BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, May 5, 2023 @ 9:30 a.m.
Conducted via Remote Participation
Meeting will live stream at: https://youtube.com/live/KCcETvCml70?feature=share

1. **Call to Order: Declare Quorum**

2. **Approval of Minutes**
   a. April 6, 2023 – Page 1

3. **Action Items**
   a. Suspensions
      i. Mathematics – M.A. – Western CT State University – Page 6
   b. Modifications
      i. Music Education – B.S. – Central CT State University [Significant Modification of Courses / Course Substitutions] – Page 10
      ii. School Health Education – M.S. – Southern CT State University [Modification of Instructional Delivery] – Page 29
      iii. Graduate Reading – Remedial Reading and Language Arts – M.S. – Southern CT State University [Modification of Instructional Delivery] – Page 32
      v. Graduate Reading – Remedial Reading and Language Arts Consultant – Sixth Year Certificate – Southern CT State University [Modification of Instructional Delivery] – Page 38
   c. Board of Regents Faculty Awards – Page 67
   d. CSU Promotions and Tenures
      i. Central CT State University – Page 78
      ii. Eastern CT State University – Page 80
      iii. Southern CT State University – Page 82
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   e. Faculty Research Grants
      i. Central CT State University – Page 232
      ii. Eastern CT State University – Page 235
      iii. Southern CT State University – Page 238
      iv. Western CT State University – Page 241
   f. Recognizing CSCU Phi Theta Kappa (PTK) All-Connecticut Academic Team – Page 243
   g. Recognizing 2023 Henry Barnard Award Recipients – Page 245
   h. CSU Professor Nomination – Page 247

4. **Informational Items**
   a. Below Threshold
      i. English-Spanish Translation – Certificate – Central CT State University – Page 324
ii. Spanish for Health Professionals – Certificate – Central CT State University – Page 342
iii. Biomolecular Sciences – B.S. to M.S. Accelerated 4+1 Concentration – Central CT State University – Page 354
vi. Art and Design – B.A. – Southern CT State University – Page 387
c. Community College Promotion and Tenures – Page 392
d. Emeritus Awards
   i. Southern CT State University – Page 416

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.
The meeting was called to order at 9:30 a.m. by Chair Ira Bloom.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and a quorum was declared.

Chair Ira Bloom made a comment to confirm that there will not be a Board of Regents meeting in April, and that all items recommended at this time will be considered in May.

1. **Call to Order: Declare Quorum**

2. **Approval of Minutes**
   a. March 10, 2023
   Chair Ira Bloom asked for a motion to approve the minutes of the March 10, 2023, BOR ASA committee meeting. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the minutes were approved unanimously.

3. **Action Items**
   a. Discontinuations
      i. Post-Baccalaureate Certificates – Southern CT State University
      Southern Connecticut State University seeks approval for the discontinuation of 17 post baccalaureate certificates due to restructuring related to academic programming at the graduate level for teacher preparation. Dr. Robert Prezant, Provost and Dr. Stephen Hegedus, Dean, College of Education presented. Also, discontinuation is due to decreased enrollment in the post-baccalaureate certificates with the implementation of the Master of Arts and Teaching (MAT) program. In addition, students in the post-baccalaureate certificate programs may
experience ineligibility for financial aid, as it is considered undergraduate aid rather than graduate. The discontinuation will serve as an opportunity to continue growth in the MAT program.

Chair Ira Bloom asked for a motion to approve the discontinuations. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken and the discontinuations were approved unanimously.

b. Suspensions
   i. Early Childhood Teaching Credential (EECTC B) – Interdisciplinary Studies – Southern CT State University

   Southern Connecticut State University seeks approval for the suspension of the Early Childhood Teaching Credential concentration in Interdisciplinary Studies. Dr. Robert Prezant, Provost, Academic Affairs and Dr. Stephen Hegedus, Dean, College of Education presented. The program was initially developed in response to state legislature requiring daycare leaders to obtain the level B certification; however, the state no longer has that requirement. The concentration is available if the state reinstates the requirement using the course work for the concentration that is already developed can be utilized. Currently, there are no students enrolled in the concentration.

   Chair Ira Bloom asked for a motion to approve the suspensions. On a motion by Regent James McCarthy and second by Regent Juanita James, a vote was taken and the suspensions were approved unanimously.

c. New Programs
   i. Health and Wellness Management – B.S. - Western CT State University

   Western Connecticut State University seeks the approval of a new program, Bachelor of Science in Health and Wellness Management. This program offers an interdisciplinary approach with a focus in health and wellness, as well as business management. Dr. Missy Alexander, Provost and Vice President, Academic Affairs and Dr. Emily Stevens, Chair, Health Promotion and Exercise Science Department presented. This program provides opportunities to students who are not interested in pursuing the science aspect of a Health degree. The interdisciplinary degree between health and wellness and business will aid in recruitment and retention, especially for students who have an entrepreneurial interest. This new program will be low cost, as it is developed with courses that are already existing, except for two.

   Regent James inquired on the potential partnerships and pathways this program may have, as there are existing programs at the community college level with this focus. Dr. Stevens confirmed that the transfer form has been completed, and the next step is to connect with the community colleges to determine interest and opportunities for transfer students.

   Regent McCarthy added that based on his background in the field, this is an excellent idea as there is a tendency to overlook the business aspect of health and wellness.

   Chair Ira Bloom asked for a motion to approve this new program. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken and the new program was approved unanimously.

   ii. Nursing – B.S. – Eastern CT State University

   Eastern Connecticut State University seeks the approval of a new program, Bachelor of Science in Nursing. This new program is a necessary response to the severe nursing workforce shortage in the state, specifically the eastern region and provides an opportunity to combine a liberal arts education with a professional preparation in nursing. Dr. William Salka, Provost and Vice President, Academic Affairs, Dr. Yaw Nsiah, Chair of Health Sciences, and Dr. Amy Bataille, Professor of Health Sciences presented. ECSU has secured funding to develop this program by partnering with Hartford Healthcare, Windham Hospital, and utilizing a Health Horizons grant
and private donation. These funds will cover the startup cost of the program and building of the simulation lab. It is anticipated that the revenue generated from the student cohorts as the program progresses will exceed the initial expenses. The partnerships will also provide opportunities to students for internships, utilization of resources, and a network to employment. The curriculum was developed based on the research and standards for accreditation as provided by the CCNE and prepares students for the NCLEX exam. The program will offer courses in health care specialties such as complex diseases and mental health, all of which are in demand, timely, and have a positive social impact.

Regent James McCarthy provided kudos for taking on this program and for engaging strong community partnerships. He added that this may provide an opportunity for a direct entry graduate program.

Professor Colena Sesanker congratulated ECSU for addressing the nursing shortage. She inquired on the shared governance steps, as well as asking what the response to this program has been at ECSU and if it has gone through the faculty senate. Provost Salka added that there is the intention to start the first cohort for Fall 2023, and that the program will be voted on April 18. If there is not an acceptance from this vote, ECSU would need to request to remove this from the Board of Regents May agenda.

Chair Ira Bloom inquired about the faculty for the program, oversight of the clinical component, and how it will be organized. Dr. Stevens confirmed that the hiring process for a clinical coordinator is underway. She added that clinical courses will begin in the third year of the program, anticipated for Fall 2025. ECSU plans to use their partnership with Hartford HealthCare and Windham Hospital to recruit faculty in an adjunct capacity.

Regent James McCarthy added that clinicals tend to be a smaller group, and in consideration of funding, ECSU should consider recruiting faculty to develop general education nursing courses.

**Chair Ira Bloom asked for a motion to approve this new program. On a motion by Regent James and second by Regent McCarthy, a vote was taken, and the new program was approved unanimously.**

d. Modifications

i. **Organizational Management – M.S. – Eastern CT State University [Modification of courses/course substitutions; change in modality; name change]**

Eastern Connecticut State University seeks the approval of modification to the Master of Science in Organizational Management. Dr. William Salka, Provost and Vice President, Academic Affairs and Dr. Niti Pandey, Dean of the School of Education and Professional Studies presented. This modification is in name and modality from a traditional on ground program to online. The program was experiencing a decline in enrollment and had dated curriculum that was no longer relevant to the field. The faculty provided opportunities for improvement by researching, reaching out to the community, and soliciting input from industry leaders. As a result, the curriculum was updated to add a health management concentration area, a change in modality to online, and offering the courses in 7 week increments instead of 15. The curriculum has changed without increasing resources, highlighting faculty strengths, and is anticipated to increase enrollment and revenue.

Regent Juanita James inquired about the challenges that organizations are facing in a remote environment, how to develop some of the relationship-building and soft skills, and how to fill the gaps that are created in an online environment. ECSU confirmed that the faculty are engaged in upskilling themselves to teach online.

Regent James McCarthy complimented the switch to a 7-week unit, as these are better designed to reduce challenges in an online environment and maintain engagement. He added congratulations for redesigning the program within the existing financial model.
Chair Ira Bloom asked for a motion to approve this modification. On a motion by Regent James McCarthy and second by Regent Juanita James, a vote was taken and the modification was approved unanimously.

ii. School Psychology – M.S. – Southern CT State University [Modification of courses/course substitutions]
Southern Connecticut State University seeks approval of modifications to the M.S. and 6th Year Certificate in School Psychology. Dr. Robert Prezant, Provost, Academic Affairs, Dr. Stephen Hegedus, Dean, College of Education, and Dr. Casey McPherson, Assistant Professor, Counseling and School Psychology presented. This modification is in response to changes made to the standards for the National Association of School Psychology. In Connecticut, both the degree and certificate are required to become a school psychologist.
Chair Ira Bloom added that this program is important and relevant to the needs in the field of mental health. ECSU added that the program includes courses in crisis intervention and preparedness, as well as courses in counseling and special education.
Chair Ira Bloom asked for a motion to approve this modification. On a motion by Regent James McCarthy and second by Regent Juanita James, a vote was taken, and the modification was approved unanimously.

iii. School Psychology – 6th Year Certificate – Southern CT State University [Modification of courses/course substitutions]
Chair Ira Bloom asked for a motion to approve this modification. On a motion by Regent James McCarthy and second by Regent Juanita James, a vote was taken, and the modification was approved unanimously.

Charter Oak State College seeks approval of a modification to the Bachelor in Social Work program. Dr. David Ferreira, Provost and Dr. Solomon Hill, Director, Bachelor of Social Work Program presented. The Council of Social Work Education has made changes in language to promote anti-racist social work practice. As a result, the BSW program will change field education to practicum education. In alignment and approach with CSWE, this change will allow students to start their practicum experience in the third year and follow into their fourth year, giving students the opportunity to earn the 400 hours of experience needed spread over four semesters. This will provide flexibility to students and allow them to work while also earning their required hours.
Regent James McCarthy added that he is interested to see the shift of practicum experience, and that the change is a fantastic way to allow students to work and earn their hours concurrently. Regent Juanita James echoed the same comments, and commends COSC on the articulation of inclusion, as it is necessary in today’s environment.
Chair Ira Bloom asked for a motion to approve this modification. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the modification was approved unanimously.

v. Studio Art – B.A. – Southern CT State University [Name Change]
Southern Connecticut State University seeks the approval of modification in name change from Studio Art to Art and Design. Dr. Robert Prezant, Provost, Academic Affairs presented. This modification is in response to student request and faculty expertise. The name change will add coherence to the course catalog and assist with broadening student career opportunities.
Chair Ira Bloom asked for a motion to approve this modification. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the modification was approved unanimously.

4. Informational Items
   a. Below Threshold
      i. Studio Art – B.A. – Southern CT State University
         Chair Ira Bloom asked for a motion to amend the agenda and remove item 4. a.i.. On a motion by Regent James McCarthy and second by Regent Juanita James, a vote was taken, and the agenda amendment was approved unanimously.
      ii. World Languages Education – M.A.T. – Southern CT State University
      iii. Art Education PK-12 – M.A.T. – Southern CT State University
      iv. History / Social Studies – M.A.T. – Southern CT State University
      v. History B.A. Accelerated Pathway to Master of Library Science Information – Southern CT State University
      vi. Health Informatics – M.S. – Charter Oak State College [Modification of courses]
      Chair Bloom made comment in reference to pages 14-15. There is a mention of open educational resources (OER) that ECSU and SCSU have been involved with.
   c. Sabbatical Leaves
      i. Community Colleges
      ii. Southern Connecticut State University
      iii. Western Connecticut State University

Chair Ira Bloom wished all a Happy Holiday season in anticipation of Passover, Ramadan, and Easter.

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the motion to adjourn was passed unanimously at 10:38 a.m.
RESOLVED: That the Board of Regents for Higher Education approve the suspension of Mathematics – M.A. (CIP Code: 270101/OHE# 194) at Western Connecticut State University, effective immediately until no later than Fall 2025.
ITEM
Suspension of Mathematics – M.A. at Western Connecticut State University.

BACKGROUND
Enrollment has steadily declined over the last ten (10) years to the currently enrolled two (2) students (WCSU Fall 2022 third-week census). The program’s primary audience is secondary school teachers seeking a state-required graduate degree. A small number are recent WCSU Mathematics B.A. graduates who then transfer to Ph.D. programs elsewhere. The program’s current format (strictly part-time and on-ground) no longer meets the needs of these audiences and fails to attract others. The two key enrollment deterrents are:
• On-ground-only format limits potential enrollees to a commutable radius; and
• Part-time pace extends the time to degree, which also increases overall cost to students.

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

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

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this suspension. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.
SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University
Date of Submission to CSCU Office of the Provost: 3/24/2023

Program Characteristics
Name of Program: M.A. Mathematics
BOR Accreditation Date: 4/12/1971
OHE #: 194
CIP Code Number: 270101 Title of CIP Code: Mathematics
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): MA
Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses
Locality of Program: On Campus Off Campus Both

Date Program will be reinstated or discontinued (one, two, or three years): Fall 2025
*Note: Programs may not be suspended for more than three years; An Application for Reinstatement (https://www.ct.edu/academics/approval) should be submitted to reinstate a suspended/discontinued program.

Department where program is housed: Mathematics
Location Offering the Program (e.g., main campus): Midtown Campus

Institutional Contact for this Proposal: Michelle L. Brown
Title: Dean of the Macricostas School of Arts and Sciences
Tel.: (203) 837-9400 e-mail: BrownML@wcsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

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

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

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

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

- High school students planning to major in secondary education with a math specialization and seek an M.A;
- High school students planning to major in mathematics and pursue work in industry or further studies in graduate school;
- Working secondary education teachers across Connecticut seeking an MA; and
• Working secondary education teachers across the discounted-tuition states of New York and Massachusetts that require an M.A. to maintain credentials.

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

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

**SECTION 3: RESOURCES**

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

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

**SECTION 4: LESSONS LEARNED**

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

Over the last two (2) years, this department revised all its programs to streamline the B.A.-to-M.A. and B.S.-to-M.A. pipelines, simplify scheduling, and prepare M.A. graduates for transfer to Ph.D. programs. However, the department did not anticipate the increased appetite for online and accelerated degree programs which the recent COVID pandemic has created. As such, it is possible that the Math M.A. program could rebound if the department can quickly reimagine it to meet emergent market demands based on data.
RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Music Education (CIP Code: 131312/ OHE# 000062), specifically a significant modification of courses/course substitutions, at Central Connecticut State University.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the CT Board of Regents for Higher Education
ITEM
Modification to B.S. in Music Education at Central Connecticut State University.

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

The most significant revisions to the core curriculum are as follows:
1. Music theory:
   Restructured music theory sequence includes a foundational course in musicianship. This will increase access to the major to those who do not come from privileged music backgrounds.

2. Piano proficiency:
   Foundational piano instruction will be included in the major rather than treated as an elective as has been the case. This increases access by recognizing that not all matriculating students have benefitted from regular access to pianos or private lessons.

3. Music history:
   Reframes music history sequence to emphasize a multicultural, global understanding of music.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.
### SECTION 1: GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Institution: Central CT State University</th>
<th>Date of Submission to CSCU Office of the Provost: March 29, 2023</th>
</tr>
</thead>
</table>

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

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

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

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

This modification changes 18 credits within the Music Education degree.

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

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

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

#### Original Program Characteristics

- **Name of Program:** Bachelor of Science, Music Education
- **OHE #:** 000062
- **Modality of Program** *(check all that apply):* [X] On ground [ ] Online [ ] Hybrid, % of fully online courses
- **Locality of Program:** [X] On Campus [ ] Off Campus [ ] Both
- **Program Type** *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science):* Bachelor of Science
- **Date Program was Initiated:** June 1, 1971
- **Total # Credits in Program:** 120
- **# Credits in General Education:** 44-45
- **CIP Code Number:** 131312 **Title of CIP Code:** Music Education

#### Modified Program Characteristics

- **Name of Program:** Bachelor of Science, Music Education
- **Modality of Program** *(check all that apply):* [X] On ground [ ] Online [ ] Hybrid, % of fully online courses
- **Locality of Program:** [X] On Campus [ ] Off Campus [ ] Both
- **Program Type** *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science):* Bachelor of Science
- **Initiation Date for Modified Program:** Fall 2023
- **Anticipated Date of First Graduation:** Spring 2027
- **Total # Credits in Program:** 120
- **# Credits in General Education:** 44-45
- **CIP Code Number:** 131312 **Title of CIP Code:** Music Education
**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Summary of Modifications**

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

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

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

1. **Music theory:**
   Restructured music theory sequence includes a foundational course in musicianship. This will increase access to the major to those who do not come from privileged music backgrounds.

2. **Piano proficiency:**
   Foundational piano instruction will be included in the major rather than treated as an elective as has been the case. This increases access by recognizing that not all matriculating students have benefitted from regular access to pianos or private lessons.

