronomical Society, St. Louis, MO, June 5, 2008.

"The Cosmic Mandala: Celebrating Tibetan Cosmologies." Poster presentation. American Astronomical Society, St. Louis, MO, June 5, 2008.

Marsha Bednarski, Kristine Larsen, and Craig Robinson. "Assessing Informal Astronomy Education and Outreach." Poster presentation. American Astronomical Society, St. Louis, MO, June 5, 2008.

"Teaching Tolkien in Science Classes." Teaching Tolkien Roundtable. International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 10, 2008.

"Shadow and Flame: Myth, Monsters, and Mother Nature in Middle-earth." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 9, 2008.

"YouTube in the Science Classroom: Bringing Earth Science to Life for Non-majors." CSUS Annual Academic Computing Conference, CCSU, April 5, 2008.

"'No Woman Can Be Properly Elected as a Fellow': Sexism and British Astronomical Societies." June Baker Higgins Gender Studies Conference, CCSU, April 4, 2008.

"Magnets from Hell: *Lost's* Successful Exploitation of Electromagnetism." Mid-Atlantic Popular Culture/American Culture Association, Philadelphia, PA, November 3, 2007.

"Lessons from Breezy Hill: Thirteen Years of Children's Astronomy Activities at Stellafane." Poster presentation. Meeting of the Astronomical Society of the Pacific on Education and Public Outreach, Chicago, IL, September 7, 2007.

"The Harmony of the Spheres: An Astronomy/Music Learning Community." Poster presentation. Astronomical Society of the Pacific, Cosmos in the Classroom, Pomona College, CA, August 5, 2007.

"(V)Arda Marred: The Evolution of the Queen of the Stars in Tolkien's Legendarium." University of Vermont Tolkien Conference, Burlington, VT, April 14, 2007.

"Athena and Urania: The Experiences of Women Astronomers During World War II." June Baker Higgins Gender Studies Conference, CCSU, April 13, 2007.

"*Lost* and The Two Cultures: Science and Scientists as the 'Other(s)'" Popular Culture Association/American Culture Association National Meeting, Boston, MA, April 5, 2007.

Kristine Larsen and Kenneth Feder, "Teaching Science versus Pseudoscience: An Archaeology/Astronomy Alliance." Poster presentation. Meeting of the Astronomical Society of the Pacific on Education and Public Outreach, Baltimore, MD, September 16, 2006.

"Swords and Sky Stones: Meteoritic Iron in The Silmarillion." Gathering of the Fellowship, Toronto, CA, July 1, 2006.

"From Pythagoras to WMAP: The 'Music of the Spheres' Revisited." Society for Literature, Science, and the Arts, Chicago, IL, November 13, 2005. Text available at <http://www.physics.ccsu.edu/larsen/wmap.html>.

"'I Prostrate to the Goddess Foe Destroyer' - Tibetan Buddhism and the (mis)Naming of Venusian Features." Women's Studies Conference, SCSU, New Haven, CT, October 28, 2005.

"'Intelligent Design', Emergence Theory, and the Anthropic Principle: A Cautionary Tale for Scientists and Science Educators." CSU Faculty Research Conference, CCSU, October 22, 2005.



"Giving Back: Integrating EPO Experience into an Undergraduate Course in Observational Astronomy." Poster presentation. Meeting of the Astronomical Society of the Pacific on Education and Public Outreach, Tucson, AZ, September 16, 2005.

"A Little Earth of His Own: Tolkien's Lunar Creation Myths." Tolkien 2005 Conference, Birmingham, UK, August 12, 2005.

"Introduction to Starhopping." Stellafane Convention, Springfield, VT, August 2, 2005.

"A Elbereth Gilthoniel: The Cosmological Goddesses of Middle-earth." June Baker Higgins Gender Studies Conference, CCSU, April 1, 2005.

"Scientific Motifs in Middle-earth: Lost in Translation?" Popular Culture Association/American Culture Association National Meeting, San Diego, CA, March 26, 2005.

"Tolkien's 'Burning Briar' - an Astronomical Explanation." Society for Literature and Science, Durham, NC, October 15, 2004.

"Teaching Through Tolkien: The Astronomy of Middle-earth." Poster presentation. Astronomical Society of the Pacific, Cosmos in the Classroom, Boston, MA, July 16, 2004.

"A Thematic Approach to Natural Science and Society." Panel member. New England Regional Meeting of the National Honors Council, Hartford, CT, April 3, 2004.

"Teaching Through Tolkien: The Astronomy of Middle-earth," American Physical Society National Meeting, Montreal, Canada, March 23, 2004. Featured in meeting press release.

"Teaching Science Through Tolkien," Connecticut Consortium for the Enhancement of Learning Conference, Hartford, CT, November 7, 2003.

"Gender and Science: When it is Okay to be a Madame." Panel member, CCSU Diversity Conference, April 23, 2003.

"As Constant as the North Star: The Women of Stephen Hawking's Universe." CSU Gender Studies Conference, CCSU, April 4, 2003.

"The Astronomy of Middle-earth." RingCon, Bonn, Germany. November 23, 2002. Text available at [http://www.physics.ccsu.edu/larsen/astronomy\\_of\\_middle.htm](http://www.physics.ccsu.edu/larsen/astronomy_of_middle.htm).

"Maria Mitchell and Feminist Pedagogy." CSU Research Conference, SCSU, New Haven, CT, April 6, 2002.

"Jocelyn Bell and the Discovery of Pulsars: the Matthew/Matilda Effect Overcome." CSU Gender Issues Current Scholarship Conference, CCSU, April 21, 2001.

"Journals in the Science Classroom: Feminist Pedagogy in Action." CSU Gender Issues Current Scholarship Conference, CCSU, April 17, 1999.

"Highlander, Clan Denial, and the Zeist Effect: Henry Jenkins as Canon." Popular Culture Association/American Culture Association National Meeting, San Diego, CA, April 1, 1999.

"Shooting Stars: Women Directors of the British Astronomical Association Meteor Section." Astronomical Society of the Pacific, Chicago, IL, June 30, 1997.

"Women in Astronomy." Women and Society Conference, Marist College, Poughkeepsie, NY, June 8, 1996.

"Women's Contributions to Stellar and Galactic Astronomy." American Physical Society National Meeting, Indianapolis, IN, May 4, 1996.

"Amateur Astronomers - a Preliminary Survey." Stellafane Convention, Springfield, VT, August 5, 1994.

"Cosmic Women: Contributions of Women to Cosmology." Women's Studies Conference, SCSU, New Haven, CT, October 2, 1993.

"Calculating Women: Issues and experiences in Quantitative Fields." Panel member. Women's Studies Conference, SCSU, New Haven, CT, October 3, 1992.

#### **SELECTED PROFESSIONAL WORKSHOPS PRESENTED:**

"Turn Left at Remmirath: Celestial Navigation in Middle-earth." Tolkien Society Oxonmoot, St. Anne's College, Oxford, UK, September 3, 2022.

"'Yonder Venus in Her Glimmering Sphere': A Workshop on the Astrolabe." International Medieval Congress, University of Leeds, Leeds, UK, July 6, 2022.

"Using Astrolabes and Astronomical Tables to Compute Lunar and Planetary Positions: A Hands-on Workshop." International Congress on Medieval Studies, Kalamazoo, MI, May 7-10, 2020. Proposal accepted; Conference cancelled.

"The Key to Paradise is Prayer: The Islamic Astrolabe." International Medieval Congress, University of Leeds, Leeds, UK, July 2, 2019.

