CSCU | Board of Regents

AGENDA - REGULAR MEETING
10:00 a.m., Thursday, May 20, 2021
Conducted Remotely
Meeting will stream live at: https://youtu.be/8LlOt0Y8ynM

1. **Call to Order, Roll Call & Declaration of Quorum**
2. **Adoption of Agenda**
3. **Presentation of Students First Scholarship Recipients**
   – Helen Sneed, CSCU Foundation Chair and Mark Ojakian
4. **Faculty Award Recognition – Regent Harris and Dr. Ken Klucznik**
5. **Opportunity to Address the Board***
6. **Comments from Board of Regents Chair Matt Fleury**
   - **NECHE Update – Dr. David Levinson**
7. **Approval of Previous Meeting Minutes**…………………………………………………….
   - **April 22, 2021**
   - **May 7, 2021 - Special Meeting**
8. **Consent Agenda**
   a. Academic Programs – Discontinuations ………………………………………………..
      i. Criminal Justice-Corrections - Option – AS – Naugatuck Valley Community College
      ii. Criminal Justice-Forensics - Option – AS – Naugatuck Valley Community College
      iii. Criminal Justice-Law Enforcement - Option – AS – Naugatuck Valley Community College
      iv. Criminal Justice-Security - Option – AS – Naugatuck Valley Community College
      v. Cell and Molecular Biology – Official Certificate Program (OCP) – Central CT State University
      vi. Natural Sciences – MS – Central CT State University
      vii. Accelerated Criminology to Criminal Justice – BA to MS - Central CT State University
   b. Continued Accreditation of a Licensed Program ………………………………………
      i. Transition Specialist – Official Certificate Program (OCP) – Central CT State University

* Opportunity to Address the Board:
   Anyone wishing to address the Board of Regents must sign up at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. 30 minutes in total; in fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker. Students will address the Board first, followed by faculty, staff and public.

     i.   Graduate Interns Change in Policy at the CSUs
     ii.   Manchester CC Electric Easement - Eversource

9. **Academic & Student Affairs Committee – Merle Harris, Chair**
   https://www.youtube.com/watch?v=K3IIKJ3ksYY
   Report. Action Items
       a. *Alignment and Completion of Mathematics and English (ACME) Policy…*   Page 126

10. **Audit Committee – Elease Wright, Chair**
   No Report. No items

11. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
   https://www.youtube.com/watch?v=cWjLe_jBEpA
   Report. No items

12. **Human Resources & Administration Committee – Naomi Cohen, Chair**
   No Report. No Items

13. **Executive Committee**
   No report. No items

14. **Executive Session –** discussion concerning collective bargaining
15. **Adjourn**

STUDENTS FIRST SCHOLARSHIP

EST. 2020

CT State Colleges and Universities Foundation, Helen G. Sneed - President

1

SCHOLARSHIP CRITERA

Reach

CT resident at application and time of award

Inclusive

All majors including general studies & letter of recommendation not required

Whole Student

Invited to share obstacles they've overcome such as discrimination and near homelessness

Educational Journey

GPA of 2.50 or higher

AS degree, now or within the past 12 months

Goals & Dreams

Personal essay, what "students first" means to you while in college

$2,020.00 award can be used for tuition, fees, tutoring services, textbooks, laptops, tablets and supplies specifically outlined in a syllabus.

The Competition

51 applications of which

35 met the criteria:

2 – CCC

1 – Housatonic

2 – Middlesex

7 – Naugatuck Valley

1 – Northwestern

5 – Norwalk

2 – Quinebaug

8 – Three Rivers

7 - TCC
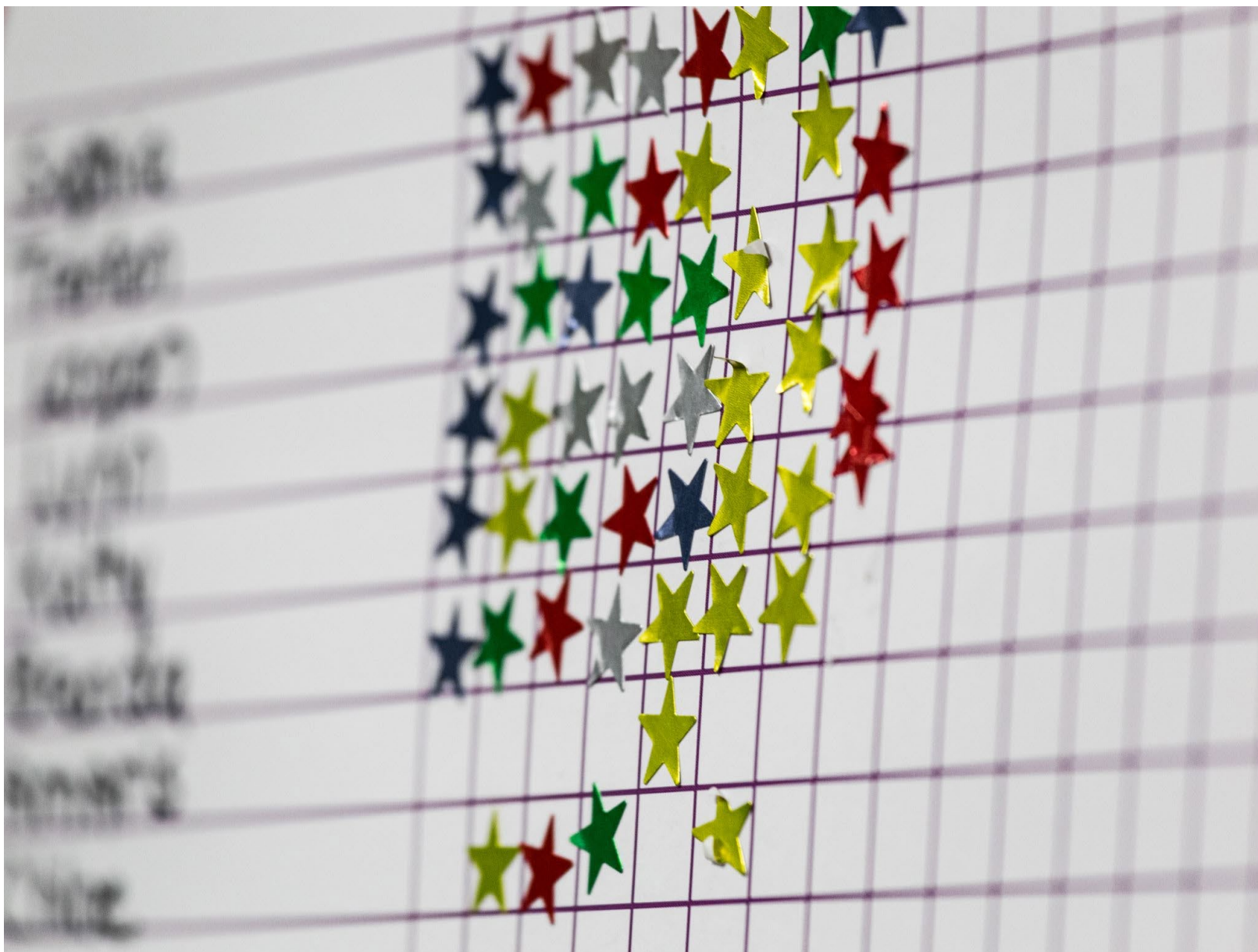
2 AWARDEES

- **Joanna Chojnowski-Schroeder**

  Graduating in May from Tunxis Community College with an associate degree in Business Studies. She will transfer to Central CT State University for the fall.

- **L.B. is from Cromwell**

  Graduating in May from Middlesex Community College with an associate degree in Political Science. He will transfer to Central CT State University for the fall.

  * $2,020.00 each student *

APPRECIATION & RECOGNITION

Board of Regents

CSCU Foundation

15 Donors

3 Donors at $1,000.00 each

Fund balance of $5,525.00

Scholarship Committee

Colleges & Universities

Student Applicants

THANK YOU!

#StudentsFirstScholarship

https://www.ct.edu/foundation/sf

BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, APRIL 22, 2021
CONDUCTED VIA REMOTE PARTICIPATION

REGENTS – PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp	Y
Holly Howery	Y
David R. Jimenez	N
Antonia Oglesby	N
Audrey Redpath	Y
JoAnn Ryan	Y
Ari Santiago	Y
Elease E. Wright	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Kurt Westby, Labor Commissioner	Y
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Acting Education Commissioner	N
*ex-officio, non-voting member	

CSCU STAFF:
Dr. Jane Gates, Interim CSCU President
Dr. Alice Pritchard, Chief of Staff/Chief of Operations
Ben Barnes, Chief Financial Officer
Ernestine Y. Weaver, Counsel
Ken Klucznik, VP of Academic Affairs
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)
Patrick Carr, Program Operations Manager, CSCU Library Consortium

CALL TO ORDER
Chair Fleury called the meeting to order at 10:04 a.m. Following roll call, Chair Fleury declared a quorum present.

ADOPTION OF AGENDA

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

OPPORTUNITY TO ADDRESS THE BOARD

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

The following individuals addressed the Board:

Name	Dept./Group
Becca Pacileo	Gateway CC Student
Rakim Grant	SCSU Student
Dr. Audra King	CCSU Faculty
Matt Ciscel	CCSU Faculty
Katy Wiss	WCSU Faculty
Sinead Ruane	CCSU Faculty
Seth Freeman	Capital CC Faculty
Tony Rosso	SCSU Faculty

INTERIM CSCU PRESIDENT GATES' REMARKS

Spring COVID Update:
- The universities and colleges are making plans to be fully operational for the fall semester. This includes increasing the staffing over the summer and planning for more on ground classes and student activities and support this fall.
- CSCU is working with the state to provide COVID vaccines to CSCU university students starting the week of April 19 and will be doing the same for college students in early May. The more shots are in arms, the more fully operations can move ahead!
- Federal Funding/State Budget: The CARES act money (HEERF I) has been fully expended with a drawdown last week for lost revenue from fall 2020 in the community colleges. A second drawdown for lost spring revenue will be done over the summer which will largely exhaust the HEERF II institutional funds, leaving the third round of institutional funds available for a combination of lost revenue replacement and new initiatives to help students.
- The Appropriations Committee budget was passed on April 21st providing additional resources to CSCU.

CFO Ben Barnes' Comments:
- Actions on the State budget taken by the Appropriations Committee are pertinent to our priorities and are better than the original budget package proposed by the Governor.
- PACT (Pledge to Advance CT) – The budget provides surplus funds of $14M in FY22 and $15M in FY23. Permanent long-term funding mechanism still needs to be identified for PACT funding starting in FY24. A deficiency appropriation to reimburse community colleges the $6 million in PACT funding that were committed from reserves was not included in the proposal.

- SERS (State Employee Retirement System) – The unfunded liability in the SERS system makes fringe benefit rates so extraordinarily high. It is a constant source of budgetary concern for CSCU, UConn and other outside agencies. The Appropriations Committee recommended using one-time surplus funds to support a payment for unfunded liability of fringe benefits that otherwise would be paid through tuition funds. Exact amounts will be reconciled over the next months.
- Federal funding community college project identification process from HERFF institutional funds - 9 separate groups of community college staff and leaders have been convened to develop proposals in areas designed to help students recover from the pandemic, including Professional Development, Mental Health, Technology, Enrollment Management, Facilities, etc.
  o Regional presidents are managing a review process, working with System Office staff, to produce a prioritized set of recommendations from campus CEOs. The final decision-making will occur at the Regional President level.
  o The package of recommendations will include a significant contingency/set-aside for lost revenue in the upcoming two years. Some projects will be recommended for funding right away.

Advocacy Update:
• Advocacy will continue for state funding and CSCU will work alongside legislators and the Governor on key pieces of legislation, including the early admit proposal for the universities, increased reporting of sexual misconduct, and mental health supports for our students.

Collective Bargaining Update:
• Discussions have continued with legislative leaders and the Governor's office on the status of our bargaining process. We appreciate the opportunity to share our goals in this round of bargaining and to assure them of our shared goal to reach a workable contract that supports our institutions, employees and most importantly our students.

Program Highlights:
• On April 16, 2021, 29 high-achieving students from the 12 community colleges were named to the Phi Theta Kappa All-Connecticut Academic Team. For the first time, the Board of Regents for CSCU will award each student a $200 scholarship. This recognition is an outstanding achievement and the result of their hard work, leadership skills, and commitment. Professors Crystal Wiggins and Todd Bryda were recognized for the work as PTK Advisors.
• In-person and virtual commencement ceremonies start in early May. Thank you to all the campus teams who are working so hard to provide our graduating students with safe and celebratory events.
• On Monday, April 19, a press conference was held at Gateway Community College with representation from CSCU and partner private colleges with Governor Lamont to highlight the fact that safe, in-person classes, services and supports for students have begun again. It was stressed that it is time for students and potential students to fill out the FAFSA and register for classes.

BOR CHAIR MATT FLEURY'S REMARKS

Chair Fleury provided the following remarks:
- A note of appreciation to CFO Ben Barnes for his work to engage the community college community in determining the use of some of the pandemic relief funds. Exciting and impactful plans are in development. He has the Board's support in advancing the best of the plans.
- The Chair expressed concern about the destructive impact of misinformation that is causing people to draw conclusions that are not accurate or well-informed, among those are that members of the Board are untruthful, unaware of reality, and misguided. The Chair acknowledged that 100% agreement with all parties is unlikely.
  The Board is deeply cognizant of the disinvestment in public higher education broadly. The pandemic relief funding is providing a temporary reversal of this trend. CSCU for most CT students is the only opportunity they have to pursue academic dreams and walk away without crushing student debt.
  The idea that the Board's proposals have to do with reducing access to higher education is not accurate. The overhead expense in higher education is a critical challenge; parallel administrations with all the fixed costs must be addressed. The Board must pursue opportunities to control expenses while achieving higher levels of service to students (i.e. student to advisor ratios).
  We are negotiating in good faith at the bargaining table. Conversations should and will continue.
- Update on CSCU System President Search
  - My thanks to the Search Advisory Committee, the Board Search Committee, and community college, university and system office leaders who all provided valuable input into the process.
  - There is quite strong alignment between the perspectives of the Search Advisory Committee and the Board Search Committee.
  - We had targeted April 1st as the timeline for the selection of a final candidate. Assurance was given that we are on a very good path to select the best candidate. We expect to be in a position in the near future to announce a candidate for this role and begin contract negotiations.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Budd, and seconded by Regent Howery, the March 25, 2021 meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

Chair Fleury called for a motion on the Consent Agenda. *On a motion by Regent Cohen, seconded by Regent Howery, the Consent Agenda was unanimously adopted.*

Academic Programs
Discontinuations
    Paramedic Studies – AS – Housatonic CC
    Engineering Studies Concentration – BS General Studies – Charter Oak State College
    Biological Sciences: Anesthesia – MS – Central CT State University
Modifications
    Master of Fine Arts in Creative and Professional Writing – MFA - Western CT State University
        [Modification of Instructional Delivery]

> Social Services – AS – Capital Community College [Name Change to Human Services]
> Social Service Aide – C2 Certificate - Capital Community College [Name Change to Human Services]
> Social Services: Family and Child Studies Option – AS - Capital Community College [Name Change to Human Services, Family and Child Studies Option]
> Social Services: Mental Health Option – AS - Capital Community College [Name Change to Human Services, Mental Health Option]
> Emergency Medical Technician: Paramedic – AS - Capital Community College [Name Change to Paramedic Studies]
> Emergency Medical Technician: Paramedic – C3 Certificate - Capital Community College [Name Change to Paramedic Certificate]
> Paramedic: Emergency Medical Instructor Option – AS - Capital Community College [Name Change to Paramedic Studies: Emergency Medical Services Instructor]
> Deaf Studies – C2 Certificate – Northwestern CT Community College [Modification of Instructional Delivery]
> Interpreter Training Program – AS – Northwestern CT Community College [Modification of Instructional Delivery]
> Master of Business Administration – MBA – Southern CT State University [Significant Modification of Courses/Course Substitutions and Addition of an Online Modality]
> Spanish – 4 Concentrations: Teacher Certification 7-12, Hispanic Studies, Health and Human Service Professionals, Translation Studies – BA/BS - Southern CT State University [Significant Modification of Courses/Course Substitutions]
> School Health Education – MS - Southern CT State University [Addition of an Online Instructional Modality]

New Programs
> Clinical Documentation Improvement – C3 Certificate - Charter Oak State College
> Business Administration: Sport Management Option – AS – Gateway Community College
> Integrative Biological Diversity – MS – Southern CT State University
> Curriculum and Instruction – MS - Southern CT State University

Faculty Awards
Honorary Degrees – ECSU
Delegation of Authority for Conferring Honorary Degrees for 2021 Commencement Ceremonies
Low Completers Report
Recognizing the CSCU Phi Theta Kappa (PTK) All-Connecticut Academic Team

RESOLUTIONS APPROVED ON CONSENT

Discontinuations:

> RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Paramedic Studies (CIP Code: 51.0904 / OHE# 017999) leading to an Associate of Science at Housatonic Community College, effective May 2022.

> RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program General Studies with a Concentration in Engineering Studies (CIP Code: 24.0101 / OHE# 001805) leading to a Bachelor in General Studies at Charter Oak State College, effective Summer 2021.

> RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program Biological Sciences: Anesthesia (CIP Code: 51.3804 / OHE# 003033) leading to a Master of Science at Central Connecticut State University, effective Spring 2021.

Modifications:

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Creative and Professional Writing (CIP Code: 23.1032 / OHE# 011247), specifically a change in modality from hybrid to online modality – leading to a Master of Fine Arts at Western Connecticut State University.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services (CIP Code: 44.0701 / OHE# 002972), specifically a name change to Human Services – leading to an Associate of Science at Capital Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Service Aide (CIP Code: 44.0701 / OHE# 002491), specifically a name change to Human Services Certificate – leading to a C2 Certificate at Capital Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services: Family and Child Studies Option (CIP Code: 44.0701 / OHE# 019513), specifically a name change to Human Services: Family and Child Studies Option – leading to an Associate of Science at Capital Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Social Services: Mental Health Option (CIP Code: 44.0701 / OHE# 006047), specifically a name change to Human Services: Mental Health Option – leading to an Associate of Science at Capital Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Emergency Medical Technician: Paramedic (CIP Code: 51.0904 / OHE# 002596), specifically a name change to Paramedic Studies – leading to an Associate Science at Capital Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Emergency Medical Technician: Paramedic (CIP Code: 51.0904 / OHE# 002585), specifically a name change to Paramedic Studies – leading to a C3 Certificate at Capital Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Paramedic: Emergency Medical Instructor Option (CIP Code: 51.0904 / OHE# 006044), specifically a name change to Paramedic Studies – leading to an Associate of Science at Capital Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Deaf Studies (CIP Code: 05.021123.1032 / OHE# 002725), specifically a change in modality to online – leading to a C2 Certificate at Northwestern Connecticut Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Interpreter Training Program (CIP Code: 16.1603 / OHE# 004253), specifically a change in modality to online – leading to an Associate of Science at Northwestern Connecticut Community College.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Master of Business Administration (CIP Code: 52.0201 / OHE# 002970), including the addition of online modality – leading to a Master of Business Administration at Southern Connecticut State University.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Spanish (CIP Code: 16.0905 / OHE# 000636) – specifically the fusing of the B.S. and B.A. degrees into one B.S. with four concentrations at Southern Connecticut State University.

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – School Health Education (CIP Code: 13.1307 / OHE# 000623), specifically the addition of online modality – leading to a Master of Science at Southern Connecticut State University.

New Programs

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Clinical Documentation Improvement (CIP Code: 51.0707, OHE# TBD) – leading to a C3 Certificate at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business Management: Sport Management Option (CIP Code: 31.0504, OHE# TBD – one for on ground/hybrid, one for online) – leading to an Associate of Science at Gateway Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Integrative Biological Diversity (CIP Code: 26.1307, OHE# TBD) – leading to a Master 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.

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Curriculum and Instruction (CIP Code: 13.1202, OHE# TBD) – leading to a Master 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.

Acceptance of Selectees for Board of Regents Faculty Awards

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 2010-21 academic year, and

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 2020-21 academic year.

Approval of Nominations for 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 2021 Commencements

Institution	Nominee
Eastern Connecticut State University	**Mark Boxer** **Maryam Elahi** **Jeffrey A. Flaks**

Delegation of Authority for Conferring Honorary Degrees for Commencement Ceremonies 2021

WHEREAS, the CSCU Policy 1.3 – Granting Honorary Degrees approved on March 15, 2012 via Board Resolution 12-019 provides for honorary degrees to be awarded to honor persons who advance the work and reputation of the Connecticut State Colleges and Universities; and

WHEREAS, the Policy further states that all honorary degrees are granted by the Board of Regents upon the recommendation by the University or College President, and conferred by the Chairperson of the Board of Regents or by a Regent designated by the Chairperson; and

WHEREAS, based on concerns for the ongoing pandemic and social distancing during the hooding ceremony, the Board of Regents delegates the authority for conferring honorary degrees to the University and College Presidents for the 2021 Commencement ceremonies; now therefore, be it

RESOLVED, the University and College Presidents are authorized to confer honorary degrees for the 2021 commencement ceremonies.