3. **Music history:**
   Reframed music history sequence to emphasize a multicultural, global understanding of music.
The changes to the Music Education courses are as follows:

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

**Background and Rationale**

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

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

1) **Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy**:
   The proposed changes to the Music curriculum clarify and strengthen the structure of our two undergraduate programs, the Bachelor of Arts in Music, and the related Bachelor of Science in Music Education, to facilitate on-time completion for more Music majors in general but especially for our transfer students.

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

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

3) Assuring Sustainability for the Future:
In making these modifications, we appreciate the need to provide a quality and affordable education for our students while serving as a steward of university resources. These changes have been carefully developed so that they do not entail additional costs.

Addressing Identified Needs

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

One of the strengths the proposed changes to our BS in Music Education program is that it will open a number of opportunities for students in Connecticut. Music Education has proven over and over again to be a critical aspect of the overall wellbeing of K-12 students. It is an important element in the development of their creativity, personal expression, confidence, and motor skills. Studies have shown how critical participation in school-based and extracurricular music programs are for children’s feelings of school connectedness and their hopeful future expectations for school. It has been demonstrated that music education played an especially critical role during and after the COVID-19 pandemic.\(^1\) In addition, there is a need for more qualified teachers to meet teacher shortages. National statistics do not often track music education teachers separate from all other subject disciplines in public schools. According to the Recording Industry Association of America, however, music educators at private K-12 fine arts schools added $149,559,000 to the U.S. economy in 2018.\(^2\) While not listed as a teacher shortage area in CT, as of April 3, 2023, there were 41 jobs posted on Connecticut REAP’s website for K-12 certified music teachers.\(^3\) On CT Education Association’s website, 15 jobs were posted.\(^4\) This is noteworthy as it is not the usual season for new teacher postings. Salaries for teachers in CT are quite competitive with national averages, and they are controlled by district and town agreements with collective bargaining units. In fact, the salaries for teachers in CT are comparable to the mean salaries of all other individuals holding bachelor’s degrees, making it one of the few states able to achieve this.\(^5\)

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

CCSU Music has talented and highly skilled full-time and adjunct faculty in all areas of the discipline, in terms of curriculum knowledge, training, and professional experience. Every faculty member (both full-time and adjunct) is fully committed to sharing those resources with their students to ensure that they receive the high quality of education that they expect and deserve. We strive to offer a solid practical academic experience that is comparable to, or exceeds, that which is found in even more competitive (and more expensive) music programs in the country. Our Music majors rely on the quality and consistency of the education we provide, and the recognition that a BA or BS degree is legitimately within their reach at CCSU. Both majors and non-majors participate in our ensembles, including the University Singers, Chorale, Sinfonietta, Jazz Band, Wind Ensemble, and Marching Band. The Herbert D. Welte Auditorium, which seats 1,800, serves as the premier performance location for the department. As noted, our program was recently reaccredited by the National Association of Schools of Music (NASM), an accreditation that we have held since 2002. Within the CSCU System, we share this coveted recognition with Manchester Community College, Southern Connecticut State University, and Western Connecticut State University. The accreditation assures the students, parents, and hiring managers that students graduating from CCSU have met rigorous national standards.
For music students, access to cultural resources is essential to their experience as they grow into members of the arts community. CCSU’s location is an asset in this regard, as the campus is close to Hartford (20 minutes), and within reasonable distance of New Haven (40 minutes), and both New York and Boston (two hours). In Hartford, professional ensembles offer students opportunities to hear finely crafted performances; such experiences inspire young musicians to continue striving for excellence in their own work. Within a one-block area of downtown Hartford, the Atheneum (a noted art museum) often features free concerts and other events; Infinity Hall offers a wide range of performances; and the Hartford Public Library houses an excellent and diverse collection of recordings and videos in open stacks to facilitate browsing. Beyond Hartford, day trips to New York or Boston are possible, offering many students their first opportunities to attend performances at the Metropolitan Opera, Carnegie Hall, Boston Symphony Hall, and to visit museums, libraries, and other attractions that might otherwise be inaccessible to them.

CCSU’s location ensures that students in central Connecticut have the option to study music. The modified program provides an accessible, high-quality degree for music students, but crucially also provides the stage (or studio) that allows students from underserved communities to make and learn music. To borrow a quote, “An active music life affirms the dignity of individuals and communities.” The performing arts and music education are vital components of CCSU’s engagement with the communities it serves.

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

Our Music program is committed to ensuring greater access and success to all students with personal or professional aspirations in musicianship. We want to make sure that our program breaks down barriers that have in the past limited the full participation of students, especially from underserved populations and populations of color. To this end, we have reviewed a series of specific metrics to evaluate issues of equity in terms of recruitment, enrollment, retention, and completion.

In terms of our recruitment and enrollments, the department annually reviews our Higher Education Arts Data Services (HEADS) information as part of our National Association Schools of Music (NASM) accreditation requirements. We are proud of recent positive trends in terms of our recruitment and enrollment of students from diverse racial and ethnic backgrounds. In 2010-2011, 88% of Music majors identified as White Non-Hispanic/Latino. In 2020-2021, that figure was 60%, which mirrors CCSU overall. The modifications to our programs will only enhance our ability to attract and retain an even more diverse student body.

We also gather metrics at various stages of our students’ progress in the program to make sure that we are ensuring equity in terms of retention and completion. Each semester, since fall 2020, we have compiled Midpoint Assessment reports from all the teachers about each student in their first two years of study. Through a combination of standardized questions and discussion points, and more informal conversations with the students, we can get a sense of their individual progress in their academic courses, applied lessons, and ensembles. We can also understand their general feelings about their own experience in the Department of Music, struggles that they specifically identify, and a sense of their overall wellbeing. Much of the initial conversation is directed by data gathered from all the faculty members who work with the students. This process gives us valuable information and the chance to recognize specific areas in which a student might benefit from additional help with their academics in the form of tutoring or one-on-one time with the professor. We are also able to offer practical advice for our musicians to develop good work habits, time management, and balancing academics, rehearsals, and solo practice time with their other responsibilities. As a result of this
process, we are able to determine early in their studies the best course of action to ensure that the student gets on track, and we continue monitoring their progress and success.

Moreover, trends in these reports have helped us to identify curriculum changes and new needs for student support to ensure the success of all students. This program modification stems in part from a review of DFW grade data in core music courses, which will serve as a baseline moving forward. Working from all the elements above and throughout our curriculum proposals, we have been, and will continue to be, trying to identify, understand, and work to address the goals of neutralizing the challenges related to background, ability, ethnicity/race, economics, and gender.

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

The Department of Music considers three fundamental elements to be essential in addressing the well-documented educational inequities frequently experienced by disadvantaged students: pursuit of a four-year degree in music; availability of necessary resources for musicianship; and ongoing support for student success. These elements are at the forefront of the Department’s actions as we respond to the needs of our current students, and as we continue our active recruitment efforts for prospective students, particularly those from the Black, Indigenous, Hispanic and communities of color in central Connecticut:

1. **The Opportunity to Pursue a Four-Year Degree in Music:**
   We recognize and value the potential in musicians who are just beginning their formal studies. We are committed to providing them with the opportunities, resources, and ongoing support necessary to succeed as they pursue their four-year Music degree, and work toward the chosen career path that they might not otherwise be able to consider realistically. Our student population, which represents our target demographic in our recruiting efforts, is composed of students from diverse racial/ethnic (Black, Hispanic, and Asian) and socio-economic backgrounds. Some also identify as part of the LGBTQ community. Many are from lower-income areas in central CT, and they have been at a substantial disadvantage, in terms of their educational opportunities, compared to their peers from more affluent backgrounds. The resources necessary to develop basic musicianship during the K-12 years are often limited or entirely absent, including music classes, private lessons, access to quality instruments, summer programs, and opportunities to engage formally with music in general. Many do not own an instrument, having borrowed/rented, usually substandard, student-level instruments from their school over the years. They are often self-taught, instinctive musicians with great potential for development through formal studies; however, their understandable lack of preparedness significantly reduces their chances for acceptance to more competitive Music programs at larger state universities (e.g., UConn) or conservatories/schools of music (e.g., The Hartt School, University of Hartford). Such programs more readily consider applicants with more technical training experience, who have taken music theory courses, and who already demonstrate advanced proficiency on their primary instrument. CCSU Music recognizes that these qualities can be acquired over time with adequate resources and ongoing support that we provide our students. We continually look for opportunities to respond to our students’ individual needs, and we advocate for them within the university to ensure that they are truly recognized as part of the CCSU community. This broader sense of support and inclusion is potentially as essential to immediate and long-term student success as are financial and academic sustainment.
2. **Availability of Practical Resources for Musicians:**

One of the most significant inequities we have observed for prospective and incoming students is that they often do not have access to their own instrument; or, if they do have an instrument to use, it is one that is insufficient for college-level studies. These students had been borrowing/renting from their high school, and having returned the instrument upon graduation, have not been able to practice in months. This would put them at a serious disadvantage as they begin their lessons and rehearsals if the department were not able to allocate the appropriate instrument for them to borrow at no additional cost. It is important to note that when one studies an instrument with the intention of becoming a professional in any field of music, it is not a situation in which “any flute will do,”; one must have access to a professional-level instrument, or at least one that is considered a “step up” from a student model. Many of our students had never played a decent instrument prior to attending CCSU. For some time now, the department has worked to secure quality instruments for students who needed them to be successful. These instruments have included a tuba (over $9,000), bassoon (over $10,000), a euphonium (about $6,000), and most recently an oboe ($6,000). We have found that there is need for even less expensive and more common instruments, such as flutes, B-flat clarinets, or B-flat trumpets. Such support for acquisition comes from external and internal sources of funding. In 2021, one of our faculty members helped a student on a grant application for a $2,750, 925 silver body TJ flute with 958 silver ‘Voce’ headjoint from Trevor James of London. Internally, music lesson fees are being deployed by the Department of Music to help with instrument and equipment needs and/or repair. This year we will purchase a B-flat soprano clarinet and a B-flat trumpet. We will grow the collection of “student need” core instruments (flutes, clarinets, saxophones, and trombones) by purchasing a couple of these each year. Having this collection of instruments will allow our students with limited resources to start their studies playing a professional instrument while collecting resources to eventually purchase their own professional instrument for their future career. The lack of access to a quality instrument will no longer pose a barrier to our students’ recruitment and success.

CCSU can offer students music technology resources that are not available in many public universities to the same extent. Our department already owns, or has access to, state-of-the-art equipment and software which today’s music professionals are expected to be able to put into practical use. These resources would otherwise be prohibitively expensive for our students (and, indeed, many young professionals). By having such resources available on campus, our students can engage regularly with this equipment and these applications under the guidance of faculty with specific expertise. Their work in the MML creates opportunities to gain invaluable practical experience with music technologies that will benefit them when they apply for jobs, internships, or graduate programs. They can also provide the requisite skills needed to establish their own businesses in music-related fields.

CCSU Music has an excellent track record in terms of offering performance opportunities that are well beyond the standard expectation for more modest undergraduate music programs. Recently, select members of our choral ensembles performed at Carnegie Hall for the second year in a row. To perform in this world-renowned venue is an honor that most undergraduate music students cannot claim to their credit (even compared to students who attend larger state schools or conservatories). The choral ensembles have also collaborated with CONCORA, one of Connecticut’s premier choral ensembles. As these ensembles rehearsed and performed together, our students were given a glimpse into their own futures as they continued to develop into mature professional musicians. Participation in such events has been organized largely through the efforts of our Director of Choral Activities, whose commitment to offering students the “bigger picture” through their work at CCSU and beyond, has opened new possibilities for them. We also hope to return to the tradition of international performances, which, in the past, had been organized by CCSU Music every three years or so.
3. Ongoing Support for Student Success:

One of the concerns common among our prospective students is their inexperience with music theory, aural skills, and music sight reading, as many learned how to play music by relying on their ears. Such students come especially from underserved populations in New Britain and Hartford. Given their musical talent and passion, we want to make sure that our programs are structured in such a way to minimize barriers, increase opportunities for growth and development, and ensure the academic and personal success of all our students.

This begins with our initial recruitment, as we have greatly increased the flexibility of our audition in response to student needs. While other programs require specific pieces to perform for their auditions, we allow applicants to select the pieces that they are most confident in presenting for evaluation. We also allow students to audition in a wide variety of formats from in person to virtual recordings. In the future, we would also like to discuss having these auditions on the community college campuses to make the process even easier for transfer students. Perhaps most importantly, we do not see the audition as an exclusionary, competitive process to “weed” out students. Instead, it provides us with the opportunity to assess our students’ strengths and challenges so that we can help ensure their success in the program.

The proposed changes to our program also reflect our integration of more access and inclusion into our curriculum. To also ensure that our new students find their footing as quickly as possible, MUS 102 Fundamentals of Musicianship (now required of all first-semester Music majors) serves as a built-in opportunity for students to learn the key concepts of music theory and aural skills before starting the more difficult courses of the theory sequence. We also take an individualized approach to assessment so that we can help guide students in how to develop their strengths while tackling any challenges. Because some of our students come from underserved communities, we recognize that our support must extend beyond the classroom to other areas that may hinder their satisfactory academic progress.

Whenever possible, we look for opportunities to help alleviate financial difficulties for students through scholarships offered through our department (available this year: $32,303). To serve the needs of all students, we grant scholarships not only for financial need but also for academic and performance merit. These scholarships are not only important to students from a financial standpoint, but they also serve as a gesture of recognition for their musical growth as members of this musical community. We also offer scholarship funds for promising applicants as part of our recruiting efforts. In addition to the more standard scholarships, we have recently been granted $50,000 designated for marching band scholarships, which are potentially renewable each year (depending on continuation of funds). These scholarships are open to music majors and non-majors. Additionally, we advocate for the acquisition of necessary library resources that will benefit our students (often at their request), including musical scores, books, and access to digital resources. For Music Education students, we recently acquired study materials for the Praxis II Music exam; these materials are now kept on reserve at CCSU’s Elihu Burritt Library to ensure that our students have the essential resources available to prepare for successful performance on the exam, without them having to purchase their own copy ($44.99).

We will work within the department’s various committees (e.g., Student Standing, Facilities, Assessment, Curriculum, Concert Scheduling, and our Concert, Publicity, and Recruiting and Publicity), to determine the
most effective and affordable means to educate and recruit potential students to our programs. We will continue to expand our work to support students in any area(s) in which they particularly struggle. By recognizing the unique needs of our students, we can provide individualize support that would be lacking in other programs. This will be especially important as we work with greater urgency and intention to respond to the needs we identify among our more disadvantaged students, particularly those from lower-income or BIPOC communities. We will continue to tap the NASM HEADS data and will communicate with the appropriate CCSU services to request additional student support, as needed. The data gathered through this process will be shared with the OIRA and other areas in order to maintain continuity in the assessment of equity in student success for our current and future Music majors.

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

Many students in the Department of Music transfer in with at least one year of studies from another school; the Department works with the student and the Registrar’s Office to ensure that the student receives transfer credit for as many successfully completed courses that we offer and that are required as possible. When necessary, we have placement/exception examples for all core classes so that credits can still be applied or requirements waived.

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

Each of the Music programs at ECSU, SCSU, WCSU, and CCSU has distinctive offerings and approaches to such a large discipline as music. However, CCSU was the first music program in the CSCU system to have earned accreditation from the National Association of Schools of Music (NASM), more than 20 years ago. WCSU and SCSU joined CCSU in this accreditation status far more recently (and Manchester Community College is accredited according to the NASM accreditation for a 2-year program).

CCSU is also the only institution to offer a Marching Band experience for all students regardless of their major. This is a particularly important for BS Music Education students, as it makes them more competitive for high school jobs that have a marching band requirement. Because of the unique emphasis on music technology in our programs, all our students are well versed on music technology instruments, sound patch design, and software selections for marching bands and drum corps, which greatly enhance their employability after graduation.
**Curriculum**

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

<table>
<thead>
<tr>
<th>Original Courses</th>
<th>Proposed Modified Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course Name &amp; Number</td>
</tr>
<tr>
<td></td>
<td>(new →)</td>
</tr>
<tr>
<td>MUS 121 Music Theory I</td>
<td>2</td>
</tr>
<tr>
<td>MUS 122 Music Theory II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 221 Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUS 222 Music Theory IV</td>
<td>2</td>
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<td></td>
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<tr>
<td>MUS 101 Practicum in Music Education</td>
<td>2</td>
</tr>
<tr>
<td>MUS 311 General Music Education Part II</td>
<td>3</td>
</tr>
<tr>
<td>(Grades 5-12)</td>
<td></td>
</tr>
<tr>
<td>MUS 316 Instrumental Music Methods</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(new →)</td>
</tr>
<tr>
<td></td>
<td>MUS 311 General Music Education</td>
</tr>
</tbody>
</table>

**Learning Outcomes - L.O.**

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

Candidates for the BS in Music Education will:

1. Demonstrate competence in musicianship, to include: aural skills (e.g., sight-reading, sight-singing, dictation, and conducting) and basic keyboard skills
2. Demonstrate competence in musicianship, to include: knowledge and application of music theory concepts and practices (e.g., score reading, analysis, basic composition, and writing about music)
3. Demonstrate competence in musical performance on his/her primary instrument, with particular emphasis on technical precision
4. Demonstrate competence in basic piano playing skills
5. Demonstrate the ability to work collaboratively in large and small ensemble settings that result in performances or final projects
6. Demonstrate proficiency in and exposure to a wide variety of professional-level music technology hardware and software
7. Demonstrate effective synthesis of music comprehension, academic writing, and spoken communication
8. Exhibit knowledge of instructional methods as they pertain to choral, instrumental, and general music education
9. Demonstrate application of pedagogy and instructional methods as they pertain to choral, instrumental, and general music education
Assessment of Learning Outcomes

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

1. Beginning in Aural Skills I, students must sing assigned melodies while accompanying themselves on the piano. By the end of the Aural Skills sequence, students are proficient in conducting patterns in all meters, preparing them for future, more in-depth conducting courses. Four dictation exams of equal weight are given at regular intervals throughout each semester to serve as a further assessment of the students’ skills. For first- and second-year students, progress in this area is monitored through Mid-Point Assessment meetings with the Music faculty; academic assistance or other support tools are put into place, in response to the needs of the individual student.