"A Hands-on Introduction to Islamic Astrolabes." International Congress on Medieval Studies. Western Michigan University, Kalamazoo, MI, May 10, 2019.

"To Lerne the Tretis of the Astrolabe: A Hands-on Introduction to Chaucer's *Treatise*." International Medieval Congress, University of Leeds, Leeds, UK, July 2, 2018.

"Construction of a Harry Potter Starfinder." Penguicon 2018, Southfield, MI, May 5, 2018. Invited.

"A Hands-on Introduction to Astrolabes and Chaucer's *Treatise*." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 11, 2018.

"Tho Turned I Myn Astrelabye: A Hands-on Introduction to the Astrolabe." International Medieval Congress, University of Leeds, Leeds, UK, July 3, 2017.

"A Hands-on Introduction to the Astrolabe and Christian Monastic Prayer Times." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 12, 2017.

"A Hands-on Introduction to Islamic Astrolabes." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 13, 2016.

Workshops for inservice teachers. Next-Gen Earth and Space Science Literacy Instruction and Expertise. No Child Left Behind Act of 2001, Title II, Part A Subpart 3, Improving Teacher Quality State Grand Funds, CFDA #84.367B, Department of Higher Education. Thomas, J. (PI), Drew, S., Bednarski, M., N. Balisciano, Larsen. K, Oyewumi, O., CCSU, April 2015 to June 2016.

Professional Development Provider. Next-Gen Science CT. Mathematics and Science Partnership (MSP) through the Connecticut Department of Education. Bednarski, M, Thomas, J., Larsen, K., Settlage, J., Pedro, J. Balisciano, N (PI), CCSU, January 2014 to September 2015.

"A Hands-on Introduction to Astrolabes and Chaucer's Treatise." International Conference on Medievalism, Pittsburgh, PA. October 2, 2015.

"A Hands-on Introduction to Astrolabes and Chaucer's Treatise." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 15, 2015.

"How to Use a Medieval Astrolabe." Stellafane Convention, Springfield, VT. July 25, 2014.

"A Hands-on Introduction to Astrolabes." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 9, 2014.

"Teaching Astronomy Really Dynamically Involving Sci-fi, or, the Other TARDIS." Cosmos in the Classroom Symposium, San Jose State University, San Jose, CA, July 21-24, 2013.

"There and Back Again: Using *The Hobbit* in Science Teaching." Connecticut Science Education Conference, Hamden, CT, October 13, 2012.

Hands-on Workshop on Doomsday 2012. Invited co-presenter. Communicating Science Conference, Tucson, AZ, August 6, 2012.

"The Real Stars of Hogwarts: Using Harry Potter in Astronomy Education." National Science Teacher Association Area Meeting, Hartford, CT, October 28, 2011.

"'In the Beginning': Using Creation Myths in the Astronomy Classroom." Cosmos in the Classroom Symposium, University of Colorado, Boulder, CO, August 1-4, 2010.

"Assessing Student Learning in Nonmajor Online Science Courses." CTDLC – CCS/UConn Conference on E-Learning 2.0: The Next Generation of Online Education, UCONN, Storrs, CT, September 25, 2010.

Interdisciplinary Science, Inquiry, and Literacy Institute for Elementary Teachers, CCSU (Connecticut Teacher Quality grant). Several hands-on workshops from June 2009-June 2010.

"Joining the Net Gen: Using YouTube in the College Classroom." New England Faculty Development Consortium Conference, UCONN, Storrs, CT, May 29, 2009.

Marsha Bednarski and Kristine Larsen. "Muggles, Meteoritic Armor, and Menelmacar: Using Fantasy Series in Astronomy Education and Outreach." American Astronomical Society, St. Louis, MI, June 3, 2008.

Marsha Bednarski and Kristine Larsen. "Getting to Know and Address Your State Science Standards When Planning Activities or Field Trips During the International Year of Astronomy." American Astronomical Society, St. Louis, MI, June 2, 2008.

"I'm an Ophiuchid - What's Your Sign?" National Science Teachers Association Conference, Boston, MA, March 30, 2008.

Marsha Bednarski and Kristine Larsen, "Checking Your Alignment: Creating Standards-Appropriate Astronomy Outreach Activities." Meeting of the Astronomical Society of the Pacific on Education and Public Outreach, Chicago, IL, September 6, 2007.

"The Universe is Universal: Creating Astronomy-based Learning Communities." Astronomical Society of the Pacific, Cosmos in the Classroom, Pomona College, Pomona, CA. August 5, 2007.

Connecticut Embedded Task Workshop for New Britain in-service teachers, CCSU, February 10, 2007.

Project S.C.I.E.N.C.E Eisenhower grant-funded professional workshops for Connecticut in-service teachers, CCSU, 2006-2007, 2004-2005.

Marsha Bednarski and Kristine Larsen. "Inquiring Minds Want to Know." Meeting of the Astronomical Society of the Pacific on Education and Public Outreach, Baltimore, MD, September 17, 2006.

"The Astronomy of Middle-earth -- Tolkien in the Astronomy Classroom." Astronomical Society of the Pacific, Cosmos in the Classroom, Boston, MA. July 16, 2004.

Math/Science Partnership grant-funded workshops for Connecticut in-service teachers, CCSU, 2003-2005.

"Teaching Science through Tolkien." Connecticut Science Educators Professional Development Day, CCSU, March 8, 2003.

"Critical Thinking and Pseudoscience." Critical Thinking Across the Curriculum Conference, CCSU Honors Program, August 15, 1996.

"Addressing Gender Equity Issues in the College Science Classroom." United Connecticut for Women Fall Conference, Middlebury, CT, October 16, 1995.

"Backyard Astronomy." State Technical Schools Curriculum Day, CCSU, March 25, 1993.

"Observational Astronomy." Connecticut State Earth Science Teachers Association annual meeting, CCSU, April 19, 1992.

#### **RECENT FUNDED GRANTS: (Contact for earlier examples)**

##### *2019-2020:*

CCSU Summer Curriculum Development Grant, "Creation of Narrated PowerPoint Videos to Combat Mathematics-related Science Anxiety in Geological Sciences Department General Education Courses." \$1200.

##### *2018-2019:*

CCSU Summer Curriculum Development Grant, "Deployment of Open Educational Resources (OER) in Online Sections of the General Education Course GSCI 102 Earth and the Human Environment." \$1200.

*2016-2017:*

CCSU Summer Curriculum Development Grant, "Overhaul of AST 209 Stellar and Galactic Astronomy and the Creation of an Open-Source Online Resource Collection (ORC)." \$1200.

CCSU Summer Curriculum Development Grant, Jeffrey Thomas and Kristine Larsen, "Revision of a Science Content Course Required for all Elementary Education Majors to Align with the Newly State-adopted Next Generation Science Standards (NGSS)." \$2000.

*2014-2015:*

Professional Development Provider. Bednarski, M, Thomas, J., Larsen, K., Settlage, J., Pedro, J. Balisciano, N (PI). (2014). Next-Gen Science CT. Mathematics and Science Partnership (MSP) through the Connecticut Department of Education. February 2014 to July 2015. \$134,000 – Connecticut Center for Advanced Technology (CCAT)

CCSU Faculty Development Grant "Travel Funds for the 50th International Congress on Medieval Studies in Support of Three Presentations and a Book Proposal." \$1000.

