



Board of Regents

AGENDA - REGULAR MEETING

10:00 a.m., Thursday, December 16, 2021

Meeting will stream live at: https://youtu.be/slcBK_sepNk

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

*** Opportunity to Address the Board**

- Written comments will be accepted concerning any matter and will be forwarded to the Regents in advance of the meeting. They will become part of the permanent record of the meeting. Written comments must be received via email to pheleen@commnet.edu at least 24 hours in advance of the meeting.
- The Board encourages public comment on matters that appear on this agenda. Requests to provide in-person comments (including virtual appearances) must be received at least 24 hours in advance of the meeting by emailing the Assistant Secretary to the Board at pheleen@commnet.edu. A confirmation email with instructions to access the meeting will be forwarded the day before the meeting. In fairness to all who wish to address the Board, each speaker must abide by a three-minute time limit. At the end of each speaker's allotted time, the speaker will be asked to yield to the next speaker. Students will address the Board first, followed by public, faculty, and staff for a total of no more than 30 minutes.

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

2. Adoption of Agenda

3. Comments from Board of Regents Chair Matt Fleury

4. Comments from CSCU System President Terrence Cheng

5. Institutional Updates

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

6. Opportunity to Address the Board*

7. Approval of Previous Meeting Minutes..... Page 1

- October 21, 2021 - Regular Meeting
- November 18, 2021 - Special Board Meeting

8. Consent Agenda

a. Academic Programs – Discontinuations..... Page 74

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

b. Academic Programs – Accreditation of a Licensed Program Page 80

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

c. Academic Programs – Modifications Page 95

- i. Accounting – AS – Quinebaug Valley CC [Modification of Instructional Modality]
- ii. Advanced Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- iii. Advanced Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]

- iv. Applied Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- v. Applied Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- vi. Business Administration – AS - Quinebaug Valley CC [Modification of Instructional Modality]
- vii. Business Administration – Management Option – AS - Quinebaug Valley CC [Modification of Instructional Modality]
- viii. Administrative Medical Office Skills – C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- ix. General Studies – AS - Quinebaug Valley CC [Modification of Instructional Modality]
- x. Cannabis Studies – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- xi. Liberal Arts and Sciences – AA – Quinebaug Valley CC [Modification of Instructional Modality]
- xii. Computer Science – MS – Southern CT State University [Modification of Instructional Modality]
- d. Academic Programs – New Programs Page 131
 - i. Cancer Registry Management – C3 Certificate – Charter Oak State College
 - ii. Physician Practice Management – C2 Certificate – Charter Oak State College
- e. CT State Community College Aligned Degrees & Certificates Page 137
- f. CT Center for School Safety and Crisis Preparation – Western CT State University – Proposed New Center Page 192
- g. Reporting of Gifts – Paintings – Naugatuck Valley Community College..... Page 205
- h. Reporting of Gifts – Vehicle – Gateway Community College Page 207
- i. Adoption of CSCU Naming Policy..... Page 209
- j. Adoption of 2022 Board of Regents Meeting Schedule..... Page 224
- 9. Academic & Student Affairs Committee – Merle Harris, Committee Chair**
<https://www.youtube.com/watch?v=KMdmOpEm0SA>
 Report and item
 - Nexus Degree..... Page 225
- 10. Audit Committee – Eleese Wright, Chair**
 Report. No items.
- 11. Finance & Infrastructure Committee – Rich Balducci, Committee Chair**
<https://www.youtube.com/watch?v=SADiYJtLQOk>
 No report. No items.
- 12. Human Resources & Administration Committee – Holly Howery, Committee Chair**
 No Report. No items.
- 13. Executive Committee – Matt Fleury, Committee Chair**
 Report and item
 - Possible Appointment of Interim President of CT State Community College
- 14. Executive Session (if needed) - Concerning Collective Bargaining**
- 15. Adjourn**

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF REGULAR MEETING
THURSDAY, OCTOBER 21, 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
Felice Gray-Kemp	Y
Holly Howery	Y
David R. Jimenez	N
Richard Porth	Y
JoAnn Ryan	Y
Ari Santiago	N
Elease E. Wright	Y
*David Blitz, FAC Vice Chair	Y
*Colena Sesanker, FAC Chair	Y
*Dante Bartolomeo, Interim Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Acting Education Commissioner	Y
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
<i>*ex-officio, non-voting member</i>	

CSCU STAFF:

Terrence Cheng, CSCU System President
 Dr. Alice Pritchard, Chief of Staff/Chief of Operations
 Dr. Jane Gates, Provost, SVP of Academic & Student Affairs
 Ben Barnes, Chief Finance Officer
 Andy Kripp, VP of Human Resources
 Dr. Ken Klucznik, VP of Academic Affairs
 Ernestine Y. Weaver, Counsel
 Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

Dr. Zulma Toro, President, Central Connecticut State University
 Dr. Darryl Reome, Campus CEO, Tunxis Community College

CALL TO ORDER

Chair Fleury called the meeting to order at 10:01 a.m. Following roll call, Chair Fleury declared a quorum present.

ADOPTION OF AGENDA

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

CHAIR FLEURY REMARKS

- The Student Advisory Committee has appointed officers for this academic year - Julia Noriega from Middlesex Community College as Chair and Brandon Iovene from Southern Connecticut State University as Vice Chair. They will join the next Board meeting when their orientation and training is complete.
- The Board has received notice that Dr. Lisa Dresdner, Campus CEO has awarded Emeritus status to Waldemar Kostrzewa, former Dean of Community Engagement at Naugatuck Valley Community College and congratulated him on this recognition.
- President Cheng was thanked for his visits to the colleges and universities sharing time with students, faculty, staff, and other important constituent groups. The Chair appreciates the hospitality extended to him and the members of the CSCU leadership team.

PRESIDENT CHENG'S REMARKS

- Campus visits
 - Completed 7 colleges to date; will complete visits to all college and CSU campuses before semester's end
 - Meetings have included faculty, staff, students, foundations, and leadership teams to try to understand concerns, frustrations, and fears. Conversations have been very frank, honest, and at times challenging, but by and large, they have been professional, sophisticated, and collegial.
 - The goal is to figure out what works and what doesn't work.
- Meetings with Legislators, businesses, and community leaders
 - Partnerships and support are key to our success.
 - The objective is to answer questions and to give a sense of where we are and where we want to go in terms of workforce development, academic and student support initiatives, etc.
 - These relationships and partnerships will eventually lead to new opportunities for institutions across the system and will benefit students.
- HEERF Distribution for Students
 - Another round of college student payments starts today funded by federal relief dollars.
 - Community College students will directly receive between \$300 - 600, depending on financial need.
 - 35,712 students will receive checks at a cost of \$16.7 million.
 - The last round of distributions will be in December.
- COVID Update
 - A detailed update will be sent to the campus community tomorrow.
 - Vaccination numbers across all campuses are being monitored and CSCU students and employees have been doing quite well with no major setbacks.
- Workforce Development Update - Amazon Web Services (AWS)
 - On Monday, October 18, Governor Lamont announced our partnership with Amazon Web Services. Through this partnership, all 12 community colleges will offer Amazon Cloud courses and certifications by Summer 2022. Our community colleges will start in November, with rollout through the spring and summer. These offerings will initially be non-credit, but work will be done with the faculty to try to develop a stackable credit-bearing model for this curriculum.
 - Offering AWS curricula expands the value proposition of CSCU institutions and utilizes their locations across the state as launching pads to reach thousands of people who look to reskill, upskill, or change careers.
 - This opportunity is aligned with the work of the state and the needs of our communities as our impact is expanded to help strengthen Connecticut's workforce.

- Enrollment, Budget Impact, and Actions
 - Comparing Fall 2020 to Fall 2021 enrollment, community college FTEs are down about an average of 6%, and the CSUs are down around 9%.
 - Our enrollment as a system has been steadily on the decline since our highpoint in 2010.
 - Institutions and systems like CSCU across the country are facing similar challenges. Demographics, competition from private schools, the changing higher education landscape, and workforce and societal needs explain some of the decline.
 - This is a clarion call for action and the opportunity to create real solutions and value propositions for the future to try to stabilize enrollment and find even greater efficiencies.
 - President Cheng and the campus CEOs have been working closely to create “systemness,” ways to work more efficiently, effectively, and strategically in a coordinated fashion that will benefit not only the institutions but the entire system. The presidents and CEOs realize how important it is to partner on new initiatives and for us to be able to lean into the same strategic pillars and goals that have been established by the BOR.
 - A more detailed report on these initiatives will be presented to the BOR in early Spring.
 - This opportunity is not going to be maximized if faculty and staff are not effectively engaged and synergized to be stakeholders and co-creators of our future. Shared governance means shared leadership. Shared leadership means shared accountability.

INSTITUTIONAL UPDATES

Central Connecticut State University - Dr. Zulma Toro

- Presentation is included as Attachment A

Tunxis Community College - Dr. Darryl Reome

- Presentation is included as Attachment B

Chair Fleury asked Dr. Reome what he thought was behind the positive enrollment numbers this fall; Dr. Reome credited the enrollment and marketing staff for their intentional marketing efforts. They have demonstrated that Tunxis is a healthy and safe environment and that all necessary steps and precautions have been taken to protect everyone. Staff hosted several on-ground events to promote a return to campus.

Regents Wright and Ryan stated that it was refreshing to hear so many positive things about the college and the university.

Commissioner Russell-Tucker commented on a deepening and strengthening of the partnership with the NextGen Educators program at CCSU. 79 students from this program were placed in 8 districts and there is still demand for more students.

Vice Chair Harris thanked both presenters and commented on the need for more paid internships so that students can get involved in their careers more quickly.

OPPORTUNITY TO ADDRESS THE BOARD

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

The following individuals addressed the Board:

<u>Faculty/Public</u>
Seth Freeman 4C's President
Sara Baker Bailey Asst. Professor – Communication, Media & Screen Studies SCSU
Andrea June Assoc. Professor – Psychological Science CCSU

RESPONSE TO PUBLIC COMMENT

Chair Fleury encouraged commentary that provided constructive feedback which might lead to a rethinking of a policy and suggestions for new initiatives for follow-up. Chair Fleury invited President Cheng to respond to the public comment:

- Collective Bargaining - Details concerning contract negotiations are not discussed in public. Generally, when discussions begin, parties are at opposites and they work towards the middle, to getting to “yes.” President Cheng values the process and the value of the faculty. He recognized Professor June’s empathy and humanized understanding of the BOR and what they are trying to accomplish.
- Public Comment during BOR Meetings - President Cheng responded to Professor Baker Bailey by noting that this is a new meeting format; it is not perfect yet. We will take her input and feedback and noted the difference between “meetings in public” and “public meetings.” Communication is key and something that we want to cultivate and improve upon.
- Vaccination policy implementation and notification has not been perfect; continued communication and coordination will lead to improvement.
- Lack of diversity exists in the CSCU system. Hiring is done by campus and department committees; so, every institution, every search committee member, and every constituent and leader in our system must take ownership. The President’s Office is working with the Interim VP of DEI and the HR Office to address this gap in representation through programs, training, and policy. A slate of action items to report is anticipated soon.
- Calls for meetings - President Cheng values the relationships with the faculty bargaining units, but it was unclear if meetings at that time, early in the fall, would be helpful because of the status of contract negotiations. He doesn’t individually drive or influence the collective bargaining process. There is a trusted team that requires the space and support to do their work of bargaining, at the table, with the appropriate number of individuals on each side, documenting their work accordingly, and engaging in the act of discussing proposals. It is hoped that they can get back to discussing proposals. President Cheng noted that he wasn’t sure if meetings would be appropriate given the tone of our bargaining unit leaders and their public attacks on the Board and the administration. He noted that the written comment by a bargaining unit leader provided prior to the meeting was laden with caustic, adversarial and confrontational rhetoric that was both disappointing and unhelpful. He continued by saying that it’s beneath the President’s Office and the system’s standards and expectations to dignify unprofessional behavior that demeans the good work of our people. It sets a dangerous example for students, and establishes a model for the public that is incongruous with who and what most of us are and believe in.

APPROVAL OF PREVIOUS MEETING MINUTES

On a motion by Regent Ryan and seconded by Regent Harris, the September 23, 2021 Regular Meeting minutes were approved after a unanimous voice vote.

CONSENT AGENDA

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

Academic Affairs Items

- a. Center for Connecticut Studies - Renewal - Eastern CT State University
- b. Revised Mission Statement - Eastern CT State University
- c. BOR Policy: Student Athlete's Name, Image, and Likeness
- d. BOR Policy: Selection of a Single Office of Postsecondary Education Identification Number for CT State Community College

Human Resources Item

- e. Management/Confidential Salary Classification and Compensation Correction

Finance Item

- f. Adoption of Revised CSCU Distribution Model for CSU State Aid

RESOLUTIONS APPROVED ON CONSENT

Academic Affairs Items:

- a. RESOLVED: That the Board of Regents for Higher Education approve the continuation of the David Morris Roth Center for Connecticut Studies at Eastern Connecticut State University until December 31, 2028.
- b. RESOLVED, That the Board of Regents for Higher Education approves the Modification of the Mission Statement for Eastern Connecticut State University.
- c. WHEREAS The Connecticut General Assembly enacted Public Act (Special Session) 21-132, section 160 thereof requires that governing boards of institutions of higher education adopt policies to comply with the Act's requirements regarding student athletes' name, image and likeness prior to January 1, 2022; and
WHEREAS The Act is applicable to student athletes who attend the Connecticut State Universities athletic programs; therefore, be resolved
RESOLVED, That the Board of Regents adopts a Policy for Student Athlete's Name, Image and Likeness.
- d. WHEREAS, The Board of Regents for Higher Education voted unanimously on March 9, 2018, to submit a Substantive Change request to the New England Commission of Higher Education (formerly NEASC), seeking its approval for the merger of the 12 individually accredited regional community technical colleges into a single accredited college; and
WHEREAS, On May 14, 2020 the Board resolved that the single accredited college will be named Connecticut State Community College ("CT State"); and
WHEREAS, in order for CT State to provide funding to students without any disruption, under Title IV of the Higher Education Act of 1965, as amended, the United States Department of Education requires CT State to be identified with an existing Office of Postsecondary Education Identification ("OPEID") number from an existing college within the Connecticut State Colleges & Universities system; and
WHEREAS, in order to file the application with the United States Department of Education to provide Title IV funds, the Board must resolve to select one College to carry the OPEID number while the current remaining 11 colleges (including their additional locations) will become additional campuses and locations under the parent OPEID; therefore, be it

RESOLVED, The Board of Regents selects Capital Community College's OPEID number as the OPEID for CT State while the current remaining 11 colleges (including their additional locations) will become additional campuses and locations under the parent CT State OPEID; and be it further

RESOLVED, The CT State OPEID number shall be used for the merger application with the United States Department of Education.

Human Resources Item:

- e. WHEREAS the Connecticut State Colleges and Universities sets forth a policy establishing salary range plans for non-represented Management/Confidential employees; and WHEREAS the first and third quartile marks within each classification range were initially set based on a previous classification & compensation study and not equally distributed, and have now been adjusted to correct this; and now therefore be it
- RESOLVED, that the Board of Regents for Higher Education hereby approves and adopts the revised Management/Confidential Salary Range Plan Schedule.

Finance Item:

- f. WHEREAS Board of Regents Resolution #09-67 requires that the State Universities' distribution methodology for the state block grant should be reviewed biennially effective July 1st; and
- WHEREAS, In August and September 2021 representatives of the four Universities and the CSCU system undertook a thorough review of the block grant distribution model and achieved consensus support for a comprehensive set of changes; and
- WHEREAS the changes include increasing the fixed base funding each university receives; includes part-time students in the variable funding calculation; simplifies the formula; and addresses some inequities in the allocation of state fringe benefit support; and
- WHEREAS the recommended formula includes a method for distributing a new stream of state funding to reduce the Universities' need to commit tuition funds to employee fringe benefits, and
- WHEREAS The Universities agree that any future changes to the structure or amount of state aid should prompt immediate review of this distribution methodology, now therefore, be it
- RESOLVED THAT, The Board of Regents approves the new CSU Distribution Model as described in the Staff Report included with this item.

ACADEMIC & STUDENT AFFAIRS COMMITTEE

At the October meeting Committee Chair Dr. Merle Harris welcomed Regent Porth to his first ASA Committee meeting.

Action Item: CSCU Criminal Justice Task Force - Final Report and Recommendations

The Task Force was appointed in response to the George Floyd murder. CSCU plays an important role in the education of the law enforcement and criminal justice workforce in Connecticut. The Task Force was charged with formulating tangible and practical recommendations for Criminal Justice studies in the CSCU system and advancing multicultural and diverse quality education. Drs. Tuesday Cooper and William Lugo co-chaired the Task Force in the year-long effort. The Task Force membership included students, faculty, administrators, law enforcement officials and community representation.

The Task Force secured a grant from the Davis Educational Foundation for the collection and analysis of key data for the report. One of the interesting findings was the difference between law enforcement academy trainers and new recruits regarding the preparation of new recruits to engage with diverse populations. There was a difference between recruits and trainers of over 40% in the categories: Managing Own Anxiety, Giving Clear Communication, Being Confident Under Stress, Using Positive Non-verbal Communication, Engaging in Active Listening and Critical Thinking.

Another key finding was that enrollment in community college CJ programs has declined by 36% over the past decade while enrollment in CJ programs at the State Universities increased by 3%. People of color are well represented in CJ programs across the system but drops by 30% when it comes to representation among graduates. This data is consistent with concerns with overall completion rates, particularly in our community colleges.

Among the key recommendations are creating systemwide resources to assist faculty with diversity and antiracist capacity building, as well as linking these resources to systemwide Diversity, Equity, and Inclusion efforts. Another recommendation is to work with CJ programs to implement more extensive diversity and antiracist curriculum.

The Task Force report points to the need for a structure for implementation of its recommendations. The proposed resolution continues this important work by charging the System-wide Equity Council with this responsibility along with requesting that the CSCU Provost engage Criminal Justice chairs, program directors and appropriate faculty to continue work on the report's curriculum and student-centered program recommendations.

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

Discussion took place. Regent Budd noted the thoroughness of the report, the categories of data, the reliability of the recommendations, and the importance of internships and mentoring. Professor Blitz noted that it was an interesting report and that he had occasion to meet with the Alignment Group and the University faculty who expressed concern about advising for transfer from the community college and university and availability of professional development funds. Regent Porth noted that the report was impressive and comprehensive and that CSCU is in a unique position to make an impact in the areas of equity and justice in the State. He noted that the recommendations were concrete and actionable.

The resolution carried by unanimous voice vote.

Though not related to the current ASA Committee report, Dr. Blitz was recognized by Chair Fleury for brief comments concerning the vaccine mandate for the Spring semester. President Cheng noted that meetings have been taking place with institutional leaders across the system to analyze data and fine tune details for an approach from the System Office that can be upheld and sustained at the campus level. The COVID 19 Team continues discussions across the system and with DPH while following guidance on the federal level. President Cheng continued by responding to Dr. Blitz about the embargoed professional development funds. As of October 20, the funds had been released.

AUDIT COMMITTEE

No Report

FINANCE & INFRASTRUCTURE COMMITTEE - Committee Chair Balducci

The Finance and Infrastructure Committee met on Wednesday, October 13th. The committee agenda included two action items and one discussion item. One of the action items, the “Adoption of the Revised CSCU Distribution Model for CSU State Aid” was approved on the Consent Agenda. Regent Balducci thanked the leadership of the universities for their time in negotiations.

Action Item - Revised Spending Plan for Universities and Community Colleges

The proposed changes reflect the \$40 million drop in tuition and fee revenue that has resulted from the second year of steep enrollment declines since the start of the pandemic. At the universities, the shortfall was largely resolved with the application of the additional state aid, plus some adjustment to various expense areas.

At the colleges, the shortfall was resolved by application of additional federal HEERF funding, including the benefit of our debt relief effort over the summer.

These adjustments will allow us to operate for the remainder of the year, but do not resolve the large problem we face next year when the one-shot federal funds are no longer available. These one-time resources amount to about \$100 million. At the end of 2023, there is an anticipated shortfall of approximately \$50 million.

Regent Balducci moved the resolution forward as a motion to approve. It was seconded by Regent Howery.

Though not related to the current Finance Committee action item, Dr. Blitz was recognized by Chair Fleury for a brief comment on the University Distribution Model that was approved with the Consent Agenda. Ben Barnes noted that the information Dr. Blitz referenced was in the Board packet (pg. 165) and the resolution states that any future changes to the structure or amount of state aid will prompt immediate review of the distribution methodology.

The resolution was approved unanimously by voice vote.

Information Item - Naming Policy

Presentation was heard and comment period will be open until November 13. The policy will be presented for adoption at the December meeting.

Information Item - National Enrollment Data

Ben Barnes presented data on national enrollment trends (Attachment D).

HUMAN RESOURCES & ADMINISTRATION COMMITTEE - Committee Chair Howery

Action Item - Telecommuting Policy for Management/Confidential Policy

CSCU considers telecommuting to be a viable alternative work arrangement for certain non-represented Management/Confidential (M/C) employees. Telecommuting enables a M/C employee with the agreement and approval of their supervisor to work from home or another approved remote location.

Chair Howery moved the resolution forward which was seconded by Regent Balducci. Having no questions brought forward, the motion carried following a unanimous voice vote.

Action Item - Search Policy for CT State Community College President

This policy is modeled after the recent searches for the CSU System President and the Regional Presidents. The policy calls for a BOR Search Committee and a Search Advisory Committee representing numerous varies stakeholder groups.

Chair Howery moved the resolution forward which was seconded by Regent Wright. Having no questions brought forward, the motion carried following a unanimous voice vote.

Chair Fleury announced the BOR search committee as follows: Chair Aviva Budd will be joined by Regents Howery, Wright, Porth, and Santiago. A message will go out shortly to the Community Colleges to begin the nomination process for the Search Advisory Committee.

EXECUTIVE COMMITTEE

No Report

EXECUTIVE SESSION

At 11:51 a.m. on a motion by Regent Budd, seconded by Regent Howery, the Board voted to go into Executive Session for the purpose of discussing collective bargaining and pending litigation. 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 President Cheng, Dr. Pritchard, Dr. Gates, Ernestine Weaver, and Andy Kripp to join the Regents in Executive Session.

ADJOURNMENT

The meeting was adjourned at 12:27 p.m.

Submitted,

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

Attachment Listing

October 21, 2021 BOR Regular Meeting

Attachment A	Institutional Update - Central Connecticut State University
Attachment B	Institutional Update - Tunxis Community College
Attachment C	Written Comments from the Public
Attachment D	National Enrollment Data

Presentation to the CSU Board of Regents

By Dr. Zulma R. Toro, President of CCSU

Thursday, October 21, 2021

Thank you for the introduction President Cheng ((I'll try to live up to that reputation)).

Regents, it is good to see you. I appreciate this opportunity to share a little bit about CCSU and where we are headed.

As I walk around campus this semester, I am so pleased to hear from students how much they appreciate being back in-person.

During the pandemic, one of the lessons we learned is that the state's first public institution of higher education can be **resilient and flexible**. But we must continue our **inventiveness and willingness** to address the changing landscape in higher education and the student population and communities we serve.

At Central, we prepare our students for the careers they are seeking and for the likely possibility that their jobs, over the course of their working lives, will change. This is accomplished by providing a strong liberal arts foundation that emphasizes writing and communication skills, critical thinking, and quantitative reasoning.

This strategy, along with Central's inclusive, student-centered approach is key to our long history of success. Our alumni are impressive. Among them: U.S. Secretary of Education **Miguel Cardona**; U.S. Congressman **John Larson**; New Britain Mayor **Erin Stewart**, who was the youngest person in the country to be elected mayor; **Ebenezer Bassett**, our first African American graduate, Class of 1853, and the first African American appointed as a U.S. diplomat. And let us not forget, Vice Chair of the Board of Regents, Dr. Merle Harris; and Regent Richard Balducci, chair of the Finance and Infrastructure committee. Yes, they all got their start at Central.

- 96-percent of our students are Connecticut residents.
- 42-percent of our first-year students are first generation college students.
- 36-percent of those enrolled at Central are students of color. In just 10 years, that is an increase of 14-percent.

With an increasingly diverse student body, the University welcomed me as its first female president and first Hispanic chief executive in 2017.

We remain committed to our role as an **enabler of social mobility**, increasing access to higher education and all of its rewards. We meet our students “**where they are**” and provide them with what I refer to as the **CCSU Blanket of Support**. By coordinating and expanding academic and financial resources, along with social and emotional programs, we will increase enrollment, improve retention, and promote educational achievement and career readiness. Some examples of our Blanket of Support:

- We have added **more counselors** to our Student Wellness team to vigorously address the social and emotional needs of our students.
- Faculty and staff are receiving **Mental Health First Aid** training to better understand how to support our students.
- For the convenience of our students, we have expanded the “traditional” office hours for student-facing services.
- To reduce barriers to degree completion, we continue to expand online and hybrid class options. Students, many of whom must work to pay for their education and support their families, have come to expect flexibility in our academic offerings.
- To smooth the transition for transfer students, we are deepening our relationships with **community colleges** starting with Middlesex, Manchester, and Tunxis. We will be establishing a physical presence on each campus.
- Adding to our Blanket of Support, we’re about to open a Child Care Drop-Off Center to support parents coming to campus to attend a class or two.

In addition to being the largest university in the state system, CCSU is the **most affordable**, offering the lowest tuition of the state’s public universities.

This fall, we awarded **71.9 million dollars in aid** to our students; this included **\$3.4 million in scholarships funds** from the CCSU Foundation, alumni and private sources. I'm pleased to report that our **endowment, the largest in the System sits at 97.4 million dollars**. This puts us in a strong position to continue increasing both the number of students receiving financial support and the amount they are awarded.

Investing in our students is an investment in this state. Within five years of graduation, more than **91-percent of our alumni choose to remain in Connecticut** where they raise families, build careers, and pay taxes.

Beyond the economic benefits CCSU graduates deliver, they also contribute to the **intellectual and cultural growth of the state**. Central is well-known as a **vital pipeline** for an array of professions in the public, private, and non-profit sectors. Therefore, we take seriously the responsibility to meet the **demands for a diverse, college-educated workforce**.

We have launched an initiative called **Accelerate Central**. By developing **stackable credential programs** in Accounting, Athletic Training, Criminology, Finance, and Psychology, students can complete both a bachelor's and a master's degree in these programs in five years of full-time study. This saves them money and prepares them to enter the work force sooner. For the Accelerated Athletic Training program, we are collaborating with **Western**. Their Exercise Science undergraduates can come to CCSU during their senior year to complete their master's degree.

As one of two public universities in the state offering engineering studies, it is essential that we continue to develop new academic programs in high-demand areas. Examples of this are the B.S. in Electrical Engineering and the M.S. in Mechanical Engineering you recently approved. We also are working to develop a Doctor of Physical Therapy program and a Rehabilitation Engineering program, among others.

We are the co-founders of a new strategy in how we prepare educators for our schools. Just before his appointment as US Education Secretary, Dr. Cardona partnered with CCSU to launch NextGen Educators. Education majors are hired by school districts to work in K-12 classrooms and ease pressures on current

teachers. So, in addition to the usual college classes, internships, and student teaching experiences, our students spend additional time undergoing intensive, real-classroom experience, and they get paid for it.

Developing partnerships and relationships with school districts, community organizations, business and industry, provides a level of experiential learning that ensures CCSU students are career-ready. We are building and expanding these opportunities through internships, clinical placements, and cooperative education experiences.

As a catalyst for our business and industry partnerships, we are involved in the state's **Digital Model Definition Initiative**. The state received a Department of Defense grant to transform the supply chain between Sikorsky Aircraft, Electric Boat, Pratt and Whitney and their suppliers.

Our partners in this grant include the Connecticut State Technology Extension Program and the Connecticut Center for Advanced Technology. I have to tell you, they are impressed with the work we are doing for them. They want to link *their* industry experts with our students to provide internships and externships in small and medium aerospace companies.

Central also shares its faculty expertise and other resources to address some of the most pressing challenges at the local and state levels, from education inequality, mental and emotional health issues to juvenile justice reform and much more.

This connection is a fundamental part of a CCSU education and builds upon our legacy of academic excellence and equity in education. As a student-centered university, we are preparing a new generation of leaders in business, industry, education, and government. They possess the needed knowledge and skills, along with the compassion and understanding of cultures and needs of a diverse population.

This would not be possible without the commitment and dedication of our faculty and staff who understand that student success is also their success and, ultimately, leads to the health and wealth of Connecticut and its residents.

Thank you very much for your time and the opportunity to address you today.

TUNXIS COMMUNITY COLLEGE

Dr. Darryl Reome
Campus CEO





Tunxis
Community
College

Education That Works For a Lifetime

- Tunxis serves more than **5,500 credit and 4,000 non-credit students** each year from the Farmington Valley and beyond.
- **68% of the credit students come from primary service areas** of Avon, Berlin, Bristol, Burlington, Farmington, New Britain, Plainville, Plymouth/Terryville, Simsbury, Southington, and Wolcott.
- Fall 2021: **3,320 students (credit only)**; 1,974 FTE
Spring 2021: **3,041 students (credit only)**; 1,708 FTE
- Average age: 24; 58% women, 42% men.
- Tunxis also serves “returning students” who already hold associate, bachelor’s, master’s and doctoral degrees.
- Approximately **43% of population are students of color.**
- Tunxis is **one of the largest providers of workforce training programs** within the CT community college system. The Division of Workforce Development & Continuing Education serves over 4,000 non-credit students.



CELEBRATING 50 YEARS (DURING A PANDEMIC)

- **Winter Blues and Brews** – Cheers to Tunxis 50th Anniversary, Feb. 27, 2020
- **March 13 through Fall 2020** – COVID-19 changes everything!
- **Fall 2020:** recognizing Oct. 5, 1970, on Oct. 5, 2020, we did the following:
 - Virtual celebrations – first day of classes at Tunxis was a little different than anticipated. Our plans for on-campus festivities shifted. Instead of in-person events, we used social media to give away 50 small gifts to students (travel mugs filled with candy, gift cards to Dunkin' and Starbucks) donated by SGA. One lucky student (see photo on left) received a \$100 VISA gift card!
 - Employees were entered to win a 50th Anniversary wine and coffee gift basket donated by the Tunxis Foundation.
- **Dueling Pianos:** Music and Song for Scholarships – May 21, 2021
- **Unveiling of President Emeritus Dr. Cathryn Addy's Portrait** – Oct. 15, 2021
- **Sundial Installation** – Gift from classes of 2020 & 2021 – Nov. 5, 2021
- **Tunxis Economic Forum** – Nov. 18, 2021
- **An Evening of Art:** Toast to Tunxis – Dec. 2, 2021



STRATEGIC PLANNING

- **Goal 1:** Dismantle Barriers to Equity and Advance Accessibility
- **Goal 2:** Foster Enrollment Growth and Student Success
- **Goal 3:** Strengthen Career and Transfer Readiness
- **Goal 4:** Promote Workforce Development Initiatives, Innovation & Community Partnership

NEW ACADEMIC PROGRAMS



PARALEGAL STUDIES

Certificate program mirroring the American Bar Association (ABA) approved program at Manchester. Demand is high for workers in this occupation & industry.