2. Students’ ability to demonstrate proficiency in musicianship is assessed over the course of their coursework. Students are regularly assessed using not only examinations but also short composition assignments and longer analysis projects.

3. Students’ competence in performing on their instrument is evaluated each semester through a jury examination. Proficiency criteria vary depending on the nature of the instrument involved but consider both technical proficiency and interpretive skill. Students are also required to perform in one student group recital per year. These are public performances given in one of our venues on campus; while they are ungraded, they are recognized as important performance experiences, and essential preparation for the graded juries that follow.

4. All Music majors must pass the Piano Proficiency Examination. Most students begin taking this exam at the end of the sophomore year. The exam is given in eight sections: 1) major and minor scales; 2) prepared intermediate selection (2 pages, with score); 3) prepared intermediate selection (2 pages, memorized); 4) arrangement of “The Star-Spangled Banner” provided by the examiners; 5) Harmonizing a simple melody with I, IV, and V7 chords; 6) Transposing that harmonization up or down a half or whole step from the original key as requested by the examiners; 7) Sight-reading a simple piano piece; 8) Sight-reading an accompaniment.

5. All Music majors are required to perform in music ensembles to earn a minimum of 4 credits, with additional ensemble credits earned according to the specifications of their degree program/concentration (Chorale, Vocal Jazz, Band/Wind Ensemble, Jazz/Big Band, or Jazz Combo). Students may also participate in ensembles on a secondary instrument (many students perform in both vocal and instrumental ensembles.) Ensemble directors evaluate the progress of their student musicians in relation to their work in rehearsals and performances throughout the semester.

6. Assignments and assessments are used in students’ music technology courses to allow students to demonstrate proficiency and skill in using different hardware and software applications. This includes more technical examinations and small project assignments related to composition to larger creative assignments related to performance.

7. Students are regularly evaluated in their academic music courses and projects on their ability to synthesize factual knowledge, to analyze the material, and to provide critical evaluation of their subject. Students are assessed for their written communication skills through regular course assignments and projects. Students are also assessed in their ability to communicate effectively with their audience during class presentations, in student forums, or from the stage during a concert/recital. Learning to write and speak effectively about music, with knowledge and confidence, while demonstrating academic responsibility, are essential professional skills for a musician working in any field of music.

8. PRAXIS II: Content and Instruction in Music, Test # 5114. This is a standardized test administered by Educational Testing Services for the purpose of ensuring that teachers are properly qualified to teach in their chosen fields.

9. Final Evaluation of Student Teaching: Using data from the elementary and secondary placement placements, student teachers are assessed in four areas as follows: 1) the establishment of high expectations for student learning; 2) literacy strategies; 3) ongoing assessment of student learning; 4)
content accuracy. There are three levels of proficiency in each area: “below standard,” “developing,” and “proficient.” Candidates for this degree must achieve a “proficient” level in each area in order to earn an A in student teaching, or they must receive a score of “developing” in each area in order to pass student teaching.

### Detailed Curriculum for Modified Program

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

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Learning Outcome # (from above)</th>
<th>Pre-Requisite(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 090 Concert &amp; Forum</td>
<td>3, 5, 6, 7</td>
<td>None</td>
<td>0</td>
</tr>
<tr>
<td>MUS 102 Fundamentals of Musicianship</td>
<td>1, 2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 114 Intro to Music Tech.</td>
<td>2, 4, 6, 7</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>MUS 237 Diatonic Harmony</td>
<td>2, 7</td>
<td>MUS 102 (C- or higher)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 115 Aural Skills I</td>
<td>1, 6</td>
<td>MUS 102 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 318 Chromatic Harmony I</td>
<td>2</td>
<td>MUS 237 (C- or higher)</td>
<td>2</td>
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<tr>
<td>MUS 116 Aural Skills II</td>
<td>1, 6</td>
<td>MUS 115 (C- or higher)</td>
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<tr>
<td>MUS 319 Chromatic Harmony II</td>
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<td>MUS 318 (C- or higher)</td>
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<tr>
<td>MUS 215 Aural Skills III</td>
<td>1, 6</td>
<td>MUS 116 (C- or higher)</td>
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<td>MUS 216 Aural Skills IV</td>
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<td>MUS 319 (C- or higher)</td>
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<tr>
<td>MUS 408 Form &amp; Analysis</td>
<td>2, 6, 7</td>
<td>MUS 215 (C- or higher)</td>
<td>2</td>
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<tr>
<td>MUS 141, 142A, 143, or 144 (six semesters)</td>
<td>1, 3, 5</td>
<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td>6</td>
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<tr>
<td>MUS 178 Applied Music (maj.)</td>
<td>1, 3</td>
<td>Open only to Music majors</td>
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<tr>
<td>MUS 278 Applied Music (maj.)</td>
<td>1, 3</td>
<td>MUS 178 (C or higher); open only to Music majors.</td>
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<td>MUS 378 Applied Music (maj.)</td>
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<td>MUS 278 (C or higher)</td>
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<td>MUS 478 Applied Music (maj.)</td>
<td>1, 3</td>
<td>MUS 378 (C or higher)</td>
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<td>MUS 235 Music History I</td>
<td>2, 7</td>
<td>MUS 102 (C- or higher)</td>
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<tr>
<td>MUS 334 Music History II</td>
<td>2, 7</td>
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<td>MUS 335 Music History III</td>
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<td>MUS 250 Piano Class I</td>
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<td>MUS 251 Piano Class I</td>
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<td>MUS 250 (C- or higher)</td>
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<tr>
<td>MUS 350 Piano Class III</td>
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<td>MUS 251 (C- or higher)</td>
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<tr>
<td>MUS 351 Piano Class IV</td>
<td>1, 4</td>
<td>MUS 350 (C- or higher)</td>
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<tr>
<td>MUS 367 Choral Conducting</td>
<td>1, 5, 8, 9</td>
<td>MUS 408 and MUS 216 (both C- or higher)</td>
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<tr>
<td>MUS 368 Instrumental Conducting</td>
<td>1, 5, 8, 9</td>
<td>MUS 408 and MUS 367 (both C- or higher)</td>
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<tr>
<td>MUS 269 Technology in Music Education</td>
<td>6, 8, 9</td>
<td>MUS 101 and MUS 114 (both C- or higher)</td>
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<tr>
<td>MUS 390 Orchestration</td>
<td>2, 6, 7, 8</td>
<td>MUS 408 and MUS 114 (both C- or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 259 Vocal Methods</td>
<td>1, 8, 9</td>
<td>Open only to Music majors</td>
<td>1</td>
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</tbody>
</table>

Choose 4 of the following
MUS 261 Woodwind Methods 1, 8, 9 Open only to Music majors 1
MUS 262 Brass Methods 1, 8, 9 Open only to Music majors 1
MUS 263 Percussion Methods 1, 8, 9 Open only to Music majors 1
MUS 267 String Methods: Violin and Viola 1, 8, 9 Open only to Music majors 1
MUS 268 String Methods: Cello and Bass 1, 8, 9 Open only to Music majors 1

**Professional Education Courses**

MUS 101 Practicum in Music Education 8, 9 Open only to pre-BS Music Education majors; or permission of instructor 1
MUS 310 General Music Education (K-12) 5, 8, 9 MUS 101 (C- minus or higher) 3
MUS 317 Secondary Music Methods 5, 8, 9 MUS 101 (C- minus or higher) 4
EDTE 314 Applying Learning Methods in Diverse Settings 8, 9 MUS 310, or ART 301, or PE 299, or TE 299 3
SPED 315 Intro to Ed. Learners with Exceptionalities 8, 9 Admission to the Professional Program in Teacher Education 3
EDSC 425 Multicultural, Interdisciplinary Teaching (7-12) 8, 9 EDTE 314, or EDTE 316; admission to the Professional Program in Teacher Education 3
EDSC 420 Student Teaching – Elementary Music Education 8, 9 Admission to the Professional Program in Teacher Education, and permission of the Director of the Office of Field Experiences 4.5
EDSC 421 Student Teaching – Secondary Music Education 8, 9 Admission to the Professional Program in Teacher Education, and permission of the Director of the Office of Field Experiences 4.5
MUS 402 Student Teaching Seminar 8, 9 EDSC 420 or EDSC 421 1

Open Electives (Indicate number of credits of open electives) NA

Total Program Credits: 120 (44-45 general education)

**Description of Related Modification(s)**

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

**Description of Resources Needed**

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

No additional resources are currently needed for the proposed changes to the Music Education BS program.
Previous Three Years Enrollment and Completion for the Program being Modified

<table>
<thead>
<tr>
<th>ACTUAL Enrollment</th>
<th>Fall Term, Year 2020</th>
<th>Fall Term, Year 2021</th>
<th>Fall Term, Year 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfers In</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Students</td>
<td>Full Time</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Part Time</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Returning Students</td>
<td></td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Full Time</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Part Time</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Actual Headcount Enrollment</td>
<td>33</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Fall FTE accounted for by Program Majors</td>
<td>34.8</td>
<td>27.0</td>
<td>22.1</td>
</tr>
<tr>
<td>Size of Credentialed Group(s) for Given Year</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Impact of Modification on Enrollment and Completion

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

These modifications will greatly enhance our ability to recruit new students to the music education program while also ensuring their timely completion.

The revised core and updated music education courses will increase the feasibility for students to transfer into the major either from a different program or from the community colleges. Before this option, many “late changers” and transfer students required additional semesters of study to earn their degree. Although the BS in Music Education is less flexible than the BA in Music because of licensure requirements, this revised program will make a career as a music educator more accessible.

The Music department is confident that with these proposed modifications we can return to more robust enrollments with even higher levels of retention and completion. Our goal in the next five years is to recruit at least 25 students per year into our program. Our implementation of a number of modifications in terms of equity, access, and inclusion are critical to achieving this goal. We will be better able to recruit new student populations from underserved communities, as we remove barriers to their admission due to lack of formal musical training or access to quality instruments. We will better retain our students as we support them as individuals, helping them to grow their strengths while addressing any challenges. Finally, we will be better able to help students to succeed by increasing the flexibility of options for degree completion. Our programs will help prepare students for a wide variety of different careers in the music industry, allowing students to follow their talents and their passions. As such, they will be an important part of the growth of music-related industries in CT.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)
## SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

### Cost Effectiveness and Availability of Adequate Resources

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

Six full-time, tenure-track positions as well as a clerical staff member support the Music degree programs (BA in Music, BS in Music Education). Two full-time, tenure-track positions were eliminated in recent years to ensure that expenditures align with program revenue. Growth in tuition and fees are based on modest estimates for growth in the revised program as well as additional enrollments from non-majors in ensembles, such as CCSU’s Marching Band, which will resume operations after a pandemic hiatus. Expenditures include equipment (primarily instrument replacement) as well as other operating expenses within the department (e.g., piano tuning, purchase of musical scores, instrument repair).

Because coursework for the two undergraduate degrees is intertwined, revenue and expenditures are presented for both together.

### PRO FORMA Budget - Projected Revenues and Expenditures

(Whole Dollars Only)

<table>
<thead>
<tr>
<th>PROJECTED Program Revenue</th>
<th>Fall 2023</th>
<th>Fall 2024</th>
<th>Fall 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (do not include internal transfers)</td>
<td>$666,610</td>
<td>$728,910</td>
<td>$791,210</td>
</tr>
<tr>
<td>Program-Specific Fees</td>
<td>$21,300</td>
<td>$23,800</td>
<td>$26,300</td>
</tr>
<tr>
<td>Other Revenue (Annotate in narrative)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Estimated Program Revenue</strong></td>
<td>$687,910</td>
<td>$752,710</td>
<td>$817,510</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECTED Program Expenditures*</th>
<th>Fall 2023</th>
<th>Fall 2024</th>
<th>Fall 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration (Chair or Coordinator)</td>
<td>$78,525</td>
<td>$80,488</td>
<td>$82,500</td>
</tr>
<tr>
<td>Faculty (Full-time, total for program)</td>
<td>$289,528</td>
<td>$296,766</td>
<td>$304,185</td>
</tr>
<tr>
<td>Faculty (Part-time, total for program)</td>
<td>$156,347</td>
<td>$160,256</td>
<td>$164,262</td>
</tr>
<tr>
<td>Support Staff</td>
<td>$48,960</td>
<td>$50,184</td>
<td>$51,439</td>
</tr>
<tr>
<td>Library Resources Program</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Equipment (List as needed)</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>Other (e.g., student services)</td>
<td>$20,000</td>
<td>$22,000</td>
<td>$24,200</td>
</tr>
<tr>
<td>Estimated Indirect Costs (e.g., student services, operations, maintenance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Estimated Program Expenditures</strong></td>
<td>$608,360</td>
<td>$624,694</td>
<td>$641,586</td>
</tr>
</tbody>
</table>

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

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.
## SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

<table>
<thead>
<tr>
<th>Program website:</th>
<th><a href="https://www.ccsu.edu/program/MusicEducationPK12Edu/">https://www.ccsu.edu/program/MusicEducationPK12Edu/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEDS defined program duration</td>
<td>4</td>
</tr>
<tr>
<td>Provide estimated cost of program (tuition and fees):</td>
<td>$</td>
</tr>
<tr>
<td>OR url for link to tuition/fee information:</td>
<td><a href="https://www.ccsu.edu/bursar/">https://www.ccsu.edu/bursar/</a></td>
</tr>
<tr>
<td>Request for SAA Approval for Veterans Benefits?</td>
<td>☑ Yes ☐ No</td>
</tr>
</tbody>
</table>

### Catalog Description

CCSU’s BS in Music Education provides students with the knowledge and skills in music and music education needed for certification to teach music (PK-12) in public schools in Connecticut. Our students develop a strong foundation of musicianship and musical knowledge that is essential to be a successful music educator by participating in large ensembles and private lessons as well as completing coursework in music theory, music history, and music technology. By learning and applying pedagogy and instructional methods in choral, instrumental, and general music education, our graduates are prepared for successful careers in music education.

### Careers/Professions and Earnings

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

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

- 25-2021 [Elementary School Teachers, Except Special Education](https://www.bls.gov/ooh/Educators/elementary-school-teachers-except-special-education.htm), $61,400

### Applicable Industries

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

- 611310 Conservatories of music (colleges or universities)
- 611310 Schools, music (colleges or universities)
- 611610 Conservatory of music (except academic)
- 611610 Music instruction (e.g., guitar, piano)
- 611610 Music schools (except academic)
- 611610 Schools, music (except academic)

### Career/Program Pathways

Does this program prepare students for another program? ☑ Yes, specify program: see note below details ☐ No Variied

The State of Connecticut requires certified educators to complete a graduate degree. This might be an advanced music education degree, a variety of music degrees (performance, composition, conducting, music technology, etc.), or a very wide range of education degrees.
Program Administration and Faculty
Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Charles Menoche, menocheC@ccsu.edu (860)832-2904
How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)? 7
How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum? 31

Admissions Requirements
What are the admissions requirements for the program?
General acceptance to CCSU; application to the Department of Music considered pending audition (video submission or in-person audition on campus); applicant should demonstrate basic competence on their primary instrument through performance of standard and varied repertoire selections. Students in the Music Education BS program are required to apply and be accepted to the CCSU School of Education and Professional Studies (SEPS) following successful completion of their prerequisite courses, in order to proceed with their advanced Education courses and begin Student Teaching.

Graduation Requirements
Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No
If yes, describe: In addition to completing all required coursework successfully, candidates for the Music Education BS are required to pass the Praxis II Music: Content and Instruction (5114), a standardized test administered by Educational Testing Services, and must pass their Final Student Teaching Evaluation with a minimum level of “proficient” for all sections. Student teaching serves as the capstone experience.

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

Prospective Students
Describe the prospective students for the program:

We draw prospective students from a wide variety of backgrounds and communities within CT and the surrounding states. This program is targeted at students wishing to earn a four-year Bachelor of Science Music Education degree that includes state teacher certification.
RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in School Health Education (CIP Code: 131307/ OHE# 20261), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
Modification to M.S. in School Health Education at Southern Connecticut State University.

BACKGROUND AND PROPOSED CHANGE
Since COVID, this program has been offered fully online with success. The target audience for this program are currently employed educators across CT who are looking for coursework/training in health education. Removing the hybrid option and having classes fully online makes our program more accessible to educators across the state. Additionally, this program is appealing to educators across the country who are seeking to advance their health education practice. Having a fully online program allows us to reach more students and increase enrollment.

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

<table>
<thead>
<tr>
<th>Institution: Southern Connecticut State University</th>
<th>Date of Submission to CSCU Office of the Provost: 3.22.23</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOTE:</strong> Use this form if modifying only the program delivery method.</td>
<td></td>
</tr>
</tbody>
</table>

#### Program Characteristics
- **Name of Program:** School Health Education
- **OHE #:** 20261
- **Program Type** *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science):** MS
- **Total # Credits in Program:** 30
- **CIP Code Number:** 131307  
  **Title of CIP Code:** Health Teacher Education
- **Department where program is housed:** Health and Movement Sciences
- **Location Offering the Program** *(e.g., main campus):** main campus SCSU

#### Current Modality of Program *(check all that apply):*
- [ ] On ground  
- [x] Online  
- [ ] Hybrid, % of fully online courses 51-99%

#### Proposed Modality of Program *(check all that apply):*
- [ ] On ground  
- [x] Online  
- [ ] Hybrid, % of fully online courses

**We intend to REMOVE Hybrid option**

#### Explanation / Justification

*Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.*  
Since COVID, this program has been offered fully online with success. The target audience for this program are currently employed educators across CT who are looking for coursework/training in health education. Having classes fully online makes our program more accessible to educators across the state. Additionally, this program is appealing to educators across the country who are seeking to advance their health education practice. Having a fully online program allows us to reach more students and increase enrollment.