Academic Program Review Low Completers

RESOLVED: That the Board of Regents for Higher Education accept the submission of the academic program review low completers report by the CSCU institution for the 2019-20 academic year as defined by the Board's Low Completer policy.

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

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 2020 – 2021 All-CT Academic Team includes 29 outstanding CSCU Community College students:

> Sally Dejesus, Asnuntuck Community College
> Miriam Hintz, Asnuntuck Community College
> Deanna Savoir, Asnuntuck Community College
> Vincent Walter, Asnuntuck Community College
> Laden Hoxha, Capital Community College
> Holly Johnson, Capital Community College
> Ashley Ayala, Gateway Community College
> Larysa Dubrovska, Gateway Community College
> Margaret Gaughran, Gateway Community College
> Joshua Lamoria, Gateway Community College
> Daniela Roldan, Housatonic Community College
> Geeta Khade, Manchester Community College
> Gideon Osei Bonsu, Manchester Community College
> Nadia Zuniga, Manchester Community College
> Eva-Larue Barber, Middlesex Community College
> John Howell, Middlesex Community College
> Irving Amaral, Naugatuck Valley Community College
> Lisa Marschall, Naugatuck Valley Community College
> Julia Henrickson, Northwestern Connecticut Community College
> Madison Peladeau, Northwestern Connecticut Community College
> Erin Sullivan, Northwestern Connecticut Community College
> Emily Kempa, Norwalk Community College
> Jack Waters, Norwalk Community College
> Rowan Coleman, Quinebaug Valley Community College
> Breana Weidele, Quinebaug Valley Community College
> Jean Charles, Three Rivers Community College
> Weili Li, Three Rivers Community College
> Naomi Benningfield, Tunxis Community College
> Madelyn Bourassa, Tunxis Community College

WHEREAS, Madison Peladeau of Jackson, Mississippi and a student at Northwestern Connecticut Community College was also named a Coca-Cola Academic Team Silver Scholar and will receive a Coca-Cola Foundation scholarship; and

WHEREAS, Professors Todd Bryda and Crystal Wiggins devoted their 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 2020 – 2021 All-CT Academic Team and their advisors.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Action Item: Accreditation of a Licensed Program
RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program in Theatre Arts (CIP Code: 50.0501 OHE # 018729), leading to an Associate of Arts at Capital Community College, with the understanding that the Connecticut State Community College degree program to which this program most closely aligns be reviewed by the Board in fall 2024.

Regent Harris reported that this appeared as an Action Item because the ASA Committee wanted to review the program after 7 semesters as it has a history of low enrollment to ensure that it is a viable, sustainable program. In addition, the documentation had to be re-written to reflect the fact that in 7 semesters, there will be One College and this program will be aligned with that.

A motion to approve the resolution was made by Regent Harris and seconded by Regent Cohen. The resolution was approved unanimously.

Regent Harris reported:
• The annual Faculty Teaching and Research Awards are usually presented in person. The monetary award recognizes our very impressive faculty members both for their outstanding and innovative teaching and their scholarly work. This month, the Consent Agenda included the announcement of the nominees and the winners. Recognition of the winners will be made formally at the May BOR meeting.
• Congratulations were echoed to the All CT PTK Academic Team. This remarkable group of student leaders maintain at least a 3.5 GPA.

David Blitz asked for an update from Dr. Gates on mandatory vaccination requirements for faculty, staff, and students for the return to campus in the fall. Dr. Gates indicated we are waiting for further clarification from Legal and the issue is under advisement. She would follow-up with Professor Blitz outside of the meeting.

HUMAN RESOURCES & ADMINISTRATION COMMITTEE

Regent Cohen reported:
• **Policy on Remote Work** - aka Telecommuting, for M/C employees
    - Our staff has been remote working, but implemented suddenly for all employees to protect their health and safety during COVID.
    - For the post COVID era, our committee is discussing:
        o what telework is and is not
        o what jobs lend themselves to this work,
        o how employees can qualify for teleworking,
        o what employee and employer responsibilities would be for the duration of an employee's telework approval,
        o maintaining security of CSCU information, networks and any loaned equipment,
        o protocols for evaluation of employees during the period of their telework etc.
    - The plan going forward is to develop information based on input from the committee and from supervisors on the campuses and in the System Office for how a telework policy could be successful. The committee will then discuss the feedback and a proposed draft policy.

- **Shared Services**
    - The committee heard updates on the implementation of Shared Services for IT and Finance (agenda packet beginning on page 117).
    - At the next committee meeting, an update on shared human resources services will be presented.
    - The committee also expects to receive a follow-up report on employees who have been moved into shared services for system entities.

- **Digital Archiving**.
    - Governance records have significant value. The CSCU System Office and our colleges and universities need to preserve all our public records and make access to them available to the public.
    - Since CSCU establishment in 2011, there has not been a coordinated merging/consolidation of resolutions and relevant documents into a single searchable database. That means currently there is no systematic way for an employee or the general public to create/search for issues and actions addressed by the Board.
    - Pam Heleen, Associate Director of Board Affairs, and Patrick Carr, the Program Operations Manager for the CSCU Library Consortium, are overseeing how to archive BOR materials for their long-term preservation.
    - The proposed solution is to use Connecticut Digital Archive (CTDA), administered by the University of Connecticut Library. It serves the entire state by providing educational and cultural institutions with an online repository of more than 2.5 million digital resources.
        - Use of the archives is free.
        - The archives comply with key standards and best practices for data preservation and management.
        - These archives are authorized by the Connecticut State Archives for storage of permanent records
        - CTDA is a partner with the Digital Public Library of America, which is a well-known online repository used by researchers and students everywhere to access the digital resources of libraries, archives, museums, and other cultural institutions.
    - This project plans to involve students from Southern CT State University's Master's degree program in Information and Library Science. We are grateful to Dr. Brian Real, Assistant Professor of Information and Library Science at Southern, who oversees internships and is working now to recruit one or more unpaid interns this summer to begin execution of the project.
    - The project will establish a formal relationship with CTDA through an MOU and there is free CTDA training that will assist in organizing data and creating searchable and sorting protocols.

EXECUTIVE SESSION

At 11:19 a.m. on a motion by Chair Fleury, seconded by Regent Cohen, 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 and collective bargaining. Chair Fleury announced that no votes would be taken in Executive Session and that the meeting will be immediately adjourned following Executive Session. Chair Fleury directed CSCU Interim President Jane Gates and Chief of Staff/Board Secretary Alice Pritchard, Ben Barnes, and Ernestine Weaver to remain with the Board in Executive Session.

ADJOURNMENT

Chair Fleury declared the meeting adjourned at 12:35 p.m.

Submitted,

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

Attachment A

Letters from the Public

Dear members of the Board of Regents,

My name is Campbell Mitchell. I am a student at Western Connecticut State University. I am writing today as a social sciences major, one of the programs currently up for review as a low completion major, in order to highlight what I believe are the unsung virtues of the program, and the importance of focused interdisciplinary programs more broadly. While it is naturally disappointing that few students are applying and graduating as social sciences majors, this is not surprising given that few students coming out of high school are familiar with social sciences as a field. To that end, discussions of terminating majors, or cutting resources, because of low completion become self-fulfilling prophecies, as students are less likely to switch to a major that is in danger of being cut. No student wants to find themselves at registration time in their senior year unable to meet their graduation requirements because there are no sections of required courses in which to enroll because of budget or faculty cuts. As a student currently in the midst of registration, I can attest that this is no mere hypothetical.

Despite these challenges, I maintain that the social sciences program is worth keeping, and its elimination would be a major disservice to both current and future students. A broad interdisciplinary approach offered by the social sciences program gives students the opportunity to apply different methods to a variety of challenges, which are in turn applicable to a diverse range of career fields. This knowledge of the wide applicability of a social sciences degree was part of my own reasoning for applying to the major specifically, as opposed to a more specialized or popular major. The mission statement for CSCU emphasizes the diversity of student needs, and the importance of exploring a wide variety of influences to global problems and social justice. The promotion of heterogeneous approaches to learning and research as found in the social sciences program and others like it is crucial to fulfilling these ends.

The problems of the 21st century, the problems that Connecticut students must be equipped to solve, demand a rigorous cross disciplinary approach. The events of the past year, including the pandemic, the economic crisis, and the protests against racial injustice, demonstrate the acute need for future leaders to be equipped with an interdisciplinary perspective and skillset. These systemic, intersectional challenges demand solutions which draw upon a variety of fields from across the social sciences, and require students able to understand, explore, and empathize with a variety of perspectives. The social sciences major program is uniquely positioned to meet these needs, and to advance the mission of the university. I fear that the elimination of the social sciences major would be a step backwards for the university mission and a true disservice to its students.

Sincerely,

Campbell Mitchell

BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF A SPECIAL MEETING
FRIDAY, MAY 7, 2021
CONDUCTED VIA REMOTE PARTICIPATION

REGENTS – PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
Merle Harris, Vice Chair	Y
Richard J. Balducci *arrived at 12:45*	Y
Aviva D. Budd	Y
Naomi K. Cohen	Y
Felice Gray-Kemp	Y
Holly Howery (late arrival)	Y
David R. Jimenez	N
JoAnn Ryan	Y
Ari Santiago	Y
Elease E. Wright	Y
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Kurt Westby, Labor Commissioner	N
*Deidra Gifford, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Miguel A. Cardona, Education Commissioner	N
*ex-officio, non-voting member	

CSCU STAFF:
Dr. Jane Gates, CSCU Interim President
Dr. Alice Pritchard, Chief of Staff/Chief of Operations/Board Secretary
Ernestine Y. Weaver, Counsel
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)
Dr. Dan Barrett, Co-Chair of the Search Advisory Committee
Valerie Cooper, Co-Chair of the Search Advisory Committee

CALL TO ORDER

Chair Fleury called the meeting to order at 12:30 p.m. and, following roll call, declared a quorum present.

ADOPTION OF AGENDA

Chair Fleury called for a motion to adopt the meeting agenda as submitted; *on a motion by Regent Cohen, seconded by Regent Santiago, the Agenda was unanimously adopted as presented.*

EXECUTIVE SESSION

At 12:35 p.m. on a motion by Regent Harris, seconded by Regent Santiago, 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 Fleury announced that no votes would be taken in Executive Session. Chair Fleury directed Dr. Gates, Dr. Pritchard and Ernestine Weaver to remain with the Board in Executive Session.

RETURN TO OPEN SESSION

At 12:56 p.m., Chair Fleury announced that the meeting was in Open Session and that no votes were taken in Executive Session, which was limited to discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

Based on the discussions in Executive Session, **Chair Fleury made a motion to approve the appointment of Terrence Cheng as President for the CSCU System effective July 2, 2021. Regent Cohen seconded the motion.** Co-chair of the BOR Search Committee, Elease Wright read the following resolution into the record:

RESOLUTION appointing TERRENCE CHENG as PRESIDENT OF THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES

> **WHEREAS,** the members of the Board of Regents ("BOR") for Higher Education Search Committee with the assistance of members of the system-wide Search Advisory Committee consisting of more than 40 members (composed of students, faculty, staff, and business leaders) conducted a national search for the Connecticut State Colleges and Universities President, and

> **WHEREAS,** having completed this search through the evaluation of credentials and interviews of many outstanding candidates, recommends that Terrence Cheng be appointed as President of Connecticut State Colleges and Universities; and

> **WHEREAS,** in accordance with Section 10a-1b of the Connecticut General Statutes, the BOR is empowered to appoint the President of the Connecticut State Colleges and Universities who shall serve at its pleasure; therefore, be it

> **RESOLVED,** that effective July 2, 2021, Terrence Cheng is hereby appointed as President of the Connecticut State Colleges and Universities at an annual salary of $360,000 and in accordance with the terms and conditions as outlined in the attached Employment Agreement; be it further

> **RESOLVED,** that BOR Chairman Matt Fleury is authorized to enter into the attached Employment Agreement with Terrence Cheng on behalf of the Board of Regents for Higher Education in conformity with current Board of Regents Policies.

The resolution was put to a vote and was carried unanimously. Chair Fleury and the rest of the Board congratulated President Cheng on his appointment. Chair Fleury also thanked Regent Wright for serving as co-chair of the BOR Search Committee, as well as the other members of the BOR Search Committee for their service.

Chair Fleury thanked Dan Barrett and Valerie Cooper for co-chairing the Search Advisory Committee. The perspectives and feedback provided by the group was significant and enormously helpful in the Board's considerations.

Dr. Dan Barrett, co-chair of the Search Advisory Committee made the following comments:
- The Search Advisory Committee saw President Cheng as a transformational, dynamic, and engaged leader who understands the challenges that students face trying to balance education, work, and life.
- It was important to the faculty that our next President have significant experience in the classroom as an instructor, as well as in University administration. President Cheng has both of those.
- Dr. Barrett expressed his pleasure and welcomes President Cheng.

President Cheng provided the remarks:
- He thanked the BOR for entrusting him with the incredible responsibility.
- He looks forward to working with the faculty, staff, administrators, and most importantly the students and to helping the public colleges and universities in the State of Connecticut really thrive.
- The one thing that is very clear is that we all take very seriously the core mission of affordable, innovative, and rigorous programs. We are all invested in creating and maintaining positive learning environments and uplifting the transformative possibilities of higher education.
- He is heartened by the Board's steadfast commitment to putting student success and equity at the center of everything CSCU does. There is no higher priority in higher education today.
- Thank you to Dr. Gates for her leadership over the past few months.
- There are many challenges ahead and he is confident that the passion, talent, and the work ethic of the faculty, staff, administration, and students will take CSCU to new heights.

ADJOURNMENT
Chair Fleury declared the meeting adjourned at 1:05 p.m.

Submitted,

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

President of the Connecticut State Colleges and Universities
Employment Agreement

This agreement is made by and between the Board of Regents for the State of Connecticut (the "Board" or "BOR") and Mr. Terrence Cheng (collectively the "Parties").

1.0   Appointment of Duties

1.1 Pursuant to the provisions of the Conn. Gen. Stat. §10a-lb, the Board of Regents for Higher Education ("Board of Regents" or "Board"), hereby appoints and employs **Terrence Cheng** as President of the Connecticut State Colleges and Universities ("CSCU") to serve as the chief executive officer of the CSCU under policies, supervision and direction of the Board. The President accepts such appointment and employment and agrees to such terms.

1.2 The President shall act as the chief executive officer of the CSCU and shall be responsible for the management and conduct of the affairs of the CSCU, pursuant to the provisions of Conn. Gen. Stat. §10a-lb, including but not limited to: Long-range and strategic planning; institutional, faculty and educational leadership; implementation and enforcement of regulations, rules and procedures necessary for the welfare of the CSCU. The President shall perform all duties required by law, this Agreement and the Board of Regents rules, regulations or orders and such other duties and responsibilities as the Board of Regents may assign or delegate.

1.3 The President agrees to devote full-time attention and energies to the duties of President of the CSCU and apply experience, ability and talent to the faithful, effective and satisfactory discharge of such duties. The Board shall conduct an annual performance appraisal of the President. Nothing herein shall be construed as limiting the right of the Board to increase the President's compensation in connection with its annual appraisal of his performance.

1.4 The duties of the President shall be rendered at the CSCU System Office and at the campuses of the colleges and universities under the jurisdiction of the Board of Regents.

1.5 The President shall not, without prior written permission of the Chair of the Board of Regents and consistent with any Board of Regents policy on outside paid consulting or employment, render services of any professional nature to or for any person or firm for remuneration other than to the Board of Regents.

1.6 Notwithstanding the provisions of Section 1.5 above, the President shall not engage in any activity which is in conflict with, in competition with, or adverse to the interests of the Board of Regents.

2.0   Term of Appointment

2.1 This appointment as President shall commence on July 2, 2021 and conclude on June 30, 2026. The Board reserves the right to extend the President's appointment for a period of up to 2 years**.**

3.0   Salary and Benefits

3.1 The President shall receive an annualized base salary of three hundred sixty thousand dollars ($360,000.00), payable bi-weekly in equal installments in accordance with the normal state payroll periods and schedule. The President's salary shall be subject to the payroll deductions applicable to executive level employees of the State of Connecticut. Any increase in salary shall be subject to whatever increases may be provided by the Board of Regents periodically for all its management and confidential employees during the term of this contract.

3.2 In lieu of housing the President shall receive twenty-five thousand dollars ($25,000.00) paid biweekly installments as an additional pay not included in the based pay. This is a non-vouchered stipend to pay for housing and normal entertainment expenses that an official residence and venue would have provided.

3.3 The President shall be eligible to receive up to seventy-one thousand dollars ($71,000) of his base salary to cover moving expenses and up to twelve (12) months temporary living expenses to support the transition from his current home in the State of New York to a home in Connecticut. Relocation expense shall be limited to those allowed and receipted as required by Connecticut State law and policy. Any funds not expended one (1) year from the date of this contract shall be forfeited.

3.4 The President shall be provided a vehicle for his use. The CSCU shall bear the expense for all necessary repairs, insurance, fuel, and maintenance to such vehicle. The CSCU shall withhold the appropriate taxes in accordance with applicable IRS rules governing employer provided automobiles and any tax consequences incurred in connection with the use of such vehicle shall be the responsibility of the President.

3.5 The President shall receive all normal and appropriate CSCU benefits, including, but not limited to, health insurance for the President and any dependents, dental insurance, state employee retirement system retirement plans, deferred compensation plans, flexible spending accounts, vacation and sick leave. The President shall be responsible for any contribution, premium or cost share amount required by any such benefit plan.

3.6 The Board of Regents shall, within available appropriations and in accordance with the policies of the Board, reimburse the President for professional development that is appropriate and in the best interest of the system as determined by the Board of Regents and such necessary travel expenses associated with professional development.

3.7 The tax consequences of any provision of this Employment Agreement shall be the responsibility of the President.

4.0 Termination

4.1 <u>Termination without Cause/Resignation:</u> The Board of Regents may terminate this Agreement with twelve (12) months' notice to the President. The President may terminate this Agreement with three (3) months' notice to the Board.

4.2 <u>Termination for Cause:</u> The parties agree that the Board of Regents may terminate this Agreement without providing such notice at any time for good cause, which in addition to any of its other normally understood meanings in employment contracts, shall include the following:

4.2.1 A deliberate serious violation of duties set forth in this Agreement, or refusal or unwillingness to perform such duties in good faith or to the best of the President's abilities;

4.2.2 Any conduct of the President that constitutes moral turpitude, or brings public disrespect, contempt or ridicule upon the Board of Regents;

4.2.3 A deliberate serious violation of any Constitutional provision, federal law, state or local law, rule regulation or policy of the Board of Regents, which violation may, in the sole judgment of the Board of Regents, reflect adversely upon the board of Regents;

4.2.4 Prolonged absence from duty without the Board's consent;

4.3 <u>Termination for Disability or Incapacity:</u> The Board of Regents may terminate this Agreement in the, event that the President becomes totally disabled, totally incapacitated or incapable of carrying out the duties of the office of President of the CSCU, as defined by the Board of Regents, for a period of ninety (90) days;

4.3.1 If the Board of Regents reasonably believes that the President may be totally disabled, totally incapacitated or incapable of carrying out the duties as President, the Board reserves the right to require the President to submit to a fitness for duty examination. Such examination shall be performed by a physician licensed to practice medicine and shall be mutually selected by the parties. The Board of Regents shall be responsible for costs of any fitness for duty examination.

4.3.2 If the President becomes totally disabled, totally incapacitated or incapable of carrying out the duties as President and is terminated, the Board shall pay to the President any accrued but unpaid compensation, along with the value of any accrued vacation leave not to exceed 120 (one hundred twenty) days.

4.3.3 Termination under this section shall not affect the President's right to receive any benefits to which he is entitled under any applicable disability plan.

5.0 Tenured Faculty appointment post Presidential appointment

At the end of the Presidential appointment term as described in section 2.0 above, if not reappointed and in good standing as the President, Terrence Cheng will be eligible to be placed

in a tenured full Professor role in the English Department a Western State Connecticut University. If Mr. Cheng exercises this option, he forfeits notice rights as provided in section 4.1 above. Mr. Cheng's faculty appointment, including but not limited to salary, benefits and leaves, will be subject to the terms of the Connecticut State University American Association of University Professors Collective Bargaining Agreement that shall be in effect at that time.

6.0   Entire Agreement/Modification
This Agreement constitutes the entire understanding of the parties hereto and supersedes any and all prior or contemporaneous oral or written agreements or representations between the parties. This Agreement cannot be amended, modified or changed except in writing and signed by both parties.

7.0   Governing Law
This Agreement shall be interpreted and construed in accordance with the laws of the State of Connecticut.

8.0   Severability
If any parts of this Agreement shall be held to be void or unenforceable, such part or parts shall be treated as severable, leaving valid the remainder of this Agreement notwithstanding the part or parts found to be void or unenforceable.

9.0   Waiver
Delay in the enforcement or failure to enforce any provision of this Agreement shall not constitute a waiver or limitation of any right enforceable pursuant to this Agreement.

10.0   Agreement Not Assignable
This Agreement is not assignable, but shall be binding upon the heirs, administrators, personal representatives, successors and assigns of both parties.

11.0   Notices
All notices under this Agreement shall be in writing and shall be sent via first class and certified mail to the address provided by the President and for the Board of Regents to the Chair at the Offices of the Board and such other address as provided by the Chair.