CYBERSECURITY OPERATIONS

Jobs in this field are in high demand. CT alone has 4,153 unfilled security positions, and a 31% growth rate in security analyst employment is projected through 2029.



DATA SCIENCE

Degree and Certificate provide employment opportunities in fields such as mathematics, computer science and programming, business, marketing & web design.



ENERGY MANAGEMENT

Only Energy degree and certificate program, which is partially DEEP funded and recently became a shared program with Asnuntuck & Northwestern.

SIGNATURE PROGRAMS



DENTAL HYGIENE & DENTAL ASSISTING

Tunxis is home to the **ONLY** Dental Hygiene program in Connecticut Community College system; one of two Dental Assisting programs in the system.

Both programs average a **100% pass rate** on all national & clinical licensure board exams.



BUSINESS ADMINISTRATION

ONLY Associate in Business Administration degree, fully online, in Connecticut accredited by ACBSP.



CIVIC ENGAGEMENT

Certificate with internship, service-learning component, and emphasis on the practice of civic responsibility in the community.





Tunxis Community College Advanced Manufacturing Technology Center



The National Center for Next Generation Manufacturing, to be housed at Tunxis, is the **ONLY advanced manufacturing NSF ATE Center** that will be awarded for community colleges throughout the United States.

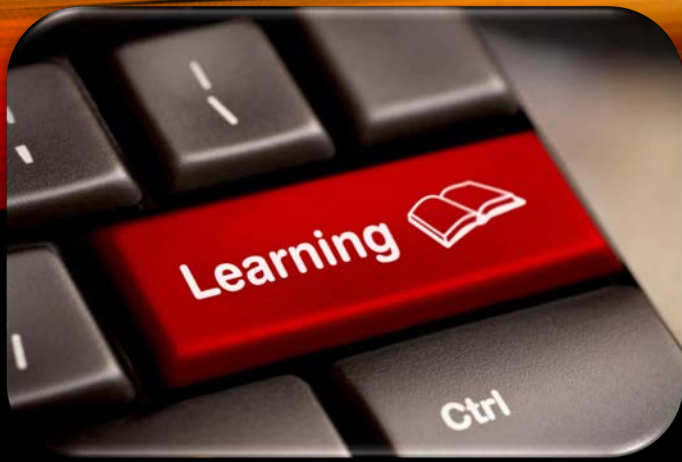
\$7.5 Million over 5 years from the National Science Foundation's Advanced Technological Education (NSF ATE) Program

Guided by national leaders from other ATE Centers and projects including Central Community College, College of the Canyons, Columbus State Community College, and Indian River State College

Enables Tunxis to expand educational and training opportunities to serve the community, including career training, customized training for business and non-credit personal interest courses.

- **Business & Industry Services/Corporate Training**
- **Continuing Education for Electricians**
- **OSHA 10 & OSHA 30**
- **Community Service**
- **Basic EMT Training**
- **Photography**





CAMPUS HIGHLIGHTS



- One of the largest **online course offerings** in the CCC system pre-pandemic with several online degrees available
- **Office of Equity and Inclusion** (OEI) piloted at Tunxis
- **Veterans' OASIS** for student veterans thriving. Ranked tops for military-friendly colleges!
- **Eliza Reid**, First Lady of Iceland, virtual speaking event
- **Stop & Shop collaboration** – **\$7,000 in donations**; new food pantry space and signage
- “Best of” Hartford Magazine winner



BEST OF
Hartford
MAGAZINE
2020
WINNER

STUDENT ACTIVITIES



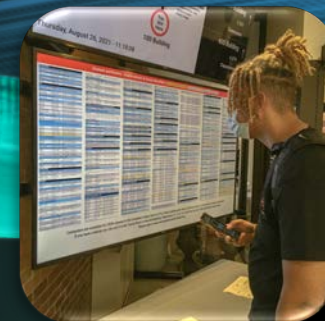
- Earth Day Clean Up
- Fall Festival
- Mac & Cheese Monday
- Taco Tuesday
- Movie Night
- Bus Trip to Museum



FUTURE PLANNING



- Forge and increase strategic partnerships and visibility with community and CCSU
- Implement additional green and sustainable options on campus
- Continue to improve student experience



Statement to the CSCU Board of Regents – 10/21/21

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

Community college employees are disgusted at the leadership from this Board. We call on Governor Ned Lamont to step in and do something to address the mismanagement and total lack of accountability of this Board.

As community college employees have been saying for almost five years, replacing our community colleges with a statewide cookie-cutter college will degrade the value of our community college system and hurt students. The erosion of shared governance, the removal of faculty control over the curriculum, the disempowerment of faculty, staff and local administrators who are closest to students, the siphoning of money away from our students to regional and statewide managers, and modeling our colleges after for-profit institutions – **are all terrible changes** that will devalue our system and hurt our students.

And not just the plan itself, but the way that BOR and CSCU leaders have lied, demeaned, and ignored your employees, speaks to the truly broken nature of this Board. Our employees believe this Board has no integrity anymore, and no shame.

But no one has held this Board accountable. **We challenge Governor Lamont to understand the crisis in our system and do something.**

Here are some **October 2021** updates for this Board:

HR Shared Services Failures in Administering Vaccine/Testing Policy

Three weeks ago, System HR informed our unions that they would begin to enforce compliance of the vaccination policy via penalty. System HR shared that a large number of community college employees were not in compliance, because they either did not attest to being vaccinated, did not submit to weekly testing, or some combination thereof.

Our union recognized the need to enforce compliance. We were aware that two letters of notice requiring employee adherence to the vaccination policy were already sent to employees prior to this. System HR informed us that after two warning notices, employees would face discipline for continued non-compliance.

The problem that ensued is that **the data System HR used to enforce compliance was wholly and ridiculously inadequate and incomplete**. On 10/7, a letter was sent to 1091 members of the 4Cs union, roughly 1/3 of our membership, notifying individuals of discipline due to non-compliance. Our union was shared the list of our affected members, only after the disciplinary notices were sent to our members.

Our union estimates that 60% of the 4Cs members notified on 10/7 were in compliance, and as such **hundreds of 4Cs members were sent threatening emails completely in error.**

We have members who completed the attestation form and attested to being vaccinated who were sent a discipline letter. Others who properly complied with weekly testing got letters as well. **Astoundingly, 247 of the 1091 members who got letters on 10/7 were not active employees, not actively working or teaching at our community colleges.**

The Board of Regents should be aware of failures like this. But more importantly, the Board needs to know that this failure is part of a broader failure.

Employees in our community colleges have been complaining for over a year to Deans and College President/CEOs about the failures of the HR shared services model. These failures include employees working without a contract, payroll problems, and confusing and time-consuming changes to search committee processes. **All these complaints revolve around the significant decline and lack of dedicated HR support at the campus level.** We observe Shared Services HR as the disinvestment of HR services at the campus level. This Board does not seem to understand, that disinvesting in the people who serve our students, or in the HR professionals that serve our colleges, is never the answer.

Lack of Employee Diversity in Community College System

Our union requested race/ethnicity data and trends from System HR as part of our information request during contract negotiations back in June. We requested this along with other data to inform our contract negotiations. **System HR did not provide us this data, and still has not.** As a fact, our union has an active Labor Charge against System HR for failing to adhere to your duties to provide us information we have a right to. It has been months that System HR has failed to provide the data we are legally required to be provided.

However, our union analyzed race/ethnicity data in our October 2021 payroll report, and our members demographics are as follows:

- White: 2466 (73%)
- Black: 317 (9%)
- Hispanic: 203 (6%)
- Asian: 120 (3.5%)

For full-time teaching faculty, white employees make up 457 of the 575 (79.48%). The most diverse group are Part-Time Educational Assistants, where white employees are still a majority at 244 of the 402 positions (60.7%).

Our union is significantly concerned, and we see it as an urgent need to address the significant lack of diversity in our membership. **We want to and need to constructively partner with this Board to fix this.**

Our union submitted a detailed proposal during contract negotiations – **Round 2 #5 Strengthening Contract Language for Diversity**. In this proposal, we seek to form a Racial Justice, Equity, and Diversity Joint Labor Management Committee. This joint labor management committee will be significantly empowered to identify and review data on race and gender disparities in our system in relation to discipline, investigations, promotions, hiring and career mobility. The committee will lead ongoing development, evaluation, assessment of outcomes, and accountability of work plans to identify and implement policies that help to address identified disparities.

We await a constructive response from this Board on this proposal.

CSCU President Cheng Ignores Calls to meet with Community College Unions

Back on 8/27/21, Dennis Bogusky (AFT) and Larry Salay (AFSCME) and I emailed President Cheng to cordially request a meeting to meet. **President Cheng never replied.** More recently, on 10/7/21, Dennis Bogusky emailed President Cheng a second time. Again, President Cheng did not reply. Two emails from union presidents in this system have been summarily ignored to date by CSCU President Terrence Cheng.

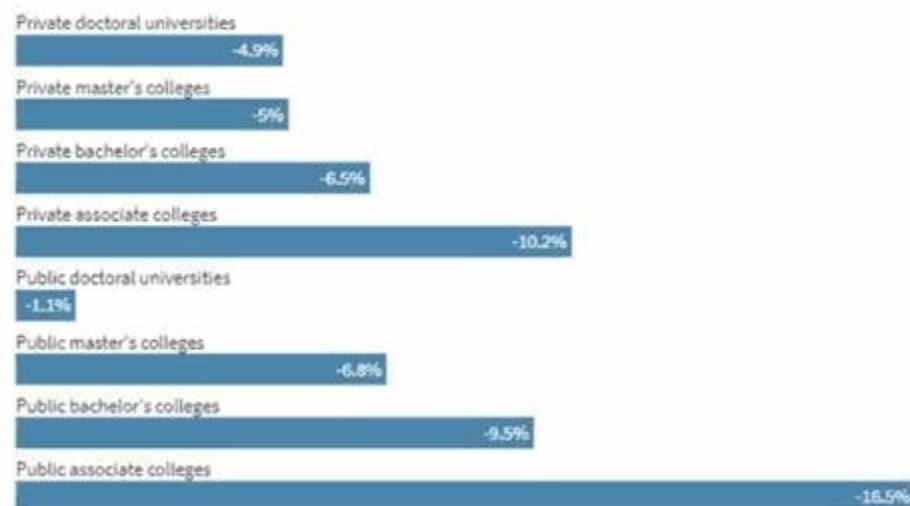
President Cheng has been traveling around the state to our community colleges, sharing and articulating how he is willing to meet with faculty and staff, giving out his business cards, and talking about his desire to communicate and partner. He expressed this at Capital in my presence. At Governor Lamont's AWS Press Conference this week, President Cheng also pretended he is meeting with us and talking with us.

Stop the nonsense. Meet with the unions.

Enrollment Woes at Public Colleges

Declines in full-time, first time undergraduate enrollment at public colleges in the fall of 2020 outpaced the enrollment declines at private colleges, except for at the doctoral level.

■ Percentage decline in enrollment



Source: Chronicle analysis of U.S. Department of Education data

Figures are the percentage change in enrollment between fall 2019 and fall 2020 for first-time full-time degree-seeking undergraduates. Institutions are categorized by the 2018 Carnegie Classification of Institutions of Higher Education, published by the Indiana University Center for Postsecondary Research. Private colleges do not include for-profit private colleges. "Associate" colleges include those categorized as "Associate/Bachelor's."

**BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF SPECIAL BOR MEETING
THURSDAY, NOVEMBER 18, 2021
CONDUCTED VIA REMOTE PARTICIPATION**

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

CSCU STAFF:

Terrence Cheng, CSCU System President
Dr. Alice Pritchard, Chief of Staff/Chief of Operations
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

Dr. Sally Johnstone, President, National Center for Higher Education Management Systems
Mr. Aims McGuinness, Senior Fellow, National Center for Higher Education Management Systems

CALL TO ORDER

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

ADOPTION OF AGENDA

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

2022 BOR MEETING CALENDAR

Chair Fleury noted that the final draft of the 2022 BOR Meeting Calendar was included in the packet for today's meeting. Any questions or concerns should be forwarded to Pam Heleen. The adoption of the calendar will be on the December 16 meeting agenda.

CHAIR FLEURY REMARKS

- Chair Fleury stressed the importance of today's meeting as it expands the naturally narrow lens of the local CT perspective to understand trends and conditions in the larger world of public higher education.
- The BOR needs to understand what others are experiencing and doing, to learn from them, and to sharpen focus on the areas that give Connecticut a competitive advantage.
- It is a best practice of governance to engage in this kind of learning.

PRESIDENT CHENG'S REMARKS

- President Cheng thanked the Board for their continued engagement, support, willingness to continuously improve and efforts to help the System.
- President Cheng reinforced Chair Fleury's comments that it is part of our job to constantly look not just within, but outside of the State to understand where we are. This process points out that CSCU is not alone in many of its challenges. The higher education landscape and our society are changing rapidly; paradigms have shifted.
- We want to continue to fine tune our operations and always look for ways to be better, to find best practices with the understanding that CSCU and Connecticut are unique.
- President Cheng introduced Dr. Sally Johnstone and Aims McGuinness from NCHEMS.

NCHEMS PRESENTATION

Full presentation appears as Attachment A.

DISCUSSION

Q: Chair Fleury asked what a reasonable strategic planning timeframe might be given the rapid rate of change outside the organization and the slow pace of change inside the organization.

A: Mr. McGuinness responded that to get broad buy in across the system as a strategic planning process is important, but unfortunately it is difficult for the process (which could take years) to lead to the 3 - 4 priorities/benchmarks that the BOR and the President should be focused on. He stated that given the urgency, there is a question as to whether we need to come to agreement on areas of focus. Instead, a clear enunciation of 3 - 4 major goals (based on the needs of the State and System) with opportunities for constituencies to weigh in would be a better approach.

Q: Chair Fleury followed-up by asking what a reasonable planning horizon might be.

A: Mr. McGuinness continued by indicating that any process needs to reflect CT's budget planning process and needs to take into consideration the reality of the time it takes to effectuate change (which could take 2 - 4 years to implement). Crafting intermediate and long-range goals may be helpful. Dr. Johnstone stated that because things are changing so quickly, there really is no time. She reinforced Mr. McGuinness' point that long-range goals should be supported by short and intermediate objectives/outcomes.

C: Kelli Vallieres, Director, Office of Workforce Strategies and ex officio BOR member, appreciated the presentation during an unprecedented desire of businesses to engage with the CSCU System and how much they want to take on a role to support CSCU as a demand-driven organization. The State has unprecedented funds allocated for training programs targeted to underserved and underrepresented communities to ensure that non-traditional students have the support that they need. CSCU must think about who our customers are and how education is delivered in a non-traditional way (i.e., scheduling). She is happy to bring the State and business perspective to this discussion.

Q: Professor Blitz asked Mr. McGuinness to comment on the “system of systems” concept.

A: Mr. McGuinness responded by reinforcing Dr. Johnstone’s historical reference that systems in the past were administrative structures for autonomous institutions. The definition of autonomy has always been a relative concept; it is extremely important to have autonomy on some issues and increasingly important to have some functions handled on a systemic basis. This is one of the challenges of a system and is fundamentally changing in higher education.

Q: Regent Budd asked for clarification of the Vermont community college system and if the problems they experienced were applicable to our consolidation.

A: Mr. McGuinness indicated that the Vermont system is not parallel to Connecticut State Community College. Dr. Johnstone suggested that the most comparable system is Dallas County Community College as they focused on economies of scale and better success for students.

ADJOURNMENT

President Cheng and Chair Fleury thanked NCHEMS for an engaging informative presentation and thanked the Regents for their participation. It was a great start to CSCU’s continuing and evolving process.

On a motion by Regent Budd, seconded by Regent Howery, the meeting was adjourned at 11:03 a.m.

Submitted,

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

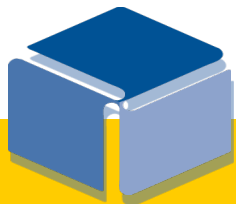
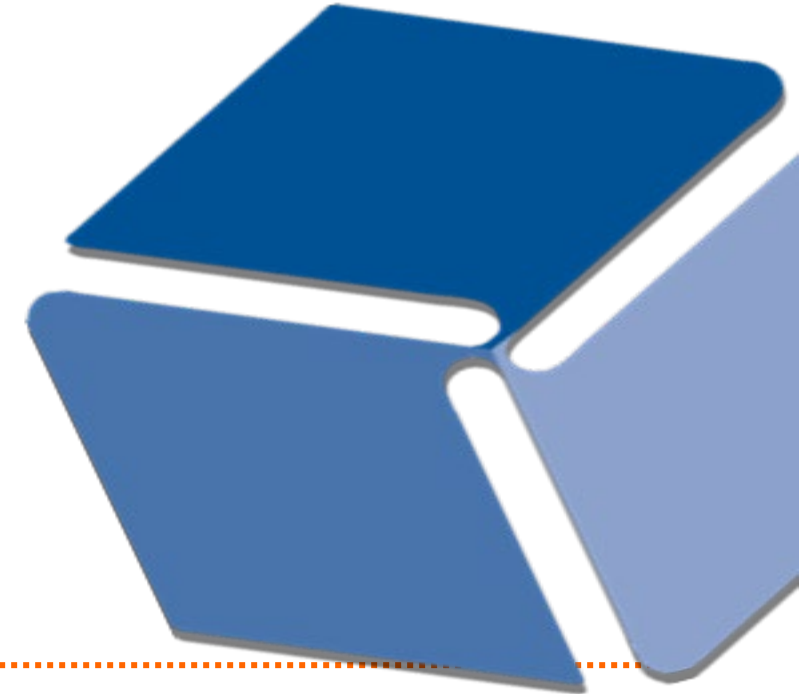
Attachment A

The Connecticut College and University System in a Comparative Perspective

Sally Johnstone & Aims McGuinness

NCHEMS

November 18, 2021



NCHEMS

National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150
Boulder, Colorado 80301

- Comparison of CSCU with other States/Systems
- Evolution of Systems
- Policy Tools for System Leaders
- Common Challenges Facing System Boards
- Example of a System Realignment Capacity to Meet New Realities

CSCU SYSTEM COMPARED TO OTHER SYSTEMS

Cautions Regarding Comparisons with other States

No “model” is transferable to another state.

Each state’s structure:

- Developed in **response** to circumstances **unique** to that state
 - Geographic, demographic, and economic realities (e.g., urban/rural; competition among regions)
 - Role of the Governor, State Legislature, and State Government Agencies
 - Diversity of missions of public higher education institutions
- Often established to **fix particular problems** (frequently involving specific personalities), **NOT** to address long-term state goals

Public Higher Education Systems in Perspective

Of the 18 million students enrolled in higher education 75% attend public institutions and **60 percent** are at public institutions that are legally within the jurisdiction of **system or multi-institutional governing bodies**

- 40 percent of the public enrollment is in university systems
- 20 percent of public enrollment is in statewide community college systems or large multi-campus districts

Connecticut Compared to Other States

- CT is one of **18 states** in which **all public student enrollment** is in **two or more system governing boards** for public institutions, UCONN and CSCU, and no statewide coordinating board
- CT is one of **nine (9) states** that have higher education **system boards that govern both universities and community colleges**

Comparison (Continued)

Only **two (2) states (Minnesota and Vermont)** roughly **comparable** to CSCU: **include both universities and two-year institutions; exclude** the state's Land-Grant **research university**

- **Minnesota State University System:** 7 universities, 30 colleges, and 54 campuses; Community and technical colleges individually accredited; limited inter-college collaboration
- **Vermont State Colleges:** three four-year institutions (soon to be consolidated as Vermont State University) and the Community College of Vermont; the University of Vermont (UVM) has separate Board of Trustees

Comparison (Continued)

Systems in **a seven (7)** other states include 2-year institutions. But, unlike CSCU,

- Include **the state's Land-Grant University** or other major research university, and regional four-year universities.
- States: **Alaska, Hawaii, Montana, Nevada, North Dakota, Utah, and CUNY** System in New York.

Structures of other Northeastern States

- **Maine**

- The Board of Trustees of the University of Maine System governs seven universities, including the University of Maine. The Maine Maritime Academy has its own board of trustees
- The community colleges are governed by a separate Board of Trustees

- **Massachusetts**

- UMASS system has a separate governing board
- Board of Higher Education is a coordinating/regulatory body for other state universities and community colleges. Each university and college has a separate governing board

- **New Hampshire**

- The Board of Trustees of University System of New Hampshire governs UNH and the State Universities
- The NH Community and Technical Colleges are governed by a separate Board of Trustees

Other Northeastern States

- New York

- New York State has two large governing systems, SUNY and CUNY. The State Education Department coordinates and regulates the entire education system.
- The SUNY Board of Trustees governs state-operated university centers, university colleges, and technology colleges. It *coordinates* 30 locally governed community colleges.
- The CUNY Board of Trustees governs a university with 25 campuses, including several community college campuses.

- Rhode Island

- Rhode Island College and CC of Rhode Island are Governed by the Council on Postsecondary Education; URI has a separate governing board

EVOLUTION OF SYSTEMS

Most Systems Developed in the **1960s and 1970s**

- **Dramatic enrollment growth** and **proliferation of new institutions**
- Systems established to:
 - Provide for “**rational**” **development** of state’s higher education system
 - **Curb duplication** of academic programs
 - **Counter political pressures** for new programs and new campuses
 - **Achieve cost-savings through economies-of-scale**—primarily “back office” financial services, HR, procurement

2021: New Realities, Dramatically Changed Context

- **Declining enrollment**
- **Declining State Share of Funding; Shift of Costs to Students** (Student Share of Net Costs in CT from 1980 to 2020 increased from 21% to 50%)
- **Intense competition** for students and revenue
- **Threatened sustainability** of some public institutions

Growing “**systemic**” public imperatives, e.g.

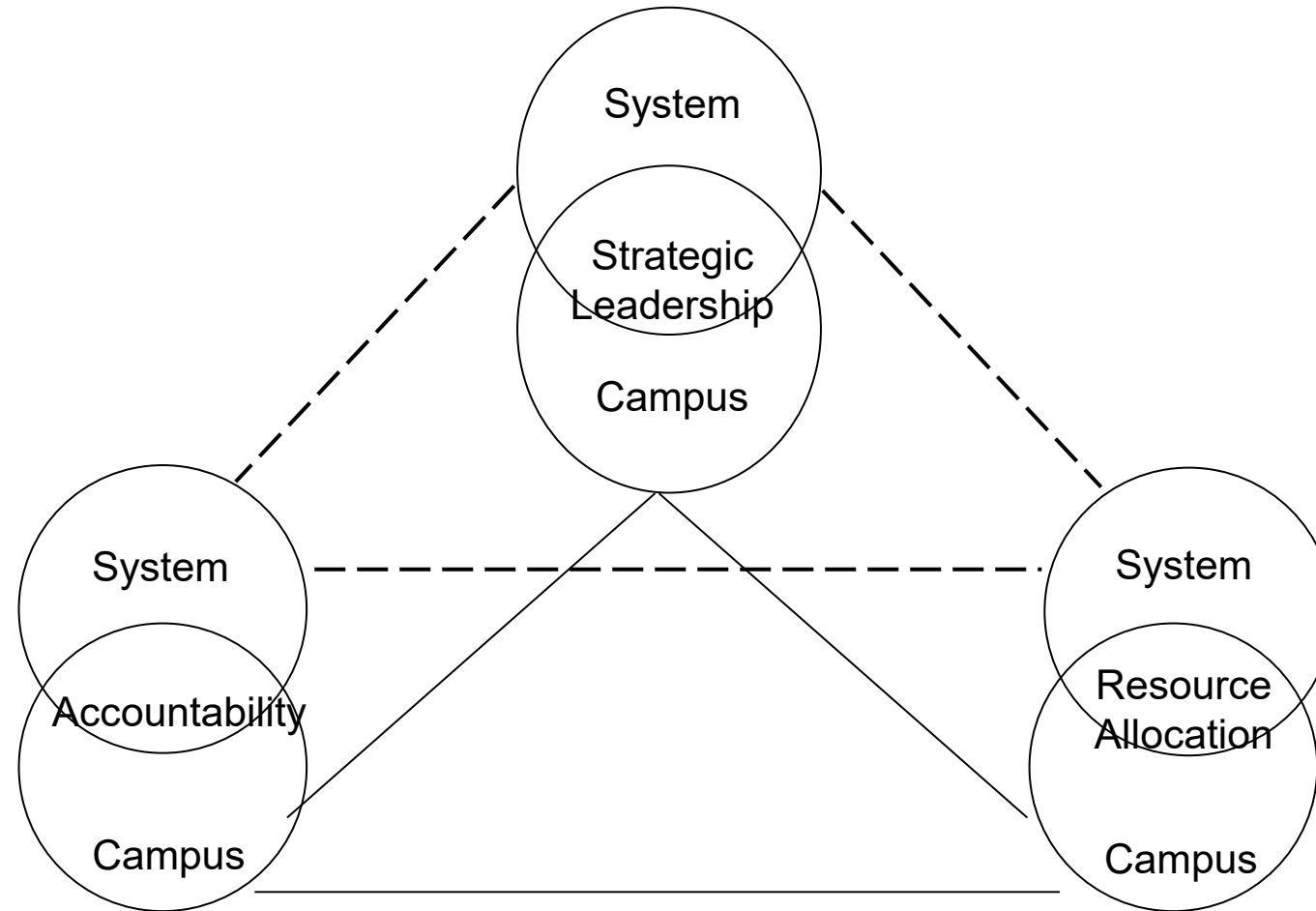
- Ensuring **Affordability**
- Serving **under-represented** and **under-served** populations
- Sustaining **services in regions**
- Responding to **workforce** demands

Now systems are **critical to sustain accessible, affordable** higher education opportunities for **increasingly diverse populations and regions.**

- Linking the system goals/priorities to state priorities
- Developing partnerships and collaborative relationships **within** and **outside the system** to address specific state/regional problems with:
 - K-12
 - State workforce development agencies
 - Other public and private institutions
 - State and regional economic development
 - Service providers

POLICY TOOLS FOR SYSTEM LEADERS

Alignment of Strategic System and Campus Decisions



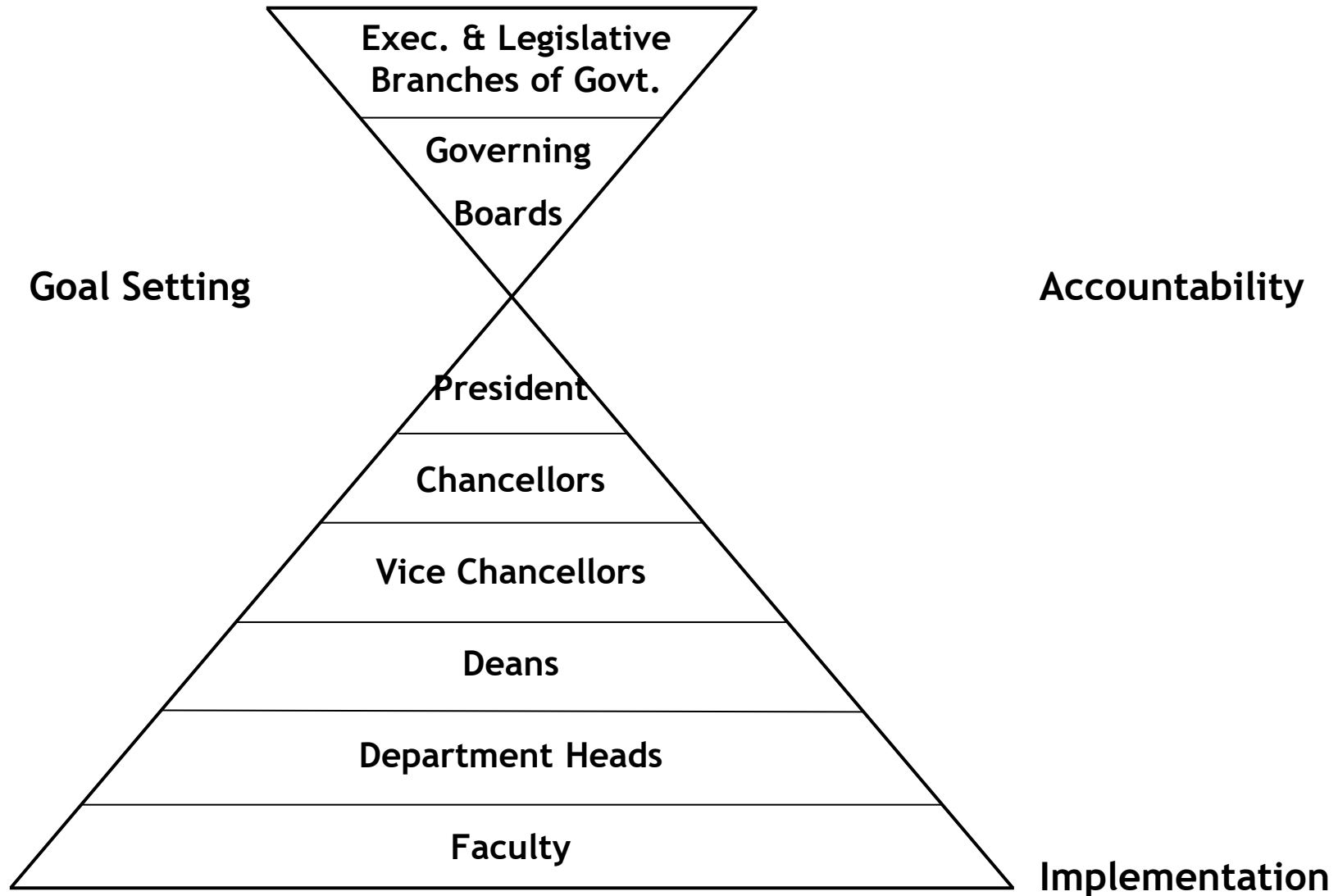
System Hierarchical Realities

WHAT

Goal Setting

Accountability

HOW



System Policy Tools to Accomplish Goals

Goals	Strategic Leadership	Strategic Budgeting and Finance policy related to:		Regulation	Accountability	Decision-making Authority-Governance
		Institutions	Students			
Goal 1						
Goal 2						
Goal 3						

- Strategic Leadership
- Strategic Budgeting and Finance
- Regulation
- Accountability
- Governance—Allocation of Decision Authority