#### Fiscal Impact

*Describe the expected financial impact of this modification on the Program’s Pro Forma Budget over the course of the next three years.*  
This will not have an impact on the budget.

#### Institutional Contact for this Proposal:
- **Name:** Robert Prezant  
- **Title:** VPAA, Provost  
- **Tel.:** 2-5350  
- **e-mail:** PrezantR1@southernct.edu
RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Graduate Reading - Remedial Reading and Language Arts (CIP Code: 13.1315/ OHE# 626), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
Modification to M.S. in Graduate Reading - Remedial Reading and Language Arts at Southern Connecticut State University.

BACKGROUND
As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.

The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.

PROPOSED CHANGE
The revised program at Southern will include seven courses fully online and three courses will continue to meet entirely on-ground.

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

Institution: Southern Connecticut State University    Date of Submission to CSCU Office of the Provost: 3.30.23

NOTE: Use this form if modifying only the program delivery method.

Program Characteristics
Name of Program: Graduate Reading - Remedial Reading and Language Arts (Reading MS)

OHE #: 626

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

Total # Credits in Program: 30

CIP Code Number: 13.1315    Title of CIP Code: Reading Teacher Education

Department where program is housed: Curriculum and Learning

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

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

Proposed Modality of Program (check all that apply): On ground    Online    X Hybrid, % of fully online courses 70%

Seven courses (RDG 520, RDG 565, RDG 566, RDG 570, RDG 585, RDG 649, RDG 665) will be fully online.
Three courses (RDG 567, RDG 568/practicum, RDG 659/practicum) will continue to meet entirely on the ground.

Explanation / Justification

As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.

The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.

Fiscal Impact

This modification is not estimated to add to the program's pro forma budget.

Institutional Contact for this Proposal:
Robert Prezant, Ph.D.
Provost and Vice President of Academic Affairs
Tel.: 203-392-5350
e-mail: PrezantR1@southernct.edu
RESOLUTION
Concerning
Modification of a Program

Graduate Reading - Reading and Language Arts Consultant – Post Masters Certificate
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Graduate Reading - Reading and Language Arts Consultant – Post Masters Certificate (CIP Code: 13.1315/ OHE# 18927), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

__________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
Modification to Graduate Reading - Reading and Language Arts Consultant – Post Masters Certificate at Southern Connecticut State University.

BACKGROUND
As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.

The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.

PROPOSED CHANGE
The revised program at Southern will include one course taught fully online; three courses will meet online eight times per fifteen-week term and on ground for the remaining seven sessions. As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held online and which on ground.

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

05/5/2023 – BOR - Academic and Student Affairs Committee
05/18/2023 – Board of Regents
## MODIFICATION OF INSTRUCTIONAL DELIVERY

<table>
<thead>
<tr>
<th>Institution: Southern Connecticut State University</th>
<th>Date of Submission to CSCU Office of the Provost: 3.30.23</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Use this form if modifying only the program delivery method.</td>
<td></td>
</tr>
</tbody>
</table>

### Program Characteristics

- **Name of Program:** Graduate Reading –Reading and Language Arts Consultant (PMC)
- **OHE #:** 18927
- **Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science):** Post-Masters Certificate
- **Total # Credits in Program:** 12
- **CIP Code Number:** 13.1315  
  **Title of CIP Code:** Reading Teacher Education
- **Department where program is housed:** Curriculum and Learning
- **Location Offering the Program (e.g., main campus):** Main Campus

### Current Modality of Program (check all that apply):  
- X On ground  
- Online  
- Hybrid, % of fully online courses

### Proposed Modality of Program (check all that apply):  
- □ On ground  
- Online  
- X Hybrid, % of fully online courses 51%

One course (RDG 665) will be fully online.

Three courses (RDG 662, RDG 672, RDG 676/practicum) will meet online eight times per fifteen-week term, and on ground for the remaining seven sessions (.533 online, .467 on ground). As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held online and which on ground.

### Explanation / Justification

As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.

The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.

### Fiscal Impact

This modification is not estimated to add to the program’s pro forma budget.

### Institutional Contact for this Proposal:  
**Robert Prezant, Ph.D.**  
Provost and Vice President for Academic Affairs  
Tel.: 203-392-5350  
e-mail: PrezantR1@southernct.edu
RESOLUTION

Concerning

Modification of a Program

Graduate Reading – Remedial Reading and Language Arts Consultant – 6th Year Certificate
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Graduate Reading - Remedial Reading and Language Arts Consultant – 6th Year Certificate (CIP Code: 13.1315/ OHE# 627), specifically a modification of instructional delivery at Southern Connecticut State University.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
Modification to Graduate Reading – Remedial Reading and Language Arts Consultant – 6th Year Certificate at Southern Connecticut State University.

BACKGROUND
As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.

The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.

PROPOSED CHANGE
The revised program at Southern will include seven courses taught fully online; three courses will continue to meet entirely on-ground. As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held online and which on ground.

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

<table>
<thead>
<tr>
<th>Institution: Southern Connecticut State University</th>
<th>Date of Submission to CSCU Office of the Provost: 3.30.23</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTE: Use this form if modifying only the program delivery method.</td>
<td></td>
</tr>
</tbody>
</table>

Program Characteristics
Name of Program: Graduate Reading - Remedial Reading and Language Arts Consultant (SYC)
OHE #: 627
Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Sixth Year Certificate
Total # Credits in Program: 39
CIP Code Number: 13.1315  Title of CIP Code: Reading Teacher Education
Department where program is housed: Curriculum and Learning
Location Offering the Program (e.g., main campus): Main Campus

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

Proposed Modality of Program (check all that apply): On ground  Online  X Hybrid, % of fully online courses 54%

Seven courses (RDG 520, RDG 565, RDG 566, RDG 570, RDG 585, RDG 649, RDG 665) will be fully online.

Three courses (RDG 567, RDG 568/practicum, RDG 659/practicum) will continue to meet entirely on the ground.

Three courses (RDG 662, RDG 672, RDG 676/practicum) will meet online eight times per fifteen-week term and on ground for the remaining seven sessions (.533 online, .467 on ground). As some program courses are paired, paired courses will adhere to the same schedule as to which sessions are held on ground and which online.

Explanation / Justification
As nearly all of the students matriculated in our program work as full-time educators/administrators in P-12 settings located around Connecticut (and sometimes out of state), being physically present for classes on a weekly basis is a significant challenge.

The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve by reducing their travel time and the time when they need to be physically present for their classes by more than half.

Fiscal Impact
This modification is not estimated to add to the program’s pro forma budget.

Institutional Contact for this Proposal:
Robert Prezant, Ph.D.  Provost and Vice President for Academic Affairs  Tel.: 203-392-5350
e-mail: PrezantR1@southernct.edu
RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Doctor of Education in Instructional Leadership (CIP Code: 130401 / OHE# 12105), specifically a significant modification of courses/course substitutions, at Western Connecticut State University.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
Modification to Doctor of Education in Instructional Leadership at Western Connecticut State University.

BACKGROUND
The Doctor of Education in Instructional Leadership Program (ILP) at Western Connecticut State University (WCSU) was launched in 2003 with a focus on Instructional Leadership for current educators. However, nearly 20 years after the program was established, it is essential that a revision to the Instructional Leadership Program take place to help set it apart from other Doctor of Education programs and make it desirable to future students.

A renewed focus on Diversity, Equity, and Inclusion (DEI) across coursework, as well as opening the degree to a range of individuals interested in instructional leadership will increase the value of the program. Realistically, the field of education has expanded greatly to include individuals working in a range of occupations (i.e., trainers, educational specialists in non-profits, educational entrepreneurs) which provides an increased population of individuals who can attend WCSU and benefit from an advanced degree in Instructional Leadership.

The Doctor of Education (EdD) has also experienced changes nationally to clearly delineate it from a Doctor of Philosophy in Education (PhD). This has resulted in an increased emphasis on practitioner-oriented programs that require less time to complete than our current five-year Doctor of Education at WCSU.

PROPOSED CHANGE
This revision reduces the timeline to three-years, to align with our competitors. In addition, Doctor of Education Programs are moving away from the traditional PhD Dissertation and toward a practitioner-based culminating project that benefits the student as a leader, rather than a potential academic or researcher. Although WCSU has been a leader in offering this degree for many years, the increased competition in the region encourages us to revise to fit the emerging norms and expectations for the field. This will allow us to stay competitive and serve a broader pool of students.

Changes to the Doctor of Education in Instructional Leadership at Western Connecticut State University include:
1. The Mission and program outcomes have been revised to attract applicants (working professionals) and align with course revisions.
2. Courses were retitled and revised to attract students and keep courses current with national changes in Doctor of Education Programs, including a focus on Diversity, Equity, and Inclusion (DEI).
3. A Shift from a 5-year to a 3-year program was designed to keep competitive with other program models. This is a scheduling model, not a reduced curriculum.
4. An annual cohort of students will be recruited to attract students and increase financial viability. This is a change from our current biannual admission process.
5. Recruitment will extend beyond educational professionals to include Human Resources, Higher Education, Non-profits, Law Enforcement, and anyone else interested in leading learning/training initiatives in their organization.
6. The culminating project will be redefined to include a practitioner-based project (e.g., dissertation, program evaluation, decision-making project, etc.).

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.
**SECTION 1: GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Institution: Western Connecticut State University</th>
<th>Date of Submission to CSCU Office of the Provost: 03/09/2023</th>
</tr>
</thead>
</table>

**Most Recent NECHE Institutional Accreditation Action and Date:** NECHE 2013 Reaccreditation

**Type of Program Modification Approval Being Sought** (mark all that apply):
- X Significant Modification of Courses/Course Substitutions*
- Offering of Program at Off-Campus Location (specify new location)
- Offering of Program Using an Alternate Modality (e.g., from on ground to online)
- Change of Degree Title or Program Title
- Other (please specify):

Total Number of courses and course credits to be modified by this application: **No change in total number of credits; 3 new courses to replace 3 existing courses (9 credits); Title changes and revisions of courses to keep pace with best practices in the field, since the creation of the program**

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

**Original Program Characteristics**

<table>
<thead>
<tr>
<th>Name of Program: Doctor of Education in Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHE #: 12105</td>
</tr>
<tr>
<td>Modality of Program (check all that apply): On ground X Online</td>
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<tr>
<td>Locality of Program: X Main Campus (This is an online program)</td>
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<tr>
<td>Program Type: Doctor of Education</td>
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<tr>
<td>Date Program was Initiated: 2003</td>
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<tr>
<td>Total # Credits in Program: 60</td>
</tr>
<tr>
<td># Credits in General Education: 0</td>
</tr>
<tr>
<td>CIP Code Number: 130401 Title of CIP Code: Educational Leadership and Administration, General</td>
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</table>

**Modified Program Characteristics**

<table>
<thead>
<tr>
<th>Name of Program: Doctor of Education in Instructional Leadership</th>
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</thead>
<tbody>
<tr>
<td>Modality of Program (check all that apply): X Online</td>
</tr>
<tr>
<td>Locality of Program: X On Campus: This is an online program.</td>
</tr>
<tr>
<td>Program Type: Doctor of Education, EdD</td>
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<tr>
<td>Initiation Date for Modified Program: Fall 2023</td>
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<tr>
<td>Anticipated Date of First Graduation: Summer 2026</td>
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<tr>
<td>Total # Credits in Program: 60</td>
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<tr>
<td># Credits in General Education: 0</td>
</tr>
<tr>
<td>CIP Code Number: 130401 Title of CIP Code: Educational Leadership and Administration, General</td>
</tr>
<tr>
<td>Department where program is housed: Education and Educational Psychology</td>
</tr>
<tr>
<td>Location Offering the Program (e.g., main campus): Main campus</td>
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</tbody>
</table>

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SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

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

1. The Mission and program outcomes have been revised to attract applicants (working professionals) and align with course revisions.
2. Courses were retitled and revised to attract students and keep courses current with national changes in Doctor of Education Programs, including a focus on Diversity, Equity, and Inclusion (DEI).
3. A Shift from a 5-year to a 3-year program was designed to keep competitive with other program models.
4. An annual cohort of students will be recruited to attract students and increase financial viability.
5. Recruitment will extend beyond educational professionals to include Human Resources, Higher Education, Non-profits, Law Enforcement, and anyone else interested in leading learning/training initiatives in their organization.
6. The culminating project will be redefined to include a practitioner-based project (e.g., dissertation, program evaluation, decision-making project, etc.).

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

The Doctor of Education in Instructional Leadership Program (ILP) at Western Connecticut State University (WCSU) was launched in 2003, with a focus on Instructional Leadership for current educators. The Certificate in Intermediate Administration and Supervision (CT endorsement #092) is an option within the degree program. However, nearly 20 years after the program was established, it is essential that a revision to the Instructional Leadership Program take place to help set it apart from other Doctor of Education programs and make it desirable to future students. A renewed focus on Diversity, Equity, and Inclusion (DEI) across coursework, as well as opening the degree to a range of individuals interested in instructional leadership will increase the value of the program. Realistically, the field of education has expanded greatly to include individuals working in a range of occupations including as trainers, educational specialists in non-
profits, and as educational entrepreneurs, which provides an increased population of individuals who can attend WCSU and benefit from an advanced degree in Instructional Leadership. The Doctor of Education (EdD) has also experienced changes nationally to clearly delineate it from a Doctor of Philosophy in Education (PhD). This has resulted in an increased emphasis on practitioner-oriented programs that require less time to complete than our current five-year Doctor of Education at WCSU. This revision reduces the timeline to three-years, to align with our competitors. In addition, Doctor of Education Programs are moving away from the traditional PhD Dissertation and toward a practitioner-based culminating project that benefits the student as a leader, rather than a potential academic or researcher. Although WCSU has been a leader in offering this degree for many years, the increased competition in the region encourages us to revise to fit the emerging norms and expectations for the field. This will allow us to stay competitive and serve a broader pool of students.

Changes to the Doctor of Education in Instructional Leadership at Western Connecticut State University include:

1. The Mission and program outcomes have been revised to attract applicants (working professionals) and align with course revisions.
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6. The culminating project will be redefined to include a practitioner-based project (e.g., dissertation, program evaluation, decision-making project, etc.).

The Instructional Leadership Program needs these revisions to become current with national expectations from the field and become more competitive with other Doctor of Education Programs by emphasizing coursework that meets the needs of working professionals and provides a convenient schedule for degree completion.

Addressing Identified Needs

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

Job Occupational Outlook: According to Connecticut 2021 Q3, there is anticipated growth in the educational field in the near future. Since COVID, many school districts and non-profit agencies nationwide have struggled to fill vacancies for both teachers and educational leaders. There are many ways that this revised program will benefit those who seek an advanced degree.
CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

<table>
<thead>
<tr>
<th>SOC</th>
<th>Occupation and Library Occupation</th>
<th>Total Demand</th>
<th>Exits</th>
<th>Transfers</th>
<th>Employment Growth</th>
<th>Ann % Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-0000</td>
<td>Educational Instruction and Library Occupation</td>
<td>10,520</td>
<td>4,728</td>
<td>5,557</td>
<td>236</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

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

As an existing program that is being modified, the Doctor of Education in Instructional Leadership program benefits from strong community partnerships (e.g., local Professional Development Schools, Western Connecticut Superintendents’ Association, Southern Connecticut Superintendents’ Association), experienced doctoral faculty, excellent library resources and curriculum necessary to support the program, and a successful track record of a graduation rate of 83% of candidates from the previous 10 cohorts.

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

We systematically review recruitment, enrollment, retention, and program completion data two times each year with respect to diversity of our student population. Recruitment of individuals with a variety of characteristics is part of an ongoing process that begins with a focus on the long and short-term goals of our departmental and university-wide Diversity Task Force groups. These goals place equity at the center of recruitment, admissions, retention, and program completion. We have a pipeline from our local communities, particularly the city of Danbury, recruiting students at the high school level to our undergraduate and graduate programs. In addition, teachers from regional school districts are invited to join their district leadership teams, where our EdD program is recommended to team members.

EdD data indicate total minority (racial/ethnic) status for the EdD Program is 15% (24/157), while the total for CT Educators is 10% (The Condition of Education in Connecticut, Connecticut State Department of Education, Murphy, 2021). Additionally, across 10 cohorts, we have an 85% retention rate. Of those retained, 83% have graduated. In comparison, the graduation rate for candidates from diverse backgrounds has been 80%. Past cohorts have also included representatives from the LGBTQ+ community. Furthermore, this revised program has an emphasis on Diversity, Equity, and Inclusion (DEI) in an effort to promote best practices that support and retain a diverse workforce.

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

Our most effective recruitment strategy remains the recommendation from our current cohort members and graduates that their peers should apply to the program. Program completers provided an average satisfaction rating of 2.9/3.0 on an 80-item survey.
Our main retention tool is our supportive advisement system, in which students can meet with a course faculty member or the Program Coordinator, by appointment throughout the week, to gain assistance in a specific skill (e.g., writing, research techniques, theoretical discussions, technology queries), obtain general program advisement, or receive career information. We maintain a mastery model philosophy that provides support for the success of all doctoral candidates throughout the entire program.

Since April 2021, the EdD program has been approved to operate using an online modality. This makes it more accessible to working professionals, especially those living and working in diverse communities, who often had a commute to campus of approximately 60 to 90 minutes. The online format also assists candidates to negotiate the logistics of balancing their educational aspirations with their career and personal life. Regarding the need for hardware and software, WCSU provides equal access to technology for those who need this assistance and provides online support on a variety of topics (e.g., Blackboard, Microsoft 365 applications, etc.), [https://support.wcsu.edu/](https://support.wcsu.edu/).