IN WITNESS WHEREOF, and in confirmation their agreement to the terms and conditions contained in this Employment Agreement and intending to be legally bound hereby, Mr. Cheng and the BOR execute this Agreement.

_____
Terrence Cheng   Date

_____
Matt Fleury   Date
Chair, Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Corrections (CIP Code: 43.0107 / OHE# 007646), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

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

ITEM
Discontinuation of a program, Criminal Justice: Corrections (CIP Code: 43.0102 / OHE# 007646), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

BACKGROUND
The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

Phase out: June 1, 2022
Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Forensics (CIP Code: 43.0107 / OHE# 015378), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

_____

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

ITEM

Discontinuation of a program, Criminal Justice: Forensics, leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

BACKGROUND

The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

Phase out: June 1, 2022
Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Law Enforcement (CIP Code: 43.0107 / OHE# 007647), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

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

ITEM

Discontinuation of a program, Criminal Justice: Law Enforcement, leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

BACKGROUND

The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Several of these A.S. degree options (Security, Computer Crimes Deterrence) have extremely low enrollment and these options require classes that have not run in many semesters (due to low enrollment). This situation causes the Program Coordinator to submit numerous course substitutions which allow students to graduate with their degree in the option of their choice, with the student not actually taking all the courses required for that particular degree. This happens on a regular basis and weakens the core program.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

Phase out: June 1, 2022
Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Criminal Justice: Security (CIP Code: 43.0107 / OHE# 007648), leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

A True Copy:

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

ITEM
Discontinuation of a program, Criminal Justice: Security, leading to an Associate of Science at Naugatuck Valley Community College, effective June 1, 2022.

BACKGROUND
The Program as currently constituted contains many different options (Law Enforcement, Corrections, Security, Forensics, Computer Crime Deterrence, Public Safety) within the A.S. program. These different options within that program do not offer any tangible benefit to the student in terms of employment upon graduation. The true value of the program is the earning of the A.S. degree in Criminal Justice. Several law enforcement agencies do require an associate degree (or 60 credits) of potential employees, but these employers make no distinction between the various options currently offered.

Several of these A.S. degree options (Security, Computer Crimes Deterrence) have extremely low enrollment and these options require classes that have not run in many semesters (due to low enrollment). This situation causes the Program Coordinator to submit numerous course substitutions which allow students to graduate with their degree in the option of their choice, with the student not actually taking all the courses required for that particular degree. This happens on a regular basis and weakens the core program.

Additionally, the various options make it difficult and confusing for students who may want to switch options while attending NVCC. Students may take courses required for one CJ option and find that these courses cannot be used for one of the other CJ options. This can lead to students taking courses and earning credits that are not used towards their degree. This can cause financial hardship on the students. As a result, the program coordinator submits course substitutions, which weakens the core program.

Phase out: June 1, 2022
Students in this program will be transitioned into a new program that effectively addresses students' interests and academic focus. This program will be phased out by June 1, 2022.

There is no cost associated with closing this program.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Cell and Molecular Biology (CIP Code: 26.0204 / OHE# 010168), leading to an Official Certificate Program at Central Connecticut State University, effective May 24, 2021.

A True Copy:

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

ITEM

Discontinuation of a program, Cell and Molecular Biology, leading to an Official Certificate Program at Central Connecticut State University, effective May 24, 2021.

BACKGROUND

The OCP in Cell and Molecular Biology was initiated as a bridge to the MS in Biomolecular Sciences. The curriculum of the OCP was fully encapsulated within the MS. As the MS in Biomolecular Sciences was accredited December 15, 2004 and gained its footing, the OCP became obsolete because the MS became the preferred credential in the workplace. Although the OCP was discontinued through CCSU's curriculum process several years ago and stopped admitting students, it persisted on the OHE inventory. We are submitting the requisite paperwork to officially remove it.

We have developed stronger internal controls to track programs and ensure that the requisite paperwork is filed in a timely manner.

Phase out: May 24, 2021
There is no cost associated with closing this program.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Natural Sciences (CIP Code: 40.9999 / OHE# 000097), leading to a Master of Science at Central Connecticut State University, effective May 2021.

A True Copy:

_____

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

ITEM

Discontinuation of a program, Natural Sciences (CIP Code: 40.9999 / OHE# 000097), leading to a Master of Science at Central Connecticut State University, effective May 2021.

BACKGROUND

This program was one of the initially accredited programs at CCSU. The program was approved for termination on October 17, 2013 with the rationale of merging with the MS in Technology and Engineering Education to create the STEM Education MS, which is more relevant for certified teachers. At the time, the MS in Natural Sciences had three specializations: (1) Science Education, (2) Physics, and (3) Earth Science. Rather than terminating the entire program, only the Science Education specialization should have been terminated. On January 17, 2014, the program was reinstated and the Science Education specialization was officially terminated on March 13, 2014. Since then, only one student has graduated from the program.

Phase out: May 2021
There are currently no students actively enrolled in the program.

There is no cost associated with closing this program.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Accelerated Criminology to Criminal Justice (CIP Code: 43.0104 / OHE# 019953), leading to an accelerated Bachelor of Arts to Master of Science at Central Connecticut State University, effective May 20, 2021.

A True Copy:

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

ITEM

Discontinuation of a program, Accelerated Criminology to Criminal Justice, leading to an accelerated Bachelor of Arts to Master of Science at Central Connecticut State University, effective May 20, 2021.

BACKGROUND

The Accelerated Criminology to Criminal Justice "program" was implemented last year as a new program. Since then, the Academic Council procedure has changed. Accelerated pathways are no longer processed as new programs, but as "concentrations" of the existing baccalaureate level program. Thus, this submission is to dissolve the Accelerated Criminology to Criminal Justice listing on the Office of Higher Education website. The accelerated pathway still exists and has been submitted as a new below-threshold offering, per Academic Council policy.

Phase out: May 20, 2021

There are students enrolled in this pathway and they will continue to be as we make the appropriate adjustments.

There is no cost associated with closing this program.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Accreditation

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Transition Specialist (CIP Code: 13.1001 OHE # 010180) leading to an Official Certificate at Central Connecticut State University.

A True Copy:

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

ITEM

Continued Accreditation of a program Transition Specialist, leading to an Official Certificate at Central Connecticut State University.

BACKGROUND

Per the BOR's Academic Programming Approval policy, programs previously licensed and accredited by the Board must submit an Application for Continued Accreditation during its seventh semester if the institution elects to recommend its continuation.

PERFORMANCE INDICATORS

Student Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 9.3
Actual full-time equivalent (FTE) enrollment for program's 7th Semester: .3
Difference: -9

Note: Because this is an encapsulated OCP (i.e., all OCP courses count towards the Transition and Inclusion Specialization within the Special Education MS), students could claim the credential but be enrolled only in the MS program. The Spring 2021 FTE for the Transition and Inclusion Specialization of the Special Education MS is 2.3, for a difference of –7 from projected for the OCP. The Transition and Inclusion Specialization is one of three specializations within the MS program. The overall FTE enrollment in the MS program is 87 in Spring 2021.

Cost Effectiveness

Total Revenue generated by program during its Year 3: $0
Total Expenditures apportioned to program in its Year 3: $0
Difference: $0

Note: Because this is an encapsulated OCP within a specialization of a parent program and there were no distinct enrollments within the OCP, there was no revenue nor expenses.

Learning Outcomes

Because the program enrollments have been relatively low, it has been difficult to systematically assess student learning outcomes. The initial strategy was to assess students in the OCP. However, a more fruitful strategy would be to extend assessment into the parent specialization and focus on the overlapping courses.

PROGRAM CHANGES

Department members received a 2020 Summer Curriculum grant and created new transition modules for use in the SPED 541 course (Person-Centered Planning and Transition). Now that students have begun to reach the SPED 527 Internship experience, the internship evaluation instrument is being implemented and suggestions for revisions to the instrument are being documented for future revision.

ADDITIONAL INFORMATION

The definition of Transition Specialist is: An individual who plans, coordinates, delivers, and evaluates transition education and services at the school or system level, in conjunction with other educators, families, students, and community organizations.

The purpose of the Transition Specialist Official Certificate Program (OCP) is to prepare post baccalaureate professionals to promote successful post-school employment and/or education outcomes of youth and young adults with disabilities. Transition planning is mandated by federal law for all students eligible for special education services under the Individuals with Disabilities Education Act (IDEA, 2004). The program is aligned with standards for transition specialists published by the Council for Exceptional Children (CEC).

The Transfer and Inclusion OCP is fully encapsulated within the Transition and Inclusion Specialization of the Special Education MS. In other words, all 16-18 credits of the OCP are encapsulated in the MS and include the most frequently offered courses. As such, students do not often declare themselves as enrolled in the OCP alone nor do they necessarily request conferral of the certificate if they are pursuing the MS credential.

Notably, the infrastructure to track students who are simultaneously pursuing an OCP and Master's-level program was developed last year. Students in the MS program could complete all of the requirements of the OCP without enrolling in the program or requesting its conferral.

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

05/07/2021 – BOR Academic & Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Special Education (CIP Code: 13.1001 / OHE# 018722), specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

A True Copy:

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

ITEM
Modification of a program – Special Education, specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

BACKGROUND
Recent events have radically changed how we work and learn. In response to this changing landscape, WCSU is proposing to change the modality of the program to completely online. This change would increase the diversity of the candidate pool beyond the saturated market of Fairfield county to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula and instructional strategies are discussed from across the nation. The online field experiences and practicum would also prepare candidates to instruct online and face to face.

Fiscal Impact:
None.

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Literacy and Language Arts (CIP Code: 13.1315 / OHE# 018721), specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Literacy and Language Arts, specifically a change in modality from hybrid to online modality – leading to a Master of Science in Education at Western Connecticut State University.

BACKGROUND

Recent events have radically changed how we work and learn. In response to this changing landscape, WCSU is proposing to change the modality of the program to completely online. This change would increase the diversity of the candidate pool beyond the saturated market of Fairfield county to include other regions and states. A more diverse candidate pool would enrich course experiences as myriad curricula and instructional strategies are discussed from across the nation. The online field experiences and practicum would also prepare candidates to instruct online and face to face.

Fiscal Impact:
None.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Interdisciplinary Studies (CIP Code: 30.0000 / OHE# 018548), specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Interdisciplinary Studies, specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

BACKGROUND

As part of WCSU's strategic plan, we identified the need to expand our offerings for adult learners. Our recent experience of moving online has built our capacity to meet this need. The two required courses in this program are easily moved to the online format. We will then offer a series of concentrations online for students to pick from to complete their degrees. Currently, our plans include concentrations in Humanistic Studies, Communication, Health Promotion Studies, Management, and Professional Writing. These combinations allow students to grow the knowledge and skills in areas that are matched with their professional goals.

Fiscal Impact:

The courses selected for this program are already in a regular rotation both on ground and online. WCSU will begin to offer these options on a seat- available basis. If the online option attracts a sufficient number of new students, WCSU will consider additional staffing. No other resources are necessary.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Communication Studies (CIP Code: 09.0101 / OHE# 000171), specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Communication Studies, specifically the addition of online modality to the existing on ground modality – leading to a Bachelor of Arts at Western Connecticut State University.

BACKGROUND

The Department of Communication & Media Arts has been offering online courses as part of their regular rotation of offerings for at least 8 years. The pandemic has allowed the department to expand these offerings so that it is now able to offer the entire degree online for those who prefer that modality. As demographic shifts change the makeup of WCSU's student body, WCSU is finding that some students need the flexibility of an online option. Adult learners have difficulty managing their work and family obligations while attending university. This option is meant to meet their needs.

Fiscal Impact:

WCSU does not anticipate that there will be a need for any new faculty or resources for this program at this time. WCSU has offered online sections of the core courses as part of regular scheduling practices. This modification will just make it possible for students to select online as their primary modality of instruction. If WCSU finds that this degree attracts new students in sufficient numbers to warrant it, WCSU will consider hiring additional faculty.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Criminal Justice (CIP Code: 43.0107 / OHE# 002945), specifically modification of courses and course substitutions – leading to a C2 Certificate at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Criminal Justice, specifically modification of courses and course substitutions – leading to a C2 Certificate at Naugatuck Valley Community College.

BACKGROUND

A proposal for the modification of the Criminal Justice/Public Safety, A.S. program has been submitted in concurrence with proposals for the discontinuation of four degree option programs. This modification allows students to obtain a certificate in criminal justice utilizing courses offered within the Criminal Justice A.S. program. Proposed changes include courses required of the A.S. degree, and one criminal justice electives option.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year __2018__		Fall Term, Year __2019__		Fall Term, Year ___2020_	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	-	1	-	-	-	-
New Students	1	1	1-	-	1	1
Returning Students	1	1	1-	1	1	1
ACTUAL Headcount Enrollment	2	3	2	1	1	1
Fall FTE accounted for by Program Majors	3.9		2.4		2	
Size of Credentialed Group(s) for Given Year						

Fiscal Impact:

This program will become cost effective within the first three years. No additional resources are needed to run this program.one.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Criminal Justice/Public Safety (CIP Code: 43.0107 / OHE# 001665), specifically modification of courses and course substitutions – leading to an Associate of Science at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Criminal Justice/Public Safety, specifically modification of courses and course substitutions – leading to an Associate of Science at Naugatuck Valley Community College.

BACKGROUND

In Fall 2019, a criminal justice program review was completed and submitted to the Dean of Academic Affairs. In that review, under the section XII Chapter Twelve: Major Findings and Recommendations, Including Analysis of Strengths and Weaknesses, the structure of the degree program (and the various 'options') was noted as a major weakness, in need of modification. This application is an effort to address the noted criminal justice program weaknesses.

The current A.S. degree program includes the umbrella program/degree (which is the program modified in this application) as well as four separate options (law enforcement, corrections, forensic, security). Each of the options is being submitted for cancellation. Consequently, NVCC will then have two main degrees in criminal justice for our students: Criminal Justice/Public Safety A.S. degree (proposed here), and the CSCU Pathway Transfer A.A./A.S. degree. Students who wish to pursue courses that fit within the interests of law enforcement, corrections, or forensic science will have certificate options to formally recognize study in those areas.

This proposal for the modification of the Criminal Justice/Public Safety, A.S. program has been submitted in concurrence with proposals for the discontinuation of four degree option programs. This modification allows students to obtain a certificate in criminal justice utilizing courses offered within the Criminal Justice A.S. program.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year __2018__		Fall Term, Year __2019__		Fall Term, Year ___2020_	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	1	1	1	3	2	1
New Students	9	4	9	3	4	1
Returning Students	6	14	3	17	9	5
ACTUAL Headcount Enrollment	16	19	13	23	15	7
Fall FTE accounted for by Program Majors	22.5		21		22	
Size of Credentialed Group(s) for Given Year	25		36		22	

<u>Fiscal Impact:</u>
The modification of the Criminal Justice/Public Safety degree will result in greater cost efficiency, as the college will be less likely to run courses with low enrollment. Additionally, students in the program will have a more streamlined degree path, which may shorten their time in the program. Finally, the proposed changes may help to reduce the number of adjunct faculty hired each semester. As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Human Services / Pre-Social Work (CIP Code: 44.0000 / OHE# 001658), specifically a name change to Human Services – leading to an Associate of Science at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Human Services / Pre-Social Work, specifically a name change to Human Services – leading to an Associate of Science at Naugatuck Valley Community College.

BACKGROUND

The original title, Human Services was changed with approval from the NASW, to Human Services/Pre-Social Work, so students would know that it transferred to the CT University BSW programs. The title change back to Human Services is necessary because the Human Services / Pre-Social Work Program is no longer the best transfer option for students planning to transfer to the CT University BSW programs. NVCC currently offers the CCSU Transfer Social Work Studies Degree. There will be no impact upon the institution, its mission, or the students.

Fiscal Impact:
None.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Digital Media Production (CIP Code: 09.0702 / OHE# 003045), specifically modification of courses and options and a name change to New Media Production – leading to an Associate of Science at Middlesex Community College.

A True Copy:

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

ITEM

Modification of a program – Digital Media Production, specifically modification of courses and options and a name change to New Media Production – leading to an Associate of Science at Middlesex Community College.

BACKGROUND

DECD, CTDOL and USDOL have identified media production as a job growth area in Connecticut worthy of business tax credits and the use of state and federal funds for job training and workforce development. Since 2008, over $3 million has been directed to MxCC media programs from the U.S. Department of Labor and the Connecticut Department of Economic and Community Development.

In Fall 2017, the Broadcast-Cinema and Multimedia A.S. programs were replaced with the current Digital Media Production A.A.S. program with its seven areas of specialization. We are requesting these program modifications after four years of experience with this program format, and taking into account recent industry changes and modifications to curriculum requirements under the Board of Regents such as the new General Education core and move to a unified statewide Catalog taking effect in 2023.

Name Change: From Digital Media Production to New Media Production

- New Media Production: A More Accurate and Progressive Name. Media industries are moving away from traditional media that serves a mass audience tied to specific platforms (television, newspaper, film) to new media that is tailored to the user, allowing them to consume media on any device at any time of their choosing. This requires updated skills and new instructional approaches that give our graduates an advantage when looking for employment.
- Consistent Branding and Integration. The name change reflects the program's integration with both the Center for New Media and Center for New Media Productions. This allows for more consistent branding across programs and services.
- Avoids Confusion with other similarly named programs in the Community College System. There are multiple digital media programs at other CSCCs. The new name will avoid confusion with other programs in the community college system and better reflects the type of advanced education students will experience at MxCC.
- The Word Digital is No Longer Necessary. Except areas outside of digital marketing, all media is created and distributed digitally, often over new media networks and platforms. Though some print media are still distributed on paper, the writing, layout and printing presses are digital. Newspapers, magazines and books are expected to be entirely digital by the end of the decade due to cost, convenience and environmental concerns.

Remain Competitive by offering more specialized and advanced courses

New Media Production graduates need to be competitive with graduates of baccalaureate programs, requiring advanced specialized courses within the associate degree. Fitting these

courses within the 60-credit requirement has always been a challenge. The new General Education requirements of 21 credits, recommended Core Program Requirements of 24 credits, and 15 credits of specialized directed electives has allowed the program to increase the number of specialized courses from 6 credits of directed electives to 15 by moving some courses to the General Education and Program Core. The program is adding advanced courses in 3D animation, motion graphics, analytics, web design, and internet marketing. Other courses are being developed. Once graduates attain an entry-level position, because of having these advanced and specialized skills, they should advance quickly in their chosen career path.

Applying for Unique Program Status

An application for Unique Program status is being prepared for submission upon approval of this program modification. A unique program calls for a unique name. Our justification for unique status is that Middlesex differentiates itself from other media programs by the following:

- The curriculum offers areas of specialization targeted to meet the needs of Connecticut's Media Industries.
- The program design uses 7 embedded certificates within an associate's degree allowing students to be dual credentialed and delve more deeply into their area of specialization.
- The $2.5 million Center for New Media facilities, equipment and support staff is unique among CSCCs
- Students have access to integrated experiential learning opportunities right on campus with Center New Media Productions

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2018		Fall Term, Year 2019		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	5	3	6	1	4	6
New Students	20	7	14	9	24	7
Returning Students	11	27	23	23	22	25
ACTUAL Headcount Enrollment	36	37	43	33	50	38
Fall FTE accounted for by Program Majors	48		53		61	
Size of Credentialed Group(s) for Given Year	8 (2017-18)		20 (2018-19)		27 (2019-20)	

RECOMMENDATION

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to a C2 Certificate at Asnuntuck Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to a C2 Certificate at Asnuntuck Community College.

BACKGROUND
Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management certificate program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Asnuntuck Community College to offer this program, the students will enroll at ACC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to ACC to complete their certificate program.

The Certificate in Energy Management offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The certificate folds seamlessly into the 2-year Technology Studies: Energy Management Option Associate Degree and allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This certificate path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired.

The Energy Management certificate program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

05/07/2021– BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to an Associate of Science at Asnuntuck Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to an Associate of Science at Asnuntuck Community College.

BACKGROUND
Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management degree program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Asnuntuck Community College to offer this program, the students will enroll at ACC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to ACC to complete their degree program.

The Technology Studies: Energy Management degree offers students a hands-on curriculum utilizing the Tunxis Community College's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level.

The Technologies Studies: Energy Management degree program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

05/07/2021– BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to a C2 Certificate at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to a C2 Certificate at Northwestern Connecticut Community College.

BACKGROUND
Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management certificate program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Northwestern CT Community College to offer this program, the students will enroll at NCCC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to NCCC to complete their certificate program.

The Certificate in Energy Management offers students a hands-on curriculum utilizing the college's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The certificate folds seamlessly into the 2-year Technology Studies: Energy Management Option Associate Degree and allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college should that student desire the opportunity to expand their work to a 4-year Bachelor's Degree. This certificate path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level if desired.

The Energy Management certificate program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

05/07/2021– BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Replication of a College of Technology Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the replication of a College of Technology Program in Technology Studies: Energy Management (CIP Code: 15.0503 / OHE# TBD) – leading to an Associate of Science at Northwestern Connecticut Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Approval of the replication of a College of Technology Program in Technology Studies: Energy Management leading to an Associate of Science at Northwestern Connecticut Community College.