COMMON CHANGES IN SYSTEMS WITH DIVERSE INSTITUTIONAL MISSIONS

Common Challenges

- Linking **system goals/priorities** to **state's major priorities** (e.g., workforce development)
- Developing **accountability metrics for system goals/priorities** to:
 - Monitor progress
 - Hold leaders accountable
- Avoiding **one-size-fits-all policies** that do not recognize **mission** differences
 - Finance policy and resources allocation
 - Localized services

Common challenges (Continued)

- Aligning **system budget with system strategic goals/priorities** (finance policy is the most powerful policy tool)
- Making sure **strategic budget** requires attention to **balance sheet**:
 - Long-term **preservation and renewal** of human (e.g., faculty), technology, and physical assets
 - **Investment** needed to support **major change initiatives**
 - **Contingency** for financial emergency

Common Challenges (Continued)

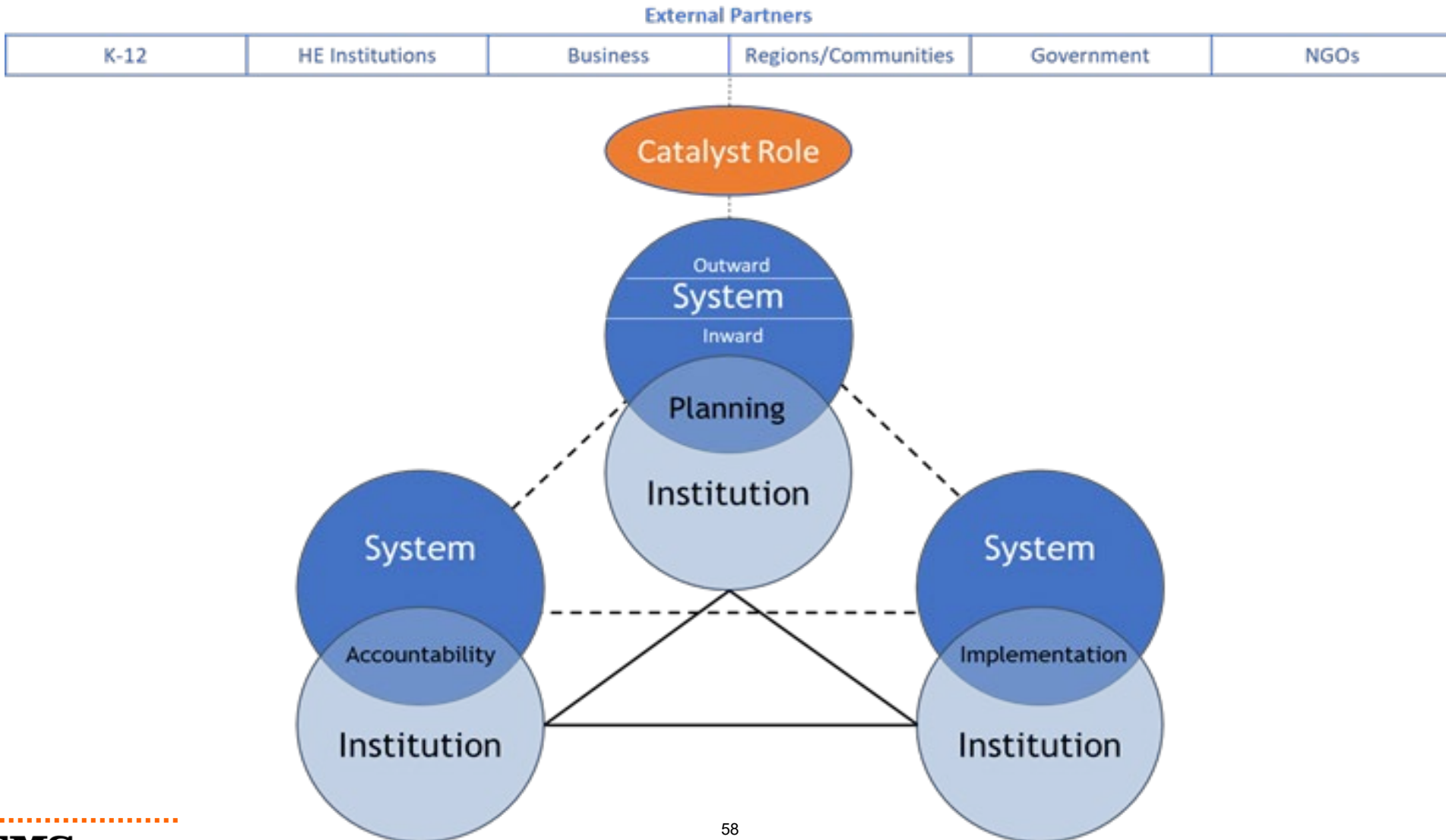
Leading **systemwide change**:

- **From:** Each campus as **relatively independent** unit
- **To:** Each campus **linked to system capacity**; significant **academic collaboration and resource sharing** across the system
- **From:** Focus primarily **inside** the system
- **To:** Partnerships **outside** the system: K-12, state agencies, business, regions, etc.

Challenges (Challenges)

- Ensuring **support for institutional leaders** facing financial crises and leading major campus-level change
- Careful attention to **processes and transparency in decision-making regarding systemic change**

Inward-and Outward Facing System Roles



System Example: University of Maine System

- Established by Consolidation of Two Systems: University of Maine and State Colleges
- Original Rationale: Stop Duplication and Achieve Cost Savings in Small State with Limited Resources
- **Now** Faced With New Realities: Strategic Leadership to Realign the System
 - Moving **from** 8 Dispersed Loosely Coordinated Campuses
 - **To:** One University designed to link the system's combined capacity to future needs of Maine—its population and economy

University of Maine System Strategic Priorities:

- Advancing **Workforce Readiness and Economic Development**
- Increasing Maine **Educational Attainment**
- Aligning Academic Programs and Innovation to **Drive Student Success and Employer Responsiveness**
- Maintaining **Competitiveness and Sustainability** to Meet Critical State Needs

FURTHER DISCUSSION & QUESTIONS

ADDITIONAL RESOURCES

Terminology: Coordination Versus Governance

- **Governing boards:**

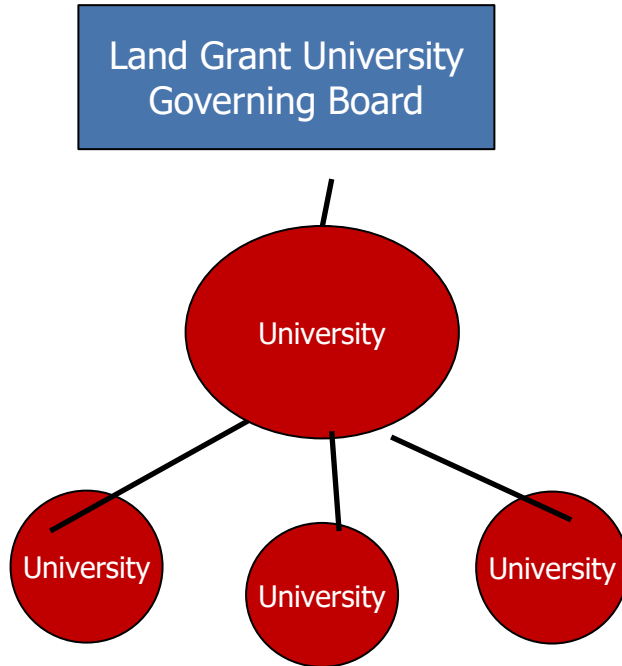
- Single corporate entity with authority to develop and implement policy
- **Direct Line of Authority/Responsibility/Accountability** Between Board and Institutions Through System CEO

- **Coordinating boards:**

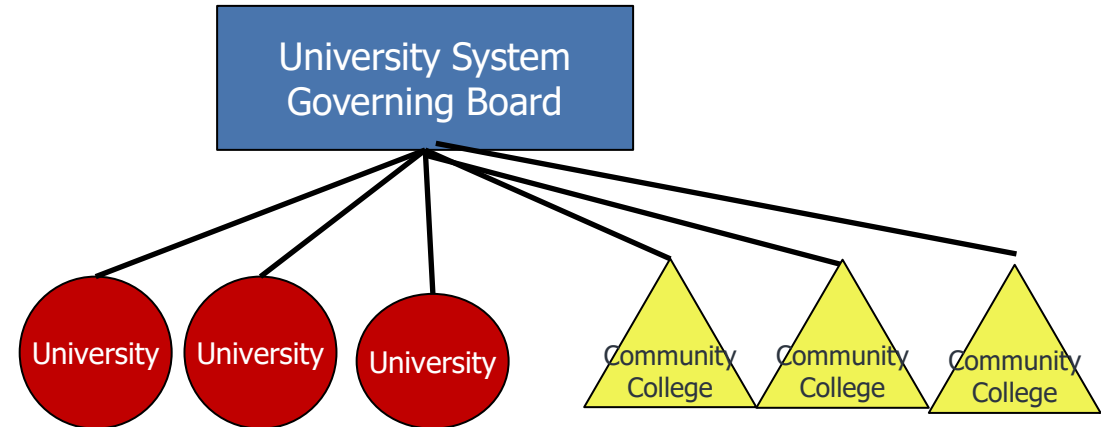
- Do not govern institutions. **Dotted Line Relationship** to Institutions
- Focus on statewide policy leadership not on governing/managing systems or individual institutions
- Carry out statewide planning, regulatory and administrative functions

PROFILES OF OTHER SYSTEMS WITH UNIVERSITIES AND COMMUNITY COLLEGES

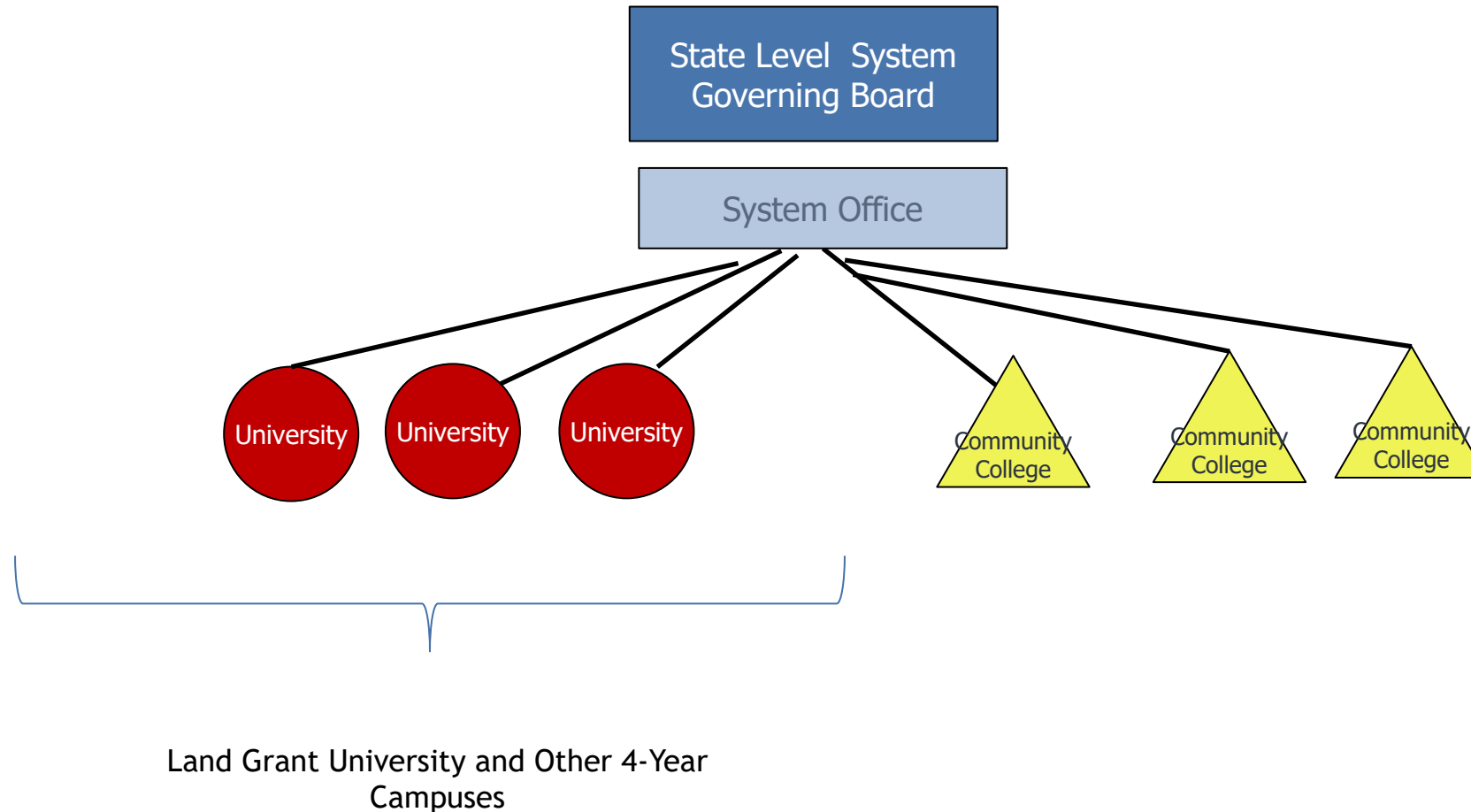
Connecticut and Minnesota



Land Grant University and Other 4-Year Campuses



Example of System Governing Board with Both Universities and Community Colleges: Hawaii, Nevada, North Dakota



COMMON SYSTEM FUNCTIONS

Common Functions of Higher Education Systems

- Develop a system **strategic plan aligned with the state's goals**
- Develop a system **strategic budget aligned with strategic plan**
- Monitor performance and ensure **accountability**
- Shape and **differentiate institutional missions**
- Appoint, evaluate, or dismiss **system and institutional leaders**

- Establish and implement key **academic policies**
 - **Faculty and other personnel** policies, including approving awarding of tenure
 - Recommend/approve new **academic** programs
 - **Admissions** criteria
 - **Degree** requirements and awarding degrees
 - Articulation and **transfer** policies
 - Working with **K-12** re: college and career readiness

Functions (Continued)

- Make **budget recommendations** to the Governor and Legislature
- Maintain **system data/information infrastructure** to support system and institutional planning and decision-making
- Implement **finance policies**
 - Allocate state appropriations to institutions
 - Set tuition rates
 - Manage allocation of state financial aid funds

Functions (Continued)

- Hold institutions **accountable for performance** (including, in many cases, student outcomes) in relationship to institutional mission.
- Ensure that **institutions are well-managed**
 - Monitor conditions
 - Provide access to advisors and technical assistance when indicators suggest external help is needed
 - Arrange for interim leadership when conditions deteriorate to a point of impending crisis
- Negotiate and enforce **collective bargaining agreements**

- Achieve **economies-of-scale** at each institution and systemwide
- **Administrative Services:**
 - Payroll
 - Accounts payable/receivable
 - Legal
 - Human Resources
 - Purchasing/contracting
 - Information Technology

- Economies-of-Scale (Continued)
 - **Systemwide Academic Policies and Programs**
 - **Collaboration across institutions** in the design and delivery of academic programs
 - Policies on **revenue-sharing and acceptance of credit** to support student transfer and collaboration among institutions
 - Maintain the system-wide **distance-delivery infrastructure**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, American Studies, (CIP Code: 05.0102 / OHE# 002662), leading to a Bachelor of Arts at Western Connecticut State University, effective June 2024.

A True Copy:

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

ITEM

Discontinuation of a program, American Studies, leading to a Bachelor of Arts at Western Connecticut State University, effective June 2024.

Name of Institution	Western Connecticut State University	
Name of Program	American Studies	
CIP Code	05.0102	
OHE# (Leave blank for new programs)	002662	
Degree Level	Bachelor of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	June 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The degree in American Studies has had a persistent low-enrollment problem. After discussions surrounding a reimagined version of the degree and the most recent program review, WCSU is recommending closure rather than reinvention. There is no impact on CT workforce initiatives.

Phase out:

WCSU has stopped admission to this program. There are two students left in the program who will be allowed to complete the degree. Most courses are part of other programs that will continue to run. The two dedicated American Studies courses will run as independent studies so that students may complete the degree.

There are no costs with this closure.

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 Bachelor of Arts. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

December 16, 2021

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

A True Copy:

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

ITEM

Discontinuation of a program, Earth and Planetary Sciences, leading to a Bachelor of Arts / Bachelor of Science (Education Track) at Western Connecticut State University, effective June 2024.

Name of Institution	Western Connecticut State University	
Name of Program	Earth and Planetary Sciences	
CIP Code	40.0601	
OHE# (Leave blank for new programs)	000197	
Degree Level	Bachelor of Arts / Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	June 2024	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The BA/BS in Earth and Planetary Sciences has suffered persistent low enrollment for many years. WCSU has been supporting students in the program with independent studies, which is not sustainable going forward. After completing a program review and in consideration of the available programs in CT in this field, WCSU determined that closing this program is the best path forward. There is no impact on CT Workforce needs as there are many such programs in the state and the CSCU system.

Phase out:

Admission to this program has been suspended. There are currently four students who will be supported in the completion of this degree, through a combination of regularly scheduled classes (all part of other programs) and independent studies where necessary.

No resources are necessary to close the program. When all students are through the program, there will be a reduction in faculty workload supporting 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 Bachelor of Arts / Bachelor of Science. The System's Provost and Senior Vice President for Academic and Students Affairs concurs with this recommendation.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continued Accreditation of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Cybersecurity (CIP Code: 11.1003 OHE # 019464), leading to a Bachelor of Science at Central Connecticut State University.

A True Copy:

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

ITEM

Continued Accreditation of a program, Cybersecurity, leading to a Bachelor of Science at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Cybersecurity	
CIP Code	11.1003	
OHE# (Leave blank for new programs)	019464	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

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 INDICATORSStudent Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 69.7

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 99

Difference: +29.3

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$921,743

Total Expenditures apportioned to program in its Year 3: -\$779,922

Difference: \$141,821

Learning Outcomes

The following SOs are required by ABET's Cybersecurity Program.

- SO-1: Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- SO-2: Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the Cybersecurity program's discipline.
- SO-3: Communicate effectively in a variety of professional contexts.
- SO-4: Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- SO-5: Function effectively as a member or leader of a team engaged in activities appropriate to the Cybersecurity program's discipline.
- SO-6: Apply security principles and practices to maintain operations in the presence of risks and threats.

Assessment Instrument:

Students in CYS 467 are required to complete labs and exams to set up and maintain secure systems against risks and threats. Students in CYS 492, working either individually or in a team of two, design and implement a substantial research project focused on software which includes recognizing professional responsibility and making judgments based on aspects of the legal and ethical issues associated with current issues in cybersecurity. Students in CYS 493 are required to complete a substantial secure software design project that examines the complex security issues involved in and applies security principles and practices related to the environment, software, and human aspects of real-world internet projects. Students in CYS 400 work with their internship teams to practice and develop communication and teamwork skills.

Measurable Performance Criteria:

Each criterion on the assessment rubric is graded on a 4-point scale where Poor = 0, Fair = 1, Average = 2, Good = 3, Excellent = 4.

That score is used to assess the Student Outcomes as follows: Not Met (1.00-1.99), Minimally Attained (2.00-2.79), Met (2.80-3.59), Exceeded (3.60-4.00).

Academic year 2020/21	SO-1	SO-2	SO-3	SO-4	SO-5	SO-6
Number of students measured	26	43	9	43	9	26
Assessment score	3.48	3.24	3.49	3.53	3.29	3.48
% ratings with Met or Exceeded	96%	93.6%	78%	98%	78%	96%
% ratings with Minimally Attained	4%	6.4%	22%	2%	22%	4%
% ratings with Not Met	0%	0%	0%	0%	0%	0%

PROGRAM CHANGES

One three-credit course (CS 153: Computer Science III) was removed from the core and was replaced by another three-credit course (CS 355: Systems Programming). Within the Cyber Operations concentration (electives in the field), one three-credit class (CS 355: Systems Programming) was replaced by another three-credit course with two alternatives (CS/CYS 419: Usable Security and Privacy -OR- CS/CYS 455: Secure Software Development).

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.

12/03/2021 – BOR Academic & Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Accreditation of a Licensed Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education grant accreditation of a licensed program, Social Work (CIP Code: 44.0701 OHE # 019156), leading to a Doctorate in Social Work at Southern Connecticut State University.

A True Copy:

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

ITEM

Accreditation of a licensed program, Social Work, leading to a Doctorate in Social Work at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Social Work	
CIP Code	44.0701	
OHE# (Leave blank for new programs)	019156	
Degree Level	Doctorate in Social Work	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

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: 40

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 38

Difference: -2

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$870,661 (sum 19, fall 20, spr 21)

Total Expenditures apportioned to program in its Year 3: \$414,020

Difference: \$456,641

Learning Outcomes**3a. Learning Outcome #1 (Table 3)****Table 3**

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts		≥ 90	
			n,	%	n,	%
1. Administer effective clinical practice services for diverse, underserved and vulnerable populations in Connecticut.	SWK 820	a. Emerging Practice Model Analysis Paper Rubric	n=5	28%	n=12	67%
		b. Final Paper Rubric *n=18	n=2	12%	n=8	47%
	SWK 821	a. Clinical Impasse Paper Rubric *n=13			n=13	100%
	SWK 822	a. Portfolio Final Paper Rubric *n=13	n=1	8%	n=12	92%
	SWK 823	a. Application and Evaluation of Neurobiological Interventions Paper *n=16			n=16	100%

6

As shown in Table 3, most to all students met or exceeded the benchmark for learning objective #1 (range 95% to 100% of students), with the exception of SWK 820, *Final Paper Rubric*. For this assignment, slightly over half of the students (n=10, 56%) met or exceeded the established benchmark of 80% or higher. Please see Section 5 for an interpretation of the findings.

3b. Learning Outcome #2 (Table 4)**Table 4**

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts		≥ 90	
			n	%	n	%
2. Interpret and apply research in order to engage in evidenced informed best practices.	SWK 800	a. Research Study Proposal Rubric *n=12	n=2	17%	n=7	58%
	SWK 802	a. Program Evaluation Proposal Rubric *n=14	n=1	7%	n=10	71%
	SWK 805	a. Final Paper Rubric *n=13	n=5	38%	n=6	46%
	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83%

Four rubrics fulfill Learning Objective #2. Results of Table 4 suggest that most to all students met or exceeded the benchmark for learning objective #2. Specifically, 75% to 91% of students earned a B or higher in their respective assignments.

3c. Learning Outcome #3 (Table 5)

Table 5

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts		≥ 90	
			n	%	n	%
3. Design effective programs that enhance agency functioning.	SWK 802	a. Program Evaluation Proposal Rubric <i>*n=14</i>	n=1	7%	n=10	71%
	SWK 803	a. Class Presentation Paper Grade	n= 5	36%	n= 6	43%
		b. Social Work Issue Paper Grade	n= 4	29%	n= 5	36%
		c. Policy Analysis Paper Grade <i>*n=14</i>	n= 4	29%	n= 5	36%
	SWK 809	a. Capstone Rubric <i>*n=12</i>	n=1	8%	n=10	83%
	SWK 831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper <i>*n=12</i>	n=1 n=0	8%	n=11 n=12	92% 100%

3d. Learning Outcome #4 (Table 6)

Table 6 presents the course assignments and corresponding grades to assess the fourth learning objective. Between 81% and 100% of students earned a B or higher for their respective assignments.

Table 6

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts		≥ 90	
			n	%	n	%
4. Provide leadership and management capacity that will result in superior supervision, administration and innovative strategies to respond to new and unfolding problems.	SWK 804	a. Dilemma & Reflection Grade			15	94%
		b. Topic Paper Grade * <i>n=16</i>			13	81%
	SWK 831	a. Style of Leadership Paper	n=1	8%	n=11	92%
		b. Culturally Competent Leadership Paper * <i>n=12</i>	n=0		n=12	100%
	SWK 833	a. Strategic Planning Paper	n=1	7%	n=6	46%
		b. Decision-Making Paper * <i>n=14 for a, 15 for b.</i>	n=1	7%	n=14	93%

3e. Learning Outcome #5 (Table 7)

As shown in Table 7, between 71% and up to 100% of students earned a B or higher in fulfillment of assignments for learning objective #5.

Table 7

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts		≥ 90	
			n	%	n	%
5. Effectively communicate knowledge, ideas, and concepts in a wide variety of venues including constituencies within and outside of one's organization, in a	SWK 802	a. Program Evaluation Proposal Rubric * <i>n=14</i>	n= 1	7%	n= 10	71%
	SWK 804	a. Dilemma & Reflection Grade			n= 15	94 %
		b. Topic Paper Grade * <i>n=16</i>			n= 13	81 %
	SWK 805	a. Final Paper Rubric * <i>n=13</i>	n=5	38%	n=6	46%

community and at the state level.	SWK 806	a. Instructor Feedback Assignment b. Teaching Dilemma Paper Grade c. Teaching Demonstration Grade <i>*n=16</i>	n=0 n=0 n=5	31%	n= 15 n= 15 n=10	94% 94% 63%
	SWK831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper <i>*n=12</i>	n=1 n=0	8%	n=11 n=12	92% 100%

3f. Learning Outcome #6 (Table 8)

Table 8

Across six courses, six rubrics and six assigned grades fulfill Learning Objective #6. Between 71% and up to 100% of student assignments met or exceeded the B threshold in service of the sixth learning objective.

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts		≥ 90	
			n	%	n	%
6. Deliver best practices in education, training and staff development.	SWK 802	a. Program Evaluation Proposal Rubric <i>*n=14</i>	n=1	7%	n=10	71%
	SWK 803	a. Class Presentation Paper Grade	n= 5	36%	n= 6	43%
		b. Social Work Issue Paper Grade	n= 4	29%	n= 5	36%
		c. Policy Analysis Paper Grade <i>*n=14</i>	n= 4	29%	n= 5	36%
	SWK 806	a. Instructor Feedback Assignment b. Teaching Dilemma Grade c. Teaching Demonstration Grade <i>*n=16</i>	n=0 n=0 n=5	31%	n= 15 n= 15 n= 10	94% 94% 63%
	SWK 809	a. Capstone Rubric <i>*n=12</i>	n=1	8%	n=10	83 %
	SWK 831	a. Style of Leadership Paper b. Culturally Competent Leadership Paper <i>*n=12</i>	n=1 n=0	8%	n=11 n=12	92% 100%
	SWK833	a. Strategic Planning Paper b. Decision-Making Paper <i>*n=14 for a., n=15 for b.</i>	n=1 n=1	7% 7%	n=13 n=14	93% 93%

3g. Learning Outcome #7 (Table 9)

Finally, between 59% and up to 100% of student assignments met or surpassed the B benchmark for learning outcome #9.

Table 9

Learning Outcomes	Course	Assessment Methodology/ Number of Students	80-89 pts		≥ 90	
			n	%	n	%
7. Apply evidence-based best practices to enhance interventions for persons with behavioral health and particularly substance use/abuse problems.	SWK 809	a. Capstone Rubric *n=12	n=1	8%	n=10	83%
	SWK 820	a. Emerging Practice Model Analysis Paper Rubric b. Final Paper Rubric *n=18	n=5	28%	n=12	67%
			n=2	12%	n=8	47%
			n=5	28%	n=12	67%
	SWK 821	a. Clinical Impasse Paper Rubric *n=13			n=13	100%
	SWK 822	a. Portfolio Final Paper Rubric *n=13	n=1	8%	n=12	92%
	SWK 823	a. Application and Evaluation of Neurobiological Interventions Paper Grade *n=16			n=16	100%

PROGRAM CHANGES

Collectively, results suggest that the majority of students met or exceeded the benchmark for satisfactory academic standards. Several planned changes have been noted specific to Learning Objective #1 and the program as a whole.

- After reviewing the results for the Final Paper assignment for SWK 820, we reviewed the prior semester's course, SWK 800, Evidence Informed Practice, which sets the foundation for SWK 820 in order to discern where students may have experienced difficulty. From this analysis, we determined that students, many of whom have been based primarily in practice settings, needed additional support around research methods and writing in a style consistent with reporting research results. We have addressed this need in several ways:
 - Employed a writing tutor available solely to DSW students to assist with APA formatting and other difficulties pertaining to writing research papers;
 - Made a consultant available to provide research and statistical support;
 - Revised the final assignment to more accurately reflect expected learning outcomes.
- Assessment Activity Change: Compiling this level of assessment data is a time-intensive process. We found that as a program, conducting this exercise every three years would enable us to view the results of an entire cohort. We also learned that the Capstone experience could enable us to review all learning outcomes, and we may sample them in courses moving forward.
- We also decided to conduct more of a pre- -post assessment plan whereby we used the on-ground experience during students' first summer as a time to obtain results on the learning outcomes. This allows us to determine the impact of our curriculum on students learning specifically and use that data to ensure we were adding value for our students.
- Finally, the Council on Social Work Education's requirements in the recently approved Accreditation Standards for Professional Practice Doctorates (June, 2020) will inform the implementation of these revised assessment activities.

RECOMMENDATION

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

12/03/2021 – BOR Academic & Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Continued Accreditation of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education grant continued accreditation of a program, Cybersecurity (CIP Code: 11.1003 OHE # 019395), leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Continued Accreditation of a program, Cybersecurity, leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Cybersecurity	
CIP Code	11.1003	
OHE# (Leave blank for new programs)	019395	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

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 INDICATORSStudent Enrollment

Projected full-time equivalent (FTE) enrollment for program's Year 3: 25

Actual full-time equivalent (FTE) enrollment for program's 7th Semester: 23

Difference: -2

Cost Effectiveness

Total Revenue generated by program during its Year 3: \$15,225 (headcount{25}x tuition{\$609})

Total Expenditures apportioned to program in its Year 3: \$0

Difference: \$+15,225

Learning Outcomes

Students are assessed for degree learning outcomes at the end of the program by successful completion of courses required of the degree. In Spring 2021, three courses required of the Cybersecurity program ran with a successful student pass rate of 90%+ for all three courses.

PROGRAM CHANGES

No program changes have been made.

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.