Our program also engages in a networking system that encourages individuals from different cohorts to meet virtually or in-person to exchange ideas. This helps students from all backgrounds to feel welcome and supported by their peers. In addition, a conference is held every other year for sharing best practices and networking.

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

Through our departmental Diversity Task Force, we have developed long- and short-term goals focused on equity. These goals place equity at the center of recruitment, admissions, retention, and program completion.

Data about specific content and skills are monitored twice each year and reported at a unit data retreat, in January and May. This information is then acted upon by the members of the program to address areas for improvement.

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

We have a pipeline from our local communities, particularly the city of Danbury, recruiting students from Danbury high school to the undergraduate and, subsequently, graduate programs at Western Connecticut State University. We maintain highly positive relationships with regional school leaders who recommend our EdD program to their leadership team members.

The Office of Graduate Admissions has developed a Fast track application process for students who are completing or have completed a master's degree at WCSU and wish to apply to the Doctor of Education in Instructional Leadership program. Earning the doctorate will be the end point for most students’ academic careers.
The Certification in Intermediate Administration and Supervision (#092) is composed of 24 credits. Eighteen credits, including a 6-credit internship, are offered through WCSU and six credits are offered through the Department of Educational Leadership at CCSU. This collaboration was established and approved by both institutions and the Connecticut State Department of Education (CSDE) in 2008. This program has already been approved and accredited through CAEP and is not related to this proposal.

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

The EdD in Instructional Leadership is the only degree program of its kind in CT. No other program focuses on instructional leadership as the core of the program. This will be the only Doctoral program in the State to explicitly focus on Diversity, Equity, and Inclusion for Leaders from a range of professions. Other programs in CSUS at CCSU and SCSU focus on educational administration, known as educational leadership for educational professionals.

### Curriculum:

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

<table>
<thead>
<tr>
<th>Original Program</th>
<th>Proposed Modified Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name &amp; Number</strong></td>
<td><strong>Course Name &amp; Number</strong></td>
</tr>
<tr>
<td>ED 800: Foundations of Instructional Leadership</td>
<td>No Change: ED 800: Foundations of Instructional Leadership</td>
</tr>
<tr>
<td>ED 801: Group Leadership, Group Processes, and Team Building in Education</td>
<td>Title Change: ED 801: Leadership in Collaborative Processes</td>
</tr>
<tr>
<td>ED 802: Emerging Instructional Technologies</td>
<td>Title Change and Course Revision: ED 802: Leadership in Instructional Technology for Equity</td>
</tr>
<tr>
<td>ED 803: Educational Policy and Practice</td>
<td>No Change: ED 803: Educational Policy and Practice</td>
</tr>
<tr>
<td>ED 805: Research and Evaluation in Education</td>
<td>Title Change and Course Revision: ED 805: Program Evaluation</td>
</tr>
<tr>
<td>ED 820: Topics in Curriculum and Instruction</td>
<td>No Change: ED 820: Topics in Curriculum and Instruction</td>
</tr>
<tr>
<td>ED 821: Leadership Assessment and Development</td>
<td>Title Change: ED 821: Leadership Theory, Assessment, and Development</td>
</tr>
<tr>
<td>ED 823: Models of Creative Thinking</td>
<td>Title Change and Course Revision:</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ED 823: Models of Creative Thinking</td>
<td></td>
</tr>
<tr>
<td>and Innovation</td>
<td></td>
</tr>
<tr>
<td>ED 824: Diversity Issues in Schools and</td>
<td>3</td>
</tr>
<tr>
<td>Organizations</td>
<td></td>
</tr>
<tr>
<td>ED 826: Quantitative and Qualitative</td>
<td>3</td>
</tr>
<tr>
<td>Applications of Educational Research</td>
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<td>ED 860: Quantitative Methods Applied to</td>
<td>3</td>
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<tr>
<td>Educational Research</td>
<td></td>
</tr>
<tr>
<td>ED 861: Qualitative Methods Applied to</td>
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</tr>
<tr>
<td>Educational Research</td>
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</tr>
<tr>
<td>ED 865: Introduction to Educational</td>
<td>3</td>
</tr>
<tr>
<td>Research Designs</td>
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<tr>
<td>ED 881: Dissertation Seminar 1</td>
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<tr>
<td>ED 882: Dissertation Seminar 2</td>
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<td>ED 883: Dissertation Seminar 3</td>
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<td>ED 884: Dissertation Seminar 4</td>
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<td>ED 885: Dissertation Seminar 5</td>
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<tr>
<td><strong>Total Credits Original Program</strong></td>
<td>60</td>
</tr>
</tbody>
</table>

**Learning Outcomes - L.O.**

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

Doctor of Education in Instructional Leadership Learning Outcomes:

1. Understand and apply best practices of leadership, instruction, curriculum, assessment and evaluation
2. Implement instructional leadership as it relates to an individual's cognitive and affective domains
3. Serve as change agents and instructional leaders in a diverse, evolving society
4. Demonstrate effective communication and facilitate collaboration with those they lead
5. Formulate decisions based on research and data as a basis of decision-making and organizational learning
6. Utilize technology for leadership and learning

**Assessment of Learning Outcomes**: Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

In addition to the assessment of candidate dispositions, their project proposal, and Culminating Project, key assessments (Core assignments for learner success) have been identified in four courses, ED 800: Foundations of Instructional Leadership, ED 804: Leadership in Learning and Cognition, ED 805: Program Evaluation, and ED 820: Topics in Curriculum and Instruction.
the Assessment System for the Doctor of Education in Instructional Leadership, key assessments are aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards and the National Educational Leadership Preparation (NELP) standards developed through the Educational Leadership Constituent Council (ELCC). The following table indicates each assessment, descriptor, and the course pertaining to the assessment or when it is assessed.

### Key Assessments for the EdD in Instructional Leadership Program

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Descriptor</th>
<th>Course/ When Assessed</th>
</tr>
</thead>
</table>
| Assessment #1: Content knowledge | 1a. Rationale for Culminating Project  
1b. Methodology for Culminating Project | ED XXX: Applied Educational Research |
| Assessment #2: Content knowledge in leadership | 2a. Vision for Leadership  
2b. Leadership Plan | ED 800: Foundations of Instructional Leadership |
| Assessment #3: Instructional Leadership Skills | 3a. Professional Development Plan  
3b. Program Evaluation | ED 820: Topics in Curriculum and Instruction  
ED 805: Research and Evaluation in Education |
| Assessment #4: Demonstration of Leadership Skills | 4a. Written Culminating Project  
4b. Oral Presentation and Defense for Culminating Project | ED 884: Culminating Project II |
| Assessment #5: Assessment of ability to support learning and development | 5a. Assessment of WCSU Graduates in Leadership Positions | After Graduation |
| Assessment #6: Assessment that demonstrates leadership skills in organizational management and community relations | 6a. Dissemination of a Learning Strategy  
6c. Analysis of Thinking Skills | ED 804: Learning, Cognition, and Teaching |
| Assessment #7: Dispositions- Evaluation of professional behaviors | 7a, 7c. Dispositions for Advanced Programs | After each of the following: first semester, after dissertation completion |
| Completers’ Satisfaction with preparation | Instructional Leadership Program Survey for Recent Graduates | After completion of Culminating Project |
| Candidates’ understanding of diversity and application to instruction | 2c. Leadership Plan | ED 800: Foundations of Instructional Leadership |
| Candidates’ understanding of technology and application to instruction | 6c. Analysis of Thinking Skills | ED 804: Learning, Cognition, and Teaching |

### Detailed Curriculum for Modified Program:

Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.
<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Learning Outcome # (from above)</th>
<th>Pre-Requisite(s)</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>ED 800: Foundations of Instructional Leadership</td>
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<td>Title Change</td>
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<td>ED 803: Educational Policy and Practice</td>
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<td>ED 820: Topics in Curriculum and Instruction</td>
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<td>ED 821: Leadership Theory, Assessment, and Development</td>
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<td>ED XXX: Applied Educational Research</td>
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<td>Title Change and Course Revision</td>
<td>ED 823: Models of Creative Thinking and Innovation</td>
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<td>Title Change</td>
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<td>ED 824: Diversity Issues in Educational Organizations</td>
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<td>New Course</td>
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<tr>
<td>ED XXX: Advanced Program Evaluation</td>
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<td>ED 805: Program Evaluation</td>
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<td>ED 860: Quantitative Methods Applied to Educational Research</td>
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<td>ED 861: Qualitative Methods Applied to Educational Research</td>
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<td>Title Change and Course Revision</td>
<td>ED 865: Introduction to Research</td>
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<td>New Course</td>
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<tr>
<td>ED XXX: Readings and Research</td>
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<td>Completion of 45 credits</td>
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</tr>
<tr>
<td>Title Change and Course Revision</td>
<td>ED 882: Culminating Project I</td>
<td>5</td>
<td>ED XXX: Applied Educational Research ED XXX: Readings and Research</td>
</tr>
</tbody>
</table>
APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Title Change and Course Revision
ED 884: Culminating Project II 5 ED XXX: Culminating Project I 6

Open Electives (Indicate number of credits of open electives) 0

Total Program Credits: 60

Outlines for each course identified as requiring a Title Change and Course Revision or a New Course are provided in Appendix A. Regarding revisions of current courses, Course Revisions Indicating Where Changes Occur are provided in Appendix B.

Description of Related Modification(s): Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

- Revisions of the mission, outcomes, and selected courses will update the program to keep with current national standards and best practices in instructional leadership.
- A 3-year total timeframe for program completion will assist the students in using their degree to achieve their goals in a timely way.
- A Cohort accepted every year will provide a flexible course schedule as compared to a cohort accepted every other year.
- Program admission to professionals from a range of occupations will enrich the cohort model, expand learning opportunities, and enhance the reach of WCSU’s program.
- A practitioner-based culminating project selected by the student (e.g., program evaluation, decision-making project, etc.) will expand opportunities for personalized degree completion.

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

The number of full-time faculty members should be maintained at 3 Full-time, tenure track faculty members. The revised program for the Doctor of Education in Instructional Leadership will be offered within a robust educational environment. There are no new facilities or additional specialized equipment required.

Some doctoral candidates need to take a break from their studies for a variety of personal or professional reasons. This re-entry of students is noted in the table below since two students returned to classes in 2021-22 who were not represented in 2020-21. The Coordinator works with these students to revise their program of study so they can rejoin the program and complete their degree. Admitting a cohort on an annual basis will mean that courses are offered more frequently, and students will be able to complete the program in a reasonable amount of time.

Previous Three Years Enrollment and Completion for the Program being Modified

<table>
<thead>
<tr>
<th>ACTUAL Enrollment</th>
<th>Fall 2020-21</th>
<th>Fall 2021-22</th>
<th>Fall 2022-23</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
<td>Part Time</td>
<td>Full Time</td>
</tr>
<tr>
<td>Transfers In</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Students</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Returning Students</td>
<td>0</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Actual Headcount</td>
<td>0</td>
<td>28</td>
<td>0</td>
</tr>
</tbody>
</table>

*ACTUAL Enrollment*
*The current program admits every other year. Students take five years to complete their studies. Over a ten-year period, we have had regular enrollments of 40-50 students (at all stages from year 1-5). Recent years has been as above. With the projected changes we hope to reverse the losses and expand our audience. Having moved fully online, and because this is not a program for licensure, we hope to expand beyond Connecticut.

**Impact of Modification on Enrollment and Completion**

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

Students want a relevant program that will provide them with (a) flexibility in admission to the program, (b) a reasonable pace for completing courses, and (c) more flexibility in selection of a final project.

- Currently, a cohort is admitted every other year. Students want to begin the program when they are ready and do not want to wait an additional year if a cohort is not scheduled to begin the year they want to apply.
- Students want to complete the program in a timely way based on their goals. By offering a 3-year model, they will be able to use their degree more quickly. By admitting a cohort every year, the courses will be offered more frequently if a student needs to miss a course.
- Redefining the culminating project to include a variety of practitioner-based options will assist students to design a project that is best suited to their needs and work environment, ultimately increasing program completion.

It is anticipated that there will be an annual cohort of 12 candidates. By the third year, total enrollment will be 36 students.

**Other Considerations**

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

None noted.
## PROJECTED Program Expenditures*

<table>
<thead>
<tr>
<th></th>
<th>Fall 2023</th>
<th>Fall 2024</th>
<th>Fall 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>$62,663</td>
<td>$63,516</td>
<td>$64,368</td>
</tr>
<tr>
<td>(Chair or Coordinator)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty (Full-time, total for program)</td>
<td>$557,919</td>
<td>$561,743</td>
<td>$565,566</td>
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<tr>
<td>Faculty (Part-time, total for program)</td>
<td></td>
<td></td>
<td>$52,558</td>
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<tr>
<td>Support Staff</td>
<td></td>
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<td></td>
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<tr>
<td>Library Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment (List as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (e.g., student services)</td>
<td>842</td>
<td>842</td>
<td>842</td>
</tr>
<tr>
<td>Estimated Indirect Costs (e.g., student services, operations, maintenance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Estimated Program Expenditures</strong></td>
<td>$621,424</td>
<td>$626,101</td>
<td>$683,334</td>
</tr>
<tr>
<td><strong>Gross Contribution Margin before Indirect</strong></td>
<td>$17,812</td>
<td>$162,323</td>
<td>$303,066</td>
</tr>
</tbody>
</table>

*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded. This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.

There are no additional costs to the program, making it cost effective. The library and IT resources support the program’s needs. The online modality of the program, approved in 2021, will be used to sustain and expand interest in the program as busy professionals look for convenient ways to fulfill their academic goals. Refer to Appendix C for the original Pro Forma spreadsheet.

### SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

**Program website:** [www.wcsu.edu/education/graduate/edd](http://www.wcsu.edu/education/graduate/edd) *(Original Program)*

**IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years):** 3 years

**Provide estimated cost of program (tuition and fees):** $\text{OR url for link to tuition/fee information: [https://www.wcsu.edu/registration/grad-tuition/](https://www.wcsu.edu/registration/grad-tuition/)}

**Request for SAA Approval for Veterans Benefits?** Yes  X No

**Catalog Description:**

The Doctor of Education in Instructional Leadership at WCSU is focused on enriching the leadership practices of practitioners from a range of occupations through a commitment to individual and organizational growth. Our program prepares people from diverse backgrounds to acquire new knowledge, skills, and opportunities for administrative, policy, instructional, and research roles. This process is facilitated through a collaborative learning environment focused on instructional leadership, policy, interpersonal skills and group processes, administrative management processes, ethics, diversity, and social change, all while engaging in scholarly research. This 60-credit program is designed to be completed in three years, with a new cohort being admitted every year. The Certificate for Intermediate Administration and Supervision (Endorsement #092) is an optional program offered within the EdD program.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](http://www.bls.gov/oco) (SOC) system. Provide SOC code number(s) and name(s):
25-0000 Educational Instruction and Library Occupations
11-9032  Education Administrators, Kindergarten through Secondary
11-9033  Education Administrators, Postsecondary
11-9039  Education Administrators, All Other

Graduates of the program apply to positions such as curriculum coaches, team leaders, school administrators, school leaders, department chairs, and other roles. Graduates from a variety of professions can use the degree to advance within their careers.

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)?
Teacher Salary in CT- median = $79,926
Administrator Salary in CT- average = $130,460

Applicable Industries
Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):
Sector 61- - Educational Services

The Sector as a Whole
The Educational Services sector comprises establishments that provide instruction and training in a wide variety of subjects. This instruction and training is provided by specialized establishments, such as schools, colleges, universities, and training centers. These establishments may be privately owned and operated for profit or not for profit, or they may be publicly owned and operated. They may also offer food and/or accommodation services to their students.

Educational services are usually delivered by teachers or instructors that explain, tell, demonstrate, supervise, and direct learning. Instruction is imparted in diverse settings, such as educational institutions, the workplace, or the home, and through diverse means, such as correspondence, television, the Internet, or other electronic and distance-learning methods. The training provided by these establishments may include the use of simulators and simulation methods. It can be adapted to the particular needs of the students, for example sign language can replace verbal language for teaching students with hearing impairments. All industries in the sector share this commonality of process, namely, labor inputs of instructors with the requisite subject matter expertise and teaching ability.

Career/Program Pathways
Does this program prepare students for another program?  X No A Doctor of Education is a terminal degree.

Program Administration and Faculty
Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Marcia Delcourt, delcourtm@wcsu.edu, 203-837-9121

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 3 full-time faculty members will be maintained
How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? It is not planned that there will be any adjunct or part-time faculty members teaching in the program's core curriculum.

Admissions Requirements
What are the admissions requirements for the program?

- A master’s degree in education or a related field from an accredited institution. A minimum cumulative GPA of 3.0 is required for all previous graduate course work.
- Two recommendations attesting to the applicant’s professional educational qualifications and ability to complete a doctoral program.
- An interview with admissions committee members

Materials include:
1. a completed application form: [EdD Application (online)]
2. a one- to two-page résumé
3. official transcripts from all colleges and universities you have attended; a minimum cumulative GPA of 3.0 for all previous graduate course work is required

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)?

**X** Yes  [ ] No

If yes, describe:

A culminating project is intended to develop and apply candidates’ advanced knowledge of the field and their leadership skills to promote and create evidence-based practices (e.g., dissertation; program evaluation; decision-making project, etc.). The project should focus on a timely and significant problem or policy and make a meaningful contribution in the candidate’s organizational setting.

**Program Work Experiences**

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

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

Students are required to complete a culminating project that at times requires field work, but minimally data collection. The WCSU Institutional Review Board (IRB) application would be the required document if data are collected from “human subjects” ([www.WCSU.edu/irb](http://www.WCSU.edu/irb)).