BACKGROUND
Per Board of Regents Policy, Community colleges may replicate a College of Technology's Engineering Science or Technology Studies academic program (Associate of Science degree, Certificate, and Program Option) previously approved by the Board of Regents for another Community College

This proposal to replicate Tunxis Community College's Technology Studies: Energy Management degree program is part of an initiative to create a North-West Region Technology Studies: Energy Management program. For Northwestern Connecticut Community College to offer this program, the students will enroll at NCCC for their general education and non-major specific courses. They will also enroll at TxCC to take their major specific courses, which they can then transfer to NCCC to complete their degree program.

The Technology Studies: Energy Management degree offers students a hands-on curriculum utilizing the Tunxis Community College's facilities as a "living laboratory" to provide a career path that aligns with commercial and/or industrial energy management practices. A traditional Engineering job requires a 4-year degree. The 2-year Technology Studies: Energy Management Associate Degree allows students to complete the required coursework needed to fulfill the duties and responsibilities of an "Energy Manager", while still maintaining a level of General Education coursework that they could transfer to a 4-year college to expand their work to a 4-year Bachelor's Degree. This 2-year path is more economical for the students of Connecticut to obtain the needed information to be successful in the field, yet they can continue their education at the university level.

The Technologies Studies: Energy Management degree program will appeal to students in both the engineering field and manufacturing areas of the College and faculty and staff from both areas will work with students in this program.

Thanks to an ongoing funding source (CT DEEP), many of the resources required for the program are purchased through a grant drastically reducing the need for financial support directly from the college.

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

05/07/2021– BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Addiction Studies: Advanced Standing (CIP Code: 42.2899, OHE# TBD) – leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Addiction Studies: Advanced Standing, leading to a Master of Science at Western Connecticut State University.

BACKGROUND

The MS in Addiction Studies allows WCSU undergraduates in the Psychology major (300-350 students) to move seamlessly into a graduate program that will prepare them for leadership roles in the rapidly growing area of substance use disorders treatment. The proposed Advanced Standing option will offer an accelerated pathway to degree completion for students who have already completed work in addiction studies curriculum as undergraduates at WCSU as well as the DARC programs in the Connecticut Community colleges.

Individuals with demonstrated competency in substance use disorder counseling evidenced by exemplary performance in relevant undergraduate coursework and field placements may apply for advanced standing. Such students complete the MS in Addiction Studies in 30 credits (rather than 37).

The WCSU Psychology Department four-course (16 credit) undergraduate sequence in Substance Use Counseling prepares students for certification as a Certified Drug and Alcohol Counselor (CADC) in Connecticut. Students who have completed three (3) courses of this CADC sequence at WCSU and a relevant field placement are eligible to apply for admission with Advanced Standing to the M.S. in Addiction Studies program. Applicants to the MS program who have completed a Drug and Alcohol Recovery Counselor (DARC) program at a Connecticut Community College, such as Manchester Community College, Naugatuck Valley Community College, and Gateway Community college, are also encouraged to apply for advanced Standing recognition.

MS Addiction Studies Advanced Standing Program requires no new resources. Students admitted through this option will be enrolled in courses already scheduled for the MS Addiction Studies. If enrollment continues to grow, additional faculty will be considered.

RECOMMENDATION

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Cybersecurity Operations (CIP Code: 43.0016, OHE# TBD) – leading to an Associate of Science at Tunxis Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

_____

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

ITEM
Establishment of a new program, Cybersecurity Operations, leading to an Associate of Science at Tunxis Community College.

BACKGROUND
The new Cybersecurity Program at Tunxis will provide qualified cybersecurity graduates to the State of Connecticut and our nation. This will help reduce the significant number of unfilled cybersecurity positions.

A workforce study by Frost & Sullivan identified a global cybersecurity shortage of qualified professionals of 1.8 million positions. The Cybersecurity job shortage in the USA is estimated at 314,000 per a study conducted by NICE-NIST US government institution. In Connecticut alone there are an estimated 4,153 unfilled Security positions as reported in the "Connecticut Cyber Strategy" published in 2017. There will be an estimated 31% growth rate in "Security Analyst" positions between 2019 and 2029 as reported by the US Bureau of Labor Statistics.

Private and State university programs offer Cybersecurity training that focuses on traditional and often outdated technology architecture. Most organizations have moved their technology infrastructure to the Cloud introducing a new set of cybersecurity challenges for organizations. The use of a state-of-the-art CLOUD LAB ENVIRONMENT by Tunxis will help close the gap between current academic offerings from local colleges and the reality of a Cloud technology environment used by public and private entities.

Tunxis, utilizing Perkins Grant funding, secured 25 laptops in 2020 ($56,000) and secured and approved for 2021 to pay for "Year 1" of Microsoft Cloud Lab Services ($4,000). The revenue generated from the increase of the student population registered in the Cybersecurity Program will pay for "Years 2 and 3". The deployment of a Cloud Lab Environment requires expertise in Cloud technology and is offered at Tunxis utilizing the working experience and cybersecurity industry knowledge from the Cybersecurity Program Lead

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Forensic Studies (CIP Code: 42.0100, OHE# TBD) – leading to a C2 Certificate at Naugatuck Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Establishment of a new program, Forensic Studies, leading to a C2 Certificate at Naugatuck Valley Community College.

BACKGROUND
Creation of this certificate fills the void left with the discontinuation of the Criminal Justice/Forensic Option A.S. degree. Interest in this particular field of study is high. In 2017, NVCC averaged 62 students pursuing this degree option; in 2018, 51 students; in 2019, 53 students; and in 2020, 50 students. With this certificate, students can complete their Criminal Justice degree, completing electives relevant to those fields that are typically a part of forensic science, and complete their Forensic Studies certificate to reflect their academic interest. If program enrollment numbers for the CJ/Forensic option degree program are an indicator of student interest in this field of study, this certificate program will be a popular option with our students

Careers in law enforcement continue to be the most commonly expressed interest among our criminal justice students. Many of these students express interest in the field of forensic science as well. Completion of these certificate courses enables our students to enter the field of law enforcement with mastery of basic knowledge around the topics necessary for competent undertaking of 'forensic analysis'.

Positions as technicians in the field of forensic science generally require a Bachelor's degree and the field is expected to grow 14% between 2019 and 2029. In these cases, this certificate program would likely give our students an advantage in a successful transition to a bachelor's program in the field of science. According to the U.S. Department of Labor, in 2019 there were 17,200 forensic science technician positions. With the anticipated growth, that number will grow to 19,600 by the year 2029. Those states offering the greatest number of employment opportunities are California, Florida, Texas, New York, and Arizona.

The modification of the Criminal Justice/Public Safety degree, in concert with the discontinuation of several certificates, will result in greater cost efficiency, as the college will be less likely to run courses with low enrollment. Additionally, students in the program will have a more streamlined degree path, which may shorten their time in the program. Finally, the proposed changes may help to reduce the number of adjunct faculty hired each semester. As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

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

05/07/2021 – BOR -Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Law Enforcement (CIP Code: 42.0107, OHE# TBD) – leading to a C2 Certificate at Naugatuck Valley Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Establishment of a new program, Law Enforcement, leading to a C2 Certificate at Naugatuck Valley Community College.

BACKGROUND
Creation of this certificate fills the void left with the discontinuation of the Criminal Justice/Law Enforcement Option A.S. degree. Interest in this particular field of study is high. In 2018, NVCC had an average of 144 students pursuing this degree program; in 2019, 121 students; and in 2020, 102 students. The declining numbers coincide with overall declining student enrollment and do not appear indicative of declining interest. With this certificate, students can complete their Criminal Justice degree, choosing law enforcement specific electives, and complete their Law Enforcement Studies certificate to reflect their academic interest.

Additionally, students who complete this certificate, will have 15 credits that can also apply to a 24 credit Criminal Justice Certificate, as well as 15 credits that can be applied toward a 26 credit certificate in Forensic Studies.

Careers in law enforcement continue to be the most commonly expressed interest among our criminal justice students. Completion of these certificate courses enables our students to enter the field of law enforcement with mastery of basic knowledge.

Careers in criminal justice are found at the federal, state, county, and local levels, as well as in the private sector. According to the US Bureau of Labor Statistics, as of 2016, roughly three million workers were employed in the criminal justice field. This broader field includes subfields such as law enforcement, corrections, forensic science, homeland security, private security, academia, and legal services. Nearly 75 career profiles fall under the aforementioned broad categories. According to the US Department of Labor*, the number of jobs within the field of policing (sworn officers as well as park rangers, border patrol) in 2019 was 813,000 with an expected growth of 5% over the next ten years to 2029.   In 2019 there were 98,300 dispatch positions, serving police, fire, and ambulance agencies; the US Department of Labor predicts a 6% increase in position over the next ten years.

As is detailed on the Pro Forma Budget, this program will become cost effective within the first three years. No additional resources are needed to run this program.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the 2021 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

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

ITEM

Approval of the 2021 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.

05/07/2021 – BOR Academic & Student Affairs Committee
05/20/2021 – Board of Regents

CCSU

Central Connecticut State University

MEMORANDUM

TO: Dr. Jane Gates, Interim President
Connecticut State Colleges and Universities System

FROM: Dr. Zulma Toro, President
Central Connecticut State University

DATE: April 20, 2021

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 2021-22:

To Professor

Kuan-Pin Chiang, Marketing
Stacy Christensen, Nursing
Mathew Foust, Philosophy
Susan Koski, Criminology & Criminal Justice

To Associate Professor

Christina Barmon, Sociology
Michael Bartone, Literacy, Elementary & Early Childhood Education
Julia Blau, Psychological Science
Cassandra Forsythe, Physical Education & Human Performance
Tan Leng Goh, Physical Education & Human Performance
Steven Johnson, Engineering
Yeojin Kim, Communication
Kerri Langevin, Nursing
Byung Lee, Criminology & Criminal Justice
Maria Mongillo, Educational Leadership, Policy & Instructional Tech.
Michael North, Communication
Thomas Rein, Anthropology
Felice Russell, Educational Leadership, Policy & Instructional Tech.
Samantha Schenck, Economics
Carolyne Soper, Economics
Roger Vogeler, Mathematical Sciences
Samuel Zadi, World Languages, Literature & Cultures

(Continued)

1615 Stanley Street - P.O. Box 4010 - New Britain, Connecticut 06050-4010 - T: 860-832-3000 -F: 860-832-3033 -www.ccsu.edu
CCSU is an Equal Opportunity Employer/Educator

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The following will be granted Tenure

Christina Barmon, Sociology
Michael Bartone, Literacy, Elementary & Early Childhood Education
Julia Blau, Psychological Science
Cassandra Forsythe, Physical Education & Human Performance
Tan Leng Goh, Physical Education & Human Performance
Steven Johnson, Engineering
Yeojin Kim, Communication
Jeffrey Kreeger, Geography
Kerri Langevin, Nursing
Byung Lee, Criminology & Criminal Justice
Michael North, Communication
Rachel Rachler, Biology
Thomas Rein, Anthropology
Samantha Schenck, Economics
Carolyne Soper, Economics
Samuel Zadi, World Languages, Literature & Cultures

/sjm

Office of the President

Date: April 19, 2021

TO: Dr. Jane Gates
             President, Connecticut State Colleges and Universities

FROM: Dr. Elsa M. Núñez
             President

SUBJECT: Recommendations for Promotion and Tenure

I recommend the following individuals for promotion and/or tenure for action by the Board of Regents at its May 2021 meeting. The effective date for all actions is August 23, 2021.

For Tenure:
Dr. Ana Funes-Maderey, Department of Political Science, Philosophy, and Geography
Mr. Robert Greene, Department of Art and Art History
Dr. Scott Moore, Department of History
Dr. Steve Muchiri, Department of Economics and Finance
Dr. Vijay Veerappan, Department of Biology
Dr. Patrick Vitale, Department of Political Science, Philosophy, and Geography

For Promotion to the rank of Professor:
Dr. Garrett Dancik, Department of Computer Science
Dr. Susan DeRosa, Department of English
Dr. Mehdi Khorami, Department of Mathematical Sciences
Dr. Meredith Metcalf, Department of Environmental Earth Science
Dr. Niti Pandey, Department of Management and Marketing

For Promotion to the rank of Associate Professor:
Dr. Alex Citurs, Department of Accounting and Business Information Systems
Dr. Michelle Ferrer, Department of Kinesiology and Physical Education
Dr. Ana Funes-Maderey, Department of Political Science, Philosophy, and Geography
Mr. Robert Greene, Department of Art and Art History
Dr. Scott Moore, Department of History
Dr. Steve Muchiri, Department of Economics and Finance
Ms. Anya Sokolovskaya, Department of Performing Arts
Dr. Vijay Veerappan, Department of Biology
Dr. Patrick Vitale, Department of Political Science, Philosophy, and Geography

Page-2
President Jane Gates
April 19, 2021

For Promotion to the rank of Associate Librarian:
    Ms. Angela Walker, J. Eugene Smith Library

April 13, 2021

Dr. Jane Gates
Interim President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Dr. Gates:

The following are my recommendations for Promotion and Tenure, which will be effective August 23, 2021:

TENURE

Mr. James Aselta, M.B.A. (Accounting)
Dr. Sara Baker Bailey (Communication, Media, and Screen Studies)
Dr. Laurie Bonjo (Counseling and School Psychology)
Dr. Christopher Budnick (Psychology)
Dr. Raymond Cotrufo (Recreation, Tourism and Sport Management)
Dr. Carmen Coury (History)
Dr. Denver Fowler (Educational Leadership)
Mr. Alexander Girard, M.F.A. (Art)
Dr. Mohammad Islam (Computer Science)
Dr. Dushmantha Jayawickreme (Earth Science)

Ms. Carrie Michalski, M.S.N., J.D. (Nursing)
Dr. Khoa Huu Nguyen (Finance)
Dr. Jason Patalinghug (Economics)
Dr. Melanie Savelli (Communication, Media, and Screen Studies)
Dr. Jason W. Smith (History)
Dr. Natalie Starling (Counseling and School Psychology)
Dr. Alev Yildirim (Finance)
Dr. Jia Yu (Economics)
Dr. Victoria Zigmont (Public Health

PROMOTION

From Assistant to Associate Professor:

Dr. Andrea Adimando (Nursing)
Dr. Meghan Barboza (Biology)
Dr. Laurie Bonjo (Counseling and School Psychology)
Dr. Christopher Budnick (Psychology)
Dr. Ray Cotrufo (Recreation, Tourism, and Sport Management)
Dr. Carmen Coury (History)
Dr. Kara Faraclas (Special Education)
Dr. Michael Fisher (Biology)
Mr. Alexander Girard, M.F.A. (Art)
Dr. Steven Hoffler (Social Work)
Dr. Mohammad Islam (Computer Science)

Dr. Rachel Jeffrey (Biology)
Dr. Kimberly Lacey (Nursing)
Mr. Paul Levatino, M.F.T. (Social Work/MFT)
Dr. Jason Patalinghug (Economics)
Dr. Jason W. Smith (History)
Dr. Natalie Starling (Counseling and School Psychology)
Dr. Christopher Trombly (Educational Leadership)
Dr. Binlin Wu (Physics)
Dr. Jia Yu (Economics)
Dr. Victoria Zigmont (Public Health)

From Associate to Full Professor

Dr. Sousan Arafeh (Educational Leadership)
Dr. Kelly Bordner Blake (Psychology)
Dr. Nicholas Edgington (Biology)
Dr. Jess Gregory (Educational Leadership)
Dr. Klay Kruczek (Mathematics)
Dr. Kelly Mabry (Communication Disorders)

Dr. James MacGregor (Recreation, Tourism, and Sport Management)
Dr. David Petroski (Communication, Media, and Screen Studies)
Dr. Debra Risisky (Public Health)
Dr. Todd Schwendemann (Physics)
Dr. Stephen Monroe Tomczak (Social Work)

From Athletic Trainer I to Athletic Trainer II
Michael Ruiz

From Coach A to Coach I
Robert Eggerling

I request that the Board of Regents act on these recommendations at its May 20, 2021 meeting. Please let me know if you have any questions.

Sincerely,

Joe Bertolino
President

cc: R. Prezant, T. Tyree

JB/meh

To: Dr. Jane McBride Gates
Interim President, Provost & Senior V.P. Academic & Student Affairs
Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: April 19, 2021

Re: **2nd Revised** WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander that the following faculty members receive promotion and tenure:

Tenure
Dr. Ethan Balk, Health Promotion & Exercise Science Department
Dr. Daniel Baluha, Chemistry Department
Dr. Diane Bennett, Nursing Department
Dr. Dan Coffman, Computer Science Department
Dr. Justin Cowan, Theatre Arts Department
Dr. Nicole DeRonch, Education & Educational Psychology Department
Ms. Christine DiCarro, Library Services
Dr. Kristin Giamanco, Biology & Environmental Sciences Department
Dr. Jackie Guzda, Communication & Media Arts Department
Dr. Greg Haynes, Music Department
Ms. Joni Lerner, Theatre Arts Department
Ms. Sabrina Marques, Art Department
Dr. Karen McLean, Social Work Department
Dr. Manoj Misra, Social Sciences Department
Mr. John Roche, Writing, Linguistics & Creative Process Department
Ms. Sharon Yamen, Division of Justice & Law Administration

Promotion to Professor
Mr. Jamie Begian, Music Department
Dr. Jim Boyle, Physics, Astronomy & Meteorology Department
Dr. Neeta Connally, Biology & Environmental Sciences Department
Dr. Xiaowen Jiang, Accounting Department
Dr. Monica Sousa, Nursing Department
Dr. Trisha Stewart, Education & Educational Psychology Department
Dr. Xiaodi Wang, Mathematics Department
Ms. Sharon Yamen, Division of Justice & Law Administration

Promotion to Associate Professor
Dr. Ethan Balk, Health Promotion & Exercise Science Department
Dr. Daniel Coffman, Computer Science Department
Dr. Justin Cowan, Theatre Arts Department
Dr. Kristin Giamanco, Biology & Environmental Sciences Department
Dr. Greg Haynes, Music Department
Ms. Krista Heybruck, Health Promotion & Exercise Science Department
Dr. Stephanie Kuhn, Education & Educational Psychology Department
Ms. Joni Lerner, Theatre Arts Department
Mr. Aaron Lin, Finance Department
Ms. Sabrina Marques, Art Department
Mr. John Roche, Writing, Linguistics & Creative Process Department
Dr. Michael Shoshani, Mathematics Department

Promotion to Associate Librarian
Ms. Christine DiCarro, Library Services

c: M. Alexander, Academic Affairs
        D. Barrett, Promotion & Tenure Committee
        F. Cratty, Human Resources

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 20, 2021

RESOLVED: That the Board of Regents for Higher Education approve the funding
recommendations of the CSU-AAUP Faculty Research Grants' Selection
Committee for the 2021-22 program year.

A True Copy:

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Alice Pritchard, 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.

RESOURCES
A total of $1,014,953 has been allocated for the 2021-22 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of $17,859 in residual funds from previous years is available for distribution this year. A grand total of $1,032,812 is available for research projects to be recommended for funding during the 2021-22 program year.

The CSU institutions received a total of 194 proposals from a total of 212 individual faculty members; requesting funds totaling $931,563, $101,249, or almost 10%, less than what is available for distribution. Each proposal is reviewed and scored on a scale of 1 (poor) to 5 (excellent) by two faculty members from other CSU institutions. Selection Committee members at the awarding institutions employ those scores as the basis for their funding recommendations.

RECOMMENDATION
The Selection Committee has recommended that a total of 206 faculty members receive grants totaling $841,676. Its recommendations are contained in the attached roster by CSU institution.