12/03/2021 – BOR Academic & Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Accounting (CIP Code: 52.0302 / OHE# 001772), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Accounting	
CIP Code	52.0302	
OHE# (Leave blank for new programs)	001772	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Advanced Accounting (CIP Code: 52.0302 / OHE# 011770), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Advanced Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Advanced Accounting	
CIP Code	52.0302	
OHE# (Leave blank for new programs)	011770	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Advanced Management (CIP Code: 52.0201 / OHE# 011772), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Advanced Management, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Advanced Management	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	011772	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Applied Accounting (CIP Code: 52.0302 / OHE# 011771), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Applied Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Applied Accounting	
CIP Code	52.0302	
OHE# (Leave blank for new programs)	011771	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee
12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – General Studies (CIP Code: 24.0102 / OHE# 002456), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – General Studies, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	General Studies	
CIP Code	24.0102	
OHE# (Leave blank for new programs)	002456	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Applied Management (CIP Code: 52.0201 / OHE# 011773), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Applied Accounting, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Applied Management	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	011771	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Business Administration (CIP Code: 52.0201 / OHE# 001776), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Business Administration, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Business Administration	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	001776	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Business Administration: Management Option (CIP Code: 52.0201 / OHE# 017321), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Business Administration: Management Option, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Science at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Business Administration: Management Option	
CIP Code	52.0201	
OHE# (Leave blank for new programs)	017321	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Administrative Medical Office Skills (CIP Code: 52.0401 / OHE# 009690), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Administrative Medical Office Skills, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Administrative Medical Office Skills	
CIP Code	52.0401	
OHE# (Leave blank for new programs)	009690	
Degree Level	Associate of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Cannabis Studies (CIP Code: 01.0699 / OHE# 019942), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Cannabis Studies, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a C2 Certificate at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Cannabis Studies	
CIP Code	01.0699	
OHE# (Leave blank for new programs)	019942	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Liberal Arts and Sciences (CIP Code: 24.0101 / OHE# 001781), specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Arts at Quinebaug Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Liberal Arts and Sciences, specifically the addition of hybrid and online modalities to the current on ground modality – leading to an Associate of Arts at Quinebaug Valley Community College.

Name of Institution	Quinebaug Valley Community College	
Name of Program	Liberal Arts and Sciences	
CIP Code	24.0101	
OHE# (Leave blank for new programs)	001781	
Degree Level	Associate of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There will be no impact on the program's pro forma budget.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

December 16, 2021

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Computer Science (CIP Code: 11.0701 / OHE# 008895), specifically the replacement of the current on ground modality with hybrid modality – leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Computer Science, specifically the replacement of the current on ground modality with hybrid modality – leading to a Master of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Computer Science	
CIP Code	11.0701	
OHE# (Leave blank for new programs)	008895	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

SCSU's graduate courses during COVID were all offered online with a high level of success. Students appreciated the quality of delivery, the flexibility of their online learning experience, as well as the high level of student-faculty engagement. Lab-based hardware courses are best delivered on-the-ground in dedicated on campus labs. Based on these factors, SCSU is seeking a "Combined" modality change for our program. The addition of hybrid and online modalities allows for maximum flexibility in scheduling options necessary to market to diverse populations (in particular, non-traditional students) and to provide an opportunity to increase enrollment.

Fiscal Impact:

There is no financial remedy needed to change 60% of our course offerings from on-ground to online.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 16, 2021

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

A True Copy:

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

ITEM

Establishment of a new program, Cancer Registry Management, leading to a C3 Certificate at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Cancer Registry Management	
CIP Code	51.0721	
OHE# (Leave blank for new programs)	TBD	
Degree Level	C3 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Cancer Registry Management is an area of healthcare that is related to Health Information Management which is a current program at Charter Oak. Cancer registrars are data information specialists who collect and report cancer statistics. Cancer registrars capture a complete history, diagnosis, treatment, and health status for every cancer patient in the U.S. Cancer registrars collect the data that provides essential information to researchers, healthcare providers, and public health officials to better monitor and advance cancer treatments, conduct research, and improve cancer prevention and screening programs.

This career area has been assigned a new job code by the U.S. Bureau of Labor Statistics code, which is the same code as Medical Records and Health Information Specialists, which only strengthens the addition of this certificate as a pathway to the BS in Health Information Management.

An Indeed search specifying Connecticut and using the key word of “cancer registry” or “cancer registrar” resulted in the following job postings on October 13, 2021.

Cancer Registrar	Yale New Have Healthcare
Manger Tumor Registry	Yale New Have Healthcare
Cancer Center – Scheduler Registrar	Yale New Have Healthcare

However, leaving the location open resulted in 311 jobs. Changing location to “remote” resulted in 70 jobs, indicating that Connecticut residents with this certificate and some experience could work as a Cancer Registrar for healthcare organizations across the United States.

The program fits perfectly in the online environment. It will take advantage of the strengths of the Health Sciences and Technology Department: expert faculty, established curriculum, and strong degree programs. Programs that the certificate students may want to take advantage of after the completion of their certificate are available. Current students and/or graduates in the Health Information Management program will be interested in adding this certificate to their credentials and skill set.

There are currently no other cancer registry management programs across the other CSCU programs. This will be a unique program to Connecticut, as well as the only similar program in New England.

Cost to develop 7 new courses: \$21,000.00. Tuition will cover the cost of the development, as usually break even comes the second time the course is offered.

The program will be marketed internally and externally with other health related programs as part of our vertical marketing strategic initiative, through our website, virtual open houses, to students in and expressing interest in the health care field, and as part of our corporate outreach initiative.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

December 16, 2021

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

A True Copy:

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

ITEM

Establishment of a new program, Physician Practice Management, leading to a C2 Certificate at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Physician Practice Management	
CIP Code	51.0717	
OHE# (Leave blank for new programs)	TBD	
Degree Level	C2 Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	12/16/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Physician Practice Management certificate is designed for adult learners who already have an associate degree but are looking for a specialized certificate to increase their opportunities for employment (or pursuing an associate degree concurrently with the certificate). It can be completed 100% online using faculty who are experts in the field and can be a pathway to either the Bachelor of Science in Health Information Management or Healthcare Administration.

According to the Bureau of Labor Statistics, medical practice managers earn an annual average salary of \$101,340 after several years of experience and success. However, when just starting out their career in coordinating and directing medical services, practice managers tend to start with a beginning salary around \$55,470 annually. "Employment of medical and health services managers is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations. About 51,800 openings for medical and health services managers are projected each year, on average, over the decade. Many of those openings are expected to result from the

need to replace workers who transfer to different occupations or exit the labor force, such as to retire” (BLS.gov, 2021). An Indeed search specifying Connecticut and using the key word of “practice manager” resulted in 291 results.

While there are a small number of Physician Practice Management college certificates across the United States, there is not such a program in Connecticut. The fact that Charter Oak will be one of few colleges offering this certificate will give us the opportunity to market a niche certificate that is hard for prospective students to find elsewhere.

This certificate is especially attractive to Charter Oak because current students in the HIM and HCA programs are the target demographic that would be interested in this program. There would be an internal group of prospects for this program for streamlined marketing opportunities. Charter Oak has developed many relationships with external healthcare and health related organizations that would also have the target demographics interested in this certificate.

This is a very cost-effective to the Health Science and Technology umbrella because 5 of the 7 courses are existing. The cost to build the 2 new courses is \$6000.00. Typically, a course build pays for itself after the second time the course is taught.

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.

12/03/2021 – BOR -Academic and Student Affairs Committee

12/16/2021 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

December 16, 2021

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

The degrees and certificates include:

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

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

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

A True Copy:

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

ITEM

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

BACKGROUND & ALIGNMENT PROCESS

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

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

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

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

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

RATIONALE

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

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

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

Stage 2: Review by CT State Transitional Committees

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

Stage 3: Campus Endorsement

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

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

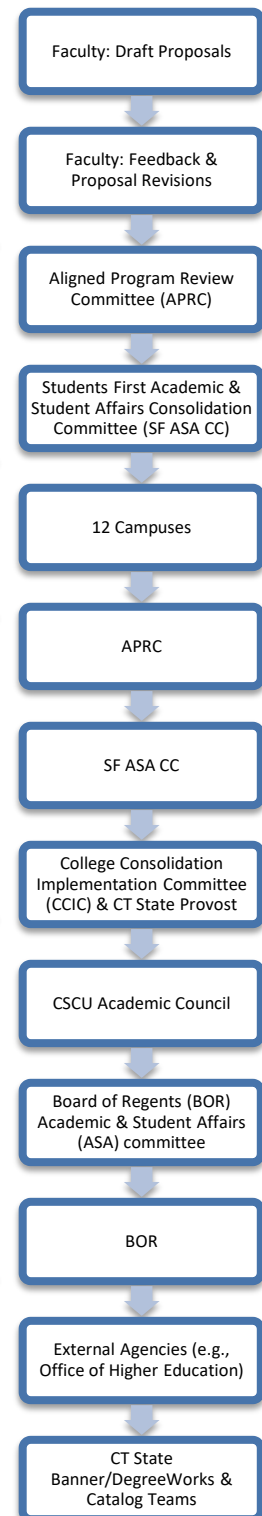
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to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

Stage 5: CSCU Notification and BOR Approval

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

Stage 6: Implementation

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



CT State Aligned Degrees & Certificates
December 2021

- 1) Art Studies, A.A. (CSCU Pathway Transfer Degree)
- 2) Biology Studies, A.A. (CSCU Pathway Transfer Degree)
- 3) Cannabis Studies Certificate
- 4) Disability Specialist, A.S.
- 5) Disability Specialist Certificate
- 6) Drug and Alcohol Recovery Counselor, A.S.
- 7) Drug and Alcohol Recovery Counselor Certificate
- 8) Exercise Science, A.S.
- 9) Exercise Science Studies, A.A. (CSCU Pathway Transfer Degree)
- 10) Honda Professional Automotive Career Training (PACT), A.A.S.
- 11) Honda Professional Automotive Career Training (PACT) Automotive Service Certificate
- 12) Medical Assisting, A.S.
- 13) Medical Assisting Certificate
- 14) Ophthalmic Design & Dispensing, A.S.
- 15) Sociology Studies, A.A. (CSCU Pathway Transfer Degree)
- 16) Speech & Language Pathology Assistant, A.S.
- 17) Sports and Leisure Management, A.S.
- 18) Visual Art, A.A.
- 19) Visual Art: Photography, A.A.
- 20) Visual Art: Illustration, A.A.
- 21) Visual Art: Design, A.A.
- 22) Graphic Design, A.S.
- 23) Graphic Design: Design & Illustration, A.S.
- 24) Graphic Design: Digital Media/Web Design, A.S.

Program Name: Art Studies

Degree Type: Associates of Arts Degree

Program Description:

This program is a CSCU Pathway Transfer Degree in Visual Art, A.A. that is intended for Connecticut Community College students to transfer to Connecticut State Universities (Southern CT State University, Central CT State University, Eastern State University, Western State University) and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Program Learning Outcomes:

1. Technical Competency

Introduce students to traditional and contemporary visual art media, methods, materials, and processes

2. Communication Competency

Students begin to learn to communicate ideas about the visual arts through oral, visual and written expression, using appropriate terminology.

3. Contextual Analysis

Students will come to understand, discuss and critique diverse contemporary and historical perspectives in visual art

4. Conceptual Analysis

Students are introduced to how the elements and principles of art and design transform ideas into visual expression

5. Professional Practice

Students are introduced to professional, ethical, and collaborative behaviors as they relate to a variety of career and studio environments

Program Descriptors:

1. Complete an Associate of Arts degree in Visual Art.
2. Transfer seamlessly into a Bachelor of Arts Degree in Art with junior-level status in the receiving CSCU institution as part of the CSCU Transfer Tickets program.

TAP Degree Requirements		
TAP General Education Core (10-12 courses) (7 Core Courses Approved by the BOR 5/14/2020 Plus Additional TAP Courses)		
1	Eng. 101 Composition (TAP Written Communication I)	3 credits
2	Math 100 or higher (college level) course vetted for TAP Quantitative Reasoning	3-4 credits
3	Arts and Humanities: ART 101 Art History I	3 credits
4	Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning	3-4 credits (lab optional)
5	Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3 credits
6	Written Communication II – ENG course vetted for TAP Written Communication II outcomes	3 credits

7	Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4 credits (lab optional)
8	Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes	3 credits
9	Oral Communication – course vetted for TAP Oral Communication outcomes	3 credits
10	Continued Learning & Information Literacy – CCS 101: College Career and Success	3 credits
	General Education Total:	30-32 credits

Program Requirements (30-34 credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ART 111	ART 111 Drawing I	3 credits	
ART 102	ART 102 Art History II	3 credits	
ART 121 or	ART 121 2-D Design	3 credits	
ART 122 or ART 131	ART 122 3-D Design or ART 131 Sculpture I	3 credits	
ART 112; ART 151 or ART 109; ART 167; GRA 151 or DGA 111 or ART 220; ART 131 or ART 161 or ART 163; ART 141 or ART 250	Select 2- 3 courses from the 13 below with no more than one course from a single group - groups 1 - 6. 1. ART 112 Drawing II 2. ART 167 Printmaking 3. ART 109 Color Theory or ART 151 Painting I 4. GRA 151 Graphic Design or or GRA 230 Digital Imaging I or DGA 111 Intro to Computer Graphics or ART 220 Digital Painting & Drawing 5. ART 131 Sculpture or ART 161 Ceramics or ART 163 Handbuilding 6. ART 141 Darkroom Photography or ART 250 Digital Photography	6-9 credits*	
Unrestricted Electives	*You are free to choose any courses at or above 100-level to complete unrestricted electives, although you may need to use some these credits to take a math course that prepares you for the required level of math in your program. You should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities or to begin work on completing a minor. Central Connecticut State University will require that you complete a minor by earning at least 18 credits in one area outside your major field; you must complete at least 9 of those minor credits at Central. You can also complete other General Education requirements for Central, Southern and Western Connecticut State Universities and Charter Oak State College—but not Eastern Connecticut State University. Your advisor will help you to determine which courses to select.	9-12 credits*	
	* Last two elective categories will total 18 credits.	30	
	Program Requirement Credits	30	
	General Education Core Credits	30-32	
	Program Total Credits	60-62	

Program Name: CSCU Pathway Transfer Degree: Biology Studies

Degree Type: Associate of Arts

Program Description:

This program prepares students to transfer into one of the Connecticut State University (CSU) biology programs.

Program Learning Outcomes:

Outcomes: Students completing the Connecticut State Colleges & Universities (CSCU) Biology Pathway and earning an Associate's Degree will be able to describe:

1. the mechanism by which the diversity of life evolved over time.
2. the basic units of structure that define the function of all living things.
3. how information is stored and exchanged, within and among organisms.
4. how living things transform energy and matter.
5. how living systems are interconnected and interacting.

Competencies: Student completing the CSCU Biology Pathway and earning an Associate's Degree will be able to:

1. Apply the process of science
2. Use quantitative reasoning
3. Use modeling and simulation to describe living systems
4. Apply concepts and knowledge from within and outside of biology in order to interpret biological phenomena
5. Communicate biological concepts and interpretations
6. Discuss the relationship between Science and Society

Program Descriptors:

This program follows the first two years of standard biology majors program and transfers into many public and private universities across the country. Student can transfer into the following programs under the Transfer and Articulation Policy (TAP) transfer agreement:

Central CT State University: <i>Ecology, Biodiversity, Evolution, Bachelor of Science (B.S.)</i>
Central CT State University: <i>Environmental Science, B.S.</i>
Central CT State University: <i>General Biology, B.S.</i>
Eastern CT State University: <i>Biology, Bachelor of Arts (B.A.)</i>
Eastern CT State University: <i>Biology, B.S.</i>
Southern CT State University: <i>Biology, B.A.</i>
Southern CT State University: <i>Biology, B.S.</i>
Western CT State University: <i>Biology - Professional Option, B.A.</i>
Western CT State University: <i>Ecological Option, B.A.</i>

General Education Core Courses (33-34 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT 186	Math - MAT 186 Pre-Calculus	4
3	Arts and Humanities	Any course vetted in Arts and Humanities	3-4
4	BIO 121	Scientific Reasoning - BIO 121 General Biology I	4
5	ANT, ECN GEO, POL, PSY, or SOC	Any ANT, ECO, GEO, POL, PSY, or SOC course vetted in Social / Behavioral Science	3
6	Written Communication II	Any course vetted in Written Communication II	3
7	CHE 121	Scientific Knowledge and Understanding - CHE 121 General Chemistry 1	4
8	Historical Knowledge - HIS	Any HIS course vetted in Historical Knowledge	3
9	Oral Communication	Any course vetted in Oral Communication	3
10	CCS 101	Continued Learning and Information Literacy – CCS 101: College Career and Success (Biology cohort recommended)	3
General Education Core Credits			33-34

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Education courses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (27-28 credits)			
Course Number or Category	Course Name	# of Credits	Pre-req (P) and Co-req (C)#
BIO 122	General Biology II	4	P: Eligibility for ENG 101 and MAT 137 A "C" or better in BIO 121 is recommended but not required.
CHE 122	General Chemistry II	4	P: CHE 121
MAT 256 or Creativity or Global Knowledge	Calculus I or General Education Elective I – Creativity or General Education Elective II - Global Knowledge	3-4	P: MAT 186 or TBD TBD
PHY 121 and 122 OR CHE 211 and 212 OR PHY 221 and PHY 222	General Physics I and General Physics II OR Organic Chemistry I and Organic Chemistry II OR Calc-based Physics I and II	8	P: MAT 186(PHY 121)P: CHE 122(CHE) P:MAT 254 with a C or high, AND Eligibility for ENG 101 AND C: MAT 256(PHY 221)

Program Requirements (27-28 credits)			
Course Number or Category	Course Name	# of Credits	Pre-req (P) and Co-req (C)#
BIO 200's level lab science courses from list below	Pick two 200's level lab science biology courses from the list below; each course below is 4 credits	8	
	Courses offered at all Campuses		
BIO 211	Anatomy & Physiology I		P: BIO 105 and CHE* 111, or BIO 121, or BIO 127, AND ENG* 101 or ENG* 101W, all with a 'C' or higher
BIO 212	Anatomy & Physiology II		P: BIO 211 with a C or better
BIO 235	Microbiology		P: BIO 121 OR BIO 127 OR BIO 105 AND CHE 111 or higher AND ENG 101 with a "C" or better in all.
	Course offered at select Campuses		
BIO 222	Molecular Biotechniques		P: CHE 112 or higher AND BIO 121 or BIO 235 with a "C" or better in both.
BIO 230	Advanced Techniques in Biotechnology		P: Either BIO 130 OR BIO 121 and CHE 121 with a "C" or better in both.
BIO 263	Molecular Genetics		P: BIO 121 OR CHE 112 OR BIO 235 with a "C" or better in both.
BIO 265	Synthetic Biology		P: Grade of C or better in BIO130 And BIO 230 or BIO 121 And CHE121
BIO 270	Ecology		P: BIO* 121 AND ENG* 101W OR ENG* 101, AND MAT* 167 all with a C or better.
BIO 298	Special Topics in Biology (4 credit - Lab topics only)		P: BIO 121 , And CHE 121 or CHE 111, AND ENG 101 or 101W, all with a C or Better
	Program Requirement Credits	27-28	
	General Education Core Credits	33-34	
	Program Total Credits	60-62	

Credit Certificate Program Name: Cannabis Studies Certificate**Certificate Description:**

The Cannabis Studies certificate program will explore the legal challenges confronting cannabis farming, production, and consumer use, and provide instruction in cannabis cultivation techniques and cannabinoid/THC extraction processes. Students will study the farming economics of land, labor, and capital; governmental regulations and laws affecting small business; and developing opportunities in Western and alternative medicines and therapies. The 15- or 16-credit certificate includes classes in horticulture, law and policy, alternative medicine, botany, business, and communications.

Certificate Learning Outcomes:

Learners who complete the Cannabis Studies Certificate will:

1. Understand the common challenges with cannabis production and how to address those challenges.
2. Understand the process for growing cannabis and techniques of seeding, cloning cuttings, pruning and planting, post-harvest handling, and cannabinoid/THC extraction.
3. Be able to describe the legal challenges confronting cannabis farming, production, and consumer use.
4. Understand how to develop an effective presentation for an informative, persuasive, or special occasion purpose talk related to the cannabis industry.
5. Explain the relationship of business to society and the individual. This includes the interrelationships with law and politics and an understanding of governmental regulations and laws affecting small business.
6. Recognize the major economic resources of the business production process: land, labor, and capital. Understand how to synergistically combine these for financial success.
7. Determine methods for objectively evaluating current and future traditional western and alternative medicines and therapies.

Certificate Descriptors:

The candidate for this certificate must have placed at the College level on the Basic Skills Assessment in English and mathematics or completed the recommended developmental coursework.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
HRT*113	Horticulture of Cannabis	3	none
LGL*170	Cannabis Law and Policy	3	none
BBG*101	Introduction to Business	3	TBD
BES*218	Entrepreneurship	3	TBD
HLT*121	Survey of Alternative Healthcare	3	TBD
COM*176 or BMG*204	Business and Professional Communication Or Managerial Communications	3	TBD
Certificate Program Total Credits			18 credits

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

Program Name: Disability Specialist

Degree Type: Associate in Science

Program Description:

The Disability Specialist associate degree program prepares students to work in a wide range of positions in private and public educational and human service agencies. Through individual consultation, each student will pursue a course of study with an emphasis upon the unique vocational goals the **individual** wishes to achieve. Every effort will be made to provide specific skill instruction; however, the focus of the curriculum is on building a strong knowledge base coupled with a positive value base that will prepare each student to assist children and adults with disabilities toward the goals of full community inclusion and participation, and the attainment of their potential.

This program builds upon the Americans with Disabilities Act of 1990, a landmark piece of legislation that provides basic civil rights to millions of people with disabilities in America. Students will become an important part of this dynamic movement.

Since most work settings are in the schools, workplaces, community associations, apartments and homes in the community, an understanding of "community-building" and "individual capacity-building" techniques and procedures is stressed. Creativity, sensitivity and a capacity to concentrate on the abilities of the whole person are essential characteristics of a disability specialist.

Program Learning Outcomes:

Upon successful completion of all Disability Specialist degree program requirements, graduates will:

- Define and discuss basic definitions, causes, psychological characteristics and educational approaches relevant to children with disabilities.
- Discuss how children and adults with disabilities have unique abilities rather than limitations.
- Identify current trends and issues, and define the impact of current national and state laws and policies, affecting people with disabilities and their families.
- Compare various learning theories and their application to children and adults with disabilities.
- Define ethical standards in the disability field and demonstrate confidentiality in written and oral assignments.

In addition, the graduate will complete the comprehensive learning outcomes identified within the General Education Core.

Program Descriptors:

Program Philosophy: People with disabilities are an integral part of the community and should receive necessary integrated community-based support.

Mission Statement: The mission of the Disability Specialist Program is to prepare students for careers in supporting children and adults with disabilities in the community by:

- recognizing and enhancing the dignity, respect and contribution of every child and adult with a disability
- providing information on job opportunities in the disability field to encourage the recruitment of young and continuing education students
- emphasizing, throughout the curriculum, community inclusion of all people with disabilities
- creating opportunities for interaction among the students, faculty, staff and members of the community with and without disabilities
- promoting the value of a Disability Specialist degree or certificate in the job market
- introducing students to assistive technology and other innovations in the continuously evolving field of supporting people with disabilities in the community.

Curriculum: Because of the flexible nature of this program, students may select a full- or part-time plan of study for an associate degree or a certificate option.

There is no required course program requirements sequence in this associate degree.

General Education Core Courses (21-25 credits)			
Course Number/Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	Math 100 or above	Mathematics 100 or above	3
3	Arts and Humanities	Any course vetted in Arts and Humanities	3
4	Scientific Reasoning or Scientific Knowledge & Understanding	Any course vetted in Scientific Reasoning or Scientific Knowledge & Understanding	3 or 4
5	Social/Behavioral Science	Any course vetted in Social/Behavioral Science	3
6	Oral or Written CommunicationII	Any course vetted in Oral or Written Communication II	3
7	CCS*101	College Career and Success	3
General Education Core Credits			21-22

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
HSE*101	Introduction to Human Services	3	TBD
HSE*251	Work with Individuals and Families	3	TBD
PSY*111	General Psychology I	3	TBD
HSE*134	Introduction to the Mental Health System	3	TBD
HSE*281	Human Services Field Work I	3	TBD
PSY*163	Children with Disabilities	3	P: Eligibility ENG 101; P or C: PSY 111
PSY*173	Adults with Disabilities	3	Eligibility for ENG 093 or concurrent registration in ENG 096
PSY*183	Learning Process and Disabilities	3	P: Eligibility ENG 101; P or C: PSY 111
PSY*184	Assistive Technology Across the Lifespan	3	None/none

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
PSY*193	Issues/Trends in Disabilities	3	Eligibility for ENG 093 or concurrent registration in ENG 096
POL*111 or POL*112	American Government or State and Local Government	3	TBD
Open Elective	Open Elective	3	TBD
Open Elective	Open Elective	3	TBD
	Program Requirement Credits	39	
	General Education Core Credits	21-22	
	Program Total Credits	60-61	

Credit Certificate Program Name: Disability Specialist

Certificate Description: People with disabilities are an integral part of the community and should receive necessary community-based supports. This certificate program provides a concentration in on-the-job training in direct service situations, as well as specialized courses that relate to developmental disabilities, which prepares individuals for employment opportunities working people with disabilities, such as paraeducators and/or group home employees.

Certificate Learning Outcomes:

With the addition of experience in the field of disability and upon successful completion of all Disability Specialist certificate program requirements, graduates will:

- Define and discuss basic definitions, causes, psychological characteristics and educational approaches relevant to children with disabilities.
- Discuss how children and adults with disabilities have unique abilities rather than limitations.
- Compare various learning theories and their application to children and adults with disabilities.
- Demonstrate an understanding of ethical standards including confidentiality.
- Define ethical standards in the disability field and demonstrate confidentiality in written and oral assignments.

Certificate Descriptors:

There is no required course program requirements sequence in the certificate.

Certificate Program Requirements (30 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
HSE*101	Introduction to Human Services	3	TBD
HSE*251	Work with Individuals and Families	3	TBD
HSE*210	Group & Interpersonal Relations	3	TBD
HSE*241	Human Services Agencies and Organizations	3	TBD
PSY*111	General Psychology I	3	TBD
PSY*163	Children with Disabilities	3	P: Eligibility ENG101; P or C: PSY 111
PSY*173	Adults with Disabilities	3	Eligibility for ENG 093 or concurrent registration in ENG 096
PSY*183	Learning Process and Disabilities	3	P: Eligibility ENG 101; P or C: PSY 111
PSY*184	Assistive Technology Across the Lifespan	3	None/none
PSY*193	Issues/Trends in Disabilities	3	Eligibility for ENG 093 or concurrent registration in ENG 096
	Certificate Program Total Credits	30	

Program Name: DARC (Drug and Alcohol Recovery Counselor)

Degree Type: Associate of Science

Program Description:

The Drug and Alcohol Recovery Counseling (DARC) program provides the education and training needed to work effectively in the field of substance abuse disorders and recovery counseling. Students examine the techniques of professional counseling, current public health, trends and issues affecting the science of substance abuse disorders, counseling theories, continuum of care, environmental and familial risk factors contributing to substance use disorders, and counselor code of ethics. Students develop an understanding of the process of substance use disorders such as problem gambling, trauma-informed care, and knowledge of multicultural aspects of working with clients; and apply knowledge in a clinical setting by participating in two semesters of internships and seminar. The DARC program may also be ideal for professionals with advanced degrees who seek specialization in substance abuse counseling and certification as a Certified Addictions Counselor (CAC) from the Connecticut Certification Board (CCB) or licensure as a LADC (licensed alcohol and drug counselor) from the Department of Public Health (with a qualifying Master's degree).

Program Learning Outcomes:

Upon successful completion of a DARC Program graduate should be able to:

1. Describe the physiological, emotional, physical, and psychological basis of substance abuse disorders.
2. Define the causes and characteristics of substance dependence and addiction relevant to various populations and cultures.
3. Define, examine, and apply counseling theories to substance abuse disorders counseling sessions.
4. Define, demonstrate, and apply ethical principles and practices according to the CCB, and professional behavior for working directly in the counseling field.
5. Demonstrate knowledge and skills related to relapse prevention education and strategies.
6. Describe the categories of drugs and effects on psychological functioning.
7. Describe characteristics of persons with a substance abuse disorder(s) and specific treatment strategies for working with this population.
8. Demonstrate the ability to develop, draft, and implement individual treatment plans.
9. Discuss the purpose of clinical supervision, participate in two internships, and co-facilitate group counseling sessions under supervision.
10. Describe and demonstrate the use of case management including screening, intake, evaluation, accurate records, treatment, and discharge in the treatment of persons with one or more substance abuse disorders.
11. Describe and demonstrate skills involved in crisis intervention.
12. Describe the purpose and availability of self-help groups for persons with substance abuse disorders.
13. Describe the effects of substance abuse on the family and community including education, health care, and the economy.
14. Describe the stages of change model and recovery for families and their application to treatment of substance abuse disorders.
15. Describe the use of multicultural counseling skills to assessment, treatment, and aftercare for persons of different gender/gender identity, ethnicity, disability, race, sexual orientation, ages including the elderly, and stages of life including homeless populations.

16. Describe the transdisciplinary foundations and competencies required of alcohol or drug counselor.
17. Describe the use of medication in the treatment of substance abuse.
18. Develop a comprehensive case study based on a biopsychosocial assessment, including diagnosis, treatment plan goals and interventions acceptable for submission to the Connecticut Certification Board (CCB).

Program Descriptors:

Courses

All DAR course instructors are licensed drug and alcohol counselors by the State of CT Department of Public Health. Additionally, while certification is preferred for DAR course instructors it is not required. All DAR courses have a didactic component and most include experiential skill building. Students intending to graduate with a degree in DARC should earn a minimum grade of C in order to be adequately prepared for a career in addiction counseling and successfully complete the Counselor Certification Examination through CCB (Connecticut Certification Board).

Internships

Students must complete and submit a formal DARC internship application prior to the interview. Acceptance into a DARC internship with a seminar ([DAR* 251](#), [DAR* 252](#)) is selective and not guaranteed. All interested students participate in a screening and interview process which is intended to evaluate whether the applicant possesses the skills, behaviors (practices), and attitudes necessary for work with individuals with a substance use disorder and/or co-occurring disorders. Interested applicants must have completed ENG 101, DAR 101, DAR 111, DAR 112 and DAR 158 with a grade of C or better and the restricted elective DAR 213 may be completed concurrently during the first or second semester of internship. DARC coursework older than 5 years need to be re-taken prior to the internship. After the interviews, students are formally notified regarding acceptance to internship and ability to register for DAR 251. Students who complete DAR 251 successfully and without incidence are then eligible for DAR 252. During the internships, students are required to carry malpractice liability insurance (average yearly cost \$15.00). Students are billed separately for this coverage and will be asked to pay the premium at the time of registration.

Articulation Agreements

There are active articulation agreements with the University of Bridgeport (Goodwin University) and the BSW program at Southern Connecticut State University.

Employment

Graduates with a DARC associates degree are highly sought after for entry level opportunities as substance abuse counselors in public and private agencies such as community and residential health facilities, hospitals, prevention organizations, rehabilitation, youth services, government, and the criminal justice system. According to the Occupational Outlook Handbook (2016-17 Ed.), employment of addiction/substance abuse counselors is expected to grow by 22 percent from 2014-2024, much faster than average as addiction counseling services are increasingly covered by insurance. Connecticut is considered one of the states with the highest concentration of jobs in this field with a mean average wage of \$46,920.