**Prospective Students:** Describe the prospective students for the program:

This program will be open to all individuals with a masters’ degree who are interested in leadership from an instructional learning/training perspective. Students could include individuals with a background in Education, Human Resources, Higher Education, Non-profits, and Law Enforcement, etc.
Appendix A: Revised Mission Statement

Mission

The Doctor of Education in Instructional Leadership at WCSU is focused on enriching the leadership practices of practitioners from a range of occupations through a commitment to individual and organizational growth. Our program prepares people from diverse backgrounds to acquire new knowledge, skills, and opportunities for administrative, policy, instructional, and research roles. This process is facilitated through a collaborative learning environment focused on instructional leadership, policy, interpersonal skills and group processes, administrative management processes, ethics, diversity, and social change, all while engaging in scholarly research.

Learning Goals:

Students will be able to:

- Understand and apply best practices of leadership, instruction, curriculum, assessment and evaluation
- Implement instructional leadership as it relates to individual's cognitive and affective domains
- Serve as change agents and instructional leaders in a diverse, evolving society
- Demonstrate effective communication and facilitate collaboration with those they lead
- Utilize technology for leadership and learning
- Foster decisions based on research and data as a basis of decision-making and organizational learning.
Appendix B: Course Descriptions for New and Revised Courses

REVISED Courses

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ED 802</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Leadership in Instructional Technology for Equity</td>
</tr>
<tr>
<td>Semester Hour Credit:</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

Rationale for Course Proposal:

Instructional leaders are required to be able to utilize, research, and make decisions about technology usage in a variety of educational settings. Technology usage expands beyond being able to use educational technology to enhance workflow and support student learning, it includes that instructional leader should be versed in the International Society for Technology in Education (ISTE) Leader Standards to ensure that their organizations' technology expectations and policies are current including the uses of technology to increase equity, inclusion and digital citizenship practices. The on-file course description needs updated to allow the course to be brought current with best practices and expectations for leadership and technology. Additionally, it has been modified to reflect current understandings of online learning. This is a revision of an existing course.

Course Description, Including Prerequisites:

This course assists students in the development of an in-depth understanding of educational technology including foundational concepts and key ideas. At both the macro and micro-levels, students are challenged and guided to examine technology in relationship to practice, leadership, and diversity, inclusion, and equity. It includes understandings of technology leadership based on the International Society for Technology in Education (ISTE) Leader Standards and grounds student in best practices of digital age learning.

Prerequisites

None

Course Objectives: As a result of this course, candidates will be able to:

1. Understand best practices of education technology leadership
2. Engage others in transformational learning with technology.
3. Promote organizational innovation through technology for teaching and learning.
4. Utilize current research studies related to the effective integration of technology for digital communities
5. Ensure Diversity, Inclusion, and Equity (DEI) and digital citizenship practices using technology throughout one's organization
6. Inspire a culture of collaboration that allows the time and space to explore digital tools for the enhancement of the organization
Course Number: ED 805  
Course Title: Program Evaluation  
Semester Hour Credit: 3 Semester Hours

**Rationale for Course Proposal:** Doctoral students in leadership need training in a range of research approaches including program evaluation. Program evaluation helps decision makers work with data to assess community needs, launch a new program, follow the progress of an existing program, and/or summarize program outcomes. Training in this area is vital for educational leaders.

**Course Description, Including Prerequisites:**

**Course Description:**

Program Evaluation will introduce graduate candidates to foundational understandings of program evaluation. The course will provide candidates with the necessary skills to understand Program Theory, Evaluation Design, Needs Assessments, Implementation Evaluations, Impact Evaluations, and Program Planning in a variety of contexts.

**Prerequisites:** None

**Course Objectives:** As a result of this course, candidates will be able to:

1. Understand the history and evolution of program evaluation including the relationship between assessment, analysis, and evaluation
2. Demonstrate an understanding of the difference between program evaluation and other types of research theory and techniques
3. Distinguish the appropriate type of program evaluation for a given situation; needs assessment, implementation evaluation, and impact evaluation
4. Identify strong and weak examples of evaluation problems and purpose statements including research questions
5. Systematic inquiry that incorporates mixed methods design (qualitative and quantitative) for program evaluations
6. The social and political contexts of evaluation

Course Number: ED 823  
Course Title: Models of Creative Thinking and Innovation  
Semester Hour Credit: 3 Semester Hours

**Rationale for Course Revision:**
The current course requires modification to include updated research and practices. The revised course will focus on current research in creativity and ways to promote creativity and innovation in schools and other organizations.

**Course Description, Including Prerequisites:** In Models of Creative Thinking and Innovation problem-solving and creative thinking are demonstrated, critiqued, and discussed. The strategies associated with creating thinking and innovation will be examined in a range of educational areas. Participants will reflect on their own cognitive processes. Connections will be made to national standards in education. Creativity and innovation will be analyzed through the creative person,
process, product and environment. Techniques for improving creative performance will be explored as they apply to a variety of environments and new innovations.

**Prerequisites:** None

**Course Objectives:** As a result of this course, candidates will be able to:

1. Compare and contrast theories of creativity.
2. Examine methods for studying creativity and innovative thinking.
3. Analyze components of the creative person.
4. Analyze the creative process that leads to innovation.
5. Examine criteria used to identify a creative product.
6. Design a creative environment.
7. Analyze common blocks to the creative process.
8. Utilize creative problem-solving techniques in a practical setting.
9. Compare and contrast techniques to assess levels of creativity.
10. Identify and implement techniques to enhance creative thinking.
11. Identifying the components of creative educational leadership.

**Course Number:** ED 865

**Course Title:** Introduction to Educational Research

**Semester Hour Credit:** 3 semester hours

**Rationale for Course Proposal:**

Instructional leaders are required to utilize research and make decisions informed from a place of research-based decision making within multiple educational settings. The on-file course description needs updating to allow the course to be brought current with best practices and expectations regarding educational research for Doctor of Education (EdD) students who will choose between a variety of culminating, practitioner oriented, research-based projects. The previous version of this course focused exclusively on traditional dissertation writing. This is a revision of an existing course.

**Course Description, Including Prerequisites:**

This course assists candidates in the development of skills and dispositions related to educational research. The purpose of this course is to introduce educational research and various research approaches common to the field of Instructional Leadership. Upon completing the course, candidates will be able to locate, understand, evaluate, and interpret qualitative and quantitative educational research and use these skills to identify possible culminating projects.

**Prerequisites:** Acceptance into the Doctor of Education in Instructional Leadership Program.

**Course Objectives:** As a result of this course, candidates will be able to:

1. Compare and contrast qualitative quantitative, and mixed methods paradigms of research
2. Evaluate qualitative, quantitative, and mixed methods educational research related to Instructional Leadership
3. Explore the role of theory in educational research
4. Evaluate the validity and reliability of varying research methodologies
5. Develop researchable issues in Instructional Leadership that apply to various learning settings and locate research related to a chosen research topic
6. Formulate and evaluate appropriate research questions and/or hypotheses to guide topic of study for culminating project
7. Analyze and apply the role of ethics in research
CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

New Courses

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>ED XXX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Advanced Program Evaluation</td>
</tr>
<tr>
<td>Semester Hour Credit:</td>
<td>3 semester hours</td>
</tr>
</tbody>
</table>

**Rationale for Course Proposal:** Doctoral students in leadership need advanced training in program evaluation as one course in program evaluation is insufficient to appropriately cover the content and skills necessary to be proficient in this area.

**Course Description, Including Prerequisites:**

Advanced Program Evaluation provides candidates with a more in-depth understanding of program evaluation. This course further explores the various models for evaluating educational and community programs. Candidates will gain practical experience through class activities that foster the development of their evaluation skills. Students will present program evaluation plans with logic models. It requires the completion of an evaluation plan and the requisite companion pieces necessary to understand the design and implementation of a program evaluation.

**Prerequisites:**

None

**Course Objectives** As a result of this course, candidates will be able to:

1. Identify appropriate models, approaches, and designs for program and policy evaluations.
2. Specify necessary steps in the evaluation design process; budgeting, communication, data collection (including IRB application Process), data analysis, and evaluation report writing.
3. Prepare evaluation results and restate the relationship among policy, planning, and evaluation.
4. Understand and identify factors affecting program and policy evaluations including political, resource, ethical, and time limits.
5. Demonstrate and understanding of the Program Evaluation Standards (*Joint Committee on Standards for Educational Evaluation*).
6. Interpersonal communication and cultural competence in sharing program evaluations with stakeholders.

---

**Course Number: EDXXX**

**Course Title:** Applied Educational Research

**Semester Hour Credit:** 3 semester hours

**Rationale for Course Proposal:**

Doctoral candidates need to explore techniques to conduct a research study, specifically different methodological tools and procedures for initiating a doctoral dissertation and other types of culminating projects for completing an EdD experience.
Course Description, Including Prerequisites: This course will provide distinctions between a dissertation and other forms of culminating projects for a doctoral experience. Candidates will explore specific tools such as qualitative software and specific ways to use qualitative and quantitative techniques to investigate a topic of interest.

Prerequisites:
Completion of 42 credits in the EdD in Instructional Leadership program.

Course Objectives: As a result of this course, candidates will be able to:
1. Examine a variety of culminating projects.
2. Describe a topic of study.
3. Analyze tools to assist with inquiry-based projects for problem solving.
4. Design a project plan.
5. Appropriately utilize APA writing recommendations.

Course Number: EDXXX
Course Title: Culminating Project I
Semester Hour Credit: 3 semester hours

Rationale for Course Proposal:
Doctoral candidates require numerous skills to pursue their creative work as educational leaders' investigations as part of the culminating experience of a doctoral program in education. For this Doctor of Education in Instructional Leadership, a culminating project that allows for the completion of a final student selected project that showcases content knowledge and research application is necessary.

Course Description, Including Prerequisites:
This course serves as the foundation for the culminating project for the Doctor of Education Degree in Instructional Leadership. Candidates will utilize research skills and content knowledge in an innovative way to develop a project specific to their interests. Projects may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. All projects must be approved by the advisor and include documentation of planning, design, and description of execution of the culminating project. This is the first course for the culminating project and Culminating Project II is required to complete graduation requirements.

Prerequisites:
Completion of Core Coursework

Course Objectives: As a result of this course, candidates will be able to:
1. Utilize developed analytic skills on an educational issue of their choosing.
2. Serve as a change agent in local, state, and national educational organizations
3. Create a project overview with time and milestones towards completion
4. Develop a project from conception through implementation
5. Demonstrate their ability to professionally communicate at the highest through written and oral communication
6. Grow in their ability to complete a comprehensive project that synthesizes information for organizational decision-making
7. Appropriately utilize APA citations

**Course Number:** EDXXX  
**Course Title:** Culminating Project II  
**Semester Hour Credit:** 3 semester hours

**Rationale for Course Proposal:**
Doctoral candidates require numerous skills to pursue their creative work as educational leaders' investigations as part of the culminating experience of a doctoral program in education. For this Doctor of Education in Instructional Leadership, a second course in a culminating project is necessary for candidates to complete their self-selected and designed projects.

**Course Description, Including Prerequisites:**
This course continues the learning begun in Culminating Project I. Candidates will utilize research skills and content knowledge in an innovative way to complete a project specific to their interests. Projects may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. Students will work with their advisor to complete their culminating project and presentation.

**Prerequisites:**
Completion of Core Coursework and Culminating Project I Coursework

**Course Objectives:** As a result of this course, candidates will be able to:
1. Utilize developed analytic skills to complete the culminating project
2. Serve as a change agent in local, state, and national educational organizations through sharing a practitioner focused piece
3. Complete the culminating project and use it as a model for future work
4. Develop a project from conception through completion
5. Demonstrate their ability to professionally communicate at the highest through written and oral communication.
6. Grow in their ability to complete a comprehensive project that synthesizes information for organizational decision-making.
7. Appropriately utilize APA citations

**Course Number:** ED XXX  
**Course Title:** Readings and Research  
**Semester Hour Credit:** 3 semester hours

**Rationale for Course Proposal:** Doctoral students benefit from explicit instruction in the curation and analysis of different forms of writing (practitioner and academic). Additionally, there is a need to enhance their ability to write a doctoral level literature review that synthesizes information from multiple sources. A course dedicated to this end does not exist in the current Doctor of Education in Instructional Leadership Program.

**Course Description, Including Prerequisites:** Readings and Research provides doctoral students with the opportunity to engage in the study of practitioner and academic writings. Students will
CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

delve deeply into a topic of their choosing related to Instructional Leadership, Diversity, Equity, or Inclusion while they work on projects that enhance their comprehension and written abilities, across varied methodological approaches and source materials.

Prerequisites:

None

Course Objectives: As a result of this course, learners will:

1. Understand differences in manuscripts on a given topic from a range of methodologies (Mixed Methods, Qualitative, & Quantitative)
2. Formulate a research problem and utilize research questions and readings in the field to address it
3. Access the ProQuest Dissertations & Theses to analyze dissertations for goodness of fit for a selected topic and to address the research problem
4. Differentiate between readings written for practitioners and those written for academics
5. Create a data matrix of research journals that are appropriate for a publication on the selected topic of study
6. Grow in their ability to write a synthesized literature review for a variety of writing contexts
ITEM
CSU-AAUP Faculty Research Grants.

BACKGROUND
Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE
The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

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

Acceptance of Selectees for Board of Regents Faculty Awards

May 18, 2023

RESOLVED that the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2022 - 2023 academic year, and

RESOLVED that the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2022 - 2023 academic year.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
Acceptance of the Board of Regents Faculty Awards

BACKGROUND
The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of $1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system’s best in exemplifying “high quality teaching” or “high-quality research/creative achievement.” Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS
For the 2022 - 2023 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board’s consideration.

RECOMMENDATIONS
Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached.
BOARD OF REGENTS

FACULTY AWARDS
2022-2023 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards\textsuperscript{1,2}
(Connecticut State Universities)

Teaching Awards\textsuperscript{1,2}
(Connecticut Community Colleges)

Research Awards\textsuperscript{1,2}
(Connecticut State Universities)

Scholarly Excellence Awards\textsuperscript{1,2}
(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards\textsuperscript{3}

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations
BOARDS OF REGENTS

FACULTY AWARDS

Teaching Awards
(Connecticut State Universities)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus Nominee</th>
<th>Faculty Rank / Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern</td>
<td>Dr. Scott O. Moore</td>
<td>Associate Professor / History</td>
</tr>
<tr>
<td>Southern</td>
<td>Dr. Sarah M. Roe</td>
<td>Associate Professor / History</td>
</tr>
<tr>
<td>Western</td>
<td>Dr. Jeanette Lupinacci</td>
<td>Associate Professor / Nursing</td>
</tr>
</tbody>
</table>

Per its collective review and assessment of the institutions’ nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

**System’s Teaching Award**
(Connecticut State Universities)

**Dr. Sarah M. Roe**
Southern Connecticut State University
BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus Nominee</th>
<th>Faculty Rank / Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asnuntuck</td>
<td>Dr. Kobie Stewart</td>
<td>Associate Professor/Coordinator / Criminal Justice</td>
</tr>
<tr>
<td>Middlesex</td>
<td>Mrs. Sara Leone</td>
<td>Assistant Professor / Mathematics</td>
</tr>
<tr>
<td>Tunxis</td>
<td>Ms. Alicia Hall</td>
<td>Associate Professor / ESL Program Coordinator</td>
</tr>
</tbody>
</table>

Per its collective review and assessment of the institutions’ nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

**System’s Teaching Award**

(Connecticut Community Colleges)

Mrs. Sara Leone

Middlesex Community College
**BOARD OF REGENTS**

**FACULTY AWARDS**

**Research Awards**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus Nominee</th>
<th>Faculty Rank / Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>Dr. Rahul Singhal</td>
<td>Associate Professor / Physics &amp; Engineering Physics</td>
</tr>
<tr>
<td>Eastern</td>
<td>Dr. Emiliano Villanueva</td>
<td>Associate Professor / Business Administration</td>
</tr>
<tr>
<td>Southern</td>
<td>Dr. Dana I. Casetti</td>
<td>Associate Professor / Physics</td>
</tr>
<tr>
<td>Western</td>
<td>Dr. Anna Malavisi</td>
<td>Associate Professor / Philosophy</td>
</tr>
</tbody>
</table>

Per its collective review and assessment of the institutions’ nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

**System’s Research Award**

**Dr. Rahul Singhal**

Central Connecticut State University
BOARD OF REGENTS
FACULTY AWARDS

Scholarly Excellence Awards

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus Nominee</th>
<th>Faculty Rank / Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asnuntuck</td>
<td>Dr. Robert Brown</td>
<td>Associate Professor/Coordinator / Communication</td>
</tr>
<tr>
<td>Tunxis</td>
<td>Ms. Rashida Williams</td>
<td>Assistant Professor / English and Humanities</td>
</tr>
</tbody>
</table>

Per its collective review and assessment of the institutions’ nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System’s Scholarly Excellence Award

Dr. Robert Brown
Asnuntuck Community College
Per its collective review and assessment of the institutions’ nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above:
The other nominee was:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Campus Nominee</th>
<th>Faculty Rank / Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Oak</td>
<td>Dr. Hamid El Khalfi</td>
<td>Adjunct Lead Faculty / Undergraduate General Education</td>
</tr>
</tbody>
</table>
BOARD OF REGENTS

FACULTY AWARDS

Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

1) Cover Sheet
2) Letter of Nomination
3) Nominee’s Reflective Statement
4) Letter of Support from one to three colleagues or students
5) Nominee’s abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee’s recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

<table>
<thead>
<tr>
<th>Dr. Mobin Rastgar Agah</th>
<th>Dr. Maya Aloni</th>
<th>Ms. Cynthia Aprin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norwalk Community College</td>
<td>Western Connecticut State University</td>
<td>Three Rivers Community College</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Dr. Charles Baraw</th>
<th>Dr. Todd Barry</th>
<th>Mr. Adam Bernard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Connecticut State University</td>
<td>Three Rivers Community College</td>
<td>Asnuntuck Community College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dr. Steven Brady</th>
<th>Ms. Rachel Cain</th>
<th>Dr. Kelli Custer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Connecticut State University</td>
<td>Housatonic Community College</td>
<td>Western Connecticut State University</td>
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<table>
<thead>
<tr>
<th>Dr. Chelsea Harry</th>
<th>Mr. Joshua Hummel</th>
<th>Ms. Sabrina Marques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Connecticut State University</td>
<td>Capital Community College</td>
<td>Western Connecticut State University</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Mr. Andrew Marvin</th>
<th>Ms. Yumi McCarthy</th>
<th>Ms. Kelly O’Brien Mann</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Rivers Community College</td>
<td>Norwalk Community College</td>
<td>Tunxis Community College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ms. MaryBeth Rajczewski</th>
<th>Dr. Heather Rodriguez</th>
<th>Ms. Norma Rosado-Javier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Connecticut State University</td>
<td>Central Connecticut State University</td>
<td>Middlesex Community College</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ms. Shelly Stoehr-McCarthy</th>
<th>Dr. H. Howell Williams</th>
<th>Ms. Jessica Zolciak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Connecticut State University</td>
<td>Western Connecticut State University</td>
<td>Manchester Community College</td>
</tr>
</tbody>
</table>
RESOLUTION
Concerning
Promotions and Tenures

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the 2023 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
Approval of the 2023 promotions and tenures recommended by the Presidents of the Connecticut State Universities.