05/07/2021 – BOR Academic and Student Affairs Committee
05/20/2021 – Board of Regents

CCSU 2021 Roster of Faculty Research Grants for BOR

Faculty Rank	Last Name	First Name	Department	Grant Title	Funded Amount
Professor	Abadiano	Helen	Literacy, Elementary, and Early Childhood Education	Program Completers' Impact on P-12 Student Learning	$5,000.00
Assistant Professor	Abbas	Syed	Biology	Does prolonged exposure to blue light cause aggression in female crayfish?	$5,000.00
Assistant Professor	Albayram	Yusuf	Computer Science	Investigating the effectiveness of personalized cybersecurity education	$5,000.00
Professor	Barr	Burlin	English	Fragments from a Discourse on Masculinity	$5,000.00
Professor	Barrington	Candace	English	Watching the Watcher: John Lydgate's "The Temple of Glas"	$2,500.00
Assistant Professor	Barriteau Phaire	Candace	Literacy, Elementary and Early Childhood Education	Educating in Emergencies: What can early childhood educators learn from the classooms that never closed during the Covid-19 pandemic?	$4,090.00
Associate Professor	Bragg	Caleb	Psychological Science	Work-Family Balance Intervention Through Family Goal Setting	$3,200.00
Assistant Professor	Bray	Alicia	Biology	Invasive Japanese Beetle Management with Tiphia Wasps in Connecticut	$5,000.00

Professor	Burkholder	Thomas	Chemistry and Biochemistry	The Role of Race, Gender, and Preparation on Student Learning in General Chemistry	$5,150.00
Associate Professor	Chakraborty	Sourav	Chemistry and Biochemistry	Determination of pheromones such as heneicosane, tricosane and pentacosane using solid phase micro-extraction (SPME) coupled with hyphenated mass spectrometry techniques (LC-MSn and GC-MS)	$4,826.00
Associate Professor	Chase	Daniel	Biomolecular Sciences	Subcellular localization of dopamine receptors DOP-1 and DOP-3 in the DA9 neuron of C. elegans	$5,000.00
Associate Professor	Chen	Sixia	Computer Science	Fixing Reordering Anomalies in CRDTs for Collaborative Text Editing	$4,500.00
Professor	Cohen	Diana	Political Science	Wheels of Change: Women's Cycling on the International Stage	$3,762.00
Professor	Crundwell	Guy	Chemistry and Biochemistry	Palladium complex formation with heterocyclic aromatic ligands - How studying stable palladium-ligand intermediates can help us understand the degradation of commercial palladium catalysts over time	$4,953.00

Professor	Dharavath	Haji Naik	Computer Electronics & Graphics Technology	G7 Master Compliance through a Color Managed Digital Printing Workflow (CMDPW)	$5,000.00
Professor	Dowling	Robert	English	A Place in Time: The Life and Work of Sam Shepard	$5,000.00
Assistant Professor	Edwards	Jessica	Literacy, Elementary and Early Childhood Education	Using Diverse Picture Books to Strengthen Social and Emotional Skills	$1,600.00
Associate Professor	Efremoff	Theodore	Art	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	$5,000.00
Associate Professor	Flinn	Brian	Art	Digital Landscapes	$3,250.00
Assistant Professor	Garbovskiy	Yuriy	Physics & Engineering Physics	Modeling and Measuring Ionic Phenomena in Liquid Crystal Materials	$5,000.00
Associate Professor	Gilmore	Susan	English	"Language of the Unheard": Riot on the American Cultural Stage	$2,500.00
Assistant Professor	Goh	Tan Leng	Physical Education and Human Performance	The Effects of Before School Physical Activity on Social and Emotional Learning, Physical Fitness and Physical Activity	$10,000.00
Professor	Gotchev	Ivan	Mathematical Sciences	Cardinal Functions on T1-topological Spaces	$5,000.00
Assistant Professor	Gu	Shijie	Mathematics	On Z-compactifiability of manifolds	$5,000.00

Professor	Halkin	Sylvia	Biology	Changes over Time and Space in the Song Repertoires of Northern Cardinals, "Cardinalis cardinalis"	$3,000.00
Professor	Hammad	Khaled	Engineering	Inflow Conditions and the Flow Behavior of Submerged Annular Viscoplastic Jets	$5,000.00
Associate Professor	Hapeman	Paul	Biology	Assessment of Methods for Detecting Everglades Mink (Neovison vison evergladensis) in Fakahatchee Strand State Preserve	$5,000.00
Associate Professor	Hartwig	Heidi	English	Tracing Conversion in the Notebooks, Journals, and Novels of J.-K. Huysmans	$5,000.00
Professor	Hoopengardner	Barry	Biomolecular Sciences	RNA editing as a character for phylogenetic relationships in velvet worms	$4,800.00
Associate Professor	Hughes	Heidi	Management & Organization	Generation Z: Workplace values, attitudes, experiences and expectations	$3,500.00
Assistant Professor	Johnson	Steven	Engineering	Analysis of the Surface Oxide Layer on Light Metal Alloy Powders Towards Enhanced Powder Consolidation	$5,000.00
Assistant Professor	Kim	Eunhye Grace	Geography	Creative MICE (Meetings, Incentives, Conventions/conferences, and Exhibitions) Tourism: Building Synergies with Cultural Heritage Tourism	$4,999.00
Professor	King	Thomas	Biomolecular Sciences	Making a genetic assignment for the spontaneous "squiggle tail" (squig) mutation in mice	$5,000.00

Professor	Kurkovsky	Stan	Computer Science	Cross-Platform Mobile Application Development: Frameworks and Analysis	$5,000.00
Professor	Kusaila	Michelle	Accounting	Corporate Social Responsibility and Juror Auditor Liability Decisions	$5,000.00
Assistant Professor	Liu	Yan	Educational Leadership, Policy and Instructional Technology	School Principal Qualifications, Leadership Emphases, and School Outcomes: A Lens of Educational Equity	$5,000.00
Associate Professor	Maurer	Sarah	Chemistry and Biochemistry	Condensation of amino acids and alcohols to form primitive cell membranes for the origins of life	$4,640.00
Associate Professor	Melendez-Rhodes	Tatiana	Counselor Education and Family Therapy	Comparison of relationship quality of couples who are married and couples who cohabitate	$3,900.00
Associate Professor	Meng	Yunliang	Geography	COVID-19 Death Rates and County Subdivision Level Contextual Characteristics: A Connecticut Case Study	$3,000.00
Professor	Merenstein	Beth	Sociology	Implementing Curriculum: How Race and Racism are Taught in History Classes	$4,934.00
Professor	Mitrano	John	Sociology	American Indians and Route 66: Collecting the Stories of The Mother Road's Indigenous People	$4,150.00

Professor	Naoumov	Viatcheslav	Engineering	Hybrid Propellant Rocket Engine Test Facility Upgrade, Improvement of the Technology of Temperature Measurements and Fabrication of Solid Propellant Grains and Study of the Combustion of Papaffine-Based Fuel at Wide Range of the Equivalence Ratios	$4,931.00
Associate Professor	Olson	Elizabeth	English	Embedded Access: Using Course Structure to Benefit Students with Disabilities in Composition Courses	$2,500.00
`	Park	Sangho	Computer Electronics and Graphics Technology	Sensor-based Intelligence for Smart Environment	$4,850.00
Assistant Professor	Patterson	Yvonne	Social Work	Examining Cultural Relevance in Baccalaureate Social Work Education	$2,500.00
Professor	Penniman	Clayton	Biology	Temporal, Spatial, and Life Stage Variability in Community Physiological Profiles of Heterotrophic Prokaryotes in the Biofilm Attached to the Thalli of "Fucus vesiculosus", an Ecologically Important Mid-Intertidal Brown Seaweed	$5,000.00
Professor	Perdomo	Oscar	Mathematics	Search for new periodic solutions of the n-body problem	$10,000.00
Professor	Pope	Cynthia	Geography	The Gendered Impacts of COVID-19 in Belize, Central America	$5,000.00

Assistant Professor	Potter	Christopher	Biology	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
Professor	Reeder	Linda	Manufacturing & Construction Management	Mary Colter's Design Processes and Construction Techniques	$2,035.00
Professor	Saha	Krishna	Mathematical Sciences	Testing the Equality of the Risk Difference in the Analysis of Correlated Binary Data	$5,000.00
Professor	Sharma	Nimmi	Physics and Engineering Physics	Illuminating Atmospheric Dynamics and Aerosol Transport with Lasers	$5,000.00
Assistant Professor	Singh	Gurbakhshash	Mathematical Sciences	Extending Log-Binomial Model and Log Cumulative Probability Model for correlated data	$5,000.00
Assistant Professor	Smith	Jessica	Biomolecular Sciences	Mechanisms of Extracellular Electron Transfer by strains of "Geobacter sulfurreducens"	$5,000.00
Professor	Snyder	Jason	Marketing	Attack of the Podcasts: Assessing the Use of Humor in Podcast Ads	$5,000.00
Professor	Sommers	Brian	Geography	World War II Memorialization as it is Impacted by Modern Balkan Politics	$5,000.00
Assistant Professor	Stewart	Alicia	Special Education & Interventions	Investigating Teacher Knowledge and Preparedness of Implementing Evidence-Based Reading Instruction Across Content Areas for Students with Inattention	$2,500.00

Assistant Professor	Takemae	Natsuko	Special Education & Interventions	Autobiographical Memory Study: Systematic Applications of Universal Design for Learning to Teacher Candidates' Reflective Cycle, Learning Process, and Embedded Support	$7,500.00
Professor	Westcott	Barry	Chemistry and Biochemistry	Molecular Structure of Models for Metal Impurities in Petroleum	$4,975.00
Professor	Wizevich	Michael	Geological Sciences	Tracing Sediment Sources for the Mesozoic Hartford Basin by Dating of Detrital Zircons	$5,000.00
Assistant Professor	Zalewski	Sarah	Counselor Education and Family Therapy	The experiences of burnout and self-care in school counseling students	$7,900.00
Associate Professor	Zalewski	Leanne	Art	Book Project: "American Women Shaping Art History: Late Nineteenth-Century Authors, Clara Erskine Clement and Clara Stranahan"	$1,693.00
Professor	Zlatareva	Neli	Computer Science	Building Natural Language to SPARQL Interfaces for Semantic Web Applications	$4,000.00
Total					$292,638

ECSU 2021 Roster of Faculty Research Grants for BOR

Principal Investigator		Grant Information	
Name	**Department**	**Grant Title**	**Amount Funded**
Michele Bacholle	World Languages	From "Bad Girl" to Harki's Wife and The Invisible Woman	5,000
Thomas Balcerski	History	"The Party of No: When Democrats Were Conservative"	4,500
Tao Chen	Art & Art History	Sequoia-the Diminishing Giant	5,000
Timothy Cochran	Music	The Musical Construction of Bernard Herrmann's Reputation	4,338
Brian Day	Theatre	Dreamers: An original episodic streaming series	5,000
Daniel Donaghy	English	The Price of Building a City; A Collection of Original Poems	4,000
Maeve Doyle	Art & Art History	On-Site Research for "Modeling Networks in Gothic Manuscripts"	5,000
Okon Hwang	Music	Nanta: Korean Percussion Music Genre	5,000
Stefan Kamola	History	Iran under Mongol rule	4,500
Raouf Mama	English	The Good Samaritan and Burning Candles	4,500
Kristen Morgan	Theatre	Paper Presentation at the 16th International Conference on Design Principles & Practices	3,676
Jamel Ostwald	History	Applying Computer Vision to Historical Images	2,000
Afarin Rahmanifar	Art & Art History	"The Women of the Wings"	5,000
Allison Speicher	English	Fictions of Age: A Literary History of Aging in Nineteenth-Century America	2,024
Christopher Torockio	English	Murmurs: A Novel	4,000
Anthony Aidoo	Mathematical Science	Morphological pyramids and wavelets on the quincunx lattice approach to improving X-ray images	5,000
Bryan Connolly	Biology	Updating Herbarium Records in the State of Connecticut	3,500

Peter Drzewiecki	Environmental and Earth Science	Developing a Geological Model for Recognition of Ancient Playa Deposits Based on the Lower Jurassic East Berlin and Portland Formations, Central Connecticut	4,376
Amy Groth	Biology	Expression and function of important developmental genes in C. elegans	1,000
Joshua Idjadi	Biology	Are all degraded reefs the same? How algal communities might influence parrotfish behavior and reef recovery.	3,975
Syed Islam	Physical Science	Application of Surface Enhanced Raman Spectroscopy (SERS) for Trace Analysis in Forensics and Art Conservation	5,000
Kurt Lucin	Biology	Characterizing Bacteria Within the Brain	4,500
Barbara Murdoch	Biology	Further characterization of the scorpion microbiome	4,000
Bryan Oakley	Environmental and Earth Science	Publication of a manuscript in the Journal of Marine Science and Management and persistence of sorted bedforms on a microtidal wave-dominated shoreface	5,000
Vijay Veerappan	Biology	Forward genetics of symbiotic nitrogen fixation and regulation of flavonoid pigmentation in the model legume plant Medicago truncatula	4,500
Sarah Baires	Sociology	The Materiality of Culture: an analysis of ceramics from the Native American City of Cahokia	2,000
Sukeshini Grandhi	Accounting and BIS	Insights for the design of digital tools for managing and sharing personal genomics information: Exploration of the impacts and sharing practices of Direct-to-Consumer genomic information	4,124
Brianna Halladay	Economics and Finance	Anchoring in the Domain of Political Preferences	4,500
Hao 'Alan' He	Accounting and BIS	Task Types and Incentives in a Sequential Multi-Task Context	4,000

Kwangwon Lee	Education	Evaluating the Effectiveness of an Alternative Practicum in Early Childhood Special Education	7,884
Xing Liu	Education	Bayesian Analysis of Ordinal Response Variables in Educational Research: A Comparison of Noninformative and Informative Priors	7,424
Sarah Nightingale	Sociology	Sexual Assault Response Efforts and Institutional Courage on College Campuses	3,309
Fatma Pakdil	Management and Marketing	IMPLEMENTING STATISTICAL PROCESS CONTROL IN MONITORING LENGTH OF STAY, READMISSION RATE, AND DISCHARGE COST AT HOSPITALS WITH LEAN MANAGEMENT PERSPECTIVE	9,000
Racheal Pesta	Sociology	Underrepresented: Exploring the Barriers to Police Work among Potential Female Recruits	1,260
Theresa Severance	Sociology	Familial Incarceration and Young Adults: Exploring Risks and Outcomes Among College Students	3,159
Megan Stanton	Sociology	Co-Production in HIV Service Organizations: A community-based participatory study	5,000
Caitlin T. Vasquez-O'Brien	Psychological Science	Developing an Understanding of Childhood Knowledge (D.U.C.K.)	4,000

SCSU 2021 Roster of Faculty Research Grants for BOR

Applicant's Information				Grant Proposal Information	
					Amount Funded
Faculty Rank	Last Name	First Name	Department	Grant Title	
Professor	Heidkamp	Christian Patrick	Environment, Geography, & Marine Sciences	Assessing the Just Transition Potential of an Ocean Cluster based Economic Development Approach in Greenland	$4,974
Professor	Liu	Yan	Information and Library Science	Urban Library Services to Mobile Users	$5,000
Associate Professor	Smoyer	Amy	Social Work	Women's Lived Experience of Incarceration in Alabama	$5,000
Professor	Yang	Charlie	Management/IB	Healthcare Professonals' Attitudes Towards Mindfulness-Based Interventions	$5,000
Associate Professor	Roe	Sarah	History	The History of Female Medicine and the Rise of Technology: how norms and values have shaped the way we understand women	$5,000
Professor	Serchuk	Camille	Art	Mapping by Eye: Cartographies of Direct Observation in Medieval and Early Modern Western Europe	$5,000
Assistant Professor	McPherson	Casey	Counseling and School Psychology	Determining the Effectiveness of a Literacy Toolkit for Informal Educators	$4,924
Assistant Professor	Zigmont	Victoria	Public Health	2 Years Later: A Follow-Up Study to Understand Changes in Student Food Insecurity	$5,000
Associate Professor	Groffman	Joshua	Music	Creation of live electronics for Halcyon: an Opera	$4,938

Professor	Marsoobian	Armen	Philosophy	The Khachkars of Djulfa: Challenging Genocide Denial by Virtually Recovering Armenia's Lost Cultural Heritage	$5,000
Assistant Professor	Baker Bailey	Sara	Communication, Media, and Screen Studies	"It's a lot of Labor Just to Exist": An Understanding of Workplace DIveristy	$5,000
Associate Professor	Risisky	Deb	Public Health	Academic Outcomes and Campus Engagement Among Students in Living Learning Communities	$5,000
Assistant Professor	Richmond	Andrew	English	Reading in Place: Contextualizing Medieval Reactions to Climate Change through Digital Models	$5,000
Professor	Abe	Jo Ann	Psychology	Habits, Goals, and Self-Regulation	$5,000
Assistant Professor	Axon	Stephen	Environment, Geography, & Marine Sciences	The visibility, feasibility, and practicality of tiny house construction in New England	$4,050
Assistant Professor	Kelly	Miriah	Environment, Geography, & Marine Sciences	Assessing the Similarities and Differences ofCoastal Conflict Concerns among United Nations FrameworkConvention on Climate Change (UNFCCC) Constituents	$4,950
Professor	Michael	Rogers	Anthropology	Late Pleistocene and Holocene Archaeologyat Gona, Ethiopia	$5,000
Associate Professor	Njoku	Anuli	Public Health	Barriers and Facilitators to Seasonal Influenza and COVID-19 Vaccination Uptake among Black and Latinx New Haven Residents: A Mixed Methods Study	$5,000
Associate Professor	Walters	Kenneth	Psychology	Sluggish Cognitive Tempo, ADHD, and Functional Impairment among College Students	$2,500
Professor	Brownell	Mia	Art	Zoonotic Tonic	$5,000

Professor	Irwin	Julia	Psychology	Norming the Hearing Assessment in Response to Noise Screener (HeARS)	$5,000
Professor	Schmitt	Elena	World Languages and Literatures	A Longitudinal Approach to the Study of Heritage Language in Young Adults	$5,000
Associate Professor	Barboza	Meghan	Biology	Description of solitary chemosensory cells in the Florida manatee using archived histology tissue samples	$5,000
Professor	Coca	Adiel	Chemistry	Novel Catalysts in the Synthesis of Tetrazole Derivatives and Antibacterial Studies of Tetrazole Compounds	$5,000
Assistant Professor	Reyes	Loida	Social Work	Examining Students' Perceptions of Culturally Inclusive Content in the Baccalaureate Social Work Curriculum	$3,760
Assistant Professor	Bode	Patricia	Art	The Remember Love Recovery Project	$3,750
Associate Professor	Kalbfleisch	Elizabeth	English	Anti-Scientism and the Politics of Literacy Instruction in America	$3,750.00
Associate Professor	Al Seesi	Sahar	Computer Science	Computational Pipeline for Gene Allele Specific Expression (ASE) Prediction	$3,600
Assistant Professor	Cooper Boemmels	Jennifer	Earth Science	Understanding the Timing and Regional Significance of Cretaceous Crustal Deformation in Northern New England	$3,675
Associate Professor	Edgington	Nicholas	Biology	Comparative &Functional Genomics of Tandem Gene Duplication in Actinobacteria viruses	$3,750
Associate Professor	Acri	Mary	Social Work	Exploring the effects of Non-Directive Equine-Facilitated Play Therapy on children with anxiety	$3,750.00

Associate Professor	Kim	Younjun	Economics	Does Technological Change Increase the Poverty Rate?	$1,875.00
Professor	Prince	Melvin	Marketing	Threat and Coping Appraisal in Response to Availability of COVID-19 Vaccine	$7,500.00
Professor	Cardone	Resha	World Languages and Literatures	Art, Activism, and Chile's Feminist Uprising from 2018 through the Covid-19 Pandemic	$3,750.00
Professor	Palma	Pina	World Languages and Literatures	Pontano and the Renaissance at the Court of Aragon	$3,750.00
Professor	Slomba	Jeff	Art	Return to Materiality: 3D printing modls for clay casting and modeling of relief sculpture	$3,750.00
Professor	Vu	Thuan	Art	Translating Vietnamese Imagery	$3,750.00
Professor	Antonios	Imand	Computer Science	Modeling measurement and time alignment errors in electrical smart grids	$3,750
Assistant Professor	Brady	Steven	Biology	Wood frog population geonomics in polluted landscapes	$3,750
Assistant Professor	Cross	Emma	Environment, Geography, & Marine Sciences	Does multi-species ocean farming improve meat and shell quality of farmed shellfishcompared to shellfish-only aquaculture?	$3,747
Associate Professor	Weinbaum	Jonathan	Biology	Continued Excavation and Interpretation of a Late Triassic fossil sitein the southwestern United States	$3,750

Assistant Professor	Wang	Zheni	Management/IB	Dealing with the Work Scheduling Challenges: A complete temporal analysis of employees' situational work motivation and well-being	$7,125.00
Associate Professor	Wieland	Alice	Management	Role of Gendered Social Cognitions in Organizations	$3,750.00
Associate Professor	Weng	Miaowei	World Languages and Literatures	History and Memory in Contemporary Spain	$3,750.00
Assistant Professor	Hwang	Candy	Chemistry	Reducing Biofilm Formation in Implanted Medical Devices by Disrupting Quorum Sensing in Pseudomonas aeruginosa	$3,750
Associate Professor	Ryder	Todd	Chemistry	Virtual Screening to Identify Novel Inhibitors of SARS-CoV-2	$3,750
Associate Professor	Permubilly	Sebastian	Social Work/MFT	Impact of COVID-19 on the Personal Wellbeing og Members of Higher Education in Connecticut During Campus CLosures: Perspectives of Faculty, Students, and Non-Teaching Staff	$3,306.75
Professor	Chevan	David	Music	A Klezmer Purim Spiel	$3,750.00
Professor	Coron	Cynthia	Earth Science	Ash Fall-Induced Climate Change: Archival Lake Records, Meriden, CT	$3,668
Associate Professor	Kearns	James K.	Chemistry	Can Liquid Chromatography Mass Spectrometry be used to identify new natural products/antibiotic molecules for the treatment of *Borrelia Burgdorferi* (the Lyme Infection)?	$3,750