General Education Core Courses (21-29 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2	MAT 137 or higher	Intermediate Algebra or Any Math course higher than 137	3-4
3	ART or MUS	ART 101 or 102 OR MUS 101 or MUS 102	3
4	BIO 110	Principles of the Human Body	3
5	PSY 111	General Psychology	3
6	COM 173 or COM 172	Public Speaking or Interpersonal Communication <i>*COM 173 recommended for transfer</i>	3
7	ENG 102 or ENG 200	Literature and Composition or Advanced Composition	3
8	CCS 101	College and Career Success	3
		General Education Core Credits	24-25

Total Program Requirements (36 – 39 credits)			
Program Required Courses (21– 30 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
DAR 101	Public Health Issues in Abuse and Addiction	3	ENG 101
DAR 111	Addiction Counseling I	3	ENG 101
DAR 112	Group Counseling Theory and Techniques	3	ENG 101
DAR 158	Biology of Addiction	3	ENG 101
DAR 213	Addiction Counseling II	3	DAR 111 and ENG 101.
DAR 251	Counseling Internship I	6	With a grade of C or better, must have completed DAR 101, 111, 112 and 158 to apply for internship. DAR 213 and DAR electives may be taken concurrently with DAR 251 and 252.
DAR 252	Counseling Internship II	6	With a grade of C or better, must have completed DAR 251.
PHL 111	Ethics	3	
PSY 245	Abnormal Psychology	3	PSY 111
Elective	Restricted Elective (DAR 220 Co-Occurring Disorders Counseling, DAR 117 Substance Abuse Prevention, DAR 119 Addiction Counseling in a Correctional Setting, DAR 212 Multicultural Addiction Counseling, DAR 114 Introduction to Family Systems)	3	See PC for advising on the most appropriate course.
		36	
	Total Program Requirement Credits	36	
	General Education Core Credits	24-25	
	Program Total Credits	60-61	

Credit Certificate Program Name: DARC (Drug and Alcohol Recovery Counselor)**Certificate Description:**

This program is ideal for individuals who are already working in the field of the treatment of substance use disorders, desire a fast-track to certification, are receiving clinical supervision, and/or hold an advanced degree in a closely related field (e.g., social work, counseling, etc.) who would like to supplement their expertise. DARC certificate recipients with degrees and/or experience are prepared for opportunities as counselors for those with substance use disorders in public and private agencies such as community and residential health facilities, hospitals, prevention organizations, youth and family services, and the criminal justice system.

The DARC certificate curriculum consists of 21 credits, meets the Connecticut Certification Board (CCB) requirements to become a CAC (certified addiction counselor), and prepares graduates to take the certification examination administered by CCB. The DARC certificate also satisfies the specialty education requirements for those currently holding a related Master's degree and are applying for licensure as an LADC.

Certificate Learning Outcomes:

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

1. Describe the physiological, emotional, physical, and psychological basis of substance use disorders.
2. Define the causes and characteristics of substance use disorders relevant to various populations and cultures.
3. Define, examine, and apply counseling theories to counseling those with substance use disorders.
4. Define, demonstrate, and apply ethical principles and practices according to the CCB, and professional behavior for working directly in the counseling field.
5. Demonstrate knowledge and skills related to counseling skills and relapse prevention education and strategies.
6. Describe the categories of drugs and effects on the body, brain, and fetus.
7. Describe characteristics of those with substance use disorders and specific treatment strategies for working with this population.
8. Demonstrate the ability to develop, draft, and implement individual treatment plans.
9. Describe and demonstrate the use of case management including screening, intake, evaluation, accurate records, treatment, and discharge in the treatment of persons with addiction.
10. Describe and demonstrate skills involved in crisis intervention.
11. Describe the purpose and availability of self-help groups for persons with substance use disorders.
12. Describe the effects of substance use disorders on the family and community including education, health care, and the economy.
13. Describe the stages of change model and recovery for families and their application to treatment of substance use disorders.
14. Describe the transdisciplinary foundations and competencies required of substance abuse counselor.
15. Describe the use of medication in the treatment of substance use disorders.

Certificate Program Requirements (#credits)			
Course Number	CourseName	# of Credits	Pre-req./Co-req. Course #
DAR 101	Issues in Drug and Alcohol Abuse	3	ENG 101
DAR 111	Addiction Counseling I	3	ENG 101
DAR 112	Group Counseling Theory & Techniques	3	ENG 101
DAR 158	Biology of Addiction	3	ENG 101
DAR 213	Addiction Counseling II	3	ENG 101
ENG 101	Composition	3	
Elective*	DAR Elective	3	Contingent upon the student's choice
	Certificate Program Total Credits	21	

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

Program Name: CSCU Pathway Transfer Degree: Exercise Science Studies**Degree Type: Associates in Arts****Program Description:**

The Exercise Science Program is designed to provide fundamental and theoretical knowledge to transfer and succeed in a baccalaureate exercise science program. It also provides the practical skills necessary to assume the role of a health fitness professional in commercial and clinical settings. With an emphasis on exercise physiology and health, the program integrates cutting edge research with fundamental theories of learning and basic clinical skills. This program offers the transfer student a transfer level mathematics course and an increased number of general education courses creating a well-rounded base in order to continue with further education.

Program Learning Outcomes:

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

1. Demonstrate an understanding of human anatomy and physiology, exercise physiology and knowledge in a holistic wellness model that promotes health beyond just the physical aspect.
2. Demonstrate sound knowledge and clinical skills needed for health screenings, exercise testing and exercise prescription with a variety of populations.
3. Demonstrate an understanding of a variety of public health concerns, including physical activity, nutrition, chronic disease and disability, and human performance.
4. Develop leadership, interpersonal, and communication skills, which lead to increased collaboration with a variety of health care professionals in a multidisciplinary approach to wellness.
5. Practice sound, prudent, and ethical functions necessary in health fitness and allied health professions.
6. Develop an understanding of the skills, knowledge, abilities and continued education needed to progress in the Exercise Science and health-related fields.

Program Descriptors:

Exercise Physiology labs Human Performance Centers Cardiac Rehabilitation Centers Corporate Wellness Centers Medical Rehabilitation Centers

Articulations: TAP

General Education Core Courses (32-33 credits): Exercise Science Studies			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*167	Math: Principles of Statistics	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	BIO*115	Scientific Reasoning: Human Biology	4
5	PSY*111	Social / Behavioral Sciences: General Psychology	3
6	Written Communication II	Any course vetted for Written Communication II	3
7	BIO*211	Scientific Knowledge and Understanding: Anatomy and Physiology I	4
8	Historical Knowledge	Any course vetted for Historical Knowledge	3

General Education Core Courses (32-33 credits): Exercise Science Studies			
Course Number or Category		Course Name	# of Credits
9	COM*173	Oral Communication: Public Speaking	3
10	CCS*101	College and Career Success	3
General Education Core Credits			32-33

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Education courses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (28 credits): Exercise Science Studies			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
EXSC*105 previously HPE 105	Introduction to Exercise Science	3	P: ENG 101
EXSC*210 previously HPE 210 OR EXSC*231 previously HPE 246 OR HLT 155 OR HPE 242	Sports Nutrition OR Exercise Programming for Clinical Populations OR Personal Health OR Introduction to Athletic Training	3	P: BIO 111 P: EXSC 230 TBD P: ENG 101
EXSC*230 previously HPE 245	Exercise Testing and Program Design	4	P: EXSC*105 or by permission of program coordinator
EXSC*232 previously HPE 247	Aspects of Strength and Conditioning	3	P: EXSC 230 or permission of program coordinator
EXSC*240 previously HPE 241	Exercise Physiology with Lab	4	P: EXSC 230, BIO*211
EXSC*250 previously HPE 243	Kinesiology with Lab	4	P: EXSC 105, BIO* 211
BIO*111	Introduction to Nutrition	3	TBD
BIO*212	Anatomy and Physiology II	4	TBD
		28	
	Program Requirement Credits	28	
	General Education Core Credits	32-33	
	Program Total Credits	60-61	

Program Name: Exercise Science**Degree Type: Associate of Science Degree****Program Description:**

The Exercise Science Program is designed to provide fundamental and theoretical knowledge as well as practical skills necessary to assume the role of a health fitness professional in commercial and clinical settings. With an emphasis on exercise physiology and health, the program integrates cutting edge research with fundamental theories of learning and basic clinical skills. Graduates of the program will be prepared for a career in health fitness and will demonstrate sound communication skills, lifelong learning, safe and effective care, within their legal scope, and compassion for those they work with.

Program Learning Outcomes:

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

1. Demonstrate an understanding of human anatomy and physiology, exercise physiology and knowledge in a holistic wellness model that promotes health beyond just the physical aspect.
2. Demonstrate sound knowledge and clinical skills needed for health screenings, exercise testing and exercise prescription with a variety of populations.
3. Demonstrate an understanding of a variety of public health concerns including physical inactivity, nutrition, chronic disease and disability and human performance.
4. Develop leadership, interpersonal, and communication skills which lead to increased collaboration with a variety of health care professionals in a multidisciplinary approach to wellness.
5. Practice sound, prudent, and ethical functions necessary in health fitness and allied health professions.

Program Descriptors:

Career Opportunities are available in: Human performance Centers Personal Training
Wellness Centers Rehabilitation Centers Corporate Wellness Centers Community Centers

General Education Core Courses (22-23 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*109	Math - Elementary Statistics	3
3	Arts & Humanities	Any course vetted for Arts & Humanities	3-4
4	BIO*115	Scientific Reasoning/Knowledge and Understanding - Human Biology	4
5	PSY*111	Social/Behavioral Science - General Psychology	3
6	COM*173	Oral Communication - Public Speaking	3
7	CCS*101	College and Career Success	3
General Education Core Credits			22-23

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Education courses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (38 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
EXSC*105 previously HPE 105	Introduction to Exercise Science	3	P: ENG 101
EXSC*230 previously HPE 245	Exercise Testing and Program Design	4	P: EXSC*105 or by permission of program coordinator
EXSC*231 previously HPE 246	Exercise Programming for Clinical Populations	3	P: EXSC*230
EXSC*232 previously HPE 247	Aspects of Strength and Conditioning	3	P: EXSC 230 or permission of program coordinator
EXSC*240 previously HPE 241	Exercise Physiology with Lab	4	P: EXSC 230, BIO*211
EXSC*250 previously HPE 243	Kinesiology with Lab	4	P: EXSC 105, BIO* 211
EXSC*295 previously HPE 295	Field Placement in Exercise Science	3	P: EXSC 231
BIO*111	Introduction to Nutrition	3	TBD
BIO*211	Anatomy and Physiology I	4	TBD
BIO*212	Anatomy and Physiology II	4	TBD
ENG*102	Literature and Composition	3	TBD
		38	
	Program Requirement Credits	38	
	General Education Core Credits	22-23	
	Program Total Credits	60-61	

Program Name: Graphic Design

Options are:

- 1) Graphic Design
- 2) Design & Illustration
- 3) Digital Media/Web Design

Degree Type: A.S.

Program Description:

The purpose of the Graphic Design Associate Degree program is:

- to provide a graphic design **terminal or transfer** program in the area of graphic design, digital media, computer graphics and advertising;
- to offer a degree program for those considering an entry-level position in related graphic design fields; and
- to provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of the application of acquired technical knowledge. Computer use will be an integral part of the program.

Program Learning Outcomes:

Upon successful completion of all Graphic Design degree program requirements, graduates will:

- 1) Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
- 2) Develop an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.
- 3) Integrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
- 4) Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
- 5) Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
- 6) Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
- 7) Develop a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.
- 8) Demonstrate knowledge and skill in the application of the Principles of Design, Elements of Art, Visual Literacy and as an option, gain industry experience through internship.

Program Options:

1) Graphic Design Option Description:

This option provides the Graphic Design student with a broad, art-based degree primarily for transfer with fundamental skills developed in 2D, 3D and timebased studios. It provides students with a Graphic Design track to 4-year university programs with a broad and foundational art and design background.

Learning Outcomes:

In addition to the Graphic Design A.S. Learning outcomes students will:

- Integrate skills, techniques, and the safe use of materials and equipment necessary for studio art creation. Combine an understanding of art, design concepts, critical thinking, and problem solving in order to apply these skills to art processes using a variety of media.
- Communicate and critique art and concepts using specific art vocabulary.
- Apply a strong fine arts foundation and high quality, relevant coursework in preparation for career or transfer.
- Evaluate and demonstrate a historical, cross-cultural appreciation and awareness of the field of visual art. Develop an understanding of the principles and elements of two-dimensional and three-dimensional design and their applications to various studio disciplines.

2) Design & Illustration Option Description:

Illustration is a parallel field to Graphic Design and many designers are also illustrators. This option provides students with project-based, hands-on and digital classes in Illustration, drawing and painting to lay the foundation for transfer or career opportunities in Illustrating for design. It provides Graphic Design students an Illustration track to a 4-year transfer degree and/or career in illustration, with an emphasis on design.

Learning Outcomes:

In addition to the Graphic Design A.S. program learning outcomes students will:

- Become competent in a variety of artistic and digital media. Develop the ability to identify, analyze, and solve design problems.
- Obtain an understanding of the aesthetics of illustration and of the history and current state of design. Become proficient in the selection and use of relevant technologies and computer software in illustration. Ability to use available software and non-digital processes to sketch, model, and produce an illustration.
- Design and develop an illustration from sketch to mockup to finished process.
- Become proficient in presenting work as well as discussing and constructively critiquing the work of others.

3) Digital Media/Web Design Option Description:

This program prepares students with a foundation of courses in art, graphic design, and digital media. This provides our students with a broad range of skills and the opportunity to explore a variety of career options. Web and Media design is in high demand as an industry and career track. This option focuses on digital media and web development to prepare students for a career in timebased media and web design.

Learning Outcomes:

In addition to the Graphic Design A.S. program learning outcomes students will:

- Demonstrate proficiency in the skills that are required in today's graphic design industry.
- Attain an expanded awareness and a critical understanding of graphic design products.
- Demonstrate proficiency with graphic design and digital media software that are industry standards. Become proficient in principles of Interaction Design and user experience processes as they relate to front- end web design and interactive graphics.

Program Descriptors:

The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

Degree Requirements

General Education Core Courses (21 - 25 credits)		
Course Number	Course	Credits
ENG*101	English Composition	3
MAT*100	Math 100 or higher (Math 137 or higher recommended)	3 - 4
ART*	Choose one from: Arts and Humanities: Art 207 History of Graphic Design preferred. (ART* 101/102/103 or ART*206 optional)	3
	Choose one from: Scientific Reasoning OR Scientific Knowledge and Understanding	3 - 4
	Choose one from: Social / Behavior Science or Historical Knowledge	3
	Choose one from: Oral Communication or Written Communication II	3
CCS*101	Choose one from: CCS* 101: College and Career Success	3
		21 - 23

Program Requirements

Program Required Courses (27 credits)			
Course Number	Course	Credits	Pre-Requisites Co-Req. Course
GRA*151	Graphic Design I (This course replaces: ART*123 Design I, or COM*105 Intro to Visual Communication, or GRA*150 Intro to Graphic Design) <i>This course is a Gen Ed Arts and Humanities</i>	3	None
ART*111	Drawing I <i>This course is a Gen Ed Arts and Humanities</i>	3	None
DGA*111 or GRA* 230	Introduction to Computer Graphics or Digital Imaging I (formerly DGA*110, 120 Computer Graphics I or GRA*110 Intro. to Computer Graphics, or GRA* 111 Computer Graphics, or GRA*237 Computer Graphics, or GRA*231 Digital Imaging I or DAT*108 Digital Imaging I.) <i>This course is a Gen Ed Arts and Humanities</i>	3	None for DGA*111 Eligible for ENG*101 or permission from Coordinator for GRA*230
ART*109 or 121	Color Theory or Two-Dimensional Design	3	None
GRA*201 or 221 or ART*112	Typography & Design I or Illustration I or Drawing II	3	C- or better in GRA*151 Graphic Design I for GRA*201 or None for GRA*221 or ART*111 for ART*112
GRA*241 or 252	Digital Page Design or Graphic Design II: Layout (formerly GRA*203 Design & Production or GRA* 205 Typography and Design II or GRA*251 Advanced Graphic Design, or ART*165 Production Layout)	3	ART 121 Two-Dimensional Design or DGA* 111 Intro to Computer Graphics or Permission of Instructor for GRA*241 or GRA*151 Graphic Design I or DGA*111 Intro to Computer Graphics for GRA*252
DGA*212 or GRA*231 or ART*250	Advanced Computer Graphics or Digital Imaging II or Digital Photography	3	DGA*111 for DGA*212 or GRA* 151 or permission of Coordinator for GRA*231 or None for ART* 250
ART*176 or 250 or COM*166	Digital Video Art I or Digital Photography or Video Filmmaking (Formerly DGA*283 Digital Video Editing, DAT*110 Digital Video Production I, ART*185 Video Filmmaking)	3	None
ART*292/GRA* 296 Or 200 level elective studio:	ART*292 Cooperative Education (formerly Internship in Art I) or GRA*296 Graphic Design Internship or 200 level elective studio (see preferred) ART*290 Portfolio Preparation I-(formerly Graphic Design III/IV or Computer Graphics III/IV in this program) or GRA*295 Graphic Design Capstone	3	Student must have a minimum of 15 program required credits before taking an internship <i>or permission</i> ; for ART* 290: 2 nd year status, matriculation in an Art curriculum and permission of the Coordinator; for GRA* 295: GRA* 252 or permission of the Coordinator; for DGA/GRA* 298: GRA* 151 or DGA* 111 or permission of the Coordinator
ART*290/GRA* 295 Preferred Or DGA/GRA*298	Or DGA/GRA* 298 Digital Arts/Graphic Design Special Topics.		
Total Program Core		27	

Common course numbering and common pre-requisites to be used for all courses.

Program Name: Graphic Design: Graphic Design Option

Program Required Courses (12 credits)			
Course Number	Course	Credits	Pre-Requisites Co-Req. Course
ART/DGA/ GRA*	ART*/DGA*/GRA* 2D studio elective (Choose two from list below):		Must be 6 contact hours <i>Prerequisites may apply</i> ART* 109: NONE ART* 112: ART* 111 ART* 113: ART* 111 ART* 121: NONE ART* 151: NONE ART* 155: NONE ART* 167: NONE ART* 220: NONE ART* 250: NONE ART* 290: 2 nd year status, matriculation in an Art curriculum and permission of the Coordinator GRA* 201: C- or better in GRA* 151 GRA* 221: NONE GRA* 231: GRA* 151 or permission of the Coordinator GRA* 236: ART* 111 or ART* 121 or DGA* 111 or GRA* 151 or permission of Coordinator GRA* 260: DGA* 111 or CST* 150 or permission of the Coordinator GRA* 295: GRA* 252 or permission of the Coordinator
	ART*109 Color Theory	6	
	ART*112 Drawing II		
	ART*113 Figure Drawing		
	ART*121 2D Design		
	ART*151 Painting I		
	ART*155 Watercolor		
	ART*167 Printmaking		
	ART*220 Digital Painting and Drawing		
	ART*250 Digital Photography		
	ART*290 Portfolio Prep I: Graphic Design		
	GRA*201 Typography and Design I		
	GRA*221 Illustration I		
	GRA*231 Digital Imaging II or DGA* 212 Advanced Comp.		
	Graphics GRA*236 Digital Illustration		
	GRA*260 Web Design		
	GRA*295 Graphic Design Capstone		
	ART*/DGA*/GRA* 3D studio elective (Choose one from list below):		Must be 6 contact hours <i>Prerequisites:</i> ART* 122: NONE GRA* 275: NONE
	ART*122 3D Design	3	
	GRA*275 3D Computer Modeling		
	ART*/DGA*/GRA* time-based studio elective (Choose one from list below):		<i>Prerequisites may apply</i> ART* 176: NONE ART* 189: ART* 111 or permission of Instructor COM* 166: NONE DGA* 257: DGA* 111 or COM* 166
	ART*176 Digital Video Art	3	
	ART*189 Animation Fundamentals		
	COM*166 Video Filmmaking		
	DGA*257 Motion Graphics		
		12	
Total Program Requirement Credits		39	
General Education Core Credits		21 - 23	
Program Total Credits		60 - 62	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus.

Program Name: Graphic Design: Design & Illustration Option

Program Required Courses (12 credits)			
Course Number	Course	Credits	Pre-Req. Co-Req. Course
ART*/GRA*	<p>Choose four Illustration electives from the following:</p> <p>ART*112 Drawing II ART*113 Figure Drawing ART*121 2D Design <i>or</i> ART* 122 3D Design ART*151 Painting I <i>or</i> ART* 155 Watercolor I ART*167 Printmaking ART*220 Digital Painting and Drawing ART*290 Portfolio Prep I: Graphic Design <i>or</i> DGA*/GRA* 298 Special Topics GRA*221 Illustration I (<i>preferred on this track if not taken in CORE Requirements</i>) GRA*222 Illustration II (<i>preferred on this track</i>) GRA*236 Digital Illustration GRA*275 3D Computer Modeling GRA*295 Graphic Design Capstone</p>	12	<p>Must be 6 contact hours <i>Prerequisites may apply</i> ART* 112: ART* 111 ART* 113: ART* 111 ART* 121: NONE ART* 151: NONE ART* 167: NONE ART* 220: NONE ART* 290: 2nd year status, matriculation in an Art curriculum and permission of the Coordinator GRA* 221: NONE GRA* 222: GRA* 221 GRA* 236: ART* 111 or ART* 121 or DGA*111 or GRA*151 or permission of Coordinator GRA* 275: NONE GRA* 295: GRA* 252 or permission of the Coordinator</p>
		12	
Total Program Requirement Credits for Design & Illustration Option		39	
General Education Core Credits: Design & Illustration Option		21 - 23	
Program Total Credits		60 - 62	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus

Program Name: Graphic Design: Digital Media/Web Design

Program Required Courses (12 credits)			
Course Number	Course	Credits	Pre-Req. Co-Req. Course
ART*/DGA*/ GRA*	Choose four Digital Media/Web Design electives from the following:		<i>Prerequisites may apply</i> ART* 176: NONE ARTY* 189: ART* 111 or permission of Instructor ART* 250: NONE ART* 290: 2 nd year status, matriculation in an Art curriculum and permission of the Coordinator COM* 166: NONE CST* 114: NONE CST* 150: DGA* 257: DGA* 111 or COM* 166 GRA* 231: GRA* 151 or permission of the Coordinator DGA* 212: DGA* 111 DGA* 258: DGA* 111 or permission of the instructor GRA* 227: GRA* 151 or GRA* 252 or permission of instructor GRA* 260: DGA* 111 or CST* 150 or permission of Coordinator GRA* 262: GRA* 260 or permission of the Coordinator GRA* 275: NONE GRA* 295: GRA* 252 or permission of the Coordinator
	ART*176 Digital Video Art		
	ART*189 Animation Fundamentals		
	ART*250 Digital Photography		
	ART*290 Portfolio Prep I: Graphic Design or DGA/GRA* 298 Special Topics		
	COM*166 Video Filmmaking		
	CST*114 Web Essentials		
	CST*150 Web Design and Development I		
	DGA*257 Motion Graphics		
	GRA*231 Digital Imaging II or DGA* 212 Advanced Computer Graphics		
	DGA*258 User Experience Design		
	GRA*227 Interactive Media Design		
	GRA*260 Web Design (preferred on this track)		
	GRA*262 Web Design II		
	GRA*275 3D Computer Modeling		
	GRA*295 Graphic Design Capstone		
		12	
Total Program Requirement Credits for Digital Media/Web Design		39	
Option			
General Education Core Credits: Digital Media/Web Design Option		21 - 23	
Program Total Credits: Digital Media/Web Design Option		60 - 62	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus. Students wishing to take additional Art History electives will be directed to the Art History minor off the Liberal Arts Degree.

Program Name: Honda Professional Automotive Career Training (PACT)

Degree Type: Associate of Applied Science

Program Description:

The Automotive Technology: Honda Professional Automotive Career Training (PACT) degree program was designed by American Honda Co. (AHM) Professional Automotive Career Training (PACT) and Gateway Community College, now Gateway campus of CT State Community College. This unique, cooperative program educates students for an entry level maintenance position in Honda or Acura sponsored automotive repair facilities. Through a special arrangement, students attend classes and labs at the North Haven Campus and then obtain practicum experience at a sponsoring Honda or Acura facility. Students in the Automotive Technology: Honda PACT degree program receive instruction on AHM products. Vehicles, parts, engines, specialized tools, service information, and materials are provided by AHM. For more information, contact Professor Giuseppe Vertucci, Program Coordinator at (203) 285-2434 or e-mail at (gvertucci@gatewayct.edu).

Program entry requirements – Prospective students must obtain sponsorship through a AHM dealership. Students must meet employment eligibility guidelines for the sponsoring employer. Students must have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads. Students will be required to provide their own hand tools and personal protective equipment.

Practicum requirements – Students will be required to successfully complete paid practicums at sponsoring AHM dealerships. Practicums will be tracked and monitored by the Honda PACT program coordinator. Successful practicum completion requires that all assigned Honda Interactive Network (IN) training courses be completed with a minimum grade of Pass.

Students seeking acceptance into the Automotive Technology: Honda PACT degree program will have to apply to the program. Requirements to apply are:

- Interview with the Honda PACT Program Coordinator to verify eligibility
- Be eligible for college level Math
- Be eligible for college level English
- Complete the Automotive Program placement exam if required
- Have a valid driver's license issued by one of the 50 states that does not have any restrictions that would prohibit the student from operating an automotive on public roads

Selection of students will be completed and students will be notified shortly after. Once students are selected for enrollment into the program, they will have to find a sponsor for their practicums at an AHM automotive dealership to remain in the Automotive Technology: Honda PACT degree program. Sponsorship of students is a requirement throughout the program to include at the time of graduation. Upon completion of the program, students will receive a degree in Automotive Technology from CT State Community College as well as Honda PACT Certification. This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an *ASE Accredited Training Program*. During their final semester students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for each of the eight automotive subject areas for national certification.

Program Learning Outcomes:

Upon successful completion of all program requirements, the graduate will:

- Meet ASE Accredited Training Program required outcomes for Master Automotive Service Technician (MAST) certified programs.
- Demonstrate workplace skills including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
- Apply knowledge of automotive theory to safely perform the duties of an entry level automotive technician.

- Identify and use appropriate tools, testing, and measurement equipment to perform the duties of an entry level service technician.
- Use current reference and training materials from accepted industry publications and standards to accomplish duties required of an entry level service technician.
- Receive corporate credit for web based and embedded classroom / laboratory training in the Honda INTraining Web Site
- Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE Accredited Training Program requirements.
- Meet the industry ASE accreditation training outcome requirements for AHM Steering and Suspension, Braking, Power Plant, Electrical, Engine Performance, Drivetrain and Climate Control/Safety systems as assessed by existing instruments in the current course
- Demonstrate practical application of all above outcomes by successful completion of an in-dealership practicum as assessed by existing instruments in current course.

Program Descriptors: This program has been evaluated by the National Institute for Automotive Service Excellence(ASE) and is certified as an ASE Accredited Training Program. During their final semester students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for each of the eight automotive subject areas for national certification. Once students are selected for enrollment into the program, they will have until August 30 to find a sponsor for their practicums at an AHM automotive dealership to remain in the certificate program. Sponsorship of students is a requirement throughout the program to include at the time of graduation.

This program prepares students to sit for the Automotive Service Excellence (ASE) exams A1-A8, G1 and L1.

Students may also receive industry credentials through ProCut (on vehicle rotor service), Snap-on (ShopKey Information System) AllData (Service Information), and Fluke (Digital Meter). Students also receive credit from the Honda PACT for AHM courses that are embedded in the curriculum. Successful students receive credit for approximately 70% of the Honda/ Acura Technician Training Standard courses and are well on their way to HondaMaster Certification.

Students receive industry experience through mandatory paid practicums at participating AHM dealerships. This experience is credited toward the ASE hands-on requirements that must be met prior to sitting for the certification exams.

General Education Core Courses (21-23 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	Math 100 or Higher	Math 100 or Higher (College Level)	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	Scientific Reasoning or Scientific Knowledge and Understanding	Any course vetted for Scientific Reasoning or Scientific Knowledge and Understanding	3-4
5	Social / Behavioral Science or Historical Knowledge	Any course vetted for Social / Behavioral Science or Historical Knowledge	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS 101	College and Career Success	3
General Education Core Credits			21-23

Program Requirements (40 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT155	Honda Power Plant Systems Theory	2	C: AUT156
AUT156	Honda Power Plant Systems Lab	2	C: AUT155
AUT141	Honda Express Service and Shop Practices Theory	1	C: AUT141A
AUT141A (proposed – no current number)	Honda Express Service and Shop Practices Lab	2	C: AUT141
AUT157	Honda Electrical Systems Theory	2	C: AUT158
AUT158	Honda Electrical Systems Lab	2	C: AUT157
AUT165	Honda Steering & Suspension Systems Theory	2	C: AUT166
AUT166	Honda Steering & Suspension Systems Lab	2	C: AUT165
AUT167	Honda Braking Systems Theory	2	C: AUT168
AUT168	Honda Braking Systems Lab	2	C: AUT167
AUT181	Honda Practicum 1	1	P: AUT141, AUT141A
AUT281	Honda Practicum 2	1	P: AUT141, AUT141A
AUT211	Honda Engine Management Systems Theory	2	P: AUT158 C: AUT212
AUT212	Honda Engine Management Systems Lab	2	P: AUT158 C: AUT211
AUT213	Honda Drivetrain Systems Theory	2	P: AUT141 C: AUT214
AUT214	Honda Drivetrain Systems Lab	2	P: AUT141 C: AUT213
AUT255	Honda Advanced Electrical Systems Theory	2	P: AUT158 C: AUT256
AUT256	Honda Advanced Electrical Systems Lab	2	P: AUT158 C: AUT255
AUT257	Honda Climate Control & Safety Systems Theory	2	P: AUT141 C: AUT259
AUT259	Honda Climate Control & Safety Systems Lab	2	P: AUT141 C: AUT257
AUT283	Honda Practicum 3	1	P: AUT141, AUT141A
AUT284	Honda Practicum 4	1	P: AUT141, AUT141A
AUT285	Honda Practicum 5	1	P: AUT141, AUT141A
Program Requirement Credits		40	
General Education Core Credits		21-23	
Program Total Credits		61-63	

Credit Certificate Program Name: Honda Professional Automotive Career Training (PACT) Automotive ServiceCertificate

Certificate Description: The Automotive Service Certificate was designed by American Honda Co. (AHM) Professional Automotive Career Training (PACT) and Gateway Community College, now Gateway campus of CT State Community College. This unique, cooperative program educates students for an entry level maintenance position in Honda or Acura sponsored automotive repair facilities. Through a special arrangement, students attend classes and labs at the North Haven Campus and then obtain practicum experience at a sponsoring Honda or Acura facility. Students in the Honda PACT Certificate program receive instruction on AHM products. Vehicles, parts, engines, specialized tools, service information, and materials are provided by AHM. For more information, contact Professor Giuseppe Vertucci, Program Coordinator at (203) 285-2434 or e-mail at (gvertucci@gatewayct.edu).