*2012-13:*

CCSU Summer Curriculum Development Grant, Jennifer Piatek and Kristine Larsen, "Searching for Life in the Classroom: Developing Active-learning Exercises for Use in a General Education Course with an Astronomy Theme." \$2000.

*2010-11:*

CSUS Assessment of Learning for Educational Improvement Grant, Paul Petterson and Kristine Larsen, "Assessing Student Learning Across an Interdisciplinary Honors Program." \$2000.

CCSU Summer Curriculum Development Grant, Ronald Todd and Kristine Larsen, "Seeing the Twentieth Century Through Undead Eyes: Development of an Honors Course on Science, Popular Culture, and the Zombie." \$600.

CSU Research Grant, "Sisters in Science: Archival Research on the Lives and Careers of Astronomer Antonia Maury and Geologist Carlotta Maury." \$1850.

### **SELECTED PUBLIC OUTREACH:**

Central Connecticut State University, New Britain, CT. CCSU Spokesperson for Astronomy. Issue press releases, conduct media interviews. 1989 to present. Faculty Coordinator, Copernican Planetarium and Observatory; work with Planetarium Director on public outreach and informal education events. *No release time received for these responsibilities.*

Children's Hands-on Workshops in Astronomy, Stellafane Annual Convention, Springfield, Vermont. 1995 to present. *Convention cancelled for 2020.*

88 Constellations in 88 Words Over 88 Days: 88 microblog videos covering the constellations, 2020.  
<https://mediaspace.ccsu.edu/category/Academic+Departments%3EGeological+Sciences%3EAstronomy%3E88+Constellations+in+88+Words+Over+88+Days/165526791>

NASA/JPL Solar System Ambassador, 2009-2019.

Coordinator, CCSU's International Year of Astronomy events, November 2008 - January 2010.

American Physical Society's Adopt-a-Physicist program, 2006 – present.

Partners in Science, Saturday morning workshops at CCSU for middle school students, 1990 – 2019.

Lecturer for Southern Connecticut Library Council. Speaker for astronomical topics at libraries, schools and correctional facilities. 1987 – 2002.

NSF Science Horizons Transition Program, summer residential program at CCSU for students entering high school, 1992 – 1996. Continued with alternate funding for 1997-8, 2000.

Connecticut Public Television Family Science Expo, CCSU. Constructed hands-on and visual astronomical displays for children, 1992 - 1996.

*Social Media: Responsible for development of and content on the following:*

- Geological Sciences Department Blog, <https://ccsugeologyrocks.wordpress.com/>, and Facebook page, <https://www.facebook.com/ccsugeology>
- Copernican Planetarium and Observatory webpage, <http://web.ccsu.edu/astronomy/>
- Astronomy at CCSU blog, <https://ccsuniverse.wordpress.com/>
- Personal science and popular culture blog, <http://menelrond.blogspot.com/>
- Astronomy and *The Hobbit* webpage, <http://web.ccsu.edu/astronomy/hobbit.htm>
- Create a Harry Potter Starfinder webpage, <http://web.ccsu.edu/astronomy/hpstarfinder.html>
- The Cosmic Mandala: Celebrating Tibetan Astronomy and Cosmology website, [http://web.ccsu.edu/astronomy/cosmic\\_mandala.html](http://web.ccsu.edu/astronomy/cosmic_mandala.html)
- Co-responsible for Planetarium Facebook page, <https://www.facebook.com/CopernicanObservatoryandPlanetarium/>, Geological Sciences Department Twitter accounts, @CCSU\_GEO and @CCSU\_ASTRONOMY
- Two YouTube Channels: <https://www.youtube.com/channel/UCYpx9xyYnRUKbfA8pbr7c9g> and <https://www.youtube.com/channel/UCMWmlqa36pU61FVkdXlXYmw>

*Recent outreach events (2015 – present): Contact for Earlier Events*

- Adopt-a Physicist Fall 2022. Adopter: Booker T. Washington High School for the Visual and Performing Arts (Dallas, TX)
- Adopt-a Physicist Fall 2022. Adopter: Holy Trinity High School (Edmonton, Canada)
- Backyard Astronomy." Berlin-Peck Library. 10/26/22
- "Observing the Moon." South Windsor Public Library. 10/1/22
- "A New Eye on the Universe: The James Webb Space Telescope." Virtual talk, AARP National Chapter. 9/28/22
- "A New Eye on the Universe: The James Webb Space Telescope." Meriden Public Library. 9/22/22
- [Live interview with WTIC 1080 AM concerning black holes and the Webb Space Telescope.](#) 8/25/22
- "Comets and Meteorites." Hands-on children's activity, Stellafane Convention, Springfield, VT. 7/30/22
- "Star Clocks and Starfinders." Hands-on children's activity, Stellafane Convention, Springfield, VT. 7/30/22
- "The Sun." Hands-on children's activity, Stellafane Convention, Springfield, VT. 7/30/22
- Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/17/22
- Planetarium show for TRiO students, CCSU. 7/14/22
- Constructed 40 kits with 4 hands-on astronomy activities for New Britain homeschool summer program. 5/28/22
- Hartford Athletic STEM Education Day Judge, Trinity Health Stadium, Hartford. 5/18/22
- "Cannibal Clouds and Carrington Catastrophes: The Truth about our Sun's Temper Tantrums." Virtual Presentation, Fairbanks Museum & Planetarium, St. Johnsbury, VT. 5/5/22
- Zoom meeting with New Britain High School student about black holes and relativity. 4/28/22
- Three planetarium workshops for New Britain high school and middle school students, TRiO STEAM Exploration Day, CCSU. 4/23/22
- "A New Eye on the Universe: The James Webb Space Telescope." Virtual Presentation, Middlesex Institute for Lifelong Education. 4/4/22
- Interview with Jordan Fenster (*NewsTimes*) concerning Daylight Saving Time (<https://www.newstimes.com/news/article/Why-Daylight-Saving-Time-was-once-suspended-due-16995243.php>). 3/11/22
- "Exploring the Night Sky." Virtual presentation, The Hopkins School, New Haven. 2/18/22
- Live interview with WTIC 1080 AM concerning the close approach of asteroid 7482. 1/18/22
- "A New Eye on the Universe: The James Webb Space Telescope." Virtual presentation, CCSU Scholars for Life! Speaking Series. 12/15/21
- "Top 10 Twentieth Century Discoveries in Astronomy that Did Not Win the Nobel Prize." Virtual presentation, Simsbury High School Astronomy Club. 12/15/21
- "Worlds Enough and Time: The Lives and Liberties of Planets Beyond Our Solar System." Meriden YMCA's Y's Men. 12/7/21
- "A New Eye on the Universe: The James Webb Space Telescope." Maloney High School, Meriden. 11/16/21
- "A New Eye on the Universe: The James Webb Space Telescope." Simsbury Public Library. 11/2/21
- Adopt-a Physicist Fall 2021. Adopter: Carroll County High School Physics (Hillsville, VA)
- Adopt-a Physicist Fall 2021. Adopter: Minnetonka High School (Minnetonka, MN)
- Live interview with WFSB Channel 3 concerning astronomy outreach at CCSU. 10/21/21
- "Northern Lights, Blackouts, and Unruly Radios: Sunspots and Modern Life." Virtual presentation, AARP-CT. 10/21/21
- "Planets in Our Solar System – and Beyond." Meriden Public Library. 9/16/21
- "Planets." Hands-on children's activity, Stellafane Convention, Springfield, VT. 8/6/21
- "Light and Telescopes." Hands-on children's activity, Stellafane Convention, Springfield, VT. 8/7/21