Associate Professor	Barnes	Ericka	Chemistry	Quantum Chemical Calculations of Reference Benchmark Energies for Atoms, Molecules, and Ions	$2,453
Associate Professor	Hossain	Md	Computer Science	Effectiveness of Deep Features in Serial Fusion Based Biometric Systems	$2,500.00
Professor	Chandler	Jeremy	Art	Spotted at First-Light: Creating and Exhibiting Photographic Artwork	$2,500.00
Assistant Professor	Jeffrey	Rachel	Biology	Modification of dopamine system with enriched environment exposure in adolescents	$2,500
Professor	Olney	Patricia	Poltical Science	Donald Trump and Mexico's Perception of the United States: Surviving the Binational Caciquismo	$1,700.00
Associate Professor	Abd El-Raouf	Amal	Computer Science	A Cost-Effective Real Time People Counting System	$2,500
Professor	Crawford	Sarah	Biology	Use of Drosophilia melanogaster as a Research Model to Investigate Environmental Factors Linked to Autism Spectrum Disorder	$2,500
Associate Professor	Pang	Jiong Dong	Chemistry	Creating a Welcoming Classroom Environment	$1,250
Total					

WCSU 2021 Roster of Faculty Research Grants for BOR

Applicant's Information				Grant Proposal Information	
Faculty Rank	Last Name	First Name	Department	Grant Title	Funded
Professor	Astrup	Margaret	Music	CD Recording of Abridges Opera *Hansel and Gretel* by Engelbert Humperdinck	$10,000
Associate Professor	DeRonck	Nicole	Education	Diversity Matters: Attracting and Retaining School Counselors of Color	$10,000
Associate Professor	Stewart	Tricia	Education	Social Justice, Community Supported Agriculture, and Other Grassroots Support Address Food Insecurity in Connecticut	$10,000
Associate Professor	Aloni	Maya	Psychology	Are People Reluctant to Date Those Who Adhere to a Gluten-Free Diet? Examining the Causes of People's Dating Decisions	$4,992
Associate Professor	Boyle	James	Physics, Astronomy and Meteorology	Deployment of Surface Drifting Salinity Buoys in Polar Regions as Part of an International High-Latitude Salinity Field Campaign	$5,000
Assistant Professor	Cordeira	Joshua	Biology	Evaluating the Reward of Very High-Fat Diet	$4,739
Assistant Professor	D'Aries	Anthony	Creative & Professional Writing	Still River Writers: An Anthology of Unheard Connecticut Voices	$5,000
Professor	Eckstein	Jessica	Communication & Media Arts	Psychometrics and Utility of the Technology-Mediated Abuse (TMA) Scale: Extending Reliability and Validity to Diverse Samples and Expert-Validating IPN Stakeholders, II	$4,947
Professor	Gadkar-Wilcox	Wynn	History	An Intellectual History of the Buddhist Movement in Vietnam 1946-1966	$2,500
Assistant Professor	Giamanco	Kristin	Biology	Towards Understanding of the Cellular Conditions Needed for Perineuronal Nets to Form	$5,000

Professor	Han	Xiaoqi	Marketing	The Virginity of Novelty: How Consumers' Perceptions of Virginity Shape Their Preference for New Products	$5,000
Professor	Hawkins	Stacey Alba	World Languages & Cultures	Poetry Translations	$5,000
Associate Professor	Huang	Carol	Finance	Impacts of Corporate Social Responsibility Activities on Firm Financial Performance: Evidence from the Airline Industry	$4,995
Professor	Jordan	Kathleen Casey	Justice & Law Administration	Guru-Rapist Typology: Identification of Variables and Isolation of Causal Factors Significant to Cult-Related Sexual Abuse	$5,000
Assistant Professor	Krell	Rayda	Biology	Effect of Native Plant Meadow Restoration on Insect Biodiversity	$5,000
Associate Professor	Marino	Kim	Justice & Law Administration	Coronavirus Behind Bars: The Effect of the Pandemic on Connecticut Prisons	$0
Associate Professor	McLean	Karen	Social Work	Examining Cultural Relevance in Baccalaureate Social Work Education	$3,760
Associate Professor	Monette	Michelle	Biology	The Impact of Climate-Change Related Stressors on the Gill Transcriptome of Atlantic Killifish	$5,000
Professor	Nelson	Mary	Psychology	The Effect of Differentiated Messages on Student Learning in Statistics	$5,000
Professor	Owoye	Oluwole	Social Sciences	The Economic Consequences of the United States-China Trade Wars and the Global Pandemic	$5,000
Professor	Pinou	Theodora	Biology	Is Lunar Illumination Associated with Abundance of Sea Turtle Nesting?	$5,000
Associate Professor	Prieto	Judith	Chemistry & Biochemistry	Analytical Approaches for the Study of Infecctious Disease	$5,000
Professor	Qi	Shouhua	English	The Reception of Western Modernist Drama in Contemporary China	$5,000

Assistant Professor	Reynolds	Hannah	Biology	Improving Detection of White-Nose Syndrome Fungus with LAMP	$5,000
Associate Professor	Robertson	Forest	Chemistry & Biochemistry	Synthesis of 2-Substituted Tetrahydrothiophenes, 2-Substituted Thietanes, and 1, 3-Dihydrobenzo[c]thiophenes	$5,000
Assistant Professor	Santibanez-Lopez	Carlos	Biology	Venom Gland Transriptomic Analyses of Neglected Neotropical Scorpion Families	$4,977
Assistant Professor	Schofield	Jessica	Social Sciences	Justice for All? Examining the Selection Process of the International Criminal Court	$4,972
Professor	Sharma	Divya	Justice & Law Administration	Visual Criminology and Police Wellness	$0
Assistant Professor	Stankus	Brian	Chemistry & Biochemistry	Photolysis Kinetics of Atmospherically Relevant Molecules	$4,000
Professor	Waldbuesser	Caroline	Communication & Media Arts	Are They Still Looking? The Influence of COVID-19 and Virtual Learning on Teacher Experiences	$3,720
Associate Professor	Wong	Edwin	Biology	Relationship Between Water Quality Parameters and Toxic Cyanobacterial Blooms	$4,100
					$152,702
TOTALS					

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Mission and Vision for ~~the Community College of Connecticut~~
CONNECTICUT STATE COMMUNITY COLLEGE

May 20, 2021

WHEREAS: Section 10a-1c of the Connecticut General Statutes requires the Board of Regents to develop and implement distinct missions for the constituent units of the Connecticut State Colleges and Universities System; and

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

WHEREAS: The Board of Regents seeks approval via a Substantive Change from the Commission on Institutions of Higher Education at the New England Association of Schools and Colleges (NEASC) for accreditation of the consolidated College; and

WHEREAS: It is a critically important and requisite step that the governing body develops a statement of mission and purposes for the consolidated College in seeking its accreditation, per the NEASC Standards for Accreditation; and

WHEREAS: The Board of Regents, at the March 9, 2018 meeting, approved the proposed mission and vision prior to naming the College, and

WHEREAS: The Board of Regents, at the May 14, 2020 meeting, named the single accredited College: Connecticut State Community College, therefore, be it

RESOLVED: That the Board of Regents approve the addition of the name of Connecticut State Community College to the previously approved mission and vision statement:

> **The ~~Community College of Connecticut~~ CONNECTICUT STATE COMMUNITY COLLEGE Mission**
>
> *~~The Community College of Connecticut~~ CONNECTICUT STATE COMMUNITY COLLEGE provides access to academically rigorous and innovative education*

and training focused on student success. The College supports excellence in teaching and learning, makes data-informed decisions, promotes equity, and advances positive change for the students, communities, and industries it serves.

The ~~Community College of Connecticut~~ CONNECTICUT STATE COMMUNITY COLLEGE Vision

~~The Community College of Connecticut~~ CONNECTICUT STATE COMMUNITY COLLEGE will be recognized for exceptional student success, educational leadership, and transformative collaboration with business and industry, government, educational, and key stakeholders while advancing diverse opportunities for Connecticut's citizens and communities.

A True Copy:

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

ITEM

Update to the Connecticut State Community College mission and vision statements, specifically the addition of the BOR approved name of the college, Connecticut State Community College.

BACKGROUND

At its December 14, 2017 meeting, the Board of Regents approved the plan to e consolidate the 12 community colleges of the Connecticut State Colleges and Universities into a single, accredited community college. As part of that consolidation, the Board was required to develop a statement of mission and purposes for the consolidated College in seeking its accreditation, per the Standards for Accreditation of the regional accreditation agency.

The Students First Academic and Student Affairs Consolidation Committee, established by the CSCU System Office, examined each of the 12 community college mission statements for commonality and researched best practices for the construction of mission and vision statements. The committee reviewed the mission statements of similar sized institutions and reached consensus in agreement with a prominent researcher that "...more recent planning practice limits the mission to its primary function. The mission statement is stripped down to a very short, basic statement of purpose." The committee finalized such statements for the mission and vision of the proposed consolidated college and widely distributed them to the Community College Council of Presidents, Faculty Advisory Committee, Student Advisory Committee and others on the campuses for review and feedback. After considering and incorporating select feedback, the committee submitted the proposed mission and vision statements to the Board of Regents for its consideration at its March 9, 2018 meeting. The Board of Regents approved the mission and vision.

Since that approval, at its May 14, 2020 meeting, the Board of Regents approved the official name of the single community college, namely Connecticut State Community College. This resolution asks the Board of Regents to approve modification of the mission and vision to incorporate the official name of the College.

The current resolution indicates, by strike through and capitalization, the replacement of the original language of the resolution with the name of the college.

RECOMMENDATION

That the Board of Regents approve this revision of the mission and vision of Connecticut State Community College to accurately reflect the name of the College.

05/07/2021 – BOR Academic and Student Affairs Committee
05/20/2021 – Board of Regents

RESOLUTION

concerning

GRADUATE INTERNS

in the

CONNECTICUT STATE UNIVERSITY SYSTEM

May 20, 2021

WHEREAS, Board Resolution 09-65 establishes a Graduate Internship program among the Connecticut State Universities, and

WHEREAS, The purpose of the Graduate Internship is to provide an intense, two-year, on-the-job training and development experience for graduate students in a variety of disciplines who are exploring careers in fields related to student services in higher education, and

WHEREAS, Pursuant to Resolution 09-65, Graduate Interns enrolled at one of the four universities of the Connecticut State University System as full-time graduate students shall be required to pay full-time tuition, a University General Fee sufficient to defray the cost of student accident insurance, and the cost of student sickness insurance (if not waived by the student in accordance with Board policy), but the balance of the University General Fee as well as all other fees imposed by the Board is waived. The resolution also provides that Graduate Interns enrolled as part-time graduate students shall receive a waiver of part-time tuition and all fees including summer session and winter session Extension fees up to a total maximum of 18 credit hours, provided the interns are enrolled in courses required for completion of their degree program, and

WHEREAS, Each University is authorized to pay stipends to Graduate Interns enrolled as matriculated graduate students, not to exceed $15,000 for the academic year (nine months), and not to exceed $5,000 for summer sessions (three months); said stipends will be appropriately prorated for part-time assignments, and

WHEREAS, Board Resolution 09-65 authorizes each University one Graduate Intern for each 500 full-time equivalent students or major fraction thereof, and

WHEREAS, As a result of the enrollment changes triggered by the pandemic, the number of Graduate Interns allowed under the policy will drop steeply for the fall of 2021 and may preclude renewing existing Graduate Interns who normally would be allowed to continue in the program, now therefor be it

RESOLVED, That for the 2021-22 and 2022-23 academic years the limitation on the number of Graduate Interns be set at 25 per university while enrollment recovers from the pandemic.

A True Copy:

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

RESOLUTION

concerning

EVERSOURCE EASEMENT
AT
MANCHESTER COMMUNITY COLLEGE
May 20, 2021

WHEREAS,   Eversource has an existing electric easement at the northeast corner of
Manchester Community College's campus near the Ramey Road entrance;
and

WHEREAS,   Eversource has a separate existing public utility easement along Bidwell
Street in the Town of Manchester; and

WHEREAS,   Eversource plans to run a new electric underground cable across both
easements; and

WHEREAS,   Eversource has requested a new 2,620 square foot, 20' by approximately
130', to connect the two existing easements which will provide a more direct
utility route, and

WHEREAS,   The new easement will not affect campus function or aesthetics;
therefore be it

RESOLVED,   The Board of Regents grants approval to Eversource for an
underground electric easement at the northeast corner of Manchester
Community College's campus.

A True Copy:

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Connecticut State Community College: Alignment and Completion of Mathematics and English

(ACME)

May 20, 2021

WHEREAS the Board of Regents has endorsed the implementation of Guided Pathways practices and timely completion of gateway, college-level mathematics and English is consistent with these practices and the four pillars of Guided Pathways – clarifying academic and career pathways for students, helping students select a plan of study, keeping students on their plan, and creating meaningful learning experiences, and

WHEREAS in keeping with the Board of Regents directive regarding the Students First implementation of Guided Pathways, Provost Gates charged the ACME work group to "use Guided Pathways design principles and existing expertise in the CSCU community colleges to develop and recommend policies and practices that facilitate student completion of college level math and English within the first year or 24 credits. The group will facilitate the alignment of the appropriate math and English requirements with programmatic, transfer, and workforce needs," and

WHEREAS the ACME work group, led by Guided Pathways managers for the Choice Architecture team and consisting of faculty, staff, and administrators from all seventeen CSCU institutions as well as University of Connecticut (https://www.ct.edu/gp/groups), and supported by the Dana Center of the University of Texas at Austin, submitted recommendations for the design of practices to improve timely completion of mathematics and English as reflected in KPIs 4, 5, and 6 of the annual community college KPI report (https://www.ct.edu/gp/kpi), and

WHEREAS a policy team comprising the ACME leads and staff from system office considered these recommendations and research regarding national best practices in the completion of mathematics and English and developed a policy that places all students, with the exception of English Language Learners who may need prior language instruction, directly into college-level mathematics and English with supports as determined by assessment based primarily on high school GPA with supplemental use of additional measures, and

WHEREAS the policy also stipulates the development of mathematics pathways to align first-year mathematics requirements with students' Areas of Study and career goals, and

WHEREAS this policy is meant to work in conjunction with other Guided Pathways practices as well as policies previously approved by the Board, including the annual KPI report, the Areas of

Study policy, the Holistic Case Management Advising (HCMA) policy, and the College and Career Success 101 course policy,

NOW, THEREFORE, BE IT RESOLVED: That the Board of Regents for Higher Education approve the Alignment and Completion of Mathematics and English policy with the understanding that Connecticut State Community College will fully implement the policy no earlier than the fall of 2023 and no later than the fall of 2025.

A True Copy:

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

ITEM
Approval of Alignment and Completion of Mathematics and English Policy (ACME)

BACKGROUND

Equity Statement: This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, identify, and address implicit biases, and promote equitable course completion. All components of the policy will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the BOR twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.
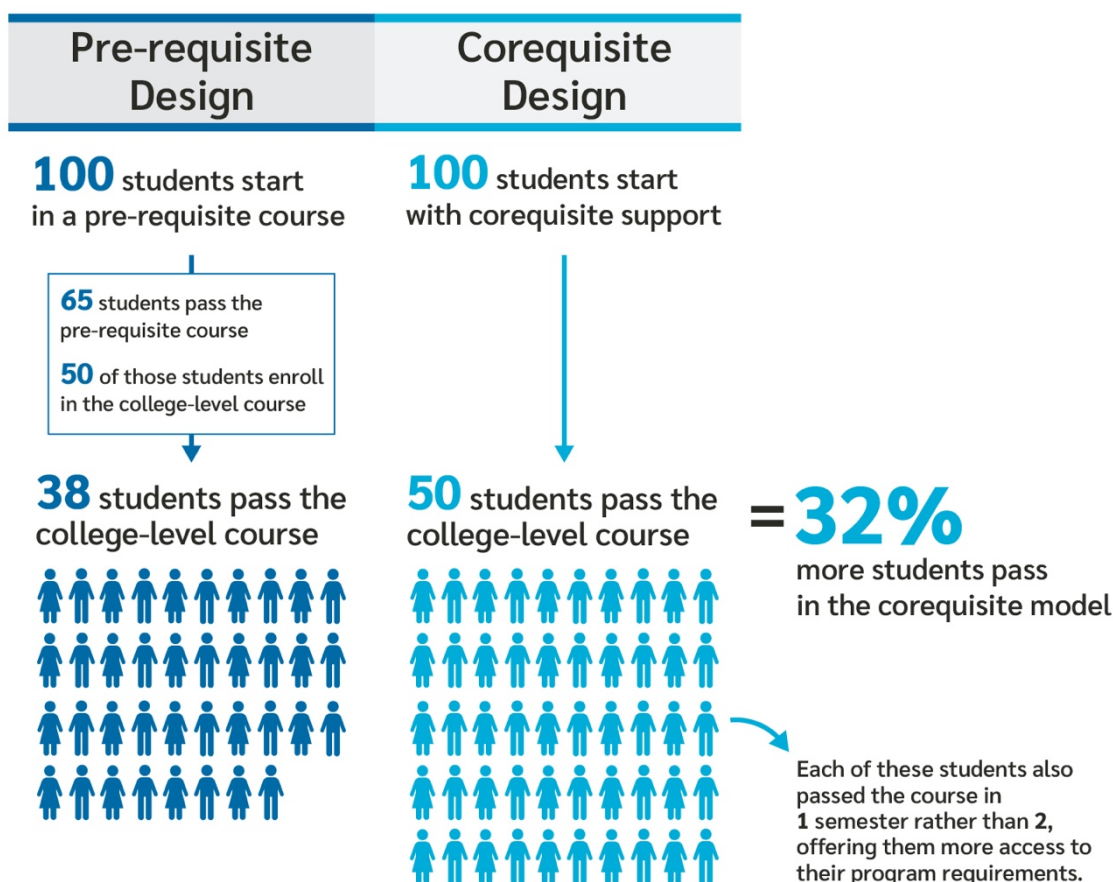
Policy Goals:
- Maximize the probability that each student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one-year, or 24 credits, of initial enrollment
- Minimize the disproportionate impact on students created through inaccurate placement processes
- Eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.

Policy Development:
As detailed near the end of this report, this policy is the collaborative work of many participants. From the initial public comment period late last year through the meeting of CCIC (Community College Implementation Committee), many colleagues offered questions and concerns about the policy, in written form and in discussion with the ACME management team. The team engaged with each of these issues and, in many cases, made adjustments to the policy. In some cases, there was disagreement and the changes did not fully match recommendations received. In all cases, the management team provided an explanation of the decision to change or maintain specific aspects of the policy. Those explanations are offered at the end of this report.

Metrics:
Success for students who need extra support in order to succeed in first year college-level mathematics and English courses can be measured by a number of different metrics. The metrics for success upon which this policy is based are reflected in the annual KPIs reported for the community colleges, namely metrics 4, 5, and 6, all of which measure the percentage of all first time students who complete these courses in their first year. Nationally, based on this metric, many more students complete these college-level courses when they are enrolled directly in college-level courses, especially when those courses provide support based on identified student need, than if they enroll in prerequisite courses that act as support and gateway to the college-level courses. In a prerequisite model, students who are enrolled in a prerequisite course and don't pass it, or who pass it and do not continue on to the college-level course, are not included when calculating the number of students who pass the college-level course. The following graphic illustrates the difference:

Pre-requisite Design	Corequisite Design

100 students start in a pre-requisite course

100 students start with corequisite support

65 students pass the pre-requisite course

50 of those students enroll in the college-level course

38 students pass the college-level course

50 students pass the college-level course

=**32%** more students pass in the corequisite model

Each of these students also passed the course in **1** semester rather than **2**, offering them more access to their program requirements.

One metric looks at the total percentage of students who pass the college-level course. The other looks at the total number of students who complete the college-level course. Research has consistently shown that in a corequisite approach, a higher number of students pass the college-level course than in a prerequisite design. This policy takes as its primary metric the total number of students who pass.