Program entry requirements – Prospective students must obtain sponsorship through a AHM dealership. Students must meet employment eligibility guidelines for the sponsoring employer. Students must have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads. Students will be required to provide their own hand tools and personal protective equipment.

Practicum requirements – Students will be required to successfully complete paid practicums at sponsoring AHM dealerships. Practicums will be tracked and monitored by the Honda PACT program coordinator. Successful practicum completion requires that all assigned Honda Interactive Network (IN) training courses be completed with a minimum grade of Pass.

Students seeking acceptance into the Honda PACT Automotive Service Certificate will have to apply to the program. Requirements to apply are:

- Interview with the Honda PACT Program Coordinator to verify eligibility
- Be eligible for college level Math
- Be eligible for college level English
- Complete the Automotive Program placement exam if required
- Have a valid driver's license issued by one of the 50 states that does not have any restrictions that would prohibit the student from operating an automotive on public roads

Selection of students will be completed and students will be notified shortly after. Once students are selected for enrollment into the program, they will have to find a sponsor for their practicums at an AHM automotive dealership to remain in the Honda PACT Certificate program. Sponsorship of students is a requirement throughout the program to include at the time of graduation. Upon completion of the program, students will receive a certificate in Automotive Technology from CT State Community College as well as Honda PACT Certification. This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an *ASE Accredited Training Program*. During their final semester students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for each of the eight automotive subject areas for national certification.

Certificate Learning Outcomes: Upon successful completion of all program requirements, the graduate will:

- Meet ASE Accredited Training Program required outcomes for Master Automotive Service Technician (MAST) certified programs.
- Demonstrate workplace skills including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
- Apply knowledge of automotive theory to safely perform the duties of an entry level automotive technician.
- Identify and use appropriate tools, testing, and measurement equipment to perform the duties of an entry level service technician.
- Use current reference and training materials from accepted industry publications and standards to accomplish duties required of an entry level service technician.
- Receive corporate credit for web based and embedded classroom / laboratory training in the Honda IN Training Web Site
- Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE

Accredited Training Program requirements.

- Meet the industry ASE accreditation training outcome requirements for AHM Steering and Suspension, Braking, Power Plant, Electrical, Engine Performance, Drivetrain and Climate Control/Safety systems as assessed by existing instruments in the current course
- Demonstrate practical application of all above outcomes by successful completion of an in-dealership practicum as assessed by existing instruments in current course.

Certificate Descriptors: This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an ASE Accredited Training Program. During their final semester students are encouraged to take the National Institute for Automotive Service Excellence (ASE) exams for each of the eight automotive subject areas for national certification. Once students are selected for enrollment into the program, they will have until August 30 to find a sponsor for their practicums at an AHM automotive dealership to remain in the certificate program. Sponsorship of students is a requirement throughout the program to include at the time of graduation.

This program prepares students to sit for the Automotive Service Excellence (ASE) exams A1-A8, G1 and L1.

Students may also receive industry credentials through ProCut (on vehicle rotor service), Snap-on (ShopKey Information System) AllData (Service Information), and Fluke (Digital Meter). Students also receive credit from the Honda PACT for AHM courses that are embedded in the curriculum. Successful students receive credit for approximately 70% of the Honda/ Acura Technician Training Standard courses and are well on their way to HondaMaster Certification.

Students receive industry experience through mandatory paid practicums at participating AHM dealerships. This experience is credited toward the ASE hands-on requirements that must be met prior to sitting for the certification exams.

Program Requirements (40 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT155	Honda Power Plant Systems Theory	2	C: AUT156
AUT156	Honda Power Plant Systems Lab	2	C: AUT155
AUT141	Honda Express Service and Shop Practices Theory	1	C: AUT141A
AUT141A (proposed – no current number)	Honda Express Service and Shop Practices Lab	2	C: AUT141
AUT157	Honda Electrical Systems Theory	2	C: AUT158
AUT158	Honda Electrical Systems Lab	2	C: AUT157
AUT165	Honda Steering & Suspensions Systems Theory	2	C: AUT166
AUT166	Honda Steering & Suspensions Systems Lab	2	C: AUT165
AUT167	Honda Braking Systems Theory	2	C: AUT168
AUT168	Honda Braking Systems Lab	2	C: AUT167
AUT181	Honda Practicum 1	1	P: AUT141, AUT141A
AUT281	Honda Practicum 2	1	P: AUT141, AUT141A

Program Requirements (40 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
AUT211	Honda Engine Management Systems Theory	2	P: AUT158 C: AUT212
AUT212	Honda Engine Management Systems Lab	2	P: AUT158 C: AUT211
AUT213	Honda Drivetrain Systems Theory	2	P: AUT141 C: AUT214
AUT214	Honda Drivetrain Systems Lab	2	P: AUT141 C: AUT213
AUT255	Honda Advanced Electrical Systems Theory	2	P: AUT158 C: AUT256
AUT256	Honda Advanced Electrical Systems Lab	2	P: AUT158 C: AUT255
AUT257	Honda Climate Control & Safety Systems Theory	2	P: AUT141 C: AUT259
AUT259	Honda Climate Control & Safety Systems Lab	2	P: AUT141 C: AUT257
AUT283	Honda Practicum 3	1	P: AUT141, AUT141A
AUT284	Honda Practicum 4	1	P: AUT141, AUT141A
AUT285	Honda Practicum 5	1	P: AUT141, AUT141A
	Program Requirement Credits	40	
	Program Total Credits	40	

Program Name: Medical Assisting**Degree Type: Associate of Science****Program Description:**

The Medical Assisting Program provides students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, there are career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, health insurance companies, and more. The program provides the student the opportunity to have a broader perspective and prepare for further educational opportunities in acquired clinical and administrative knowledge, skills, laboratory, and administrative careers during practicum/externship.

Program Learning Outcomes:

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

- 1. Apply for a national medical assisting certification examination*
- 2. Perform all medical assisting skills at entry level competency*
- 3. Become a professional collaborative member of the health care team delivering safe quality care*
- 4. Obtain strong oral, written, and interpersonal communication skills*
- 5. Use Critical thinking skills for handling issues related to effective patient care*
- 6. Develop social skills, respect, and empathy appropriate for dealing with patients from a variety of backgrounds and cultures*
- 7. Develop business skills for gathering and updating data accurately across a range of data management systems*

Program Descriptors:

This is not a selective admissions program; however, students must meet course prerequisite requirements to progress in the program. To progress in this program, students must obtain a grade of 'C' or higher in all MED courses.

This program may help prepare students for stackable credentials. With additional experience and/or coursework, students may qualify to take a variety of certification exams.

General Education Core Courses (22-24 credits)			
Course Number / Category		Course Name	# Of Credits
1	ENG*101	English Composition	3
2	MAT 137 or higher	Math 137 or higher	3-4
3	Arts & Humanities	Any course vetted for Arts & Humanities	3-4
4	BIO 105 or higher	Scientific Reasoning/Knowledge & Understanding: Biology 105 or higher (lab required)	4 (lab required)
5	PSY 111, SOC 101, or ANT 105	Social/Behavioral Science: General Psychology, Principles of Sociology, or Introduction to Cultural Anthropology	3
6	COM 173 or ENG 102	Oral Communication: Public Speaking or Written Communication II: Literature and Composition	3
7	CCS* 101	College and Career Success	3
General Education Core Credits			22-24

Total Program Requirements (36 - 38 credits)			
CourseNumber	Course Name	# Of Credits	Pre-req or Co-req Course#
MED* 125	Medical Terminology for Clinical and Administrative Professions	3	Eligible for ENG 101
MED* 111	Administrative Medical Assisting	3	Eligible for ENG 101
MED* 112	Medical Insurance & Billing	3	Eligible for ENG 101
MED* 133	Clinical Medical Assisting	4	P: Eligible for ENG 101 P or C: MED* 125 as prerequisite or corequisite
MED* 216	Electronic Medical Records	3	Eligible for ENG 101 and permission of Program Coordinator
MED* 242	Clinical Procedures and Practices	4	MED*125 and MED*133, both with a 'C' or higher
MED* 245	Clinical Laboratory Procedures	4	MED*125 and MED*133, both with a 'C' or higher
MED* 250	Principles of Pharmacology	3	Eligible for both ENG 101 and MAT137 or higher
MED* 280	Medical Assisting Practicum/Externship	4	MED 111, 112, 125, 133, 216, 242, 245, and 250 courses, all with a with a 'C' or higher, and permission of Program Coordinator
Directed electives	Directed Electives in BIO, CHE, COM, CSA, CSC, HIM, HLT, HPE, MAT, MED, MLT, or PSY	5 - 7*	
		36 - 38	
	Total Program Requirement Credits	36 - 38	
	General Education Core Credits	22-24	
	Program Total Credits	60-62	

Program Name: Medical Assisting Certificate**Type: Certificate****Certificate Description:**

The Medical Assisting Certificate prepares students for entry level positions as multi-skilled practitioners, there are career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, and more. The program provides the student the opportunity to acquire clinical and administrative knowledge and skills in the classroom, the laboratory, and during practicum/externship.

Certificate Learning Outcomes:

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

1. *Apply for a national medical assisting certification examination.*
2. *Perform all medical assisting skills at entry level competency.*
3. *Become a professional collaborative member of the health care team delivering safe quality care*
4. *Will show respect, empathy, objectivity, and accuracy with written and verbal communication.*

Certificate Descriptors:

This is not a selective admissions program; however, students must meet course prerequisite requirements to progress in the program. To progress in this program, students must obtain a grade of 'C' or higher in all MED courses.

This program may help prepare students for stackable credentials. With additional experience and/or coursework, students may qualify to take a variety of certification exams. Completion of this certificate can place the student into the Associate Degree program with at least 50% of the credits completed.

Certificate Program Requirements (31 credits)			
Course Number	Course Name	# Of Credits	Pre-req. or Co-req. Course#
MED 125	Medical Terminology for Clinical and Administrative Professions	3	Eligible for ENG 101
MED 111	Administrative Medical Assisting	3	Eligible for ENG 101
MED 112	Medical Insurance & Billing	3	Eligible for ENG 101
MED 133	Clinical Medical Assisting	4	P: Eligible for ENG 101 P or C: MED* 125 as prerequisite or corequisite
MED 216	Electronic Medical Records	3	Eligible for ENG 101 and permission of Program Coordinator
MED 242	Clinical Procedures and Practices	4	MED*125 and MED*133, both with a 'C' or higher
MED 245	Clinical Laboratory Procedures	4	MED*125 and MED*133, both with a 'C' or higher
MED 250	Principles of Pharmacology	3	Eligible for both ENG 101 and MAT 137 or higher
MED 280	Medical Assisting Practicum/Externship	4	MED 111, 112, 125, 133, 216, 242, 245, and 250, all with a 'C' or higher, and permission of Program Coordinator
	Certificate Program Total Credits	31	

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

Program Name: Ophthalmic Design & Dispensing

Degree Type: Associate in Science

Program Description: The Ophthalmic Design and Dispensing (OD&D) at Middlesex Campus of Connecticut (CT) State Community College is designed for students that have solid math and problem solving skills, love to help others and enjoy hands-on work. Students would like to work in a medical-related field, but without the time and financial commitments in getting a PhD. The OD&D program at Middlesex Campus of CT State Community College provides an affordable and flexible Associate Degree to meet student needs. This two-year degree program prepares students for future work as licensed opticians working to help others through the design and dispensing of eyeglasses, contact lenses and low-vision aids.

This program is designed for individuals who are interested in becoming licensed opticians. Successful completion of this program will be accepted in lieu of the four-year, 8000-hour apprenticeship requirement to become a licensed optician in the State of Connecticut. This degree is also accepted in many states in order to be eligible for licensure.

Program Learning Outcomes:

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

1. Communicate effectively through development of proficiency in oral/written/electronic communication skills
2. Demonstrate proficiency in critical thinking and problem solving skills
3. Complete the requirements for National Certification by the American Board of Opticianry
4. Complete the requirements for National Certification by the National Contact Lens Examiners
5. Demonstrate the practical skills required to successfully complete the optical portion of the State of Connecticut – Board of Examiners State Practical Exam
6. Demonstrate the practical skills required to successfully complete the contact lens portion of the State of Connecticut – Board of Examiners State Practical Exam
7. Demonstrate familiarity with the statutes and regulations in Chapter 381 (Opticians) of the Connecticut General Statutes and Regulations and successfully complete the State Law portion of the State of Connecticut – Board of Examiners State Practical Exam
8. Meet the minimum education requirement for licensing as an optician in all of the states requiring licensure for opticians

Program Descriptors:

The Ophthalmic Design and Dispensing Program is accredited by the Commission on Opticianry Accreditation.

Selective Admission: Enrollment in the program is restricted because of limited lab facilities, and early application is encouraged. Only completed applications with all documents will be considered. Students are admitted to the fall term only. Students must meet with program coordinator and take a program-specific math worksheet as part of the admissions process. Students must be eligible for ENG*101 Composition and MAT*137 to begin this program. Official transcripts are required for transfer credit.

Ophthalmic Design and Dispensing students must receive a grade of C or better in Ophthalmic Dispensing courses in order to obtain a degree in this program.

With an OD&D Degree from Middlesex Campus of CT State Community College, a student can get work in an optical shop, corporate optical business, private Optometrist's office, or a private Ophthalmologist's office.

How Long Will You Have To Go To School? Most students are able to finish the program within 21 months or 2-calendar years. Our program encourages lifelong learning and many of our students continue on to bachelors degrees. A small percent of students choose to continue their education to become Optometrists and Ophthalmologists, both of which require Doctoral level degrees.

Job Availability & Growth: Spurred by the demographic of the baby boomers and the elderly, an increasing demand for eyewear and contact lenses should be good for the optician. As the aging population continues to grow, more demand will be created for corrective lenses and a requirement for regular vision care. Fashion will also continue to drive the demand for dispensing opticians.

As ophthalmic and contact technology continues to develop the demand for the services of opticians will increase.

General Education Core Courses (22-23 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT*137 or higher	MAT* 137, Intermediate Algebra, or any higher MAT course vetted for Math	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	BIO*118	Scientific Reasoning/Knowledge & Understanding: Anatomy & Physiology of the Eye	4
5	PSY*111	Social/Behavior Science: General Psychology I	3
6	COM*173	Oral Communication: Public Speaking	3
7	CCS*101	College Career and Success	3
General Education Core Credits			22-23*

***Note: Would like to apply for a credit normalization waiver for the 3 credits of CCS 101**

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Education courses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (46 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
BMG*202	Principles of Management	3	TBD
ODD*101	Introduction to Ophthalmic Dispensing	4	P: None C: ENG 101 and MAT 137 or higher
ODD*102	Ophthalmic Dispensing I	4	P: ENG 101, MAT 137, and ODD*101 with a grade of "C" or better.
ODD*103	Ophthalmic Dispensing II	3	P: ODD*102 with a grade of "C" or better.
ODD*109	Optical Business Management	3	P: ODD*102 with a grade of "C" or better.
ODD*110	Ophthalmic Materials I	4	P: ENG 101, MAT 137, and ODD*101 with a grade of "C" or better.
ODD*111	Ophthalmic Materials II	4	P: ODD*110 with a grade of "C" or better.

Program Requirements (46 credits)			
CourseNumber	CourseName	# of Credits	Pre-req./Co-req. Course#
ODD*120	Contact Lenses I	3	P: ENG 101, MAT 137, and BIO*118 with a grade of "C" or better.
ODD*121	Contact Lenses II	4	P: ODD*120 with a grade of "C" or better.
ODD*122	Contact Lenses III	4	P: ODD*121 with a grade of "C" or better.
ODD*130	Low Vision	1	None
ODD*104	Ophthalmic Dispensing III	3	P: ODD*103 with a grade of "C" or better.
ODD*112	Ophthalmic Materials III	4	P: ODD*111 with a grade of "C" or better.
ODD*299	Opticianry Practicum	2	None
		46	
	Program Requirement Credits	46	
	General Education Core Credits	22-23	
	Program Total Credits	68-69*	

Program Name: CSCU Pathway Transfer A.A. Degree: Sociology

Degree Type: Associates of Arts Degree

Program Description:

This program is a **CSCU Pathway Transfer Degree in Sociology, A.A.** that is intended for Connecticut Community College students to transfer to Connecticut State Universities (Southern CT State University, Central CT State University, Eastern State University, Western State University) and Charter Oak State College without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline.

Program Learning Outcomes:

1. Complete an Associate of Arts degree in Sociology.
2. Transfer seamlessly into a Bachelor of Arts or Science Degree in Sociology with junior-level status in the receiving CSCU institution as part of the CSCU Transfer Tickets program.

General Education Core Courses (30-34 credits)			
Competency		Course Name	# of Credits
1	ENG 101	ENG 101: Composition	3
2	MAT 167 MAT 201 MAT 165	MAT 167 Principles of Statistics or MAT 201 Statistics or MAT 165 Elementary Statistics with Computer Applications or	3-4
3	Arts and Humanities	A course vetted for Arts and Humanities (replaces Aesthetic Dimensions)	3-4
4	Scientific Reasoning	A course vetted for Scientific Reasoning*	3-4
5	Social / Behavioral Science	A course vetted for Social and Behavioral Science outcomes	3
6	Written Communication II	A ENG course vetted for Written Communication II outcomes	3
7	Scientific Knowledge and Understanding	A course vetted for Scientific Knowledge and Understanding outcomes*	3-4
8	Historical Knowledge	A HIS course vetted for Historical Knowledge outcomes	3
9	Oral Communication	A course vetted for Oral Communication	3
10	CCS 101 Continued Learning and Information Literacy	CCS 101: College and Career Success	3
General Education Core Credits			30-34

Program Requirements (30-34 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Additional General Education Elective I – Creativity A course vetted for Creativity outcomes	3 credits	
	Additional General Education Elective II – Global Knowledge A course vetted for Global Knowledge outcomes	3 credits	
SOC 101	SOC 101 Principles of Sociology	3 credits	
SOC Electives	Sociology Electives (6 credits must be at the 2## level)	9 credits	
	Open Electives	12 credits	
	Program Requirement Credits	30	
	General Education Core Credits	30-34	
	Program Total Credits	60-64	

Program Name: Speech-Language Pathology Assistant

Degree Type: Associate in Science

Program Description:

The Speech-Language Pathology Assistant (SLPA) program is designed to prepare graduates for careers working in elementary and secondary schools with children who have communication disorders. SLPAs work under the supervision of a licensed, certified Speech-Language Pathologist. The SLPA program provides students with a specialized career path as a paraprofessional. The array of courses and programs offered will help to ensure learner success in the program and will meet local and state workforce demands in a field where there is a great need for qualified staff at the assistant level.

The program is designed for individuals currently working as paraprofessionals who wish to become Speech-Language Pathology Assistants, people seeking a career change, and all students interested in a career as an SLPA. The SLPA is guided by the program philosophy and mission statement of the Disability Specialist program. Students will receive specific skill instruction to prepare them to become effective SLPAs coupled with a positive value base that will prepare them to assist individuals with disabilities toward the goals of community inclusion and participation and the attainment of their potential.

Program Learning Outcomes:

Upon successful completion of all Speech-Language Pathology Assistant program degree requirements, graduates will

- Describe the process of communication and the characteristics of effective communication.
- Define the differences between communication disorders and communication differences.
- Describe the stages of language and literacy development and distinguish among language delays, language disorders and culturally-based language differences.
- Explain and differentiate among the characteristics, etiologies, and impact of phonology, voice, fluency and language disorders.
- Explain the effect of hearing loss on the development of communication skills.
- Describe the role of the speech language pathology assistant in supporting therapy plans for students in educational settings.

In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.

Program Descriptors:

The SLPA program is a career program and the academic preparation is at the associate degree level. In addition to General Education and other required courses, SLPA program students will complete specialty courses including a supervised internship. Students may enroll in this program full- or part-time.

The course sequence will be followed as outlined in program requirements.

General Education Core Courses (21-25 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	Math 100 or higher	Mathematics 100 or higher	3
3	Arts and Humanities	Any course vetted in Arts and Humanities	3
4	Scientific Reasoning or Scientific Knowledge & Understanding	Any course vetted in Scientific Reasoning or Scientific Knowledge & Understanding	3 or 4

General Education Core Courses (21-25 credits)			
Course Number or Category		Course Name	# of Credits
5	Social/Behavioral Science	Any course vetted in Social/Behavioral Science	3
6	Oral or Written Communication II	Any course vetted in Oral or Written Communication II	3
7	CCS*101	College Career and Success	3
General Education Core Credits			21-22

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
SLP*111	Communication Development	3	Eligibility for ENG 093 or concurrent registration in ENG 096
SLP*112	Speech and Language Services in the Educational Setting	3	SLP* 111 or concurrently taking SLP*111
SLP*120	Communication Disorders and Intervention I	3	SLP*111
SLP*121	Communication Disorders and Intervention II	3	SLP*111
PSY*163	Children with Disabilities	3	P: Eligibility ENG 101; P or C: PSY 111
PSY*183	Learning Process and Disabilities	3	P: Eligibility ENG 101; P or C: PSY 111
PSY*184	Assistive Technology Across the Lifespan	3	None/none
PSY*193	Issues/Trends in Disabilities	3	Eligibility for ENG 093 or concurrent registration in ENG 096
SSC*294	Cooperative Education/Work Experience	3	TBD
POL*111 or POL*112	American Government or State and Local Government	3	TBD
ECE*231	Early Language and Literacy Development	3	TBD
PSY*111	General Psychology I	3	TBD
Open Elective	Open Elective	3	TBD
Program Requirement Credits		39	
General Education Core Credits		21-22	
Program Total Credits		60-61	

Program Name: Sport and Leisure Management

Degree Type: Associate of Science

Program Description:

The Sport and Leisure Management program is designed to provide knowledge in the areas of recreational management, fitness and training, facility design and management, business, marketing, and risk management. Students receiving an Associate's of Science degree in Sport and Leisure Management could pursue entry level careers in recreation and athletic facilities, commercial sport facilities, camps, golf courses and the travel and leisure industry.

Program Learning Outcomes:

1. Demonstrate an understanding of management issues and trends in the sport and exercise field.
2. Understand the connection between various management functions and coordination of agency resources and programs.
3. Demonstrate knowledge of the concept of activities of daily living and its importance in the overall health of the individual.
4. Analyze the developmental characteristics for each stage of life that are the most relevant to the design and delivery of leisure and recreation service.
5. Identify key aspects of facility design, maintenance, equipment maintenance and cleaning, and staffing.
6. Develop and evaluate various strategies for program design and effective scheduling of facilities.
7. Identify common areas of potential litigation in the athletic/recreational facility.
8. Demonstrate knowledge in event management.

Program Descriptors:

Career Opportunities include:

Recreation Departments

Athletic Departments

Travel and Leisure agencies

Outdoor Activity Centers

Sport facilities

Fitness Centers

Golf Courses

Sport Retail

Articulations Post University SCSU (pending)

General Education Core Courses (22-23 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT 123	Math: Elementary Statistics	3
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	BIO 115	Scientific Reasoning/Scientific Knowledge and Understanding: Human Biology	4
5	PSY 111	Social/Behavioral Science: General Psychology	3
6	COM 173	Oral Communication: Public Speaking	3

General Education Core Courses (22-23 credits)			
Course Number orCategory		Course Name	# of Credits
7	CCS101	Career and College Success	3
General Education Core Credits			22-23

Courses have not yet been fully vetted for the CT State General Education core. Any courses specified in the General Education core on the drafts presented here are currently approved as Framework 30/General Education courses at one or more of the community colleges. These are subject to change as the CT State General Education core is populated.

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
SLM 101 previously RLS 101	Introduction to Recreation and Leisure Studies	3	None
SLM 110 previously RLS 110	Introduction to Sports Management	3	ENG 101
SLM 128 previously HPE 128	Lifetime Fitness	3	None
SLM 202 Previously RLS 202	Event Management	3	SLM 110
SLM 218 previously RLS 218	Organization and Administration of Sport and Leisure	3	SLM 110
SLM 235 previously HPE 235	Prevention & Treatment of Athletic Injuries	3	None
SLM 294 previously RLS 294	Sport and Leisure Practicum	2	SLM 110 or permission of program coordinator
ACC 113	Principles of Financial Accounting	3	TBD
BBG 231	Business Law	3	TBD
BMG 202	Principles of Management	3	TBD
BMK 210	Principles of Marketing	3	TBD
ECN 101	Principles of Macroeconomics	3	TBD
HLT 155	Personal Health	3	TBD
	Program Requirement Credits	38	
	General Education Core Credits	22-23	
	Program Total Credits	60-61	

Program Name: Visual Art**Options are:**

1. Visual Art
2. Visual Art: Photography Option
3. Visual Art: Illustration Option
4. Visual Art: Design Option

Degree Type: A.A.**Program Description:**

The Visual Art Program is designed to expand the student's creative potential through a series of studio courses and academic electives. Students explore a range of media, solve visual problems, build formal, technical, and conceptual skills. The program prepares students for transfer to four-year programs in art. Additionally, the Photography Option prepares students for entry level positions in photography.

Program Learning Outcomes:

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

- Integrate skills, techniques, and the safe use of materials and equipment necessary for studio art creation.
- Combine an understanding of art, design concepts, critical thinking, and problem solving in order to apply these skills to art processes using a variety of media.
- Communicate and critique art and concepts using specific art vocabulary.
- Apply a strong fine arts foundation and high quality, relevant coursework in preparation for career or transfer.
- Analyze and evaluate the historical and cultural context of selected works of art.
- Develop an understanding of the principles and elements of two- and three-dimensional design and their applications to various studio disciplines.

Program Options:**Photography Option Description:**

The Photography Option, Visual Art associate degree program provides students with a series of courses that introduces fundamental photographic concepts and techniques and the necessary skills to transfer to the institution of their choice or succeed in an entry-level photography position.

Learning Outcomes:

- Demonstrate an understanding of terminology, concepts and techniques relating to photography.
- Demonstrate the ability to use a camera's creative controls to manifest intent.
- Demonstrate proficiency at traditional silver darkroom techniques including 35mm and medium format film processing and printing.
- Demonstrate proficiency at digital image capture, editing and output.
- Be able to use a variety of situation-specific natural and studio lighting techniques.
- Identify vocational and creative applications of the medium and an understanding of its cultural, historical and contemporary context.
- Be able to articulate and explain the decisions made as part of the image production process.
- Develop a quality photography portfolio.

Illustration Option Description:

This program prepares students with a foundation of courses in art and provides them with an opportunity to pursue a career as an illustrator or in a related field that includes animation, cartooning, and fine arts.

Learning Outcomes:

- Become competent in a variety of artistic and digital media.
- Develop the ability to identify, analyze, and solve design problems.
- Obtain an understanding of the aesthetics of illustration and of the history and current state of design.
- Become proficient in the selection and use of relevant technologies and computer software in illustration.
- Ability to use available software and non-digital processes to sketch, model, and produce an illustration.
- Design and develop an illustration from sketch to mockup to finished process.
- Become proficient in presenting work as well as discussing and constructively critiquing the work of others.

Design Option Description:

This program prepares students with a foundation of courses in art, graphic design, and digital media. This provides our students with a broad range of skills and the opportunity to explore a variety of career options.

Learning Outcomes:

- Demonstrate proficiency in the skills that are required in today's graphic design industry.
- Attain an expanded awareness and a critical understanding of graphic design products.
- Demonstrate proficiency with graphic design and digital media software that are industry standards.

Degree Requirements			
General Education Core (7 courses) (BOR Approved 5/14/2020)			
General Education Core Courses (21-23 credits)			
Course Number		Course Name	# of Credits
1	ENG* 101	English Composition	3
2		Math 100 or higher, college level Math preferred	3-4
3		Choose one from: Arts and Humanities	3
4		Choose one from: Scientific Reasoning or Scientific Knowledge and Understanding	3-4
5		Choose one from: Social / Behavioral Science or Historical Knowledge	3
6		Choose one from: Oral Communication or Written Communication II	3
7	CCS 101	CCS 101 College and Career Success	3
General Education Core Credits			21-23

Total Program Requirements (39 credits) – PROGRAM REQUIREMENTS			
Total Program Core Required Courses (24 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course/Other #
ART	Art History elective ART* 101 Art History I ART* 102 Art History II	3	Eligibility for ENG* 101 or ENG* 101W
ART* 111	Drawing I	3	None
ART	Drawing or Printmaking Elective ART* 112 Drawing II ART* 113 Figure Drawing I ART* 167 Printmaking I	3	C or better in ART 111 Drawing 1 C or better in ART 111 Drawing 1 None
ART* 121	Two-Dimensional Design	3	None
ART* 122 or ART* 131	Three-Dimensional Design or Sculpture I ART* 122 Three-Dimensional Design ART* 131 Sculpture I	3	None
ART	Color Theory or Painting Elective. Select one: ART* 109 Color Theory ART* 151 Painting I	3	None
ART 141 or 250	ART* 141 Darkroom Photography or ART* 250 Digital Photography	3	None
ART	Art History Elective (Course list Incomplete at this time)	3	Eligibility for ENG* 101 or ENG* 101W
	Total Program Core	24	

Program Name: Visual Art			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Directed Studio Art Electives* (Choose two 6 contact hour courses)	6	Varies
	Directed Studio Art or Graphic Design or Digital Graphics Electives* (Choose two 6 contact hour courses)	6	Varies
	Open Elective	3	
		15	
	Total Program Requirement Credits	39	
	General Education Core Credits	21-23	
	Program Total Credits	60-62	

*Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus.