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

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

05/5/2023 – BOR - Academic and Student Affairs Committee
05/18/2023 – Board of Regents
MEMORANDUM

TO: Terrence Cheng, President  
    Connecticut State Colleges and Universities System

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

DATE: April 18, 2023

SUBJECT: Promotion and Tenure Recommendations

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2023-24:

To Professor

Marian Anton, Mathematical Sciences
Alicia Bray, Biology
Jerold Duquette, Political Science
Fan He, Finance
Andrea June, Psychological Science
Marie Kulesza, Accounting
Matthew Martin, Physical Education and Human Performance
Yunliang Meng, Geography
Oluyinka Oyewumi, Geological Sciences
Robbin Smith, Political Science
Youngseon Kim, Marketing
Cherie King, Counselor Education and Family Therapy

To Associate Professor

Syed Abbas, Biology
Yusuf Albayram, Computer Science
Juan Coronado, History
Yuriy Garbovskiy, Physics and Engineering Physics
Amanda Greenwell, English
Eben Kling, Art and Design
Raven Ong, Theatre
Reinaldo Rojas, Social Work
Alfredo Rosete, Economics
(continued)

To Full Librarian
Renata Vickrey

To Coach II
David Kelly

To Counselor
Gladys Moreno-Fuentes, Counseling and Student Development
Victoria Ginter, Counseling and Student Development

The following will be granted Tenure

Syed Abbas, Biology
Yusuf Albayram, Computer Science
Juan Coronado, History
Victoria Ginter, Counseling and Student Development
Amanda Greenwell, English
Ajcct Jain, Finance
Eben Kling, Art and Design
Hyoun-Sook Lim, Management and Organization
Raven Ong, Theatre
Carlos Rodriguez, Accounting
Reinaldo Rojas, Social Work
Alfredo Rosete, Economics
Theodora Ruhs, Journalism
Andrew Weinberger, Accounting
April 18, 2023

Terrence Cheng
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear President Cheng:

The following are my recommendations for Promotion and Tenure for candidates reviewed in spring 2023.

**TENURE**

Dr. Bryan Connolly (Biology)
Professor Brian Day (Performing Arts)

**PROMOTION TO ASSOCIATE PROFESSOR**

Dr. Bryan Connolly (Biology)
Professor Brian Day (Performing Arts)
Dr. Maeve Doyle (Art & Art History)
Dr. Isabel Logan (Social Work)

**PROMOTION TO FULL PROFESSOR**

Dr. Bradley Davis (History)
Dr. Mark Fabrizi (Education)
Dr. Matthew Graham (Biology)
Dr. Megan Heenehan (Mathematical Science)
Dr. Joshua Idjadi (Biology)
Dr. Gregory Kane (Business Administration)
Dr. Mihyun Kang (Communication)
Dr. Barbara Murdoch (Biology)
PROMOTION TO COACH III

Sarit Elinor Gluz (Athletics)

Please let me know if you have any questions.

Sincerely,

[Signature]

Dr. Elsa M. Núñez
President

Cc: William M. Salka, Provost and Vice President for Academic Affairs
April 14, 2023

Dear Dr. Cheng:

The following are my recommendations for Promotion and Tenure, which will be effective on August 28, 2023:

**TENURE**

Dr. Sahar Al-Seesi (Computer Science)  
Dr. Kristen Borgognone (Nursing)  
Dr. Marcello Graziano (Management/Int. Business)  
Dr. Seungmin Han (Management/Int. Business)  
Dr. Tarah Loy-Ashe (Healthcare Systems & Innov.)  
Dr. Kristi Maynard (Nursing)  
Dr. Joseph Milone (Rec., Tourism, & Sport Mgt)  
Dr. Mark Pisano (Business Information Systems)  
Dr. Loida Reyes (Social Work)  
Dr. Andrew Richmond (English)  
Dr. Dana Rogers (Comm., Media & Screen St.)  
Dr. Katarzyna Toskin (Business Info. Systems)  
Dr. Christopher Trombly (Educ. Leadership)  
Dr. Lauren Tucker (Special Education)  
Dr. Junhong (Emma) Wang (Marketing)

**PROMOTION**

**From Assistant to Associate Professor:**

Dr. Kristen Borgognone (Nursing)  
Dr. Seungmin Han (Management/Int. Business )  
Dr. Dushmantha Jayawickreme (Earth Science)  
Dr. Tarah Loy-Ashe (Healthcare Systems& Inn.)  
Dr. Kristi Maynard (Nursing)  
Dr. Venezia Michalsen (Sociology)  
Dr. Joseph Milone (Rec., Tourism, & Sport Mgt)  
Dr. Mark Pisano (Business Information Syst.)

**From Associate to Full Professor:**

Dr. Charles Baraw (English)  
Dr. Ericka Barnes (Chemistry)  
Mr. Jeremy Chandler, M.F.A., (Art)  
Dr. Rex Gilliland (Philosophy)  
Dr. Chelsea Harry (Philosophy)  
Dr. Md Shafaeat Hossein (Computer Science)  
Dr. Angela Lopez-Velasquez (Special Educ.)  
Dr. Dina Moore (Psychology)  
Dr. Mark Pisano (Business Information Systems)  
Dr. Loida Reyes (Social Work)  
Dr. Andrew Richmond (English)  
Dr. Dana Rogers (Comm., Media & Screen St.)  
Dr. Katarzyna Toskin (Business Info. Systems)  
Dr. Christopher Trombly (Educ. Leadership)  
Dr. Lauren Tucker (Special Education)  
Dr. Hao Wu (Computer Science)  
Dr. Mina Park (Business Information Systems)  
Dr. Thomas Radice (History)  
Dr. Regina Randall (Curriculum & Learning)  
Dr. Antoinette Towlle (Nursing)  
Dr. Miaowei Weng (World Languages & Literatures )  
Continued…..
From Coach III to Coach IV

Byron Knox

I request that the Board of Regents act on these recommendations at its May 18, 2023 meeting. Please let me know if you have any questions.

Sincerely,

Joe Bertolino
President

JB/meh
TO: Terrence Cheng, President, Connecticut State Colleges & Universities  
FROM: Dr. Paul B. Beran, Interim President  
CC: Dr. Missy Alexander, Provost & Vice President for Academic Affairs  
Dr. Stavros Christofi, Promotion & Tenure Committee Co-Chair  
Fred Cratty, Chief Human Resources Officer  
Dr. Forest Robertson, Promotion & Tenure Committee Co-Chair  
DATE: April 12, 2023  
RE: Promotion and Tenure Recommendations 2022-2023 (Revised)

I support and concur with the recommendations that the following faculty members receive promotion and/or tenure effective academic year 2023-2024. This supersedes my memo of March 28, 2023.

**Tenure**
Dr. Mohsen Alizadeh, Justice and Law Administration  
Dr. Adam Brewer, Education and Educational Psychology  
Dr. Matthew Doiron, Music  
Dr. Alexandria Galli-Debicella, Management  
Dr. Yaseen Hayajneh, Management  
Dr. Anna Maria Malavisi, Philosophy and Humanistic Studies  
Dr. Lorrie-Ann Monte, Education and Educational Psychology  
Dr. Julie Perrelli, Health Promotion and Exercise Science  
Mr. Kenneth Scaglia, Art  
Dr. Brian Stankus, Chemistry

**Promotion to Professor**
Dr. Hasan Arslan, Justice and Law Administration  
Dr. Adam Brewer, Education and Educational Psychology  
Dr. Yaseen Hayajneh, Management  
Dr. Michelle Monette, Biology  
Dr. Edwin Wong, Professor

**Promotion to Associate Professor**
Dr. Mohsen Alizadeh, Justice and Law Administration  
Dr. Kimberlee-Ann Bridges, Nursing  
Dr. Matthew Doiron, Music  
Dr. Youngbin Kim, Accounting  
Dr. Katherine Roe, Education and Educational Psychology

**Promotion to Coach 3**
Ryan Cavanagh
Mohsen Alizadeh, Ph.D.

181 White Street
Danbury CT, 06830
E-mail: Alizadehm@wcsu.edu

Education

2015  Ph.D. Criminology-Criminal Justice, The City University of New York, Graduate Center, John Jay College of Criminal Justice.
2013  Master of Philosophy, The City University of New York
2009  Master’s Degree, Criminal Justice, John Jay College of Criminal Justice, The City University of New York.
1997  Master’s Degree; Criminal Law, and Criminology, Azad University/ Tehran.
1993  Law degree; Azad University/ Kerman.

Academic Positions

2016-present Assistant Professor Division of Justice & law Administration, Western Connecticut State University.
2014-2015 Assistant Professor: Department of Security Systems and Law Enforcement Technology, Farmingdale State College (SUNY)
2010-2013 Assistant Professor: Department of Justice Studies, Montclair State University
2008-2010 Assistant professor, Division of Justice and Law Administration, Western Connecticut State University.
2007- 2008 Substitute Line Lecturer, John Jay College of Criminal Justice: The City University of New York

Courses Taught:
Criminology
Organized Crime
Research Methods in Criminology
Research Methods in Justice Studies
Research Seminar
Introduction to Sociology
Community Policing
Theoretical Issues in Justice Studies
Policing: Introduction to Law Enforcement
Seizing Computers & Obtaining Electronic Evidence in Criminal Investigations (Forensic Computer III)
Introduction to Criminal Justice
Perspectives on Justice Studies II
Corrections: Institutional Treatment of Offenders
Corrections: Law and Institutional Treatment of Offenders
Justice and Law Administration I

Professional Experiences

2022: Guest Lecture Terrorism Class, Mercy College
2022: HIPAA training of the medical staff at True Care Medical INC.
2021: Guest Lecture JLA 198 FYE
2020: Guest Lecture JLA 198 FYE
2019-spring 2022: Judge at Western Research Day (WRD)
1999- 01: Criminal Law Senior Expert, Tehran Municipality, General Department of Legal Affairs. Duties included:

* Represented the department at the local and federal courts
* Represented the department at Administrative Tribunal Hearings, with full knowledge of inside and outside regulations.
* Drafted, researched, and wrote memoranda for all briefs, administrative appeals, and settlement proposals.
1995-99: Legal Affairs Supervisor, Tehran Municipality; District 13

* Trained new hires for the legal procedures, advised clients and recommended appropriate procedures for legal cases.
* Defended the City in state and federal courts.
* Interacted effectively with personnel at all levels.

Research, Scholarship, Publications, and Grant

Publications:
Alizadeh, M (2022) “Criminal justice students’ attitudes toward torture” Submitted to International Journal of Police Science. IJPS Publisher.


Persian Heritage Inc.


**Presentations & Roundtables:**

Alizadeh, M (2021) “Focusing Event Theory and Change in Policing Style in New York City” Scholars in Action (How Strong Data Analytics can Inform Police Policy) Danbury, CT.


Alizadeh, M (2018) " Undergraduate Student Writing in Criminal Justice” (roundtable) American Society of Criminology: Atlanta, GA.


**Grant:**
Alizadeh, M (2018) “Open Educational Resource (OER) grant for Organized Crime course” WCSU, Library Grant. $ 500.00

Interview:

Research Experience:
- Examining Federal grants of Community Policing (2014)
- Examining Federal grants of General Policing (2014)
- New Haven University Examining Criminal Justice Students Attitudes toward Torture (2011).
- WCSU Examining Criminal Justice Students’ Attitudes toward Torture (2010)

Honors and Awards. And Grants:
Open Educational Resource (OER) Library Grant (2019)
Fellowship. The City University of New York, The Graduate Center (2006-2007)

Selected Service:
- Creating Homeland Security as a new concentration at JLA Division
- Senate Representative
- JLA Assessment
- JLA Open Houses
- Search Committee’s Chair
- Judge at Western Research Day (WRD)
- Volunteering to teach JLA 400 (Spring 2009)
- The Chair of the JLA Brochure Revision Committee
- Commuting to teach at Naugatuck Valley Community College
- Western International Center Committee Member
- Student adviser
Memberships:

- Member, International Police Executive Symposium (IPES).
- Member, American Society of Criminology (ASC).
- Member, Academy of Criminal Justice Science (ASCJ).

Languages:

- Fluent in English and Persian
CURRICULUM VITA

ADAM T. BREWER, PhD, BCBA-D
Associate Professor
Education and Educational Psychology
Western Connecticut State University

EDUCATION

B.S.  West Virginia University, 2005. Psychology. Magna Cum Laude.

      Thesis: A test of the aversive transition account: Extended pausing following signaled rich-lean transitions on multiple fixed-ratio schedules in Fischer 344 and Lewis rats.
      Co-Advisors: Dean C. Williams and Gregory J. Madden, Ph.D.

      Dissertation: Reducing pausing at rich-to-lean schedule transitions: Effects of variable-ratio schedules and noncontingent timeouts.
      Co-Advisors: Dean C. Williams and Edward K. Morris.

         Co-Advisors: David M. Richman and Michael Schlund.

TEACHING

BACKGROUND

2005-2006  Visiting Lecturer, Department of Psychology,
           West Virginia University. Supervisor: Dr. Cheryl McNeil.
           Course title: Introduction to Psychology.

2007  Graduate Teaching Assistant, Department of Applied Behavioral Sciences,
      University of Kansas. Supervisor: Dr. Greg Madden.
      Course title: Introduction to Applied Behavioral Sciences.

2011  Teaching Assistant, Department of Speech-Language-Hearing: Sciences and Disorders,
University of Kansas. Supervisor: Dr. Nancy Brady.
Course title: Research Methods

2013 Visiting Assistant Professor, College of Education, Texas Tech
University. Supervisor: Dr. David Richman.
Course title: Translational Human Research in Behavior Analysis.

2013-2014 Visiting Assistant Professor, College of Education, Texas Tech
University. Supervisors: Drs. Wesley Dotson and David Richman.
Course title: Measurement and Design

2014-2018 Assistant Professor, MA in Professional Behavior Analysis, Hybrid MA in Professional
Behavior Analysis, Florida Institute of Technology. Supervisor: Dr. Josh Pritchard.
Course title: Intensive Practicum in Behavior Analysis.
Course title: Introduction to the Experimental Analysis of Behavior
Course title: Conceptual Analysis.
Course title: Capstone.
Course title: Assessment and Treatment of Transition Difficulties (Special Topic)

2018 Adjunct Professor, University of Saint Joseph. Supervisor: Dr. Andrea Courtemanche.
Course title: Experimental Analysis of Behavior
Course title: Clinical Behavior Analysis

2018-current Associate Professor, Education and Educational Psychology, Western Connecticut State
University. Supervisor: Dr. Catherine O’Callaghan
Course title: Applied Behavior Analysis V
Course title: Research Methods
Course title: Capstone
Course title: Grant Writing
Course title: Functional Behavior Assessment
Course title: ABA Bridge Task List 3 to 4 (Independent Study)
Course title: Applied Behavior Analysis III
Course title: Introduction to Concepts and Principles of Behavior Analysis
Course title: Methods and Measurement in Applied Behavior Analysis
Course title: Ethics and Professional Issues
Course title: Assistive Technology in Applied Behavior Analysis
Course title: Capstone in Applied Behavior Analysis
Course title: Grant Writing in Applied Behavior Analysis

MENTORSHIP OF STUDENTS

Ashley Tudor, B. F. Skinner Research Award- B.F. Skinner Foundation at FABA
Shannon Tyner, Paper of the Week- Association for Behavior Analysis
Courtney Hannula, Outstanding Master's Graduate Student- FIT
Kaitlynn Gokey, Outstanding Ph.D. Graduate Student- FIT
Shannon Tyner, Best Poster Award- SCABA
Kimberly MacDougal, Best Experimental Design Award- CTABA
Samuel Hauslib- Best Experimental Design Award- CTABA

PEER-REVIEWED PUBLICATIONS (29 total)

*Graduate student co-author
**Undergraduate student co-author
Italics = Corresponding Author


MANUSCRIPTS SUBMITTED


PUBLISHED BOOKS


INVITED BOOK CHAPTERS:
CONTRIBUTIONS TO BASIC AND TRANSLATIONAL BEHAVIORAL SCIENCE

- Negative Incentive Shifts/Rich-Lean Transitions
- Behavioral Economics of Choice
- Behavioral and Brain Mechanisms of Avoidance

Dr. Brewer has specialized in basic and translational research utilizing biobehavioral measures across three areas of basic research including “impulsive” decision-making, negative contrast effects, and avoidance. This research has included clinically-relevant human populations (e.g., individuals with autism,) and animal models (using genetically inbred rat strains,) while employing a variety of biobehavioral measures (e.g., galvanic skin response and blood oxygen level dependent responses).