- "Solar Eclipses." Virtual presentation, Oxford Public Library. 6/8/21
- "Exploring the Night Sky." Virtual presentation, Avon Library. 3/29/21
- "Northern Lights, Blackouts, and Unruly Radios: Sunspots and Modern Life." Virtual presentation, AARP-CT. 3/10/21
- Live interview with WTIC 1080 AM concerning Perseverance Mars Rover. 2/22/21
- "Exploring the Night Sky." Online presentation, Essex Library, 2/18/21
- "Travel to Our 88 Official Constellations and a Few 'Rejects'." Virtual presentation, CCSU Scholars for Life! Speaking Series. 2/8/21
- "Exploring the Night Sky." Farmington Library, Virtual presentation, Farmington Library. 1/6/21
- "An Astrolabe How-To." Virtual presentation, The Free Library of Philadelphia. 12/28/20
- "Keynote Address: Science Career Showcase." Virtual presentation, Connecticut Science Center. 11/5/20
- Taped Central Authors segment for CCSU TV. 10/2/20
- Adopt-a Physicist Fall 2020. Adopter: The Heritage School (Newman, GA)
- Adopt-a Physicist Fall 2020. Adopter: Decatur High School (two classes) (Decatur, GA)
- Zoom call with 4<sup>th</sup>-6<sup>th</sup> graders, Montessori Magnet School in Hartford. 10/21/20
- "Parallel Dimensions and Alternate Realities: Welcome to the Multiverse." Virtual presentation, Terryville Library. 8/4/20
- Virtual presentation for the Governor's Astronomy Institute of Vermont. 7/21/20
- "Exploring the Night Sky." Virtual presentation, CCSU Scholars for Life! Speaking Series. 6/3/20
- Live interview with WTIC 1080 AM concerning the SpaceX launch. 6/1/20
- Zoom meetings with Girl Scout Troop 30261 of the Green and White Mountains Council. 5/13/2020 and 5/27/20
- Live interview with WTIC 1080 AM concerning Betelgeuse. 2/18/20
- Interview with high school students about Sputnik for National History Day. 2/17/20
- "Moon Phases and Eclipses." Children's presentation and hands-on activities. Farmington Public Library. 1/14/20
- "Space Junk: Comets, Meteorites, and Asteroids." Pomeroy Woods Senior Living, Southbury. 11/19/19
- "The Astronomy of Harry Potter." Guilford Free Library. 11/12/19
- Live interview with WTIC 1080 AM concerning space junk. 10/31/19
- Partners in Science workshop for 7th graders. 10/26/19
- International Observe the Moon Night observing session. 10/5/19
- "Exploring the Night Sky." Cheshire Public Library, 8/20/19
- "Pluto and Pals." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/3/19
- "Your Ultimate Guide to Ultima Thule." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/3/19
- "Star Friends." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/2/19
- "Our Star the Sun." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/2/19
- "Parallel Dimensions and Alternate Realities: Welcome to the Multiverse." Clark Memorial Library, Bethany. 8/7/19
- "Apollo 11: 50 Years Later." Wallingford Public Library. 7/30/19
- Taped interview with WTIC 1080 AM concerning a fireball seen over Connecticut. 7/25/19
- "Saturns, and Starfinders, and Space Rocks - Oh My!" Hands-on children's activities. Salem Public Library. 7/24/19
- "Apollo 11: 50 Years Later." Simsbury Public Library. 7/23/19
- Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/22/19
- "Apollo 11: 50 Years Later." Oxford Public Library. 7/20/19
- "What's in the Universe?" Hands-on children's activities, Minor Public Library (Roxbury). 7/20/19
- "Apollo 11: 50 Years Later." Newington Public Library. 7/17/19



- Taped interview with WTIC 1080 AM concerning the 50th anniversary of Apollo 11 moon landing. 7/15/19
- Taped interview with WFSB television on 50th anniversary of Apollo 11 moon landing. With Jen Piatek. 7/11/19
- "Meteorites or Meteor-wrongs?" Hands-on workshop for teens and tweens. Bristol Public Library. 7/10/19
- "What's in a Universe" Hands-on workshop for children. Bristol Public Library. 7/10/19
- Confirmed rock sample brought in by general public was not a meteorite. With Jen Piatek. 6/20/19
- Interview with Timothy Edwards Middle School Students for National History Day Documentary on Apollo 1. 5/22/19
- "Planets of the Sun." Hands-on workshop for middle school students, CAMPY on Campus, CCSU. 5/22/19
- Three hands-on astronomy sessions with 5th graders, Old Saybrook Middle School STEAM Day. 5/17/19
- "Our Amazing Universe." Friends of Castle Craig, Meriden Public Library. 4/12/19
- Live interview with WTIC 1080 AM concerning imaging of the black hole in M 87. 4/12/19
- Observing session for Plainville Middle School students. 3/7/19
- Live interview with WTIC 1080 AM concerning the flipping of the Earth's magnetic poles. 2/08/19
- Ran telescopes for public planetarium show. 2/2/19
- Cheshire High student job shadow day (2 students). 1/31/19.
- Hands-on activities and planetarium show for local Brownie and Daisy troops. 1/18/19
- Hands-on activities and planetarium show for Miss Porter's School students. 1/7/19
- Live interview with WTIC 1080 AM concerning Comet Wirtanen, the Geminids, and an asteroid flyby. 12/11/18
- Confirmed rock sample brought in by general public was not a meteorite. With Mark Evans. 12/4/18
- Partners in Science workshop for 7th graders. 11/3/18.
- "Exploring the Night Sky", Minor Memorial Library, Roxbury. 11/1/18.
- Partners in Science workshop for 7th graders. 10/24/18.
- Adopt-a Physicist Fall 2018. Adopter: Carroll County High School (Hillsville, VA)
- Adopt-a Physicist Fall 2018. Adopter: Egg Harbor Township High School (Egg Harbor Township, NJ)
- Adopt-a Physicist Fall 2018. Adopter: Green Run Collegiate and Green Run High School (Virginia Beach, VA)
- Live interview with WTIC 1080 AM concerning the Death Comet and the Goblin dwarf planet. 10/5/18.
- "Saturns and Stuff." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/11/18
- "Comets!" Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/11/18
- "Meteorites CSI." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/10/18
- "How Telescopes Work." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/10/18
- Live interview with WTIC 1080 AM concerning water on Mars. 7/27/18.
- Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/16/18
- Panel discussion on careers, Girls' Empowerment Camp, Camp Courant, Farmington, CT. 6/27/18
- "Space Rock CSI." Teen Science Cafe, East Hartford High School, East Hartford. 5/16/18
- "Delia Godding (1812-1861): Teacher and Dear Friend". St. John's Church, West Hartford. 4/29/18.
- Live interview about Stephen Hawking's death with National Post Radio (Toronto, Canada Sirius XM). 3/15/18
- Interview with the History Channel on Stephen Hawking's death. Quoted here: <https://www.history.com/news/7-things-you-didnt-know-about-stephen-hawking>. 3/14/18
- Live interview with Newstalk ZB (New Zealand radio) on Stephen Hawking's death. 3/14/18
- Taped interview with 770 CHQR, Calgary Radio, on Stephen Hawking's death. 3/14/18
- Partners in Science workshop for 7th graders. 3/10/18
- Live interview with WTIC 1080 AM concerning the sunspot cycle. 2/12/18
- Cheshire High student job shadow day (3 students). 2/1/18