Program Name: Visual Art: Photography Option			
Required Courses (15 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ART* 141 or ART* 250	ART* 141 Darkroom Photography I or ART* 250 Digital Photography I	3	none
	Choose three photo/video electives from the following: ART* 142 Darkroom Photography II ART* 176 Digital Video Art I ART* 243 Studio Photography I ART* 257 Commercial Photography ART* 281 Digital Photography II ART* 298 Special Topics	9	Varies
Elective	ART, DGA or GRA elective (6 contact hour course)	3	
		15	
	Total Program Requirement Credits for Photography Option	39	
	General Education Core Credits	21-23	
	Program Total Credits for Photography Option	60-62	

Program Name: Visual Art: Illustration Option			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
GRA* 221	GRA* 221 Illustration I	3	
	Choose two electives from the following: ART* 113 Figure Drawing I ART* 122 3D Design ART* 151 Painting I or ART* 155 Watercolor 1 ART* 167 Printmaking I DGA* 111 Intro to Computer Graphics or GRA* 230 Digital Imaging GRA* 151 Graphic Design I	6	none
	Choose one elective from the following: ART* 220 Digital Painting and Drawing GRA* or DGA* 212 Computer Graphics II or GRA* 231 Digital Imaging II GRA* 222 Illustration II GRA* 236 Digital Illustration	3	Varies
	ART, DGA or GRA elective (6 contact hour course)	3	Varies
		15	

	Total Program Requirement Credits for Illustration Option	39	
	General Education Core Credits	21-23	
	Program Total Credits for Illustration Option	60-62	

Program Name: Visual Art: Design Option			
Required Courses (15 credits)			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
GRA* 151	GRA* 151 Graphic Design I	3	none
	Choose two electives from the following: ART* 122 3D Design ART* 176 Digital Video Art I ART* 250 Digital Photography I DGA* 111 Intro. to Computer Graphics or GRA* 230 Digital Imaging GRA* 221 Illustration I	6	Varies
	Choose one elective from the following: ART* 220 Digital Painting and Drawing GRA* 201 Typography and Design DGA* 212 Advanced Computer Graphics or GRA* 231 Digital Imaging II GRA* 252 Graphic Design II or GRA* 241 Digital Page Design GRA* 260 Web Design	3	Varies
	Open Elective	3	
		15	
	Total Program Requirement Credits for Design Option	39	
	General Education Core Credits	21-23	
	Program Total Credits for Design Option	60-62	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Center

December 16, 2021

- WHEREAS Section 10a-25h(a) of the Connecticut General Statutes provides that the Board of Regents for Higher Education acting as the board of trustees for constituent units is authorized to establish and administer centers to be known as Connecticut higher education centers of excellence, and
- WHEREAS The Connecticut State Colleges and Universities Board of Regents Resolution #20-012 provides a policy and procedures to establish CSU Centers and Institutes, and
- WHEREAS The Board of Regents' Academic Program Review Policy extends the periodic review for CSU Centers and Institutes from five to seven years, and
- WHEREAS Center and Institutes established under these procedures are to go out of existence on December 31 seven years after their inception unless action to the contrary is taken by the Board; therefore, be it
- RESOLVED: That the Board of Regents for Higher Education establishes the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025.

A True Copy:

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

ITEM

Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University

BACKGROUND

In the wake of school shootings and other crisis events, schools across the nation are working to improve procedures for preparation and response to school crisis situations. To better prepare schools for crises, Western Connecticut State University professor Gabriel Lomas met with the members of the Western Connecticut Superintendent's Association (WCSA) in February of 2012, and again in February of 2014 after the shootings at Sandy Hook Elementary. In February of 2014, the superintendents agreed they would support the formation of a crisis response network among the various districts represented in the WCSA. In March of 2014, Dr. Lomas met with all of the directors of pupil services from the membership of the WCSA. In May of 2014, the Western Connecticut Regional Crisis Team (RCT) was born and held their first meeting at Western Connecticut State University. While this model has been successful on a small scale, there is desire to develop an infrastructure that provides training, service, research, and active crisis teams across the state. The development of the Connecticut School Safety and Crisis Preparation Center is a step toward the establishment of a statewide infrastructure for school safety.

There is a great deal of support for the activities of the proposed Center in current legislation. Laws in Connecticut are aimed at reducing school violence, developing school-based mental health services, preventing crises, and improving responses to crisis events.

GOALS AND OBJECTIVES

In alignment with the mission of Western Connecticut State University, the Connecticut Center for School Safety and Crisis Preparation offers students and alumni the opportunity to grow as professionals and leaders in the field of education. The expertise supported by this center will enrich learning on campus and after graduation and strengthen partnerships and collaboration in schools throughout the state of Connecticut. In addition, WCSU's proximity to and relationship with Sandy Hook make this area of scholarship and professional development especially important for WCSU.

There are six goals of the Center:

1. The Center and staff in the field will provide professional development related to all aspects of school safety planning, including both prevention and intervention.
2. The Center and staff in the field will conduct research on prevention, crisis, safety, and trauma related to students and schools.
3. The Center will establish relationships among area school districts that will create a network of professionals who become available to each other for both formal and informal crisis support (also known as Regional Crisis Teams).

4. The Center will provide consultation and on-site support to member districts upon the occurrence of a crisis event within or related to a school, at the request of the district.
5. The Center will have the expertise to review school safety plans and provide feedback to strengthen said plans.
6. The Center will produce scholarship consistent with its mission.

FACULTY AND STAFF INVOLVEMENT

Until recently, counseling Professor Gabriel Lomas reported to the department chair of ED and EPY. Professor Lomas initiated this project and secured approval from the state legislature. He has now accepted a position elsewhere, but will serve as a consultant on this project for 2021-2022 as we transition to a new faculty liaison and hire the Executive Director. Dr. Joan Palladino will oversee the transition to ensure that positions are filled and all funds are expended as planned. All staff hired by the Center will report to the Executive Director.

BUDGET

WCSU has been appropriated \$2M by the state of CT for two years, 2021 to 2023. The purpose of the Center is to develop a state infrastructure for school safety. In the first two years, WCSU will hire an executive director (ED) to run the center. The ED will hire a university assistant at 19 hours per week and a safety specialist who will begin in September 2021. Because the state approves budgets every other year, the table below only has funding identified for two years. It is the responsibility of the ED and faculty sponsor to seek out and obtain funding beyond the second year of operations.

PROJECTED BUDGET

(whole dollars
only)

BUDGET CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4
REVENUE				
1. Gift/Grant				
2. Gift/Grant				
3. Institutional Funds				
4. Institutional Funds				
5. Operational Funds				
6. Operational Funds				
7. Other (State of CT)	1,000,000	1,000,000	TBA	TBA
8. Other Revenue				
9. Other Revenue				
TOTAL REVENUE	1,000,000	1,000,000		

EXPENDITURES				
1. Personnel	439,667	524,000		
2. Fringe Benefits	386,393	455,840		
3. Travel	5,000	5,000		
4. Equipment & Supplies	9,100	10,000		
5. Contractual				
6. Other (specify) Professional Development and Consultation	50,000	75,000		
7. Other (specify)				
8. Other (specify)				
9. Total Direct Costs	890,163	1,069,840		
10. Indirect Costs (2.0%)	20,000	20,000		
TOTAL EXPENDITURES	910,160	1,089,840		
REVENUE minus EXPENDITURES	89,840	0		
OPERATIONAL BALANCE	89,840	0		

RECOMMENDATION

It is the recommendation of the Provost and Senior Vice President of Academic and Student Affairs that the Board of Regents approve this center.

12/03/2021 – BOR -Academic and Student Affairs Committee
 12/16/2021 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities: Proposal to Establish a Center/Institute

INTRODUCTION

The format for the Proposal to Establish a CSCU Center or Institute is based upon the Policy Statement and Policy Guidelines for The Establishment of Centers and Institutes, which the initiator(s) should become familiar with and utilize as a guide. Submission of the Proposal to the CSCU Academic Council affords the initiator(s) the opportunity to receive critical, informative feedback from the System's chief academic officers; whose endorsement is a prerequisite for submission of a Proposal to the Board's Academic and Student Affairs Committee that decides upon the establishment of centers/institutes.

PROPOSED NEW PROGRAM

CSCU Institution: **Western Connecticut State University**
Title of Proposed Center or Institute: **Connecticut Center for School Safety and Crisis Preparation**
Primary Focus: **School Mental Health and Safety**
Institutional Unit(s): **Education and Educational Psychology**
Initiator(s)/Faculty Status and/or Position: **Gabriel I. Lomas, Ph.D., Professor of Counseling**
Dr. Lomas initiated this project and secured approval from the state legislature. He has now accepted a position elsewhere but will serve as a consultant on this project for 2021-2022 as we transition to a new faculty liaison and hire the Executive Director. Dr. Joan Palladino will oversee the transition to ensure that positions are filled and all funds are expended as planned.

NEED

Directions: Define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.

In the wake of school shootings and other crisis events, schools across the nation are working to improve procedures for preparation and response to school crisis situations. Numerous laws, mandates, and recommendations were enacted to improve safety in Connecticut public schools. School leaders have worked tirelessly to examine budgets and determine priorities regarding student safety. However, many resources in our state continue to exist in silos, as they have for many years. Furthermore, some key recommendations have not been realized, resulting in gaps, inconsistency, and a splintering of our school safety infrastructure.

To better prepare schools for crises, Western Connecticut State University professor Gabriel Lomas met with the members of the Western Connecticut Superintendent's Association (WCSA) in February of 2012, and again in February of 2014 after the shootings at Sandy Hook Elementary. In February of 2014, the superintendents agreed they would support the formation of a crisis response network among the various districts represented in the WCSA. In March of 2014, Dr. Lomas met with all of the directors of pupil services from the membership of the WCSA. In May of 2014, the Western Connecticut Regional Crisis Team (RCT) was born and held their first meeting at Western Connecticut State University.

In an attempt to provide a common training model for all members, Lomas contacted the National Organization for Victim's Assistance (NOVA). The NOVA training is a 24-hour (three

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities: Proposal to Establish a Center/Institute

days, eight hours each day) model which is focused on responding to crises in general, including disasters, manmade and natural, as well as other crisis situations. The cost of the training was significant but was funded when an anonymous donor came forward to support the training. The donation, combined with in-kind donations from WCSU, allowed for 54 individuals, mostly from area schools, to obtain the 24-hour basic NOVA Crisis Response Team training. In the summer of 2014, a small group of RCT members met and planned for nine meetings, one per month, for the 2014-2015 school year. The monthly meetings fulfill several functions including:

1. Professional development on current crisis topics;
2. On-boarding and vetting of members on the team;
3. Providing a mechanism for an active crisis response to schools in the region;
4. Providing a forum for processing and postvention after a crisis event; and
5. Providing an arena where protocols, both written and oral, are shared.

Since the inception of the team, accolades have abounded from team members, local school personnel, and local superintendents. The team has used a volunteer framework meaning those serve and those who provide professional development are unpaid. In order to keep the team running, regular trainings must be offered, more school helpers should be trained, and data should be collected. While this framework been effective, funding would help to formalize training and recruit key trainers from the field. Furthermore, the team model currently used by the RCT, widely used in many states and legally mandated in others, is an excellent model for use across Connecticut. While this model has been successful on a small scale, there is desire to develop an infrastructure that provides training, service, research, and active crisis teams across the state. The development of the Connecticut School Safety Center is a step toward the establishment of a statewide infrastructure for school safety.

Supporting Evidence

SUPPORTING CONNECTICUT STATUTES

There is a great deal of support for the activities of the proposed Center in current legislation. Laws in Connecticut are aimed at reducing school violence, developing school-based mental health services, preventing crises, and improving responses to crisis events. Here is a brief overview of supporting legislation:

PA 13-3

This law requires LEAs to provide training in school violence prevention, conflict resolution, suicide prevention, suicide response, and the identification, prevention, and improved response to bullying. The law requires LEAs to (A) demonstrate that it has developed and periodically practices an emergency plan at the schools under its jurisdiction and that such plan has been developed in concert with applicable state or local first-responders, and (B) provide for a uniform assessment of the schools under its jurisdiction. The goals and activities of the Center are consistent with this legislation.

In addition, the law requires LEAs to follow “a command center organization structure based on the federal National Incident Management System and a description of the responsibilities of such command center organization, (3) a requirement that a school security and safety committee be established at each school, in accordance with the provisions of section 87 of this act, (4) crisis management procedures....” These are activities

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities: Proposal to Establish a Center/Institute

that are currently being provided by the RCT and could be offered to a greater extent via the Center.

PA13-178

This law has several requirements and recommendations that are germane to school safety, and applicable to the proposed institute, including:

- Develop and implement a plan to expand school-based behavioral health services.
- Develop and implement a behavioral health professional development curriculum for school personnel.
- Require formal collaborations between schools and the community.
- Local law enforcement agencies and local and regional boards of education that employ or engage school resource officers shall, provided federal funds are available, train school resource officers in nationally-recognized best practices to prevent students with mental health issues from being victimized or disproportionately referred to the juvenile justice system as a result of their mental health issues.

FEDERAL LAW:

PL- 114-95 (Every Student Succeeds Act or ESSA) Requires:

- State assistance to LEAs to address bullying, harassment, and discipline
- Reporting of safety, climate, and harassment data
- Authorizes funds that may be used to support school safety, improve crisis planning, and enhance crisis response

SUPPORTING RESEARCH

There are several published papers that support the work of the proposed Institute. The Center would work directly with LEAs to provide guidance and direction on school crisis and safety topics. Some recommendations for leading practices include:

1. The 2002 Joint Secret Service and Department of Education Report on School Shootings recommends preparing and training for crises and attacks, including performing threat assessment (page 41).
2. The 2013 Guide for Developing High-Quality School Emergency Operations Plans (US DOE, HHS, Homeland Security, DOJ, FBI, and FEMA) recommends:
 - Planning for emergencies “supported by leadership” (P. 4)
 - Forming a “Collaborative Planning Team” (P. 5)
 - “Form a Common Framework” (p. 6)
 - “Determine a Regular Schedule of Meetings” (p. 6)
 - “Develop a plan:” (p. 19)
 - “Exercise the Plan” (p. 21)
 - “Review, Revise, and Maintain the Plan” (p. 22)
 - “Prepare Threat Assessment Teams” (p. 62)
3. The November 21, 2014 Sandy Hook Report by the Office of the Child Advocate indicates that lapses and weaknesses in the educational and healthcare system played a role in the deterioration of the perpetrator (page 8). It continues, “The goal

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities: Proposal to Establish a Center/Institute

of interconnection among separate systems within the mental health arena can only be achieved through the integration of schools and their active participation concerning the mental health and wellness of their students. The Center aims to connect school employees with each other and connect providers with school employees. The Center directly facilitates the collaboration of schools and mental health resources in the community.

4. The March 6, 2015 Final Report of the Sandy Hook Advisory Commission contained several recommendations that are related to crises preparation and response. Some of those recommendations are:
 - a. Recommendation 9: Each school shall maintain an accurate list of faculty, staff and students, complete with emergency contact information, which shall include, but not be limited to, parents and guardians of students. This information shall be kept at two locations within each school known by appropriate school staff and the emergency response teams for that school. (page 37)
 - b. Recommendation 10: Each school shall provide safety and security training for faculty, staff and students on how to respond to hazards and/or events in order to provide competent compliance with all hazards school security and safety plan standards. This training shall include live exercises to test the efficacy of the training program and to provide a means to develop that program as informed by these exercises. These training programs and exercises shall also include the identification and use of rendezvous points, escape routes, location of safe havens, the means of emergency communication and the role of faculty, staff, emergency responders, etc. These training and exercise programs may benefit from the participation of parents as part of post-event response and recovery operations as determined by each school and school district in accordance with their incident response plans. (pages 37-38)
 - c. Recommendation 11: The Commission recommends that each school identify specific individuals to serve as safety and security wardens, who shall be responsible for executing and managing the safety and security strategies set forth in Recommendation No. 10.
 - d. Recommendation 11: (page A-13: Mental Health) Schools should form multidisciplinary risk-assessment teams that gather information on and respond supportively to children who may pose a risk to others or face a risk to themselves due to toxic stress, trauma, social isolation or other factors.
 - e. Recommendation 42: (Section F, page A-21) Connecticut should develop a comprehensive statewide plan for effectively responding to large-scale school crisis events that includes educational and behavioral health agencies. The plan should specify short- and longer-term interventions for different populations and identify funding mechanisms that will minimize discontinuity of services. It should clarify a range of roles and responsibilities for state and local entities and designate lead agencies for key functions.
 - f. Recommendation 43: (Section F, pages A-21-A22) Connecticut and its municipalities should incorporate an enhanced focus on the mental health

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities: Proposal to Establish a Center/Institute

implications of disasters and other crisis events into all disaster preparedness and response protocols, and implement measures to address the behavioral health needs of children as well as adults.

5. A Framework for Safe and Successful Schools (2015) - Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans:
- a. are relevant to the school context,
 - b. reinforce learning,
 - c. make maximum use of existing staff resources,
 - d. facilitate effective threat assessment, and
 - e. are consistently reviewed and practiced. (p. 1)

GOALS AND OBJECTIVES

Directions: State the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission and assert how the proposed entity would add value to the institution. If the goals and objective include affecting and/or actively involving the institution's students and/or some other audience, state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's Evaluation Plan.

MISSION

Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.

To achieve this, we

- *Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.*
- *Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.*
- *Attract student-centered faculty who are passionate teachers and accomplished scholars.*
- *Establish partnerships that create opportunities for internships, research, and experiential learning.*

In alignment with this mission, the School Safety Center offers students and alumni to grow as professionals and leaders in the field of education. The expertise supported by this center will enrich learning on campus and after graduation and strengthen partnerships and collaboration in schools throughout the state of Connecticut. In addition, our proximity to and relationship with Sandy Hook, makes this area of scholarship and professional development especially important for WCSU.

GOALS

1. The Center and staff in the field will provide professional development related to all aspects of school safety planning, including both prevention and intervention.

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2. The Center and staff in the field will conduct research on prevention, crisis, safety, and trauma related to students and schools.
3. The Center will establish relationships among area school districts that will create a network of professionals who become available to each other for both formal and informal crisis support (also known as Regional Crisis Teams).
4. The Center will provide consultation and on-site support to member districts upon the occurrence of a crisis event within or related to a school, at the request of the district.
5. The Center will have the expertise to review of school safety plans and provide feedback to strengthen said plans.
6. The Center will produce scholarship consistent with its mission.

ACTIVITIES

To accomplish the goals, the Center staff would perform these activities:

1. Scholarship: Faculty assigned to the Center will engage in scholarship to address school safety, threat, and violence reduction. Scholarship shall include resiliency, trauma, prevention, intervention, and postvention.
2. Sustainability – Faculty of the Center will actively seek out external funding to support the work of the Center.
3. Regional Crisis Teams: The Center will assume leadership for regional crisis teams. The leadership will collaborate with team members to
 - a. Plan a series of nine professional development meetings, all related to school crises and safety.
 - b. Prepare teams for deployment to schools after a crisis event.
 - c. Process crisis responses for any crisis event that occurs among our membership.
4. Connecticut School Crisis Resource for the state and region: The Center will serve the state as a central resource by collecting and sharing information on school crisis prevention, preparation and response. These activities shall include:
 - a. Providing advice and guidance for Local Education Agencies (LEAs) in the state of Connecticut on the development and maintenance of crisis teams in districts and in regions,
 - b. Collaborating with state government agencies and LEAs to develop and share exemplary protocols for crisis prevention, intervention, response and other protocols consistent with the mission of the Center,
 - c. Reviewing school safety and crisis plans of any Connecticut public schools that request a review,
 - d. Providing consultation on the assessment of threats to school and student safety,
 - e. Preparing an annual report on the number of crisis situations that required deployment, and the nature of the crisis and the response, to the university and other interested parties,
 - f. Organizing and conducting an annual conference, designed to train attendees on current trends in school safety and crisis response.
 - g. Organize and host other professional development events designed to train attendees on current trends in school safety and crisis response.

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ADMINISTRATION, FACULTY AND STAFF

Directions: Present: (1) the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.

Currently, counseling Professor Gabriel Lomas reports to the department chair of ED and EPY. The chair reports to the dean of the School of Professional Studies. The Dean reports to the Provost, who reports to the President. The Executive Director of the Center will report to Dr. Lomas.. All staff hired by the Center will report to the Executive Director.

BUDGET AND SUSTAINABILITY

Directions: Exhibit on Projected Budget form and explain below in narrative an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution. **NOTE:** Specify each itemized source of revenue in narrative.

We have been appropriated \$2M by the state of CT for two years, 2021 to 2023. The purpose of the Center is to develop a state infrastructure for school safety. In the first two years, we will hire an executive director (ED) to run the center. The ED will hire a university assistant at 19 hours per week and a safety specialist who will begin in September 2021. In the first year, the ED and safety specialist will engage in these activities:

- Research – Collaborate both with faculty, state agencies, and schools to conduct safety research to better understand the safety needs of Connecticut schools
- Outreach – Work with local schools to create safety protocols, run the western crisis team, and help develop and manage crisis teams in other parts of the state, to the greatest extent possible. There will also be additional duties including but not limited to attending district safety meetings, providing threat assessments, and providing environmental safety evaluations.
- Professional Development & Training – Develop a menu of low cost or free professional development on school safety and prevention
- External Funding– Identify and seek out external funding to sustain and grow the center. These include but are not limited to seeking grants and seeking funding from government sources.

Because the state approves budgets every other year, the table below only has funding identifies for two years. It is the responsibility of the ED and faculty sponsor to seek out and obtain funding beyond the second year of operations.

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EVALUATION PLAN

Directions: *Delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making during the initial four-year provisional period.*

The ED and faculty sponsor will prepare a detailed annual report:

1. Addressing progress on Center goals and objectives
2. Reflecting on program improvement.
3. Including feedback from attendees at events, including but not limited to attendees at crisis team meetings and professional development events.
4. A budget overview for the year.

Addressing the goals and objectives of the Center can be measured by reviewing the activities of the staff, ensuring their activities are consistent with the mission and vision. The ED will create an evaluation form both for constituent schools collaborating with the Center and for use at professional development events. These feedback forms will allow the ED to review progress from the viewpoint of stakeholders and make changes at both formative and summative benchmarks.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities: Proposal to Establish a Center/Institute

Projected Budget
(whole dollars only)

BUDGET CATEGORY	YEAR 1	YEAR 2	YEAR 3	YEAR 4
REVENUE				
1. Gift/Grant				
2. Gift/Grant				
3. Institutional Funds				
4. Institutional Funds				
5. Operational Funds				
6. Operational Funds				
7. Other (State of CT)	1,000,000	1,000,000	TBA	TBA
8. Other Revenue				
9. Other Revenue				
TOTAL REVENUE	1,000,000	1,000,000		
EXPENDITURES				
1. Personnel	439,667	524,000		
2. Fringe Benefits	386,393	455,840		
3. Travel	5,000	5,000		
4. Equipment & Supplies	9,100	10,000		
5. Contractual				
6. Other (specify) Professional Development and Consultation	50,000	75,000		
7. Other (specify)				
8. Other (specify)				
9. Total Direct Costs	890,163	1,069,840		
10. Indirect Costs (2.0%)	20,000	20,000		
TOTAL EXPENDITURES	910,160	1,089,840		
REVENUE minus EXPENDITURES	89,840	0		
OPERATIONAL BALANCE	89,840	0		

RESOLUTION

concerning

ACCEPTANCE OF GIFTS

NAUGATUCK VALLEY COMMUNITY COLLEGE – ART WORK DONATION

December 16, 2021

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

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

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

RESOLVED THAT, The Board of Regents accepts and acknowledges with appreciation the following gifts from Thaddeus Gray:

Description:

Three acrylic Cleve Gray paintings on canvas

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

A True Copy:

Alice Pritchard, Secretary
Board of Regents for Higher Education



Office of the Chief Executive Officer

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

Date: October 29, 2021

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

CC: Dr. Alice Pritchard, Chief of Staff, CSCU
James Lombella, Ed.D., North-West Regional President, CSCU
Ben Barnes, Chief Financial Officer, CSCU
Pam Heleen, Associate Director of Board Affairs

From: Lisa Dresdner, Ph.D., Chief Executive Officer, NVCC

Nature of Gift:
Paintings

Description:
3 Acrylic Paintings on Canvas by Cleve Gray

Current Market Value:
\$81,200 (total)

Determined by:
Market Value of Cleve Gray paintings

Date Received:
October 1, 2021

Donor:
Thaddeus Gray

Purpose of nature of Gift:
Public art to expose the college community to diverse expressions of art and perspectives.

Was the purpose specified by the donor? ____ Yes X No

Instructions or additional information:
Per donation agreement – educational purposes only

Signature:

Date: 10/29/2021

RESOLUTION

concerning

ACCEPTANCE OF A GIFT

GATEWAY COMMUNITY COLLEGE - AUTOMOTIVE TECHNOLOGY PROGRAM

December 16, 2021

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

WHEREAS, The donation will allow Gateway Community College to include the latest in the automotive technology curriculum and provide the students with learning and career opportunities that they previously did not have; now, therefore, be it

RESOLVED THAT, The Board of Regents accepts and acknowledges with appreciation the following gift donated by Dave McDermott Chevrolet, Inc.:

Description:

2019 Chevrolet Silverado pickup truck, VIN: IGCYDEED7KZ391486

Total Current Market Value: \$13,118.88

A True Copy:

Alice Pritchard, Secretary
Board of Regents for Higher Education



General Motors
General Motors Technology Donation Program
Important Time-Sensitive Memo

General Motors Corporation
DONATION AGREEMENT
DONATION TO NONPROFIT ORGANIZATION

Please note: This donation agreement must be completed, signed, title, dated and returned to the Donation Coordinator, PRIOR TO ANY DONATION BEING SHIPPED TO, OR PICKED UP BY, YOUR INSTITUTION. This is a change from current policy and is effective immediately. Once this document is completed and received, arrangements for shipping and/or pick-up will be made accordingly. Providing transportation for the donation is mandatory (at the expense of the Donee) within a 200 miles radius of the Donee. Please indicate if you are willing to pick-up from location: (X) Yes or () No. If no, please provide shipping address: If you do not want to participate in this donation, please check here: ()

Donation No: VEH2021-142		AD #:
Donated By: Dave McDermott Chevrolet, Inc. 655 Main Street East Haven, CT 06512 Contact Person: Joe Cetta Contact Phone: (203) 285-3855		Name & Address of School/Institution (Donee – Other) Gateway Community College 20 Church Street New Haven, CT 06510 Contact Person: Dan Fuller Contact Phone: (203) 285-2370
Make: Chevrolet Silverado	1GCRYDED7KZ391486	Value: \$13,118.88
Other Comments (i.e. items missing, etc.): Transmission Slips. Transmission Noise.		

The item(s) identified above (the "Donated Item(s)") has/have been identified for donation to you by General Motors Corporation for nonprofit, educational, or exhibition purposes only. It is important to note that products are given in "as is" condition with no warranties expressed or implied. By completing, signing and submitting this application your organization agrees to this and the following conditions:

1. The Donated Item(s) will be used only by you for non-profit, educational or exhibition purposes and will not be sold, disposed of, or transferred by you. Upon completion of your use of the Donated Item(s), you will scrap the Donated Item(s), disposing of it/them in such a manner as to ensure that it/they can no longer be used or sold (by GM Scrap Policy).
2. If the Donated Item(s) is a motor vehicle or component thereof, it will not be licensed, titled or operated on any public or private road or highway.
3. You acknowledge that the Donated Item(s) is not certified to comply with any federal, state or local laws, rules or regulations.
4. You accept the Donated Item(s) "as is, with all faults," it being understood that it is not covered by any warranty. General Motors Corporation expressly disclaims all warranties, including any implied warranty of merchantability or fitness for a particular purpose.
5. You acknowledge that automobiles, machinery, or equipment of any sort are potentially dangerous by their nature. You acknowledge that there is risk associated with the operation of the Donated Item(s), and that you knowingly assume this risk. You acknowledge that the Donated Item(s) will be operated only by experienced, knowledgeable users such as college or university level students or faculty. For high schools, you acknowledge that the Donated Item(s) will be operated by students only under the direct supervision of an experienced, knowledgeable faculty member.
6. General Motors Corporation expressly disclaims, and you expressly release General Motors Corporation from any and all liability associated with the Donated item(s). In addition, you agree to the extent permitted by applicable law, to indemnify and hold harmless General Motors Corporation, its officers, directors, employees, and agents from damages, liabilities, fines, judgments, costs (including settlement costs) and expenses associated therewith (including the payment of reasonable attorney fees and disbursements), (1) arising out of or in connection with the Donated item(s) or their use and possession; or (2) General Motors Corporation's enforcement of the provisions of this agreement.
7. The conditions set forth above have been communicated to, and are understood by all of your personnel who have access to the Donated Item(s).
8. The Donated property can not be transferred to any person, business or organization without the expressed written consent of General Motors and its agents. A Transfer Form is required for this purpose.

GM facilitates the donation of products to nonprofit entities in need of such equipment that do not have the resources to acquire such equipment on their own. It is the donee's sole responsibility to determine whether or not these products will perform as expected or needed. By completing and signing the product request form, the donee acknowledges that GM provides the products "as is" and without warranty or any kind, express or implied, including, but not limited to, warranties of merchantability or fitness for a particular purpose. "THE UNDERSIGNED" hereby acknowledges responsibility to, and agreement to, comply with all applicable export control laws for any item obtained from General Motors Corporation. "THE UNDERSIGNED" understands that General Motors Corporation reserves the right to reject any transaction determined to be in violation, or possible violation, of any applicable export control laws.

Please acknowledge your agreement to the above by signing this Donation Agreement in the space below and emailing a signed copy to GMDonations@TrainingSupportAdmin.com

Accepted and agreed to this Third **day of** December, **20** 21

By: William T. Brown, Ph.D. *William T. Brown, Ph.D.* **Title:** Chief Executive Officer



**Connecticut State
Colleges & Universities**

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

RECOGNITION AND NAMING OF FACILITIES & ACADEMIC PROGRAMS

December 16, 2021

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

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

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

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

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

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

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

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

Policy for BOR Recognition and Naming of Facilities & Academic Programs

September 27, 2021

Replaces Community College Policy 4.7.2 Facilities – Naming of Buildings on College Campuses (dated September 18, 2006)

Replaces University Resolution 09-38 and Policy – Trustee Recognition and the Naming of Facilities and Programs (dated April 8, 2009)

I. Purpose

The purpose of this policy is to define how the Board of Regents for Higher Education manages and approves proposals for the naming of university or college facilities (i.e., buildings, parts of buildings, roads, and plazas) and academic units/programs (schools, departments, centers, institutes, and programs) in honor of a donor, individual, organization, or entity.

The Board of Regents has the sole authority to provide for the naming of facilities and academic units/programs.

II. Policy

The Board of Regents for Higher Education wishes to encourage and enhance the ability of the institutions of the Connecticut State Colleges and Universities to pursue significant philanthropy in support of institutional goals. Naming of facilities and academic programs/units is one of the ways in which CSCU can acknowledge the generosity of donors and honors those whose service to or affiliation with CSCU enhances our ability to provide students with affordable, innovative and rigorous programs in pursuit of their personal and career goals, as well as contribute to the economic growth of Connecticut.

The naming recognition may also reflect subjects of a historic, cultural, academic, or geographic nature.

Any such naming must undergo a high level of consideration and due diligence to ensure that the name aligns with the purpose and mission of CSCU and its institutions. No naming opportunity shall be permitted for any entity or individual whose public image, products or services may inflict damage to CSCU's reputation, standing, or integrity or be contrary to CSCU's values.