PA 12-40 Implementation, Outcomes, and Recommendations:
Traditional prerequisite models of remediation typically require students who are assessed as not "college-ready" in a discipline to complete remedial courses in that discipline prior to taking college-level courses. Connecticut PA 12-40 significantly restricted the number of prerequisite developmental courses a community college could require a student to complete before enrolling in college-level mathematics or English. Based on research completed by the CSCU Office of Research & System Effectiveness on the first years of implementation of PA 12-40, students with developmental needs who enrolled in embedded and corequisite math and English courses showed higher gains in gateway course completion rates than similar peers who enrolled in prerequisite developmental courses before PA 12-40. On the other hand, students who enrolled in an intensive or transitional course under PA 12-40 did not complete gateway courses at meaningfully higher rates (CSCU ORSE, 2019). The report offers this recommendation:

> Finally, we recommend investigating the extension of corequisite and embedded modalities further down the testing ladder. Our controlled study showed that students who test in the intensive range (the majority of students in the sample) were more likely to progress—and did so faster—when they enrolled in embedded or corequisite courses.
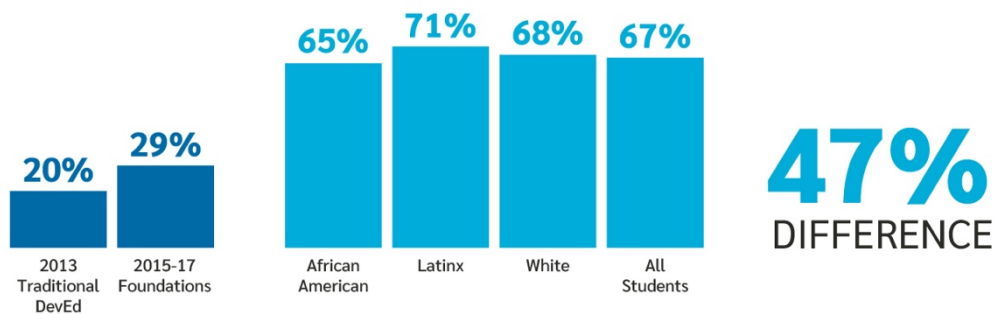
National Practices and Outcomes:

Although, as stated at the very conclusion of the PA 12-40 research report from the Office of Research & System Effectiveness, "The story of PA 12-40 has been one of incremental, yet substantial, improvement," work in other states strongly suggests that CSCU move to full implementation of corequisite support rather than an incremental approach. As the following graphic from Tennessee regarding completion of college-level mathematics clearly shows, students at all levels of preparedness, as identified by ACT scores, succeed at much higher rates in a corequisite model than in a prerequisite model:

Results of **Tennessee Board of Regents** Full Implementation Corequisite Mathematics in Community Colleges
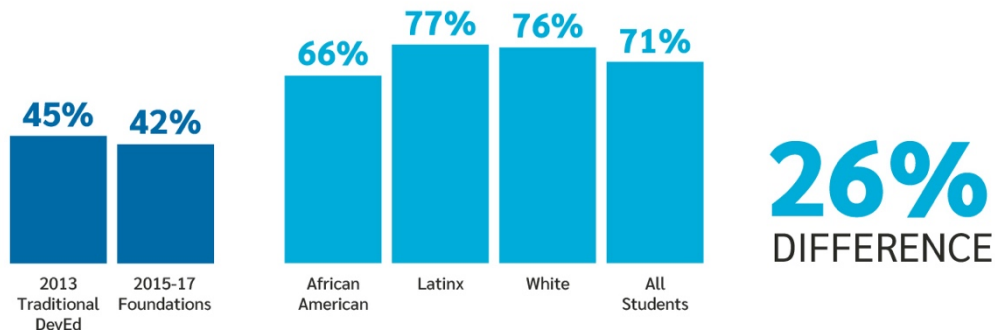

Source: Tennessee Board of Regents
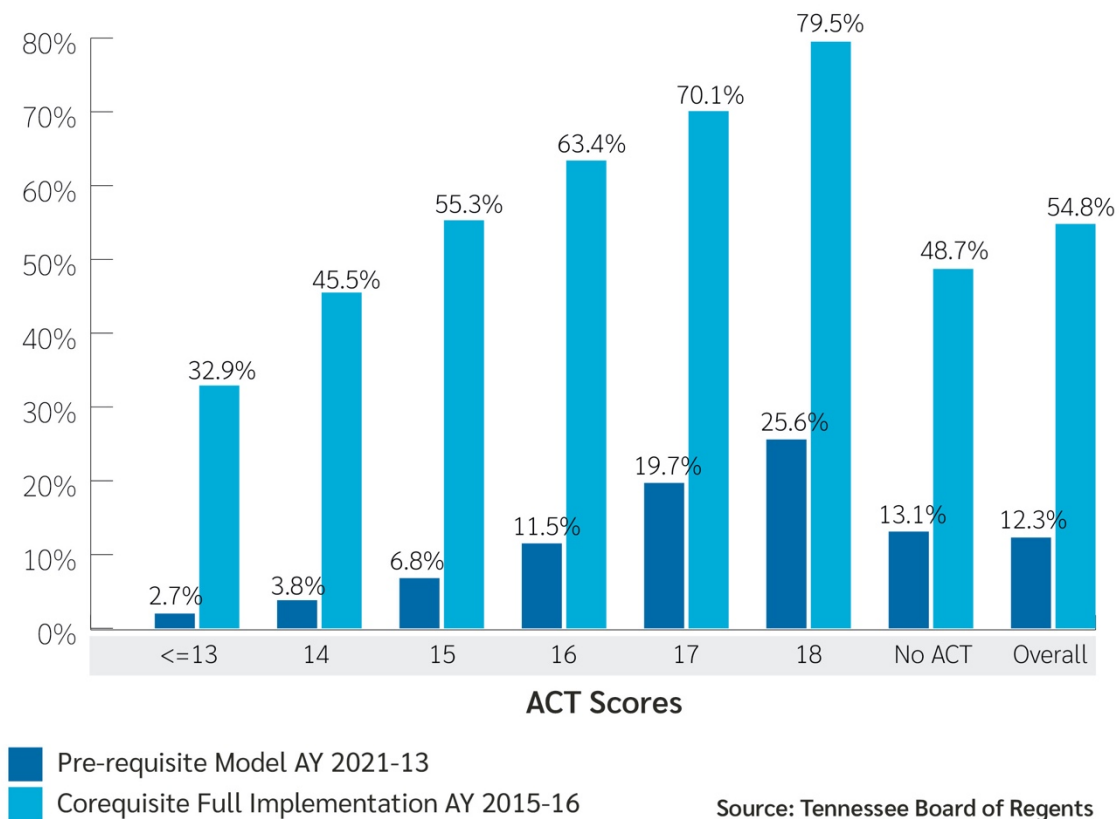
Of particular significance is that students with the lowest ACT scores have the greatest gains. In Georgia, implementation of corequisite supports has increased college-level course completion in mathematics by 47% and in English by 26%. Most important for Connecticut, which has one of the widest equity completion gaps in the country, Georgia found that the corequisite support model shows significant gains for racially minoritized students.

University System of Georgia
Comparison of Gateway Math Course Completion

65% African American
71% Latinx
68% White
67% All Students

20% 2013 Traditional DevEd
29% 2015-17 Foundations

47% DIFFERENCE

University System of Georgia
Comparison of Gateway English Course Completion

66% African American
77% Latinx
76% White
71% All Students

45% 2013 Traditional DevEd
42% 2015-17 Foundations

26% DIFFERENCE

Source: Complete College America

More importantly, research confirms the connection between timely completion of college-level mathematics and English, especially in a corequisite delivery model combined with the implementation of mathematics pathways, and graduation. CUNY conducted a research project that showed that, "In the three-year period following the experiment, close to 50% more corequisite statistics students graduated in comparison to traditional remedial students" (CCA Report, *No Room for Doubt*).

Faculty Design, Target Metrics, and Assessment
This policy charges faculty to design and implement curriculum. The policy also specifies target metrics and the need for continuous evaluation and improvement of the specific delivery of courses and support within the required parameters. The policy does not describe the method of delivering the courses and supports, nor who will deliver those supports. Those decisions will be made by the design teams in consultation with Connecticut State Community College administration.

The exact process for developing and implementing this policy falls to the faculty in consultation with the CSCU Provost and the Connecticut State Community College President and Provost, and Implementation can follow any design that falls within the parameters of the policy. For example, faculty may recommend piloting specific support designs, onboarding students in cohorts by assessment or course (especially in the case of mathematics), a year-by-year percentage of students (such as 25% in the first year, 50% the second, and 75% in the third year), etc., as long as all supports are offered as corequisite by the fall of 2025. Similarly, faculty and administration may decide to complete full implementation as early as the fall of 2023.

Just as the policy does not specify a one size fits all design for all students, it also assumes that there is not a one size fits all corequisite support model that works for all states. The policy charges faculty to design corequisite support models that will work for Connecticut State Community College students, with an annual review and reporting process that ensures constant attention to outcomes and improvement of delivery.

Key Components of the Policy

Corequisite rather than Prerequisite Delivery of Support:
- All students are enrolled directly in college-level English and mathematics with supports to maximize success as needed
- Elimination of prerequisite developmental sequences

Mathematics Pathways – Aligning Mathematics to Program and Career:
- Mathematics courses are aligned to academic and career requirements
- Transfer and applicability of mathematics courses are based on course outcomes alone and not on course prerequisites
- STEM algebra remains the foundation for STEM programs and careers

Placement Based on High School GPA:
- Initial placement into fewer supports or out of supports entirely for gateway, college-level transferable English and mathematics will be determined by high school Grade Point Average (GPA).
- Once initial level of support for the gateway, college-level transferable English and mathematics courses is determined by GPA, all degree-seeking students will be presented with the option to use additional measures that may result in placement into fewer supports or out of supports entirely.
- High school GPA will be one of the measures used to determine placement into higher-level mathematics courses, but need not be the sole determinant and may be used in combination with additional measures. Placement into levels of support for each student will be determined primarily by high school Grade Point Average (GPA)

The Process

The Connecticut State Colleges and Universities Alignment and Completion of Math and English (ACME) working group was charged by Dr. Jane Gates, Connecticut State Colleges and Universities (CSCU) Provost and Senior Vice President for Academic & Student Affairs, on March 18, 2019. The charge reads,

> To use Guided Pathways design principles and existing expertise in the CSCU community colleges to develop and recommend policies and practices that facilitate student completion of college level math and English within the first year. The group will facilitate the alignment of the appropriate math and English requirements with programmatic, transfer, and workforce needs.

The group was led by Heidi Zenie, Francine Rosselli-Navarra, and Michael Stefanowicz, and included co-chair Kim Sorrentino, along with dozens of faculty, staff, and administrators from across CSCU. Additionally, ACME membership included math and English faculty from UConn.

With the support of the Charles A. Dana Center at The University of Texas at Austin, ACME Work Group Members
- investigated national best practices to improve math/English alignment and completion, with particular attention to practices for placement, models of remediation, appropriate gateway courses, math transfer pathways, and K-12 and CT employer partnerships

- identified specific barriers to math/English alignment and completion within CSCU using our own system data
- used national research on best practices to identify effective solutions to the problems and challenges students face in attempting to complete transferable math and English
- developed evidence-based recommendations to address barriers and improve math/English alignment and completion

In May 2020, ACME work teams as well as related groups provided recommendations for placement, remediation, and transfer applicability. Overall, over 100 faculty and staff were involved in crafting the recommendations. The CSCU Provost and staff developed a policy draft with consultation from the Charles A. Dana Center with full consideration of all recommendations and of national research and best practices. That draft was circulated for public comment which led to the changes identified below and to policy forwarded with this staff report.

Major Changes Made to the Policy Based on Feedback:

In response to feedback that the timeline for implementation is too brief:
The window for full implementation is increased by two years. That window is no earlier than the fall of 2023 to no later than the fall of 2025. Language added to clarify that faculty and administration are charged with the specifics of the steps to full implementation.

In response to feedback about responsibility for curriculum design:
Addition of section VI and revisions to sections XII and XIII clarify that the policy sets parameters, but does not address the specific design of the curriculum; faculty are responsible for developing the curriculum within the parameters of the policy.
- Major parameters:
  - All gateway, college-level, transferable English and mathematics courses will be offered with corequisite support rather than prerequisite requirements.
  - Mathematics pathways will be developed to align mathematics requirements with student program of study and career goals.

In response to feedback expressing concern about students in need of the most support:
Revision to section XIV.E. on Transitional Programs to more clearly charge Transitional Program coordinators flexibility to work with mathematics and English faculty to design supports for students in most need.

In response to feedback from the ESL Council and ESL faculty regarding placing all ELL directly into gateway, college-level, transferable mathematics and English:
Revision to section XIV.F. on English Language Learners to clearly charge ESL faculty with designing the ELL program, including curriculum and placement methods, within the parameters of the policy.
- The program needs to be designed to allow ELL students to complete gateway, college-level, transferable English and mathematics courses in three years.

In response to feedback regarding primary placement via high school GPA and to feedback concerning using GPA alone to place into higher level mathematics courses:
Revisions to section XIV on placement into levels of support to clarify the use of high school GPA along with additional measures.
- Clarified the support placement language about initial placement into fewer or no supports by high school GPA and the subsequent option to use additional measures for placement into even fewer supports or out of supports.
  - Mathematics faculty are required to determine a high school GPA for placement into level of support for the gateway, college-level, transferable mathematics courses. (XIV.B.)

- Mathematics faculty can designate a combination of measures, including GPA, to determine placement above the level of the gateway, college-level, transferable mathematics courses. (XIV.C.)

In response to feedback that the policy should not be as prescriptive regarding a Guided Self Placement process:
Revision to several sections that mention the Guided Self Placement process to remove specific elements from the policy and assign agency to a group to design this process.

In response to feedback regarding the cost model:
Revision to section X that clarifies the goal, rather than the specific outcome, of the design of the cost model. That goal is based on the understanding that the prerequisite model and most corequisite models have inherently been inequitable. Minoritized students as well as students from low-income households are disproportionately represented in these models. This is of concern not only because of the time required to participate in these models but also because of the cost associated with these models, since students traditionally must pay directly for prerequisite or corequisite education or use their finite financial aid resources to cover the cost. An equitable cost model must be established for the mathematics and English education that results from this policy.

In response to feedback that PACT requires students to be full-time and that the corequisite support components may not contribute to full-time status, thus requiring students enrolled in supports to take an unmanageable number of courses to meet the requirement:
The policy was modified to remain silent on the topic of credit assigned to support in order to allow maximum flexibility for design to ensure that eligibility for PACT does not place additional burdens on students.

In response to feedback that reporting lines and accountability did not sufficiently differentiate between Connecticut State Community College and CSCU system office in the context of NECHE standards:
Changes were made to clarify that decisions for Connecticut State Community College, although there is a role for the system office to play during implantation and subsequent reporting to the Board of Regents, are the purview of the College leadership. In several instances, the CSCU Provost was replaced by the Connecticut State Community College President as a decision / approval point.

Response to Other Concerns Raised through Feedback

In response to feedback asking to retain the prerequisite model for some students:
Current evidence supports that every cohort identified by assessment / placement practices does better in corequisite than prerequisite support. According to the policy, students' needs will continue to be identified within each course section to provide increased just-in-time support to students with additional support needs. A number of institutions, such as within the California Community College system, have retained some level of prerequisite developmental support, but these schools underperform those schools that have moved to full corequisite offerings. California's experience supports full corequisite implementation. In the case of college composition, for instance, in a "small number of colleges where access [to college composition] is more restricted. . . racial equity gaps are larger." (A New Era of Student Access at California's Community Colleges – Public Policy Institute of California)

In response to feedback concerning work in the support component affecting the college-level course grade in order to incentivize student participation in support activities:
In section VII, c-e, the policy limits how students can be assessed for success in the college-level courses to assessment of the college-level course learning outcomes. The level of the student's participation in corequisite activities cannot be used to affect the grade in the college-level course.

This parameter assumes that there are many effective pedagogical strategies to encourage students to take responsibility for participating in activities that support success in the college-level course. Nothing in the policy prevents the development of optional support workshops, including pre-enrollment workshops, that students can be encouraged to complete, as long as such workshops are not required as a condition of enrolling in the college-level course.

In response to feedback that the ACME policy is inconsistent with the Transfer and Articulation Policy (TAP) regarding mathematics courses requiring an Intermediate Calculus prerequisite:
The policy requires that the gateway, college-level mathematics and English courses transfer between all CSCU institutions to meet major and/or general education requirements and further stipulates that transfer be based on course learning outcomes and not on course prerequisites. It asks that faculty from across institutions work to ensure that the outcomes for these courses are aligned for transfer. The TAP Framework30 Quantitative Reasoning category will need to be adjusted to remove the requirement of an Intermediate Algebra prerequisite.

05/07/2021 – BOR Academic and Student Affairs Committee
05/20/2021 – Board of Regents

Board of Regents Policy: Alignment and Completion of Mathematics and English (ACME) Full Implementation at Connecticut State Community College by Fall 2025

NOTE: Implementation – **All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document.**

I. **Goal**: To design and scale practices that maximize the probability that each Connecticut State Community College student will enter and complete gateway, college-level, transferable coursework in English and mathematics within one year, or 24 credits, of initial enrollment through
   a. Faculty leading the design of a curriculum that places students directly into gateway, college-level, transferable mathematics and English courses with corequisite supports as needed rather than into prerequisite developmental sequences
   b. Faculty leading the design of placement processes to more accurately identify student corequisite support needs in gateway, college-level, transferable mathematics and English courses
   c. Expanding practices that will eliminate the completion gap in gateway, college-level, transferable coursework in English and mathematics, specifically the gap that exists for Black and Latinx students when compared to White students.

II. **Equity Statement**: This policy commits Connecticut State Community College to ensuring that all policies, practices, and procedures related to placement and student success in gateway English and mathematics courses are designed to be anti-racist, eliminate structural inequities, recognize and address implicit bias, and promote equitable course completion. All components of the policy and its implementation will be rigorously assessed annually to maintain transparency, policy efficacy, institutional accountability, and advance the Board of Regents twin goals of improving student success and eliminating achievement disparities among different racial/ethnic, economic, and gender groups. Specific elements of the policy, in particular the identification of student need and level of supports, are designed to ensure that each student receives the specific support they need, rather than a one size fits all approach, in order to maximize their success in college-level mathematics and English.

III. **Guided Pathways Context**: The policy should be viewed within the context of the full set of Guided Pathways reforms that are being built into Connecticut State Community College, such as removing barriers to admission by eliminating the application fee and improving student supports by implementing holistic case management advising. Colleges across the country are implementing similar reforms with dramatic success in improving student retention and completion and reducing equity gaps in attainment when those reforms are adopted, not in isolation, but in combination and at scale as a comprehensive package affecting all aspects of the student experience.

IV. **Policy Premises**: Research shows that traditional prerequisite courses hinder students' progress and raise, rather than lower, barriers to gateway, college-level, transferable course completion. Therefore, increasing numbers of institutions are transitioning from a prerequisite paradigm of remediation to a default approach of placing students directly into credit-bearing courses with enhanced and integrated support. Research also shows that for all student cohorts, a higher percentage of students complete gateway, college-level, transferable mathematics and English with an additional support design than with a sequenced developmental design. Increases in completion of first-year, college-level mathematics courses are linked both to a model that pairs college-level courses with support and to the implementation of mathematics pathways – requiring students to

complete mathematics courses that are appropriate for their programs of study. For programs that do not require a Calculus track, intermediate algebra is no longer a required prerequisite in order for the college-level mathematics courses to be accepted and applied at four-year schools to which students transfer. Transfer is based on the learning outcomes of the college-level courses, and not on prerequisite requirements.

V. **Administration**: Connecticut State Community College will establish and develop an administrative structure to support the implementation, ongoing maintenance, and improvement of the practice of this policy in conjunction with other Guided Pathways elements and policies, such as College and Career Success 101 and Areas of Study, to support student success.

VI. **Faculty Responsibility**: At all CSCU institutions, primary responsibility for the content, quality, and effectiveness of the curriculum is placed with its faculty. This policy establishes parameters for mathematics and English education in the CSCU system, primarily at Connecticut State Community College. Faculty are responsible for the mathematics and English curriculum and course support development and maintenance, as well as teaching and learning in mathematics and English, within the parameters established in this and other policies adopted by the Board of Regents.

VII. **Support Principles**:
   a. Structured supports must be provided concurrently with the gateway, college-level, transferable course rather than prior to enrollment in the gateway, college-level, transferable course.
   b. All English and mathematics gateway, college-level, transferable courses will be offered in versions with levels of support as determined by the guidelines provided below. Corequisite support will be structured to provide just-in-time teaching aligned and coordinated with the delivery of the gateway, college-level, transferable course. Pre-college-level content in the support structure will be designed and delivered to cover the same topics in the college-level course in the same order and at the same time.
   c. Although credit or contact hours may be assigned to corequisite supports, no grade or punitive notation of any kind will be assigned to the corequisite support work. A notation that a student participated may be assigned. This also excludes the possibility of assigning the same grade the student earned for the gateway, college-level, transferable course to the corequisite support work.
   d. Corequisite support content will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.
   e. In corequisite models where the support meeting hours are separate from the gateway, college-level course meeting hours (e.g., Accelerated Learning Program or ALP) students who choose to discontinue participation in corequisite support may choose to remain in the gateway, college-level, transferable course. Performance or participation in corequisite supports will not contribute to the grade earned in the gateway, college-level, transferable course. The grade in the gateway, college-level, transferable course, based only on the learning outcomes of that course, will determine if the student has met the requirement for the gateway, college-level, transferable English or mathematics course.

VIII. **Timely Completion**: Students must register for their required gateway, college-level, transferable English and mathematics courses within the first 24 credits after initial enrollment, with exceptions possible based on sequencing recommendations from

Program Coordinators/Discipline faculty, and approval by the Connecticut State Community College President and Provost, for timely completion of programs.

IX. **Alternative Methods of Course Completion**: Students may complete their gateway, college-level, transferable English and mathematics courses via advanced placement credit, dual enrollment course completion (where college credit was awarded), credit transfer, and other approved methods in accordance with institutional policies and practices, as well as Board of Regents, state, or federal policies.

X. **Equitable Cost of Delivery**: The Board of Regents directs the CSCU Provost, the Connecticut State Community College President and Provost, the CSCU Chief Financial Officer, and the Connecticut State Community College Chief Financial Officer, as well as other related administrative staff, with designing and maintaining an equitable financial model that will sustain the corequisite support offerings while simultaneously ensuring that corequisite support costs are not exclusively borne by the minoritized and low-income students disproportionately represented in these corequisite offerings. The recommendation for design, and any subsequent changes, will be brought to the Board of Regents for final approval.