- Identified "meteor-wrong" for member of the public. 1/30/18
- Planetarium show and hands-on activities, girl scout troop. 11/6/17
- The Great American Eclipse." Elmwood Community Center. 10/24/17
- Taped interview with WTIC 1080 AM concerning the Orionid meteor shower. 10/20/17
- Adopt-a Physicist Fall 2017. Adopter: Carroll County High School (Hillsville, VA)
- Adopt-a Physicist Fall 2017. Adopter: Nyack High School (Nyack, NY)
- Adopt-a Physicist Fall 2017. Adopter: Bard High School Early College of Manhattan (New York, NY)
- Partners in Science workshop for 7th graders. 10/14/17
- Earth Science Day, CCSU. 10/7/17
- Partners in Science workshop for 7th graders. 10/7/17
- Email exchange with 13-year-old about "Niburu." 9/24/17
- Live interview with WTIC 1080 AM concerning the end of the Cassini Saturn mission. 9/18/17
- Mentored astronomy capstone project for North Branford High School student. 9/17-3/18
- Eclipse glasses giveaway and construction of pinhole projectors. 8/17/17
- Live interview with WTIC 1080 AM on the solar eclipse. 8/16/17
- Live in-studio interview with WVIT NBC Connecticut on the solar eclipse. 8/16/17
- "Are You Ready for the Great American Eclipse?" Connecticut Audubon Society, Glastonbury. 8/15/17
- Interview with reporter for the New Britain Herald/Bristol Press concerning the solar eclipse. 8/14/17
- "Are You Ready for the Great American Eclipse?" Bristol Public Library. 8/14/17
- "Are You Ready for the Great American Eclipse?" Wallingford Public Library. 8/9/17
- Interview with Meriden Record-Journal newspaper concerning solar eclipse. 8/8/17
- In-studio taped interview with WTIC 1080 AM concerning the solar eclipse. 7/28/17
- Interview with reporter for the Lakeville Journal concerning the solar eclipse. 7/27/17
- "Are You Ready for the Great American Eclipse?" Bristol Historical Society. 7/27/17
- "Are You Ready for the Great American Eclipse?" Southington Public Library. 7/26/17
- Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/24/17
- "The Adventures of BB, the Eclipse Chasing Rabbit." Stellafane Convention, Springfield, VT, 7/22/17
- "Star finders, Sun clocks, and Star clocks." Hands-on children's activity, Stellafane Convention, Springfield, VT, 7/22/17
- "Making Eclipse Viewers." Hands-on workshop, Stellafane Convention, Springfield, VT, 7/21/17
- "Eclipse models." Hands-on children's activity, Stellafane Convention, Springfield, VT, 7/21/17
- "Pocket Solar System." Hands-on children's activity, Stellafane Convention, Springfield, VT, 7/21/17
- "Are You Ready for the Great American Eclipse?" Rocky Hill Public Library. 7/18/17
- "Are You Ready for the Great American Eclipse?" Meriden Public Library. 6/27/17
- "The Adventures of BB, the Eclipse Chasing Rabbit." Presentation to 5th graders, Webster Hill School, West Hartford. 5/23/17
- Presenter, Career Day, St. Paul School, Berlin. 5/19/17.
- Taped interview with WTIC 1080 AM concerning the Cassini Mission. 5/2/17
- Planetarium show for Henry Abbott Technical High School. 5/2/17
- "Are You Ready for the Great American Eclipse?" Burlington Public Library. 4/22/17
- "In the Dark of the Moon: The Culture of Eclipses." Brookdale Assisted Living Facility. 4/21/17
- "The Stars of Middle-earth." Simsbury Public Library. 3/27/17
- Planetarium show for Academy of Science and Innovation high school students (New Britain). 3/24/17
- Email interview concerning astronomy with West Hartford middle school student for Quest project. 3/15/17
- Partners in Science workshop for 7th graders. 3/11/17
- Partners in Science workshop for 7th graders. 3/4/17
- Live interview with WATR 1320 AM concerning the discovery of 7 planets orbiting TRAPPIST-1. 2/24/17
- Taped interview with WTIC 1080 AM concerning the discovery of 7 planets orbiting TRAPPIST-1. 2/23/17

- "SCENE @ CCSU: Get Ready for the Great American Eclipse." Article in *New Britain Herald*, 2/13/17
- Email correspondence with 12-year-old student concerning phases of the moon. 1/21/17
- Work with Newington family to identify and catalog heirloom telescope equipment. 1/18/17
- In-studio taped interview with WTIC 1080 AM concerning the Winter Solstice and recent developments in astronomy, 12/7/16
- Taped interview with WTIC 1080 AM concerning the "Super Moon." 11/9/16
- Planetarium show and observing session, Girl Scout Troop 66607. 11/2/16
- Partners in Science workshop for 7th graders, 10/29/16
- "Starlight, Starbright: An Introduction to the Night Sky." CCSU Continuing Education Life and Leisure series presentation, planetarium show, and observing session, 10/26/16
- "Long Live the King! Space Exploration of Jupiter." Simsbury Public Library, 10/17/16
- Solar observing, Earth Science Day, CCSU, 10/15/16
- Planetarium demonstration for tour group. 10/13/16
- Partners in Science workshop for 7th graders, 10/8/16
- Answered via email questions from a student on the life and work of astronomer Annie Jump Cannon, 10/1/16
- Adopt-a Physicist. Fall 2016 Adopter: Carroll County High School (Hillsville, VA)
- Adopt-a Physicist. Fall 2016 Adopter: Walnut Grove Public School (Brampton, Canada)
- Telescope tune-up workshop for local family, 9/12/16
- Consulted with CREC Academy of Aerospace and Engineering Elementary about their human sundial project, 8/16 - 6/17
- In-studio live interview with WTIC 1080 AM concerning various astronomical events and discoveries, 8/9/16
- Models of the sun. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/6/16
- Models of the planets. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/6/16
- Models of the moon. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/5/16
- Models of comets. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/5/16
- Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/25/16
- "Meandering Down the Heavenly River." Elias Ashmole Society of West Hartford, 6/27/16
- Planetarium show, Alpha Kappa Chapter, The Delta Kappa Gamma Society International Leadership Development Conference, 6/24/16
- Live interview with WATR 1320 AM concerning exoplanet discoveries, 5/24/16
- Planetarium show, Chamberlain Elementary School, 4/22/16
- Interview with high school student from Iowa concerning my book *Cosmology 101*, specifically the Many Worlds Interpretation of Quantum Mechanics, 4/14/16
- Planetarium show, Achieve Academy (Hartford), 3/31/16
- Partners in Science workshop for 7th graders, 3/26/16
- Emailed telescope advice to New Britain high school teacher, 3/21/16
- Partners in Science workshop for 7th graders, 3/19/16
- Taped interview with WTIC 1080 AM concerning the vernal equinox, 3/16/16
- Live interview with WTIC 1080 AM concerning discovery of gravity waves, 2/16/16
- Cheshire High student job shadow day, 2/3/16
- Email exchange with two high school students on different projects concerning Stephen Hawking's life and work, 12/22/15
- Planetarium show, Hartford High School, 12/18/15
- Taped interview with WTIC 1080 AM concerning Winter Solstice and special planetarium event, 12/17/15
- Email exchange with 11-year-old concerning viewing moon during the day, 12/7/15
- "New Discoveries in Our Solar System (and Others)." Public talk at Simsbury Public Library, 11/18/15