III. Scope/Applicability

This policy shall apply to:

- A. Facilities: planned and existing buildings of all types (including libraries, auditoriums, and dining halls), major new additions to existing buildings and athletic facilities, all major outdoor areas including streets, entrances, gates, and landscape features, such as quadrangles, gardens, lakes, fountains, and fields.
- B. Programs: colleges, schools, departments, centers, institutes, and programs, including those that are virtual or online.

Items not covered include interior spaces within facilities (i.e., laboratories, classrooms, practice rooms, lecture halls), minor landscape features (i.e., trees, benches, and sidewalk bricks), scholarships, fellowships, and chairs.

In cases where there may be some question regarding the need for Board approval, the System President will recommend whether the proposed naming opportunity requires approval.

IV. Criteria for Selection of Honorees

Naming a facility, space, academic program or unit for an individual or organization is one of the highest honors that CSCU can bestow. This recognition is a lasting and powerful affirmation of the honoree's connection to CSCU's mission. As such, honorees shall have exemplary character, an unqualified reputation for honesty, personal integrity, and the highest standards of personal and professional ethics. Ordinarily, CSCU facilities and academic programs/units will not be named for persons who are actively involved in or related to CSCU operations. This includes Regents, members of the faculty and staff, advisory boards, legislators and governmental officials.

Honorees who have been employed by CSCU must have given extraordinary service to the institution in a teaching, research, service or administrative field with such exceptional distinction that their contributions are widely recognized by their peers, both at CSCU and elsewhere.

When the person to be honored is living and a non-donor, ordinarily, three years must have passed since any formal association with CSCU or employment with the State of Connecticut. Such affiliation includes time spent as an undergraduate, graduate, or post-graduate student, as a paid member of the faculty or staff (whether part-time or full-time), as a paid State employee, and/or as a member of the Board of Regents. Any exception to these guidelines must be detailed in the written substantive rationale submitted to the BOR Finance Committee for consideration.

When the person to be honored is deceased, ordinarily, two years must have passed since the date of death before their name can be put forward for this recognition.

V. Private Financial Support

Eligible individuals, corporations and other organizations, may be considered for naming recognition if they have made significant financial contributions to CSCU related to the naming opportunity. Decisions regarding such recognition are made on a case-by-case basis in accordance with applicable university-wide or college-wide procedures. Decisions shall also take into consideration the total cost of the project/program, the availability of other funds, and the financial contribution.

In order to accommodate differences in resource base, structure, and community relationships and to maintain flexibility in philanthropic opportunities, each President/Campus CEO, in consultation with their Foundation and Institutional Advancement Offices, shall develop financial guidelines (Attachment A) for what constitutes substantial and significant donations to warrant a facility-related naming opportunity. Initial guidelines must be submitted for approval 90 days after the adoption of this policy by the BOR. Subsequent institutional guidelines must be submitted and reviewed at the June Finance Committee meeting for implementation annually on July 1st. The guidelines must be maintained with the institution's procedures for implementation of this policy.

General guidelines for the naming of academic units/programs should be the present value equal to or greater than two hundred percent (200%) of the annual operating budget of the program/unit. The amount should be determined by the size, operating budget, national ranking, and visibility of the unit.

VI. Duration and Revocation of Name

Naming of facilities, spaces, and academic programs/units in honor of individuals is expected to last the lifetime of the facility, space, program or unit.

In appropriate instances, most often involving a corporate sponsor, a naming may be granted for a pre-determined, specified fixed term. At the end of the term, the name of the facility or program shall expire but may be renewed with the same name or a new name and additional giving.

The Board of Regents reserves the right to remove names from facilities and programs when the gift remains unpaid beyond a five-year limit. Should this occur, the Board may rename the area and/or notify the institution that they may seek another appropriate naming opportunity.

If a named building is razed, the Board of Regents may elect to retire the name or transfer it to another facility or space. When the major function of a building is moved to another facility, the Board of Regents may elect to transfer the name with the function or retain the name with the original building.

The Board of Regents for Higher Education shall have the authority to revoke the name of a facility or academic program in the event that the benefactor for whom the facility or academic unit was named engages in conduct which, in the sole discretion of the Board of Regents, is significantly detrimental that continued name association between the individual and CSCU would be contrary to the best interests of CSCU. In these cases, the university or college has the right to change, revoke, or terminate its obligations with no financial responsibility for returning any received contributions to the benefactor.

VII. Implementation Procedures

This policy charges the four universities and Charter Oak State College to establish and maintain a single procedure (for facilities and academic programs) whose purpose is to move the philanthropic opportunity from prospect to the CSCU System President for recommendation and submission to the Board of Regents Committee structure. This procedure must be in place by March 12, 2022.

A parallel procedure must be established and maintained for the community college system with final review and confirmation by the Regional President and submission to the CSCU System President and finally to the Board of Regents Committee structure. Once it is fully accredited, community college recommendations would be reviewed and confirmed by the Regional Presidents and submitted by the CT State Community College President to the CSCU System President and Board of Regents Committee structure. This procedure must be in place by March 12, 2022.

Final transmittal of the recommendation must include:

- Naming Opportunity Cover Sheet (Attachment B)
- Staff Report which includes:
 - Detailed request, citing the facility or academic program/unit and its proposed name
 - Justification, including the nature and duration of the individual's affiliation with the institution, and the proposed gift agreement.
 - If the gift is for the construction or renovation of a facility, the following must also be included:
 - Timetable for project implementation
 - Relationship of the project to the institution's long-range plans
 - Operating budget implications and sources of funds
- Copy of the gift contract and/or pledge agreement
- Written substantive rationale if there is no gift in connection with the naming opportunity

VIII. Regent Recognition for Significant Service

The Chair of the Board of Regents for Higher Education may convene members of the Executive Committee of the Board of Regents to consider bestowing recognition to an individual who has demonstrated distinguished service. Such recognition may include, but shall not be limited to:

- Naming of a facility or major outdoor area
- Bestowing an honorary degree from a university or from the System

The Executive Committee of the Board of Trustees will ordinarily consider the individual's candidacy based on one or more of the following:

- a) Service as a campus leader, system leader, or Board of Regents member for a minimum of ten years where such service has enhanced the mission of the university or system.
- b) The individual's contribution in significant ways to the welfare of the system, university, state, or nation.
- c) The individual's achievement and demonstration of unique distinction.

The CSCU System President, on behalf of the BOR Executive Committee, will partner with the University President or Campus CEO and their respective Regional President to agree on an identified space and will act in deference to the institution's strategic initiatives.

The Executive Committee of the Board, upon favorable review, shall identify the type of award to be bestowed and provide the Board with justification and a time for recognition of the individual. The Board will then consider a vote on the matter.

Naming Opportunities and Levels (Attachment A)

Institution: _____

Effective Date: _____

NAMING OPPORTUNITY		AMOUNT
I. NEW BUILDINGS		
- Academic Building		
- Athletic Facility		
- Libraries		
- Auditoriums		
- Dining Halls		
- Theaters		
- Other		
-		
-		
II. NEW ADDITION OR MAJOR RENOVATION (DESIGNATE ENTIRE BUILDING OR WING/SECTION)		
- Academic Building		
- Athletic Facility		
- Libraries		
- Auditoriums		
- Dining Halls		
- Theaters		
- Other		
-		
-		
III. MAJOR OUTDOOR AREAS		
- Plaza/Courtyard		
- Streets		
- Entrances		
- Gates		
- Quadrangles		
- Gardens		
- Trails		
- Lakes		
- Fountains		
- Fields		
- Other		
-		
-		

Naming Opportunity Cover Sheet
(Attachment B)

Institution: _____

Target Date for BOR Committee (Finance or ASA) Action: _____

The documentation identified below is required. Please verify its inclusion by checking the appropriate boxes.

- ☐ President's/CEO's Recommendation Letter
- ☐ (For Community College's) Regional President's Endorsement
- ☐ Staff Report
- ☐ Supporting Materials/Endorsements
- ☐ Copy of the gift contract and/or pledge agreement
- ☐ Written substantive rationale if there is no gift in connection with the naming opportunity

CONTACT

Please indicate the name, title, telephone number and email address of the individual to be contacted in case of questions regarding the opportunity.

Name & Title: _____ Phone Number: _____

Email: _____

BOR Recognition and Naming of Facilities & Academic Programs

Staff Report

This “new” CSCU System policy reflects the concerns and issues raised by the Naming Policy Review Workgroup which last met in October 2019 and replaces Community College Policy 4.7.2 Facilities – Naming of Buildings on College Campuses (dated September 18, 2006) and University Resolution 09-38 Policy – Trustee Recognition and the Naming of Facilities and Programs (dated April 8, 2009).

Chronology of Work to Date

March 2021	Assignment of Project
April 23, 2021	Meeting with Ken DeLisa, Institutional Advancement, ECSU to discuss the project status of the Naming Policy Review Workgroup
June 3, 2021	Draft submitted to Alice Pritchard, Jane Gates, Ernestine Weaver, and Ben Barnes for comment
June 21, 2021	Draft submitted to Ken DeLisa for comment
July 19, 2021	Draft submitted to Regional Presidents for comment
August 5, 2021	Draft submitted to University Presidents for comment
August 11, 2021	All comments incorporated
September 10, 2021	Draft presented to BOR Academic & Student Affairs Committee
September 29, 2021	All comments incorporated
October 13, 2021	Draft presented to BOR Finance Committee
November 18, 2021	No additional comments received

Summary of Significant Changes and Improvements

1. Procedural aspects/language no longer appears in the policy. The resolution charges the Universities and Charter Oak State College to establish a consistent implementation procedure for the policy and similarly charges the 12 community colleges (and ultimately the Connecticut State Community College) to establish their consistent implementation procedure.
2. The new policy no longer includes a single specific formula (i.e. 10% of construction or remodel costs) to be used as the minimum amount of dollars required for facility-related naming opportunities. This provides each university and college with the ability to determine, based on their fundraising goals and priorities, what constitutes the substantial and significant donation required to warrant a facility-related naming opportunity. It also allows them to effectively apply their own in-depth knowledge of donors based on existing and on-going relationships to determine the specific minimum dollar amount required to name each facility – building and/or major outdoor area.

Using the form created with the policy, each university and college must submit their guidelines for review at the June Finance Committee meeting for implementation annually on July 1st.

3. New language added to the policy provides for decisions regarding approval of a naming request to also take into consideration “the total cost of the project/program, the availability of other funds, and the financial contribution.” This provides appropriate latitude for each university and college to evaluate both the actual and intrinsic costs of the project/program, as well as the overall financials available to support the specific naming opportunity.
4. The policy has also been significantly strengthened with specific language added providing the BOR with the authority to revoke the name of any facility or academic program in the event that the benefactor for whom the facility or academic program was named engages in conduct which at the sole discretion of the BOR is deemed to be detrimental and that continued association between the individual or entity and CSCU would be the contrary to the best interests of CSCU.
5. New language has been included regarding the consideration and level of diligence required to determine the appropriate alignment of the proposed naming with CSCU’s purpose and mission. Including the clearly delineated protocols that need to be specifically adhered to, as well as what is and what is not permitted regarding the entity or individuals’ public image, product or services, provides critical oversight to verify compliance. Requiring an in-depth review of each person or entity reflects the importance of mitigating any potential for the naming to inflict damage to CSCU’s reputation, standing or integrity and ensures that it will not be contrary to CSCU’s values.
6. The addition of virtual and online programs as naming opportunities expands the naming options available to those interested in supporting the fundraising mission and goals of each university and college.
7. Although there was no change to the baseline expectation that a financial gift with a present value equal to or greater than 200% of the annual operating for an academic unit, program, department, center and more, the updated naming policy does spell out additional ways by which the amount necessary to be donated for each naming opportunity can be determined, including evaluating additional relevant factors such as the size, national ranking and visibility of the unit/program.
8. The policy has also been enhanced with language added regarding the breadth and depth of options that naming recognition can reflect including historic, cultural, academic or geographic associations.

story buildings or five- to eight-story buildings, at locations best serving their communities. The buildings and facilities and the campus as a whole should be adequate to support the instructional programs and support services for these programs; inviting to the people, encouraging them to improve their skills and education; provided with ample parking and, in urban or high population density locations, accessible to public transportation; well-designed and constructed; and structured so as to make efficient use of land and building space.

(Adopted March 20, 1972)

4.7.2 Facilities - Naming of Buildings on College Campuses

The Board of Trustees of Community-Technical Colleges adopts the following policy under its authority to name buildings in the system.

Buildings or substantial portions thereof, including the library, auditorium, dining hall, or exterior campus areas, may be named in memory of persons or after subjects of historic, cultural, academic, geographic or other nature. It is intended that persons qualified to be so memorialized shall have made a significant and enduring contribution and, if a state, civic, or public employee, shall have retired from active service.

When a substantial financial contribution towards a capital project of any type is made by donors and supporters of the community college system or a constituent unit thereof, the building, or major component thereof, may be named for a person, persons, or organization suggested by the donor/s.

Recommendations for naming buildings or substantial portions thereof must be transmitted by the president of the college involved to the chancellor for consideration by the board. The transmittal shall include all documentation required by the college's naming policies, and any contributory schedule, to support the recommendation.

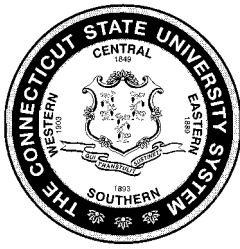
Each community college, in its discretion, is authorized to apply plaques or other suitable forms of recognition to the rooms or other areas of college facilities to acknowledge significant financial contributions to the college by donors or to memorialize persons designated by the donors.

(Adopted April 17, 1973; amended June 20, 1983; amended September 18, 2006)

4.7.3 Facilities - Temporary/Portable - Lease/Purchase

The chancellor is authorized to negotiate contracts to lease and/or to lease with option to purchase temporary facilities, e.g., trailers or movable buildings, for use as faculty and business offices, bookstores, athletic facilities, student lounges, and similar purposes at the colleges where adequate facilities are not available.

(Adopted November 21, 1966)



Connecticut State University System

39 Woodland Street ■ Hartford, CT 06105-2337 ■ 860-493-0000 ■ www.ctstateu.edu

BR# 09-38

RESOLUTION

concerning

TRUSTEE RECOGNITION AND NAMING OF FACILITIES & PROGRAMS POLICY

for the

CONNECTICUT STATE UNIVERSITY SYSTEM

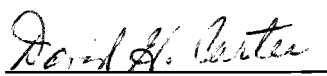
April 8, 2009

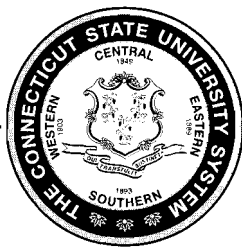
- WHEREAS, The Board of Trustees has the sole authority to provide for the naming of facilities and programs, and
- WHEREAS, Pursuant to that policy, the Board of Trustees shall consider the naming of academic programs, facilities or major portions thereof or prime external spaces as a result of a recommendation of a university president, and
- WHEREAS, Recognition of distinguished service and significant contributions to welfare of a system, university, state, or nation and an individual's achievement and demonstration of unique distinction, is worthy of acknowledgment by the Board of Trustees, therefore be it
- RESOLVED, That the Board of Trustees may consider bestowing recognition to an individual who has demonstrated distinguished service which warrants recognition of the individual's significant contribution, and be it further
- RESOLVED, That the Board of Trustees may confer such recognition in a variety of ways, including, but not be limited to, naming of a building or facility, awarding of an honorary degree from a university or from the system, or the awarding of a Connecticut State University System Trustees' Medal of Recognition, and be it further resolved
- RESOLVED, That the Board of Trustees for the Connecticut State University System hereby rescinds Board Resolution 01-50 and adopts the attached policy on Trustee Recognition and Naming of Facilities and Programs

A Certified True Copy:


Lawrence D. McHugh, Chairman

A Certified True Copy:


David G. Carter, Chancellor



Connecticut State University System

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CONNECTICUT STATE UNIVERSITY SYSTEM

POLICY ON TRUSTEE RECOGNITION AND THE NAMING OF FACILITIES AND PROGRAMS

1. PURPOSE

The purpose of this policy is to establish policies and procedures of the Board of Trustees regarding the naming of University academic programs, grounds, facilities, and buildings including major portions of buildings. The Board of Trustees has the sole authority to provide for the naming of facilities and programs. Further, this policy provides for the recognition of individuals by the Trustees for exceptional service to the university system, community, state, or nation.

2. SCOPE

This policy applies to the naming of present or future facilities, major areas (such as auditoriums and rooms with major public visibility) within existing or future facilities, existing facilities which have undergone major renovations, or areas on University grounds for which a naming opportunity exists. The Board also reserves the right to approve the naming of academic programs. Academic programs include colleges, schools, departments, centers, and institutes. The naming of scholarships, fellowships and professorships does not require Board approval. The establishment of endowed chairs shall follow the policy established in Board Resolution #99-46 or its successors.

3. OBJECTIVE

The goal of this policy is to enhance the ability of the institutions of the Connecticut State University System to encourage and pursue contributions in support of institutional goals. This policy specifies procedures for the solicitation and acceptance of named gifts as well as other procedures to be followed in naming facilities for individuals, families, or entities.

The policy also outlines the process for Trustee recognition honoring individuals who have demonstrated significant contributions to the welfare of the University System, state, or nation.

4. POLICY

Naming Involving a Gift:

- A) A naming opportunity associated with a gift to the CSU System, a constituent institution, or an affiliated foundation, will normally receive favorable consideration only when the present value of the gift is an amount equal to or greater than 10 percent of the cost to construct or substantially renovate the facility proposed for naming.
- B) A naming opportunity for a program associated with a gift to the CSU System, a constituent institution, or an affiliated foundation, will normally receive favorable consideration only when the present value of the gift is an amount equal to or greater than 200 percent of the annual operating budget of the program.

- C) Gifts should comply with the policies established in Board Resolution #2000-15 or its successors. The gift may be in cash or a legally binding pledge and should be paid within five years of the naming of the facility or program. If the pledge is to be paid over a number of years, the number of years shall be divided into the pledge and the resulting amount will be due each year. A portion of the gift may be in the form of an irrevocable trust or a contractual bequest. The Board of Trustees reserves the right to remove names from facilities and programs when the gift remains unpaid beyond the five-year limit. Should this occur, the Board may name an area of the facility or seek another appropriate naming opportunity that would be proportionate to the value of the gift received. The naming of a facility or program follows the facility or program for its life unless otherwise determined by the Board of Trustees. When a named facility is razed, the Board of Trustees may elect to retire the name or transfer it to another facility or space. When the major function of a building is moved to another facility, the Board of Trustees may elect to transfer the name with the function or retain the name with the original building.
- D) Any University System institution wishing to name a facility, any campus grounds, major portions of facilities, or academic programs as identified in Section 2 of this policy must submit a request to the Chancellor for analysis and submission to the Board's Development Committee who will thereafter submit its recommendation to the Board of Trustees.
- E) In those instances in which gifts do not reach the threshold specified in sections A and B, a substantive rationale for departing from the policy must be provided to the Board's Development Committee who may recommend a departure from these policies to the Board of Trustees for good cause shown. In these exceptional cases, where facilities and academic programs are named for people, they should be named for scholars and other distinguished individuals who are preeminent in their field of endeavor and/or have contributed meaningfully to the CSU System or to any of its constituent institutions.
- F) No facility or academic program identified in Section 2 of this policy will be named for individuals currently employed by the CSU System or the State of Connecticut, or currently holding public office.
- G) When the person to be honored is living and a non-donor, ordinarily, three years must have passed since any formal association with the CSU System or employment with the State. Such affiliation includes time spent as an undergraduate, graduate, or post-graduate student; as a paid member of the faculty or staff, whether full or part time; as a paid State employee; and as a member of the Board of Trustees.
- H) When the person to be honored is deceased, ordinarily, two years must have passed since the date of death before their name can be applied to a CSU System facility or academic program.
- I) Any University System institution wishing to name a facility, any campus grounds, major portions of facilities, or academic programs as identified in Section 2 of this policy must submit a request to the Chancellor for analysis and submission to the Board's Development Committee who will thereafter submit its recommendation to the Board of Trustees.
- J) In submitting requests for naming of facilities or academic programs to the Chancellor for consideration by the Development Committee of the Board of Trustees and, if approved, by the Board of Trustees, the following information is to be submitted:

- a) Institution name;
 - b) A detailed request, citing the facility or program in question, the proposed name, and;
 - c) Justification, including such relevant information as the nature and duration of the individual's affiliation with the University System or constituent institution. If the naming is a stipulation of the gift, the request must explain the proposed arrangement. If the gift is for the construction or renovation of a facility, the following information should be included:
 - A timetable for project implementation;
 - If the gift is for a new facility or program, the relationship of the project to the institution's long-range plans;
 - Operating budget implications, and sources of funds; and
 - d) A copy of the gift contract and/or pledge agreement must be filed with the request for approval.
 - e) If there is no gift in connection with a naming opportunity, a written substantive rationale for departing from the policy should be provided.
- K) Each university president shall determine the appropriate level of gift support required to name scholarships, fellowships, and professorships, and any other naming opportunities that do not require Board approval (e.g., rooms, patios). Gifts for these naming opportunities may be in cash and/or a legally binding pledge instrument.
- L) No later than 90 days after the end of each fiscal year, each university president shall provide a report to the Development Committee regarding the naming of all facilities (including rooms and small areas of buildings, and minor portions of campus grounds), programs, scholarships, fellowships, professorships and any other project during the course of the fiscal year that did not require approval of the Board, together with the detail of associated gifts and contributions.
- M) No later than 90 days after the end of each fiscal year, each university president shall provide the Development Committee with a schedule of naming opportunities at his university.

Trustee Recognition for Significant Service:

- A) The Chair of the Board of Trustees may convene members of the Executive Committee of the Board of Trustees when he or she deems appropriate, to consider bestowing recognition to an individual who has demonstrated distinguished service which warrants recognition of the individual's significant contributions. Such recognition may include, but shall not be limited to:
- a) Naming of a building, campus grounds, or facility.
 - b) Bestowing an Honorary degree from a university or from the System.
 - c) Awarding of a Connecticut State University System Trustees' Medal of Recognition.
- B) The Executive Committee of the Board of Trustees will ordinarily consider the individual's candidacy based on one or more of the following:

- a) Service as a University President or Chancellor for a minimum of ten years where such service has enhanced the mission of the university or system.
 - b) The individual's contribution in significant ways to the welfare of the system, university, state, or nation.
 - c) The individual's achievement and demonstration of unique distinction.
- C) When a President, Chancellor or individual has served the University or System , he or she may be considered for recognition by the Board of Trustees when one of the following has been met:
- a) Ordinarily, two years after retirement or other separation from the University, System Office, or from elected or appointed office; or
 - b) Ordinarily, two years after the person's death, if the person had not yet retired or otherwise separated from the University or System.
- D) The Executive Committee of the Board, upon favorable review, shall:
- a) Identify the type of award to be bestowed.
 - b) Provide the Board of Trustees a justification for the recognition including such relevant information as the individual's accomplishments or contributions to the University or System, service to the state or nation and;
 - c) A time for recognizing the individual.
- E) Trustee recognition of said individuals, upon favorable review and approval by the Executive Committee of the Board, shall be ratified by the full Board of Trustees

4/8/09

Board of Regents for Higher Education

2022 Meeting Schedule

Student Advisory Committee 10 am Fridays	Faculty Advisory Committee 1 pm Fridays	Academic and Student Affairs 9:30 am Fridays	Audit 10 am Tuesdays	HR & Administration 9:30 am Thursdays	Finance & Infrastructure 10 am Wednesdays	Executive Committee 10 am Thursdays	Board of Regents 10 am Thursdays
	January 21						
February 11	February 4	February 4		February 3	February 9		February 24
March 4	March 11	March 11			March 16	March 10	March 24
April 22	April 8	April 8		April 7			April 21
May 13	May 6	May 6	May 9		May 11		May 19
June 10	June 3	June 3		June 1	June 8	June 9	June 23
	July 15						
	August 19					August 25	
September 16	September 9	September 9		September 8	September 14		September 22
October 14	October 7	October 7		October 13	October 12		October 20
	November 18						
December 9	December 2	December 2	December 6	December 1	December 7	December 8	December 15

As of 10-27-2021

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Connecticut State Colleges and Universities Nexus Degree

December 16, 2021

WHEREAS, a major goal of the Connecticut State Colleges and Universities is “Student Success – graduate more students with the knowledge and skills to achieve their life and career goal;” and

WHEREAS, another major goal is “Innovation and Economic Growth – create educational environments that cultivate innovation and prepare students for successful careers in a fast changing world;” and

WHEREAS, the proposed nexus degree is designed as a 60 credit degree that provides students with the skills and knowledge of 36 credits of broad general education as well as 18 credit hours of coursework focused on the skills and knowledge requirements of a major industry; and

WHEREAS, the 18 credit hours will include 6 credit hours of experiential learning and at least 12 credit hours of upper division (300 and -400 level) course work; now therefore be it

RESOLVED, that the Board of Regents for Higher Education hereby approves the creation of a nexus degree; and further be it

RESOLVED, that the Board of Regents charges the institutions of Connecticut State College and Universities to develop nexus degrees in consultation with work force partners.

A True Copy:

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

ITEM

Approval of Connecticut State Colleges and Universities nexus degree

BACKGROUND

In 2017, the University of Georgia System gained approval to offer a new kind of degree, the nexus degree. According to their website,

The nexus degree is intended to be highly specialized within a high-demand career sector. Employers will be fully engaged in the design and delivery of the nexus degree. Course requirements include:

- 42 credit-hours of general education core
- 18 credit-hours of coursework focusing on the skills and knowledge requirements of a major industry or field
- Minimum of 12 credit-hours of upper-division courses
- Must include a substantive experiential learning component
- At least six- credit hours in an apprenticeship or clinical model such as those used for preparation in the healthcare professions.
- The experiential learning opportunity will be in a real or simulated environment. All placements will be supervised by a person employed at the company and by a faculty or staff member at the institution.
- Students will be assessed based on their performance and the projects they complete.

This proposal for the Connecticut State Colleges and Universities follows the model of the University of Georgia system. The degree meets the Governor's Work Force Council's goal of providing industry aligned credentials.

Institutions that seek to offer this degree will follow all standard campus and system level curricular and approval procedures including a robust system level review and board approval. Community colleges that choose to offer the nexus degree that includes courses at the baccalaureate level (300 and 400) would be required to submit a substantive change (see correspondence with NECHE). The nexus degree meets the Commission's expectations for an associate degree.

The nexus degree provides an opportunity to respond to workforce needs and to Governor Ned Lamont's High Demand Career initiative. Graduates of the program would have an option of immediately contributing to Connecticut's economic development by entering the workforce or by choosing to receive industry-specific job placement assistance or by pursuing baccalaureate degrees. Students would be highly encouraged to work toward the completion of a bachelor's degree as soon as the nexus is complete.

RECOMMENDATION

That the Board of Regents approve the Connecticut State Community College nexus degree.



Jane McBride Gates
Provost and Senior Vice President

October 27, 2021

Dr. Larry Schall
President
New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514

Dear Dr. Schall,

The Connecticut State Colleges and Universities (CSCU) System is developing a new category of credential called a *nexus degree*, to be offered by those of our 17 institutions who wish to pursue this new opportunity. A nexus degree would be a 60-credit hour degree, consisting of 36 credit hours of general education, conforming to our current, common transfer requirements, and 18 credit hours of coursework focusing on the skills and knowledge requirements of a major industry. The 18 credit hours outside of the core would follow a curriculum developed by discipline faculty in concert with industry experts that would contain at least 6 credit hours of experiential learning, and at least 12 credit hours of upper division coursework.

Institutions that seek to offer this degree will need to follow all standard campus and system level curricular and approval procedures including a robust system level review and board approval. As briefly discussed with Dr. O'Brien, this new degree may need to be treated as a substantive change.

I would be grateful if you could confirm that this new degree structure conforms to NECHE requirements.

Best Regards,

A handwritten signature in cursive script that reads "Jane Gates".

Jane McBride Gates, Ph.D.
Provost and Senior Vice President for Academic and Student Affairs

C: Dr. Patricia O'Brien
Dr. Ken Klucznik

Memorandum

To: Dr. Merle Harris, Chair
Board of Regents Academic and Student Affairs Committee

From: Dr. Jane McBride Gates, Provost
CSCU Division of Academic and Student Affairs

Re: Nexus Degree Credential

Date: November 15, 2021

Cc: Dr. Ken Klucznik

The Connecticut State Colleges and Universities (CSCU) System seeks approval to offer a new category of credential called a *nexus degree*, to be offered by those of our 17 institutions who wish to pursue this new opportunity. A *nexus degree* would be a 60-credit hour degree, consisting of 36 credit hours of general education, conforming to our current, common transfer requirements, and 18 credit hours of coursework focusing on the skills and knowledge requirements of a major industry. The 18 credit hours outside of the core would follow a curriculum developed by discipline faculty in concert with industry experts that would contain at least 6 credit hours of experiential learning, and at least 12 credit hours of upper division coursework.

Institutions that seek to offer this degree will follow all standard campus and system level curricular and approval procedures including a robust system level review and board approval. Community colleges that choose to offer the *nexus degree* that include courses at the baccalaureate level (300 and 400) would be required to submit a substantive change (see correspondence with NECHE). The *nexus degree* meets the Commission's expectations for an associate degree.

The *nexus degree* provides an opportunity to respond to workforce needs and to Governor Ned Lamont's High Demand Career initiative. Graduates of the program would have an option of immediately contributing to Connecticut's economic development by entering the workforce or by choosing to receive industry-specific job placement assistance or by pursuing baccalaureate degrees. Students would be highly encouraged to work toward the completion of a bachelor's degree as soon as the *nexus* is complete.

Klucznik, Kenneth

From: Klucznik, Kenneth
Sent: Tuesday, November 23, 2021 7:21 AM
To: Klucznik, Kenneth
Subject: FW: Letter to NECHE from Provost Jane Gates

From: Patricia O'Brien, SND <pobrien@neche.org>
Sent: Monday, November 15, 2021 1:30 PM
To: Gates, Jane <JGates@commnet.edu>
Subject: Re: Letter to NECHE from Provost Jane Gates

CAUTION - This email originated from outside the CSCU system, which increases its risk. DO NOT click on links or open attachments unless you are expecting this email.

Dear Jane,

Thank you for sending this letter along and for your time on the phone today. As we discussed, if a community college wishes to offer a Nexus degree that includes courses at the baccalaureate level (300 or 400), that would be a substantive change that the Commission would need to review. Otherwise, the Nexus degree meets the Commission's expectations for an associate degree (60 credits, at least 20 in general education).

I hope this information is helpful. Please let me know if other questions arise.

Best wishes for success with this new initiative,
Pat

Patricia M. O'Brien SND

Senior Vice President

New England Commission of Higher Education

3 Burlington Woods #100
Burlington MA 01803
Tel: 781-425-7712
Fax: 781-425-1001
pobrien@neche.org