XI. **Faculty Professional Learning**: A Teaching and Learning group, under the leadership of the Connecticut State Community College Associate Vice President of Teaching and Learning, will be charged to research and develop a sustainable plan for professional learning for teaching gateway, college-level, transferable English and mathematics courses, including ELL courses, and delivering accompanying structured supports. The content and delivery of this professional learning will include best practices of effective pedagogy, including strategies to ensure alignment of the course and accompanying supports, recognizing and addressing implicit bias, and for promoting equity in student learning for diverse student groups. The Connecticut State Community College President and Provost, and the Connecticut State Community College AVP of Teaching and Learning will offer regular and ongoing professional learning for all individuals who teach gateway, college-level, transferable English and mathematics courses and deliver accompanying supports. All individuals who teach these courses and provide support will be strongly encouraged to participate in this professional learning.

XII. **Mathematics**:
   a. By default, the first mathematics course a community college student will take will be a gateway, college-level, transferable course aligned with the student's program of study. Mathematics faculty across the college, primarily managed by CMAC in consultation with faculty from disciplines in each of the Connecticut State Community College Areas of Study, will determine the number and types of pathway mathematics courses available, subject to the final approval of the Connecticut State Community College President and Provost under the authority of the Board of Regents. The following list provides examples of possible options for students within the Connecticut State Community College Areas of Study:

Area of Study	Gateway, College-Level, Transferable Mathematics Pathway Course
Social and Behavioral Sciences, Education, and Public Service	Mathematics for Elementary Education Statistics
STEM	College Algebra
Manufacturing, Industry, and Technical Careers	College Algebra Applied Mathematics
Health Careers	College Algebra Quantitative Literacy

	Statistics
Humanities and Creative Arts	Quantitative Literacy
Business and Hospitality	Applied Mathematics
	Statistics

Note: Programs may require a specific mathematics course to fulfill the general education core mathematics requirement of the program of study. In programs that do not require a specific mathematics course, any gateway, college-level, transferable mathematics course will fulfill the degree requirement and the general education core mathematics requirement of the program of study.

b. The transferability and applicability of gateway, college-level, transferable mathematics courses to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of all mathematics pathway courses will be developed in consultation with all CSCU institutions to ensure the courses are transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to these mathematics pathway courses will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of mathematics faculty from across CSCU institutions to align outcomes for the gateway, college-level mathematics pathway courses as these courses are developed to ensure that the outcomes are aligned with the outcomes of the equivalent university mathematics courses and therefore will transfer to all CSCU institutions.

c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CMAC, will form a team of experts for each mathematics pathway. Each team will be charged with designing and maintaining a single, statewide, gateway, college-level, transferable mathematics pathway course including corequisite supports to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CMAC, will develop and implement a plan to provide professional learning to these teams.

    i. The design for each gateway, college-level, transferable pathway course will include course number, name, a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.

    ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.

    iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.

d. All gateway, college-level, transferable mathematics pathway courses without added support will be three (3) credit hours, with exceptions as recommended by the design teams described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost. Only the initial courses in a mathematics pathway sequence will be limited to three (3) credit hours (unless an exception has been

approved). In STEM pathways, for instance, College Algebra or its equivalent will be three (3) credit hours as determined by the design process described above (unless an exception has been approved), but Calculus, for instance, is not considered a gateway course in this policy and, therefore, this requirement does not apply.

    e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. Each discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost.

        i. Students will be placed into mathematics pathway courses with maximal corequisite supports by default.

        ii. Students can instead take the gateway, college-level, transferable mathematics course without structure support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).

        iii. The aforementioned teams of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of corequisite supports as well as recommending criteria for student placement in those corequisite supports.

XIII. **English**:

    a. By default, the first English course a community college student will take is English 101 College Composition.

    b. The transferability and applicability of English 101 to all CSCU institutions will be based on course learning outcomes and not dependent upon course prerequisite requirements. The outcomes of English 101 will be developed in consultation with all CSCU institutions to ensure the course is transferable among CSCU institutions to meet general education and/or major requirements at all receiving institutions. No prerequisite to English 101 will be deemed necessary for course transferability and applicability by any CSCU institution. The CSCU Provost will convene a team of English faculty from across CSCU institutions to align the outcomes for English 101 as this course is developed to ensure the outcomes are aligned with the outcomes of the equivalent university composition courses and therefore that it will transfer to all CSCU institutions.

    c. The Connecticut State Community College President and Provost, along with their designees and in consultation with CCET and the ESL Council, will form a team of experts charged with designing and maintaining English 101, including corequisite supports, to promote student success. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with CCET, will develop and implement a plan to provide professional learning to this team.

        i. The design will include a single set of course learning outcomes, expected course content, and recommended practices for delivery, incorporating evidence-based curriculum and pedagogy.

        ii. The team will make data- and research-informed recommendations to the Connecticut State Community College President and Provost regarding maximum class size for each version of the course.

   iii. Annual maintenance will include review of course outcomes, success rates including disaggregation, ongoing applicability of content, continued alignment to program needs, and continuous refinement of delivery recommendations, including class size, based on national and local best practices and research.

  d. English 101 without added support will be three (3) credit hours, with exceptions as recommended by the design team described above and approved by the Connecticut State Community College President and Provost. Credits for support may be added based on faculty design and the approval of the Connecticut State Community College President and Provost.

  e. The amount of corequisite support may be differentiated by student need based upon the placement procedure described below in section XIV, but may not exceed the equivalent of three (3) hours per week for a 15-week course, or the equivalent for courses of a different term length. The English discipline team will determine the number of differentiated levels of support to offer subject to the approval of the Connecticut State Community College President and Provost..

   i. Students will be placed into English 101 courses with structured supports by default.

   ii. Students can instead take the English 101 course without structured support based on placement or student choice following the completion of a Guided Self Placement (GSP) process (see section XIV, D).

   iii. The aforementioned team of experts charged by the Connecticut State Community College President and Provost, along with their designees, will be responsible for the design and maintenance of structured supports as well as recommending criteria for student placement in those structured supports.

XIV. **Placement into Levels of Support**: This policy removes arbitrary barriers to students enrolling directly into gateway, college-level, transferable English and mathematics courses. The goal of placement is to accurately assess the level of supports necessary to help students complete their gateway, college-level, transferable English and mathematics courses.

  a. Course Placement

   i. All degree-seeking students will be placed by default into gateway, college-level, transferable English and mathematics courses, namely English 101 and the appropriate pathway mathematics course for their program, with the maximum amount of corequisite support. Students are entitled to remain in the maximum available corequisite support regardless of placement measures if they so choose.

  b. Support Placement

   i. Placement thresholds, as well as the Guided Self Placement process (GSP) (see section D), will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the mathematics, English, and ELL curriculum teams, discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.

   ii. Initial placement into fewer supports or out of supports entirely for gateway, college-level transferable English and mathematics will be determined by high school Grade Point Average (GPA). Students may opt to self-report their high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school

GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.

iii. Once initial level of support for the gateway, college-level transferable English and mathematics courses is determined by GPA, all degree-seeking students will be presented with the option to use additional measures that may result in placement into fewer supports or out of supports entirely. Guided Pathways Advisors will make students aware of their options to apply multiple measures that seamlessly support final placement. These multiple measures may include, but are not limited to:
- SAT scores
- ACT scores
- Length of enrollment and curriculum in a U.S. high school
- Completed U.S. high school coursework, especially in mathematics
- U.S. high school grades
- U.S. military transcripts
- Prior learning assessment or credit
- GED
- ESL placement survey
- Adult school or foreign institution transcripts
- Challenge exams that are equitably accessible to all students
- Guided Self Placement (GSP) (See section D)

iv. Degree-seeking students whose high school GPA is unavailable or older than 10 years will be placed into gateway, college-level, transferable mathematics and English courses with corequisite supports using a Guided Self Placement (GSP) process (See section D).

v. Students may elect to disregard the presented placement recommendation(s) and opt to attempt the gateway, college-level, transferable English and/or mathematics courses (English 101 and/or the appropriate pathway mathematics course) with fewer supports or without supports entirely, but only after completion of a GSP process (see section D).

c. Placement into mathematics courses above gateway, college-level, transferable mathematics courses
i. Degree-seeking students may be placed into mathematics courses (e.g., Calculus) above the default gateway, college-level, transferable mathematics courses.

ii. High school GPA will be one of the measures used to determine placement into higher-level mathematics courses, but need not be the sole determinant and may be used in combination with additional measures as described above.

iii. Students may opt to enroll in a course that is of a higher level in a mathematics pathways sequence than determined by the placement measures, but only after completion of a mathematics-specific GSP process (see section D).

iv. Higher-level course placement thresholds and the pathways-specific GSP process will be determined by the Connecticut State Community College President and Provost through data analysis and research into best

practices, and in consultation with the mathematics curriculum teams, program coordinators and discipline leads, and relevant CSCU system bodies such as CMAC, CCET, and the ESL and PA 12-40 councils.

d. The Connecticut State Community College President and Provost will direct a work group to develop a Guided Self Placement process. This work group will comprise faculty from English and mathematics, the Associate Vice President of Student Success Management, the Transitional Program Coordinators, as well as representatives from other CSCU groups, including CCET, CMAC, and the ESL and PA 12-40 Councils. The work group may determine the need for multiple GSP processes based on discipline.

e. Some students who are placed into the maximum level of supports as identified in sections XII.E and XIII.E may be identified as in need of further services to maximize their ability to meet the outcomes for course completion of gateway, college-level, transferable courses. These identifications and recommendations should be evidence-based and maximize the probability that students will persist to degree completion. The Connecticut State Community College President and Provost will charge Transitional Program Coordinators, in consultation with CMAC, CCET, and the ESL and PA 12-40 Councils, and the design teams described earlier in this document (See XII.C and XIII.C), to develop a protocol to identify students with additional needs and to design, maintain, and deliver additional services to meet these needs. The Connecticut State Community College President and Provost, and Associate Vice President of Teaching and Learning, along with their designees and in consultation with, CMAC, CCET, and the ESL and PA 12-40 Councils, will develop and implement a plan to provide professional learning to this team. These services will be delivered concurrently with the gateway, college-level, transferable course with corequisite supports. Examples of these additional services may include, but are not limited to:

- Supplemental instruction
- Directed learning activities
- Self-paced learning modules
- Academic and/or process tutoring
- Academic workshops
- Study groups
- Wrap-around services
- Services provided in partnership with external agencies

f. All supports described in XIV, a-e must be provided to students in accordance with the parameters set in section X of this policy.

XV. **English Language Learners (ELL)**: This policy seeks to initiate a process in which faculty lead the design of a curriculum that will maximize the probability that each English Language Learner degree-seeking student will enter and complete gateway, college-level, transferable coursework in English within three years of initial enrollment. English Language Learners (ELL) are foreign language learners and ELL course work is distinct from remediation in English.

a. Student success in ELL curriculum

i. The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining ELL curriculum and corequisite supports to promote timely student completion of gateway, college-level, transferable English and mathematics. The CSCU Provost, the Connecticut State Community College Provost, and

Associate Vice President of Teaching and Learning, along with their designees and in consultation with the ESL Council, will develop and implement a plan to provide professional learning to this team.

b. Student entry into ELL programming
   i. Students may self-identify as seeking to enter ELL programming. It is also possible that a student is recommended to enter ELL programming. These recommendations should be evidence-based and maximize the probability that students will persist to degree completion.
   ii. Students who have been recommended to enter the ELL sequence can opt out of the sequence if they choose following the completion of a Guided Self Placement (GSP) process (see section XIV, D).
   iii. The Connecticut State Community College President and Provost, along with their designees and in consultation with the ESL Council, will form a team of experts charged with designing and maintaining student entry into the ELL programming process. This work group will comprise faculty from the ESL Council, the Associate Vice President of Student Success Management, the Associate Vice President of Recruitment, Admission, and Community Outreach, and other faculty, staff, or administrators as needed.

c. Placement within levels of ELL programming
   i. Degree-seeking students who have entered the ELL curriculum will be placed into specific levels of ELL courses using evidence-based multiple measures. These can include, but are not limited to:
      - U.S. high school grade point average (GPA)
      - Length of enrollment and curriculum in a U.S. high school
      - Completed U.S. high school courses
      - U.S. high school grades
      - U.S. military transcripts
      - SAT scores
      - ACT scores
      - Prior learning assessment or credit
      - GED
      - Adult school or foreign institution transcripts
      - ELL placement survey
      - Challenge exams that are equitably accessible to all students
      - Guided Self Placement (GSP) (See section XIV, D)
   ii. Students may opt to self-report their U.S. high school GPA. Students may also elect to provide an official record of their high school GPA. Where possible, high school GPA will be transmitted from the secondary institution to the postsecondary institution as part of the admissions process. All U.S. accredited high schools and high school courses will be considered equal/equivalent for placement purposes.
   iii. Placement within levels of ELL programming, as well as the ELL-specific Guided Self Placement (GSP) process and multiple measures ELL placement referenced above, will be determined by the Connecticut State Community College President and Provost through data analysis and research into best practices, and in consultation with the ESL Council, ESL Coordinators, mathematics and English curriculum teams, and relevant CSCU system bodies such as CCET and the PA 12-40 Council.

XVI. **Partnership with state partners such as K-12 and Adult Education**: It is incumbent on CSCU institutions and state partners to work collaboratively to make sure that there are clear and sustainable pathways into Connecticut State Community College programs that include career and support services aligned with college-entrance practice and expectations. Once Student Success Key Performance Indicators and other data from the first year of Connecticut State Community College are available, the CSCU Provost will charge a team with developing a plan for collaboration between the CSCU system, its institutions, and any appropriate entities in the state.

XVII. **Implementation** – **All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the following section (Data Collection and Reports to the Board of Regents, XVIII) may need to be adjusted as a result of the timeline for full implementation.**
   a. Spring 2021: Implementation teams formed, including plan to provide leadership and release time commensurate with the work
      i. Teaching and Learning team to develop PD for faculty and staff to design and deliver the courses and support – delivery ready by fall 2021
      ii. CMAC/mathematics faculty team to determine the total number of mathematics pathways – determined in spring and early fall 2021
      iii. N mathematics teams, one for each mathematics pathway – all design aspects for each pathway complete by end of spring 2022
      iv. English 101 team – all design aspects for English 101 complete by end of spring 2022
      v. ELL team – all design aspects for ELL complete by end of spring 2022
      vi. Transitional design team – all design aspects completed by end of spring 2022
      vii. GSP team – all design aspects completed by end of spring 2022
   b. Fall 2021/Spring 2022: Faculty design the curriculum for gateway, college-level, transferable courses, supports, and recommend placement criteria including determining metrics for determining amount of support for students
   c. Fall 2021/Spring 2022: Creation of professional learning and training for faculty
   d. Spring 2022: Curriculum submitted to CT State Community College curriculum governance process
   e. Beginning Fall 2022/Spring 2023: Professional learning and training for faculty
   f. Fall 2023: Full implementation of new curriculum and supports
   g. Spring 2024 and following: Annual reports to the Board of Regents

XVIII. **Data Collection and Reports to the Board of Regents – All elements of this policy will be implemented no earlier than fall 2023 and no later than fall 2025 by decision of the planning and design teams described throughout this document. Specific dates in this section and in the preceding section (Implementation, XVII) may need to be adjusted as a result of the timeline for full implementation.**
   a. All Connecticut State Community College campuses will collect and analyze placement data to ensure current procedures are working as intended and as outlined in the policy goals. Campuses will collect and compare developmental and college-level placement, enrollment, and pass rates under the historical system and compare support-level placement and college-level placement, enrollment, and pass rates, including ELL outcomes, under the new system. Additionally, Connecticut State Community College in conjunction with the CSCU System Office will disaggregate the data by race/ethnicity, gender, age, Pell eligibility, zip code, and first-generation status to ensure adopted practices

support equitable course completion for all Connecticut State Community College students.

b. During the design and implementation phase, Connecticut State Community College administration, in conjunction with the CSCU System Office, will provide a series of reports to the Board of Regents:

    i. October 2021: a report describing progress on assembling design teams for ACME curriculum

    ii. May 2022: a report describing

        1. The design of the ACME curriculum

        2. The design and schedule for providing professional learning to individuals who will teach and support the ACME curriculum

        3. The design of an equitable cost of delivery as described in section X of this policy

    iii. May 2023: a report updating progress on implementing the curriculum for fall 2023 and on professional learning during the 2022-2023 academic year

c. The CSCU Provost and the Connecticut State Community College Provost will release annual goals for student success in gateway, college-level, transferable English and mathematics courses as outlined by this policy. Student success goals for the first year will include

    i. increasing the aggregate success rates in KPIs 4, 5, and 6 (English and mathematics completion of C or better in the first year) by at least 25% above their respective rates in 2020,

    ii. closing the gap between Black students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020, and

    iii. closing the gap between Latinx students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020.

d. Connecticut State Community College will provide an annual ACME report to the Board of Regents in the fall of 2023 and each subsequent fall. This annual report is recommended to be presented in the context of other annual leading and lagging indicator reports (e.g., Student Success Key Performance Indicators reporting, program completion reporting, transfer reporting), and may ideally be presented concurrently with such other reports to the Board of Regents. The report will include, at a minimum:

    i. Student Success Key Performance Indicators (KPIs) 4, 5, and 6 (English and mathematics completion of C or better in the first year), aggregated and disaggregated, with any other applicable data

        1. Narrative detailing if the annual student success goals were met

        2. If student success goals were not met, additional narrative responding to the following questions:

            a. Were student success goals met on any of the campuses for English and/or mathematics?

            b. Did the 12 campuses uniformly follow the placement measures and implementation processes agreed upon by faculty and administration?

    ii. A summary of English, mathematics, and ELL placement procedures and outcomes with specific attention to disaggregation and including any changes in the past year with supporting rationale

    iii. A summary of the designed curriculum for gateway, college-level, transferable English, mathematics, and ELL courses and supports, including any changes in the past year with supporting rationale

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    iv.   The design of an equitable cost of delivery as described in section X of this policy

    v.   If student success goals were not met, what curriculum changes in gateway, college-level, transferable English and mathematics courses and supports are recommended by faculty and administrators to improve student success? Why?

    vi.   Throughput data, including performance in subsequent courses for which the gateway, college-level, transferable courses serve as prerequisites as well as credential completion and transfer out

    vii.   Acceptance and application to degree requirements for transfer

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XIX.   Authority to Enact this Policy:

a. The Board of Regents directs and grants authority to the Connecticut State Community College President and their designees to enact this policy and make related institutional decisions that both adhere to accreditation standards and the elements of this policy.

b. The Board of Regents directs and grants authority to the CSCU President and their designees to oversee the enactment of all elements of this policy, to ensure compliance with this policy, and to support and enable all CSCU institutions in their enactment of this policy.

Glossary of Terms

ACME: Acronym for this policy standing for Alignment and Completion of Mathematics and English.

Corequisite Academic Support: Supports that are aligned to the college-level course and delivered as a "just-in-time teaching" practice. This support may take many forms, from discrete corequisite sections that meet separately from the college-level course to activities embedded directly into the meeting time of the college-level course.

Gateway, College-Level, Transferable Course: Courses that meet the following criteria:

- Gateway: The first college-level or foundation course, for the purposes of this policy, in English and mathematics, in a program of study. May be the first in a sequence leading to the first required mathematics course in a program of study.
- College-Level: Credit-bearing course that is not designated as remedial or developmental. The course applies to the requirements of a degree and, if applicable within a general education category, meets general education requirement at all CSCU institutions. Intermediate Algebra in this definition is not college level.
- Transferable: A course taken at a CSCU college campus that can be used for unit credit and is applicable to major and general education requirements at all CSCU institutions. Transferability is based on course learning outcomes and no prerequisite to these courses will be deemed necessary for course transferability by any CSCU institution.

Guided Pathways: Guided Pathways is a set of comprehensive student success initiatives focused on providing students with clear program maps, improving the student experience, and closing equity gaps. There are four related pillars to Guided Pathways:

- Clarify the Path (creating clear pathways to employment and further education)
- Enter the Path (help students choose and enter their pathway)
- Stay on the Path (help students stay on their path)
- Ensure Learning (follow through and ensure improved student results)

Guided Self Placement: A locally developed tool or process that allows students, in consultation with counselors or other faculty, to determine suitable coursework and level of supports in the appropriate mathematics, English, and English Language Learner (ELL) gateway, college-level, transferable course.

Holistic Case Management Advising: A model of academic advising whereby students are assigned an advisor for their entire time in college who helps them create a personalized academic and career plan, monitors their academic progress, and coordinates the supports necessary to keep them on track to completion, including resources and services related to their academic, career, financial, and other individual needs.

Just-in-Time Teaching: Teaching provided to support students in college-level courses that is fully aligned and carefully coordinated with the delivery of the college-level course so that the course and its supports cover the same topics in the same order and at the same time.

Mathematics Pathways: Appropriate gateway, college-level, transferable mathematics courses that are aligned with the skills students need for their chosen career pathway and program of study. For careers and programs that do not require STEM algebra based math, STEM algebra is no longer a required prerequisite for the gateway, college-level, transferable course. Transferability of mathematics pathways courses is based on course learning outcomes, and not on a required prerequisite.

Multiple Measures Placement: Combining high school GPA with other measures — including state graduation tests, SAT or ACT scores, writing assessments, high school transcript information, years since high school graduation and non-cognitive assessments – to yield more accurate placement into a level of support that increases a student's likelihood of success.