- Interview with Tolland High School student for astronomy project, 11/12/15
- Partners in Science workshop for 7th graders, 11/7/15
- Live interview with WATR 1320 AM concerning space debris, 10/30/15
- Meteorite display and demonstration, ESPN STEAM Fest, Bristol, CT, 10/24/15
- Live interview with WTIC 1080 AM concerning asteroid flyby, 10/21/15
- Planetarium demonstrations. Earth Science Day, CCSU, 10/17/15
- Partners in Science workshop for 7th graders, 10/17/15
- Planetarium demonstration for Academy of Engineering and Green Technology students, 10/16/15
- Adopt-a Physicist Fall 2015. Adopter: Norwich High School (Norwich, NY)
- Adopt-a Physicist Fall 2015. Adopter: Egg Harbor Township High School (Egg Harbor Township, NJ)
- Adopt-a Physicist Fall 2015. Adopter: Oak Knoll School (Summit, NJ)
- Research mentor for Hall High School student's project on variable stars, 10/15 – 6/16
- Interview with Tolland High School student, 10/9/15
- Live interview with WTIC 1080 AM concerning the discovery of intermittent water features on Mars, 9/30/15
- Public observing for lunar eclipse, 9/27/15
- Correspondence with local citizen concerning how to view lunar eclipse from Florida, 9/22/15
- "SCENE @ CCSU: Grab Your CCSU Sweatshirt and Catch a Lunar Eclipse." Article in *New Britain Herald*, 9/21/15
- Family Day astronomy activities, CCSU, 9/19/15
- "Sheep, Shadows, and Showers: Chasing a Solar Eclipse in the Faroe Islands." East Granby Land Trust, 8/22/15
- "Too Much Time on My Hands." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/15/15
- "I Can See Clearly Now." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/15/15
- "You Light Up My Life." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/14/15
- "Starry Starry Night." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/14/15
- Taped interview with WTIC 1080 AM concerning New Horizon's Pluto Flyby, 7/22/15
- Live interview with WATR 1320 AM concerning New Horizon's Pluto Flyby, 7/22/15
- Live interview with WTIC 1080 AM concerning New Horizon's Pluto Flyby, 7/15/15
- "Discovering Pluto with New Horizons." Workshop for TRiO program students at CCSU, 7/21/15 and 7/23/15
- Live interview with WTIC 1080 AM concerning Philae probe's reawakening, 6/22/15
- Taped interview with WTIC 1080 AM concerning the summer solstice, 6/17/15
- Live interview with the Moncrieff show for Newstalk [Irish national radio] on science and Tolkien, 5/8/15
- Interviewed by reporter for *The Atlantic* for a story on Tolkien and Science, 5/1/15
- Live interview with WTIC 1080 AM concerning Hubble Space Telescope's 25th anniversary, 4/28/15
- "Sun and Telescopes." Workshop for Cromwell Middle School Students at CCSU, 4/23/15
- "Craters and Meteorites." Workshop for Cromwell Middle School Students at CCSU, 4/23/15
- Coming to a Sky Near You." Southington Public Library, 4/9/15
- "SCENE @ CCSU: Liberal arts education is priceless to scientist." Article in *New Britain Herald*, 4/5/15
- Correspondence with general public on astronomy questions, 4/1/15
- Partners in Science workshop for 7th graders, 3/14/15
- Live interview with WTIC 1080 AM concerning recent discoveries in space, 3/12/15
- Partners in Science workshop for 7th graders, 3/7/15
- Workshops on day/night and seasons for four 1st grade classes at the CREC Academy of Aerospace and Engineering Elementary School, 2/24/15
- Subject Matter "Expert" for Newton Montessori School 8th grade student project on *The Lord of the Rings*, 1/15-3/15

Hundreds of earlier one-time workshops and programs. Details available upon request.

**COMMUNITY SERVICE:**

- CCSU Foundation Advisory Board, 2021 – present.
- Board of Directors, Chenrezig Tibetan Buddhist Center, Middletown, CT, 2002 – 2022.
- Volunteer, Every Bunny Counts Rabbit Rescue, Bristol, CT, 2018 – 2021.
- Literacy Volunteer, Literacy Volunteers of Central Connecticut, 2006 – 2015.

**SAMPLE COURSES TAUGHT (EXAMPLES ONLY - CONTACT FOR COMPLETE LIST):**

Earth and Physical Science

The Cosmos

Earth and the Human Environment

Stellar and Galactic Astronomy

Observational Astronomy

Astrophysics

Topics in Physics/Astronomy: General Relativity

Topics in Astronomy: Cosmology

Modern Physics

General Physics II

Science and Society: Science and Science Fiction

Science and Society: Science and Pseudoscience

Women's Contributions to Science

Exoplanets and Astrobiology

First Year Seminars (e.g. The Science of Middle-earth; The End of the World; Zombies and 20th Century Science; Cultural Astronomy)

**UNIVERSITY COMMITTEE MEMBERSHIP (Since 2010 – contact for more information on previous service):**

*2022-23:*

Board of Regents Teaching Award Committee

Board of Advisors, Center for Teaching and Innovation

Community Engagement Committee

Information Technology Committee

NECHE Standard 6 Subcommittee

President's Commission on Diversity, Equity, and Inclusion (Chair of Working Group 1; member of Working Group 2)

Student Affairs Committee

Student Misconduct Hearing Officer

Women, Gender, and Sexuality Studies Advisory Committee

*2021-2022:*

Board of Regents Teaching Award Committee

Committee on the Concerns of Women

Community Engagement Committee

First Year Programs - First Year Course Subcommittee (Chair)

First Year Programs Task Force  
Honors Program Admissions Committee  
Information Technology Committee  
President's Commission on Diversity, Equity, and Inclusion (Chair of Working Group 1; member of Working Group 2)  
Student Affairs Committee  
Student Misconduct Hearing Officer  
Women, Gender, and Sexuality Studies Advisory Committee

*2020-2021:*

Academic Workgroup on Spring 2021 (Fall semester only)  
Ad Hoc Committee on the Future of Online Learning  
CCSU Foundation Advisory Board  
Committee on the Concerns of Women  
Community Engagement Committee  
Community Engagement Committee, Policy and Procedures Subcommittee (Spring semester only)  
First Year Programs - First Year Course Subcommittee (Chair)  
First Year Programs Task Force  
Honors Program Admissions Committee  
President's Commission on Diversity, Equity, and Inclusion  
Scholarship Subcommittee, Committee on the Concerns of Women (Chair)  
School of Engineering, Science, and Technology Ad Hoc Faculty Development Committee  
School of Engineering, Science, and Technology Ad Hoc Strategic Planning Committee  
Student Affairs Committee  
Student Misconduct Hearing Officer  
Women, Gender, and Sexuality Studies Advisory Committee

*2019-2020:*

CCSU Foundation Advisory Board  
Committee on the Concerns of Women  
Curriculum Committee (alt.)  
First Year Programs - First Year Course Subcommittee (Chair)  
First Year Programs Task Force  
Honors Program Admissions Committee  
Sabbatical Leave Committee  
Scholarship Committee, Committee on the Concerns of Women (Chair)  
School of Engineering, Science, and Technology Community Engagement Committee (Chair)  
School of Engineering, Science, and Technology Strategic Plan Committee (Spring only)  
School of Engineering, Science, and Technology Subcommittee, Curriculum Committee (Fall only)  
Socio-emotional HyFlex Workgroup (Summer 2020)  
Student Affairs Committee  
Student Misconduct Hearing Officer  
Student Success Committee  
Women, Gender and Sexuality Studies Advisory Committee

*2018-2019:*

Board of Advisors, Center for Teaching and Faculty Development

Carnegie Re-Application Committee  
 Committee on Community Engagement  
 Committee on the Concerns of Women  
 Curriculum Committee  
 First Year Students Orientation Committee  
 Honors Program Admissions Committee  
 Interdisciplinary Programs Subcommittee, Curriculum Committee  
 Sabbatical Leave Committee  
 Scholarship Subcommittee, Committee on the Concerns of Women (Chair)  
 School of Engineering, Science, and Technology Subcommittee, Curriculum Committee  
 Search Committee, Dean of Engineering, Science, and Technology  
 Search Committee, Vice President for Student Affairs  
 Strategic Plan Task Force Student Recruitment and Retention Subcommittee  
 Student Misconduct Hearing Officer  
 Student Success Committee  
 Women, Gender and Sexuality Studies Advisory Committee

*2017-2018:*

Awareness Subcommittee, Center for Teaching and Faculty Development (Chair)  
 Board of Advisors, Center for Teaching and Faculty Development  
 Committee on Community Engagement  
 Committee on the Concerns of Women  
 Curriculum Committee  
 Faculty Senate Ad Hoc Recruitment and Retention Committee  
 Honors Program Admissions Committee  
 NEASC Self Study Committee (Standard: Educational Effectiveness)  
 Scholarship Subcommittee, Committee on the Concerns of Women (Chair)  
 School of Engineering, Science, and Technology Outreach Committee (Chair)  
 School of Engineering, Science, and Technology Subcommittee, Curriculum Committee  
 Search Committee, Vice President for Student Affairs  
 Student Misconduct Hearing Officer  
 Women, Gender and Sexuality Studies Advisory Committee

*2016-2017:*

Academic Integrity Committee  
 Board of Advisors, Center for Teaching and Faculty Development  
 Committee on Community Engagement  
 Committee on Constitution and Bylaws  
 Committee on the Concerns of Women  
 Faculty Senate (Fall semester only)  
 Faculty Senate Recruitment and Retention Committee  
 Honors Program Admissions Committee  
 NEASC Self Study Committee (Standard: General Education)  
 Sabbatical Leave Committee (Co-Chair)  
 Scholarship Subcommittee, Committee on the Concerns of Women (Chair)  
 School of Engineering, Science, and Technology Outreach Committee (Chair)  
 Student Misconduct Hearing Officer  
 Women, Gender and Sexuality Studies Advisory Committee

*2015-2016:*

Academic Integrity Committee  
Ad Hoc Committee on Friday Classes (Chair)  
Ad Hoc Committee on Online Course Policy Implementation (Co-chair)  
Board of Advisors, Center for Teaching and Faculty Development  
Board of Regents Teaching Award Committee  
Committee on Committees  
Committee on Community Engagement  
Committee on the Concerns of Women  
Faculty Senate  
Honors Program Admissions Committee  
Sabbatical Leave Committee (Chair)  
Scholarship Subcommittee, Committee on the Concerns of Women (Chair)  
School of Engineering, Science, and Technology Strategic Plan Working Group on Engagement and Outreach  
Student Misconduct Hearing Officer  
Women, Gender and Sexuality Studies Advisory Committee

*2014-2015:*

Academic Assessment Committee  
Ad Hoc Committee on Friday Classes (Chair)  
Ad Hoc Committee on Online Courses (Co-chair)  
Board of Advisors, Center for Teaching and Faculty Development  
Board of Regents Teaching Award Committee (Chair)  
CCSU-AAUP Elections Committee  
Committee on Community Engagement  
Committee on Community Engagement P&T Guidelines Subcommittee  
Committee on the Concerns of Women  
Faculty Senate  
First Year Experience Steering Committee  
Honors Program Admissions Committee  
Senate Committee on Academic Freedom  
Student Affairs Committee  
Student Misconduct Hearing Officer  
Women, Gender and Sexuality Studies Advisory Committee

*2013-2014:*

Academic Assessment Committee  
Ad hoc Committee on Living-learning Communities  
Ad Hoc Committee on Online Courses (Co-chair)  
Board of Advisors, Center for Teaching and Faculty Development  
Board of Regents Faculty Teaching Award Committee  
Committee on Community Engagement  
Committee on the Concerns of Women  
CSUS-AAUP Research Grants Committee  
Faculty Senate (Alt; acting Senator for entire academic year)  
First Year Experience Steering Committee  
Honors Program Admissions Committee



Scholarship Subcommittee of the Committee on the Concerns of Women (Chair)  
Search Committee, Coordinator of Community Engagement (Chair)  
Student Affairs Committee  
Student Misconduct Hearing Officer  
Women, Gender and Sexuality Studies Advisory Committee (Program co-coordinator)

*2012-2013:*

AAUP Sabbatical Leave Committee  
Academic Assessment Committee  
Ad hoc Committee on Living-learning Communities  
Board of Advisors, Center for Teaching and Faculty Development  
CCSU-Community Advisory Board  
Committee on Community Engagement  
Committee on the Concerns of Women  
CSU-AAUP Research Grants Committee  
Faculty Senate (Fall 2012 only)  
Honors Program Admissions Committee  
LGBT Subcommittee of the Committee on the Concerns of Women  
NEASC Standard Ia subcommittee  
NEASC Standard II subcommittee  
President's study group on university STEM structures  
Scholarship Subcommittee of the Committee on the Concerns of Women  
Senate Ad Hoc Committee on 4 Credit Courses  
Student Misconduct Hearing Officer  
University Planning and Budget Committee (Chair)  
Women, Gender and Sexuality Studies Advisory Committee

*2011-2012:*

AAUP Sabbatical Leave Committee  
Academic Assessment Committee  
Ad hoc committee on the development of an MA in Liberal Studies  
Advisory Committee on Academic Advising  
Board of Advisors, Center for Teaching and Faculty Development  
CCSU-Community Advisory Board  
Chief Financial Officer Search Committee  
Co-Convener of the Scholarship of Engagement Learning Community  
Committee on Community Engagement  
Committee on the Concerns of Women  
Honors Program Admissions Committee  
Personnel Committee, Physics-Earth Sciences Dept.  
Scholarship Subcommittee of the Committee on the Concerns of Women  
University Planning and Budget Committee  
Women, Gender and Sexuality Studies Advisory Committee

*2010-2011:*

Academic Assessment Committee  
Ad Hoc Committee on Community Engagement

Ad Hoc Committee on Living-Learning Communities  
 Advisory Committee on Academic Advising  
 Central CT 2020 Education Working Group  
 Committee on the Concerns of Women  
 Honors Program Admissions Committee  
 Institutional Research and Assessment Director Search Committee  
 New Britain School District-CCSU Partnership Committee  
 Scholarship Subcommittee of the Committee on the Concerns of Women  
 University Planning and Budget Committee  
 Women, Gender and Sexuality Studies Advisory Committee

Department-based committee service available upon request; includes primary authorship on annual assessment report and aggregation of data for department annual report. Information on previous university committee service is also available upon request. Campus-wide committees served on in previous years include Academic Standards, President's Committee on LGBT Issues, Ad Hoc Committee on MS in Liberal Studies, Ad Hoc Committee on Advising, Excellence in Teaching Committee, Faculty Senate, Distinguished Service Award, Mediation Committee, Advising Council, Ad Hoc Committee on General Education Revision, and five terms on Promotion and Tenure Committee (3 as chair).

Annually (except during the pandemic) volunteer at First Year Student Registration Days (approximately 5-7 per summer depending on year) as well as First Year Student Orientation, as well as attend most Commencements and approximately 2/3 of all Open Houses and Accepted Students Days (in both cases only missing those that conflict with professional conferences).

#### **SELECTED PROFESSIONAL ACTIVITY:**

##### **American Association of Variable Star Observers:**

- Co-Chair, Observing Section Committee. 2021-present.
- Chair, Scientific Program Committee, Annual Meeting, August-November 2021.
- Chair, Scientific Program Committee, Annual Meeting, August-November 2020.
- Member, Mentors Program, 2019 – present.
- Co-Section Leader, Solar Observing Section, 2019 - present.
- Strategic Planning Committee, 2019 - 2020.
- Board Secretary, October 2019 - present.
- Acting Board Secretary, February - October 2019.
- Nominations Committee, 2019.
- Governance Committee, 2018 - 2020.
- President, November 2015 - November 2018.
- Member of the Editorial Board for the *Journal of the American Association of Variable Star Observers*, 2017 – present.
- Vice President, 2014-2015.
- Second Vice President, 2013 - 2014.
- AAVSO CHOICE Course Instructor: Variable Star Classification and Light Curves (2014).
- AAVSO CHOICE Courses completed: How to use VStar (6/20/19); Variable Star Classification and Light Curves (5/14/14); Developing a Visual Observing Program (4/2/12)
- Council Member-at-large, 1997 – 2001, 2018-19.
- Member, AAVSO Hands-on Astrophysics curriculum development team, 1995-1997.

### **Astronomical League:**

- Editor, *Reflector*, October 2019 - present.
- Assistant Editor, *Reflector*, 2013- October 2019.
- Binocular Double Star Program Certificate, December 2018.
- Binocular Variable Star Program Certificate, October 2017.
- Master and Stellar level Outreach Certificates, October 2017.
- Outreach Certificate, February 2012.
- Binocular Messier Object Program Certificate, December 2011.
- Meteor Observing Program Certificate, July 2011.
- Messier Observing Program Certificate (with honors), October 2003.

### **Springfield Telescope Makers:**

- Co-coordinator of Conference Scientific Programming, Stellafane Convention [e.g., [https://stellafane.org/convention/2019/pdf/convention\\_bulletin\\_2019\\_final.lowres.pdf](https://stellafane.org/convention/2019/pdf/convention_bulletin_2019_final.lowres.pdf)], 2012 – present.
- Stellafane convention telescope making award ceremony; responsible for making the visual presentation file, 2012-present.
- Trustee, Board of Directors, November 2017 – November 2022.

### **American Astronomical Society, Historical Astronomy Division:**

- Contributor to Bulletin of the AAS obituary project (4 published, 3 in progress; <https://baas.aas.org/obituaries>), 2022 – present.

### **Northeast Popular Culture Association:**

- Member, selection committee, Robert Weir Award for Community Engagement Committee, 2022 – present.

### **Other Editorial/Review Work:**

- Tolkien Studies Expert, Advisory Board for the Association for the Advancement of Scholarship and Teaching of the Medieval in Popular Culture, 2021 – present.
- Co-editor with Christina Robinson of *Systematic Reflections* pedagogical journal, volumes 1 and 2. 2019-2022. Available at <https://www.ccsu.edu/ctfd/resources/curatedResources.html>
- Co-editor with Janet Brennan Croft of special issue of *Journal of Tolkien Research*, 10.1, J.R.R. Tolkien and the Works of Joss Whedon, 2020. Available at <https://scholar.valpo.edu/journaloftolkienresearch/vol10/iss1/>
- Member of the Editorial Board of *Mallorn, the Journal of the Tolkien Society*, 2020 – present.
- Member of the Editorial Board for the *Journal of Tolkien Research* [<http://scholar.valpo.edu/journaloftolkienresearch>], 2015 – present.
- Assistant Editor, *Journal and Review of Astronomy Education and Outreach*, 2014 - 2015.
- *The Classroom Astronomer*/Hermograph Press Advisory and Editorial Board, 2012-2015.
- Peer reviewer for *Journal of Women and Minorities in Science and Engineering*, *Tolkien Studies*, *Configurations: A Journal of Literature, Science, and Technology*, *Journal of Astronomical History and Heritage*, *Journal of Religion and Popular Culture*, *MOSF Journal of Science Fiction*, *Journal of Graphic*

*Novels and Comics*, among others. Review book proposals for Routledge Press, Springer Press, Kent State University Press, among others.

#### **Other Professional Work:**

- American Astronomical Society SATCON2 Community Engagement Working Group, 2021.
- Math, Science and Technology Committee, Charter Oak State College, 2001 - present; Chair 2003-2005, 2009-2010, 2014-2016.
- Society of Physics Students/ Sigma Pi Sigma Alumni Engagement Program, 2020 to present.  
<https://www.spsnational.org/programs/alumni-engagement>
- Higher Education Director, Connecticut Science Teachers Association, 2011-2015.
- Member, Advisory Board for UConn Physics Department Diversity and Multiculturalism Committee, 2011 – 2013.
- Dean of Faculty, Charter Oak State College, 2011-2013.
- NASA Lunar rock/Meteorite certification, 2009.
- Ground, polished, and figured an f/4.6 8-inch primary mirror and mounted it in a Newtonian telescope, 2002-3.

#### **SELECTED OTHER HONORS AND AWARDS:**

- CCSU Excellence in Teaching Honor Roll, May 2022
- 2022 Community Engagement Recognition, CCSU Community Engagement Committee, April 2022.
- Award for submitting 1000 solar observations, American Association of Variable Star Observers, November 2021.
- Honorable Mention, CCSU Student Government Association Open Educational Resources Pioneer of the Year award, April 2018.
- Award for submitting 100 variable star observations, American Association of Variable Star Observers, May 2016.
- Special Service Award for work as Assistant Editor of *Reflector*, Astronomical League  
[\[https://www.astroleague.org/reflector\]](https://www.astroleague.org/reflector), December 2015.
- Award for submitting 500 solar observations, American Association of Variable Star Observers, November 2014.
- National Excellence in Teaching First-Year Seminars Honor Roll, December 2013.
- Featured in CCSU commercial, 2004 - 2012.
- CCSU Undergraduate Commencement speaker, May 2004.
- Profiled on American Physical Society's Physics Central site, April 2004
- Profiled in article in *Physics World*, May 2004, p. 14.
- Designated a "Great Professor of Connecticut," [\[http://www.courant.com/hc--profs\\_larsen.artaug25-story.html\]](http://www.courant.com/hc--profs_larsen.artaug25-story.html) *Hartford Courant*, August 2002.
- Astronomer of the Year, Astronomical Society of Greater Hartford, May 1999.
- New Britain YWCA Women in Leadership Award, May 1995.
- Outstanding Teaching Assistant in Physics, UCONN, 1989.
- Honors Program student, CCSU, 1982 – 1984.
- University Scholar, CCSU, 1984.
- Departmental Award in Physics, CCSU, 1984.
- John Bulman Book Award, CCSU Physics-ESCI Dept., 1984.

**ORGANIZATIONS:**

American Association of Variable Star Observers  
American Astronomical Society  
Astronomical League  
Golden Key National Honor Society  
International Planetarium Society  
Phi Kappa Phi  
Northeast Popular Culture Association (lifetime member)  
Sigma Pi Sigma  
Springfield Telescope Makers  
The Tolkien Society