He examined the disruptive effects of negative incentive shifts from preferred to less-preferred reinforcement conditions on chronic aberrant behavior in individuals with intellectual and developmental disabilities. His research using an animal model of negative contrast effects suggests (i.e., rich-lean transitions) that hypothalamic-pituitary adrenal (HPA) axis dysfunction (i.e., the excessive release of stress-released hormones such as cortisol) may underlie increased sensitivity to negative contrast. An important outcome of this research was that it identified a potential risk factor for engaging in aberrant behavior that can significantly decrease an individual’s quality of life.

Dr. Brewer also has expertise conducting complex analyses using quantitative models to precisely describe biobehavioral data. Most recently, Dr. Brewer has used functional magnetic resonance imaging technology to examine decision-making during periods of conflict between aversive and appetitive contingencies to either approach or avoid accompanied by biological correlates such as galvanic skin responses and brain activation in the anterior cingulate and medial prefrontal cortex. Currently, his translational interests are the biobehavioral processes underlying relapse of avoidance and mitigation/prevention tactics.
2004-2006 Undergraduate Research Assistant, Department of Psychology, West Virginia University. Advisor: Dr. Michael Perone.

2004-2006 Undergraduate Research Assistant, Department of Psychology, West Virginia University. Advisor: Dr. Philip Chase.

2005 Undergraduate Research Assistant, Department of Psychology, West Virginia University. Advisor: Dr. Kennon Lattal.

2006-2012 Graduate Research Assistant, Institute for Life Span Studies at Parsons, University of Kansas. Advisor: Dr. Dean Williams.

2006-2010 Graduate Research Assistant, Department of Applied Behavioral Sciences, University of Kansas. Advisor: Dr. Greg Madden.

2011-2012 Graduate Research Assistant, Institute for Life Span Studies, University of Kansas. Advisor: Dr. Christa Anderson.

2012-2014 Post-Doctoral Research Fellow, Burkhart Center for Autism, Texas Tech University. Advisor: Dr. David Richman.

INTERESTS

Fears, phobias, autism, contact desensitization, rich-lean transitions, negative incentive shifts, contrast, change, advance notice, impulsive decision-making, behavioral economics, preference for variable over fixed schedules, response class hierarchies, behavioral momentum, translational research, biobehavioral research, experimental analysis of human and animal behavior, and non-parametric statistics

SUBMITTED GRANTS

NIH F32. Brewer, A. Sponsors: Richman, D., Schlund, M., O’Boyle, M., & Green, L. fMRI assessment and treatment outcome predictor for an autism-spectrum disorder subgroup at increased risk for excessive impulsive decision-making based on executive functioning deficits. (Role: PI; not funded)


AUTISM SPEAKS. Brewer, A., Dotson, W., Little, T. & Williams, D. (Co-PIs). LOI: Developing a problem behavior survey for activity transitions in autism. (not funded)

NSF: Pritchard, J., & Brewer, A. (Co-PI). Improving online learning via fostering collaborative learning, intrinsic motivation and growth mindset. Submitted to National Science Foundation. (not funded)

Care for Teenagers with Autism. Submitted to Office of Autism Research. (preproposal not accepted)

AFA: Harvey, C., Webbe, F., & Brewer, A. (Co-PI). Biobehavioral Approaches to Enhance Quality of Life in Adult Day Programs. Submitted to Alzheimer’s Foundation of America as Co-PI. (not funded)

FIT COPLA. Revealing Relapse of Fear from Contextual Control of Avoidance in a Human Laboratory Model as Main PI. (not funded)


APA Division 2: Society for Teaching Psychology. Brewer, A. (Main PI) & Kuhn, S. (Co-PI). 1st Annual Online Teaching of Psychology Conference: Evaluating the Effects of Presentations Enhanced with Active Responding on Distance and In-Person Learning Outcomes (Awarded: $3,540)

Brewer, A. & Kuhn, Anxiety as a Mediator of relapse of avoidance in autism. WCSU CSU/AAUP Grants Review Committee. $10,000.

CLINICAL

2012 Volunteer, Parent’s Night Out at the Burkhart Center for Autism Education and Research.

2014 Behavioral therapist, Early intensive behavioral intervention classroom for children with ASD.

2014 Volunteer, Social Skills Group for Adolescents with ASD.

2014 Board Certified Behavior Analyst-Doctoral Level

SERVICE

EDITORIAL EXPERIENCE

Board of Editors, Experimental Analysis of Human Behavior Bulletin

Guest Reviewer, Journal of Organizational Behavior Management

Guest Reviewer, Perspectives on Behavior Science

Guest Reviewer, Behavior Analysis in Practice

Guest Reviewer, Journal of Behavioral Education
Guest Reviewer, Journal of Applied Behavior Analysis

Guest Reviewer, Behavior Modification

Guest Reviewer, European Journal of Behavior Analysis

Guest Reviewer, Journal of Autism and Developmental Disorders

Guest Reviewer, Behavior Analysis: Research and Practice

Guest Reviewer, Behavioral Development

Guest Reviewer, Behavior Analysis: Behaviour Change

Guest Reviewer, Journal of Experimental Analysis of Behavior

Guest Reviewer, Behavioral Processes

Guest Reviewer, The Psychological Record

Guest Reviewer, Cogent Education

Guest Reviewer, Quarterly Journal of Experimental Psychology

**PROFESSIONAL AFFILIATIONS**

2009  Co-student representative for Kansas Association for Behavior Analysis

2009-current  Information Technology Committee chair for Kansas Association for Behavior Analysis

2010  Co-organized KansABA Conference: *From Research to Practice in Kansas: Autism and Other Developmental Disabilities*

2010-2011  Student representative for the Society for the Quantitative Analysis of Behavior

2011-2011  KU student representative for the ABA student council

2012  Co-organized KansABA Conference: *From Research to Practice in Kansas: Evidence-Based Strategies in Education*

2016-2018  Vice president, president, past president, and member: South Carolina Association for Behavior Analysis

2019  Member, Connecticut Association for Behavior Analysis

2019  Member, Association for Behavior Analysis International

2019  Member, Behavior Analyst Leadership Council
2019  Member, APA Division 25, Behavior Analysis
2019  Member, APA Division 2, Society for Teaching Psychology
2020-2021  Member, American Psychological Society

AWARDS and HONORS
2005  Graduation with Honors (Magna Cum Laude), West Virginia University.
2011  Student Representative for University of Kansas, Association for Behavior Analysis International, Denver, CO
2011  Student President, Society for Quantitative Analysis of Behavior, Denver, CO
2012  Service Award, Kansas Association for Behavior Analysis, Kansas City, MO

CONVENTION PAPER AND POSTER PRESENTATIONS


Brewer, A. T., Stein, J. S., Johnson, P. S., Smith, N. G., Pinkston, J. W., Williams, D. C., & Madden, G. J. (2007, October). *Pre-ratio pausing following rich-to-lean transitions on multiple schedules in Fischer 344 and Lewis rats.* Poster presentation at the annual meeting of the Southeastern Association for Behavior Analysis, Athens, GA.


Francisco, M. T., Brewer, A. T., Stein, J. S., Johnson, P. J., & Madden, G. J. (May, 2009). Impulsivity as a predictor of preference for gambling-like outcomes. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.

Johnson, P. J., Brewer, A. T., Stein, J. S., Francisco, M. T., & Madden, G. J. (May, 2009). Effects of pramipexole on choice for differential rewards using a within-session increasing delay procedure. Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.


Johnson, P. S., Stein, J. S., Brewer, A. T., Francisco, M. T., & Madden, G. J. (October, 2009). Effects of acute pramipexole on sensitivity to reward delay in concurrent-chains schedules. Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Davenport, IA.

Francisco, M. T., Brewer, A. T., Stein, J. S., Johnson, P. S., & Madden, G. J. (October, 2009). Impulsivity as a predictor of preference for gambling-like outcomes. Poster presented at the annual meeting of the Mid-American Association for Behavior Analysis, Davenport, IA.


Stein, J. S., Johnson, P. S., **Brewer, A. T.**, Francisco, M. T., & Madden, G. J. (May, 2010). *A percentile-like schedule for training delay tolerance in Wistar and Lewis rats.* Poster presented at the Department of Applied Behavioral Science, University of Kansas, Lawrence, KS.


in threat sensitivity and avoidance. Poster presented at the Texas Association for Behavior Analysis International, San Antonio, TX.


Vasquez, S., Leon, Y. & Brewer, A. The effects of advance notice on problem behavior occasioned by interruptions of an ongoing activity. Poster presented at the annual meeting of the Association for Behavior Analysis International.

Magee, S., Schlund, M., Brewer, A., & Richman. The competition between appetitive and aversive contingencies of behavior in the human brain Poster presented at the annual meeting of the Association for Behavior Analysis International.


Shield, L., Craft, A., & Brewer. A. The efficacy of adapting PECS to a speech generated device and concomitant effects on maladaptive behavior. Presented at the annual meeting of the South Carolina Association for Behavior Analysis.
Hauslib, S., Courtemanche, A., & Brewer, A. Examining the relation between among daily stress, job satisfaction, and decision-making in group home staff. Presented at annual conference of Connecticut Association of Behavior Analysis.


Hauslib, S., Courtemanche, A., & Brewer, A. Examining the relation between among daily stress, job satisfaction, and decision-making in group home staff. Presented at annual conference of Connecticut Association of Behavior Analysis.

Ainsworth, A., Courtemanche, A., & Brewer, A. Perceived stress, impulsive decision making, and procedural fidelity in staff members. Presented at annual conference of Berkshire Association for Behavior Analysis and Therapy

PRESENTATIONS


Pharmacological Induction of Impulsive Behavior in the Nonhuman Laboratory. In K. A. Saulsgiver (Chair), *Delay Discounting, Substance Abuse, and Gambling*. Symposium conducted at the annual meeting of the Association for Behavior Analysis, Phoenix, AZ.


Brewer, A., Dotson, W., & Williams. D. Survey of transition-induced problem behavior in individuals with autism. In C. Borrero (Chair), Presented at the 39th annual meeting of the association for Behavior Analysis International, Minnesota, MN.


Brewer, A., Richman, D., Abby, L. (2015, May). A computer simulation: History effects following extinction of a novel alternative response within a response Class. In B. Mace (Chair), Presented at the 41th annual meeting of the Association for Behavior Analysis International, San Antonio, TX.


Brewer, A., Colon, M., Pritchard, J., & Leon, Y. An online comparison of quiz performance Between interteach and lecture in a graduate experimental analysis of behavior course. Presented at the annual meeting of the Association for Behavior Analysis International.


Passage, M., Nicholson, K., Brewer, A., Gadaire, & Richards, V. The effects of establishing
operations on alternative activities during self-control training. Presented at the annual meeting of the Association for Behavior Analysis International.

Wine, B., Bentley, T., **Brewer, A.** An examination of reward delay and probability in employees. Presented at the annual meeting of the Association for Behavior Analysis International.

Gokey, K., **Brewer, A.**, Harvey, C., & Pritchard, J. An assessment and treatment component analysis for impulsivity in typically-developing schoolchildren. Presented at the annual meeting of the Florida Association for Behavior Analysis.


**CHAIRDED PRESENTATIONS**

**Brewer, A. T.,** (2009, May). *Recent topics on the disruptive effects of negative incentive shifts.* Symposium conducted at the 35th annual meeting of the Association for Behavior Analysis, Phoenix, AZ.

**Brewer, A. T.** (2011, May). *Bridging the gap between basic and applied research-"impulsivity."* Panel at the 37th annual meeting of the Association for Behavior Analysis International, Denver, CO.


**INVITED DISCUSSANT**

**Brewer. A.** (2014, May). In C. St. Peter (Chair), *Reducing Maladaptive Behavior During Transitions.* Discussant at the 40th annual meeting of the Association for Behavior Analysis International, Chicago, IL.

**Brewer. A.** (2019, November). In A. Courtemanche (Chair), *Professional and Ethical Issues in Behavior Analysis.* Discussant at University of Saint Joseph.

**Brewer. A.** (2022, October). In R. Kimball (Chair), Discussant: From the Lab to the Clinic: Recent Findings from Translational Research on Resurgence and Renewal. Discussant at 43rd Annual Conference for Berkshire Association for Behavior Analysis and Therapy.

**INVITED SPEAKER**


**Brewer, A., Leon, Y. Fandal, M., Jimenez-Gomez, & Dracobly, J.** (2021). Disruptive effects of transitions: From laboratory towards practice in autism, or there and back again. 1st Annual Fall Conference at the University of Saint Joseph.

**TECHNICAL SKILLS**

**INTERESTS**

Visual Basic, Python, E-Prime, Paradigm, Med PC, touchscreens, hardware interfaces, wiring, fMRI, and eye-tracking technology.

2010

Paid consultant to Dr. Leonard Green at Washington University in St. Louis. Installed a touch-screen apparatus using Visual Basic in the animal laboratory.

**REFERENCES**

1. Andrea Courtemanche, Assistant Professor and Program Director, University of Saint Joseph, (413)-335-9788
2. Nicole Gravina, Associate Professor, University of Florida, (321)-890-4326
3. Christopher Krebs, Assistant Professor, Eastern Connecticut State University, (208)-206-8227
4. Stephanie Construcci Kuhn, Assistant Professor, Western Connecticut State University, (914) 413-7791
5. Yanerys Leon, Research Assistant Professor, University of Miami, (305)-342-9655
6. Christopher Podlesnik, Associate Professor, Auburn University, (321)-543-7997
7. Joshua Pritchard, Factari, LLC (407)-508-6482
8. David Richman, Professor, Texas Tech University, (217)-778-7206
9. Michael Schlund, Research Scientist, Georgia State University, (410)-652-8888
10. Byron Wine, Vice President, Faison Center for Autism, (321) 427-2438
EDUCATION

Eastman School of Music, University of Rochester, Rochester, NY

Doctor of Philosophy in Music Education 2019

Southern Oregon University, Ashland, OR

Master of Arts in Music Education 1996

Keene State College, Keene, NH

Bachelor of Music in Music Education 1990

UNIVERSITY TEACHING EXPERIENCE

Western Connecticut State University, Danbury, CT

Coordinator of Music Education Program 2018 – Present
Assistant Professor of Music 2017 – Present

Undergraduate Courses Taught:
Arranging
Assessment of Teaching
Brass Workshop
Convocation, Concert & Recital Repertoire
Elementary Music Professional Development Experience
Guitar and Ukulele Workshop
Introduction to Music Education
Middle Level Music Methods
Secondary Instrumental Methods
Secondary Music Professional Development Experience
Sight Singing/Ear Training III
Sight Singing/Ear Training IV
Social Justice in Music Education

Graduate Courses Taught:
Instrumental Methods and Techniques

Ensembles Conducted:
Symphonic Band, Jazz Ensemble, Chamber Brass, Brass Choir
Eastman School of Music, Rochester, NY

Instructor of Record

Music Education Teaching Assistant
Elementary Winds, Brass, and Percussion Methods Spring 2014
Senior Practicum in Music Education 2013 - 2016
Student Teaching Seminar 2013 - 2016
Student Teacher Observations 2013 - 2017
Entrance and Sophomore Skills Exams 2013 - 2016

Graduate Instructor
Department liaison to East High School Educational Partnership Organization 2016 - 2017

K-12 Teaching Experience

Sanford High School, Sanford, ME
Instrumental Music Teacher, Director of Bands 1992 – 2013

School Administrative Unit #6, Claremont, NH
Director of Music, Instrumental Music Teacher Grades 4-6 and 9-12 1990 – 1992

Research and Scholarship

Book Chapter

Research and Poster Presentations
An examination of collegiate students’ motivations for practice. (with Dr. Dina Alexander). Seventh International Self-Determination Theory Conference, Egmond aan Zee, Netherlands; May, 2019

Imagining futures, facing realities: A panel discussion for music education graduate students and mentors. 2017 Symposium on Music Teacher Education, Minneapolis, MN; September 2017.


Perceived support of intrinsic motivation in adult music ensembles. Society for Music Teacher Education Biennial Conference, Greensboro, NC; September 2015.

Perceived support of autonomy, competence, and relatedness in adult music ensembles. National Association for Music Education Eastern Division Conference, Providence, RI; April 2015.
PROFESSIONAL ACTIVITIES

Workshops and Clinics – Refereed

Growing musical literacy in ensembles and lesson groups. Connecticut Music Educators Association Conference, Hartford, CT; March/April 2023 (submitted)

New horizons: Diversifying literature and pedagogy in instrumental music. Connecticut Music Educators Association Conference, Hartford, CT; April 2022

Improvisation and composition in ensemble rehearsals: Teaching “create” while enhancing ‘perform’. Maine Music Educators Association Conference, Orono, ME; May 2020.


Composition in ensembles and lessons: A model for inclusion. New York State School Music Association 82nd Annual Winter Conference, Rochester, NY; December 2017

Improving your band’s performances through improvisation and composition activities. Sixth International Conference on Music Learning Theory, Chicago, IL; August 2017

Teaching and assessing musicianship with composition: A model for lessons and ensembles. Massachusetts Music Educators’ Association Conference, Boston, MA; March 2017

Teaching and assessing basic musicianship with composition: A model for lessons and ensembles. National Association for Music Education Association National In-Service Conference, Grapevine, TX; November 2016

Assessing foundational musicianship with composition: A model for lessons and ensembles. New Hampshire Music Educators’ Association Spring Conference, Concord, NH; April 2016

Supporting students’ intrinsic motivation for music in the large ensemble setting. Presentation with Dr. Dina Alexander, NYSSMA Winter Conference, Rochester, NY; December 2015

Comprehension through composition. Fifth Annual Conference on Music Learning Theory, Chicago, IL; August 2015

Meaningful composition and improvisation in performing ensembles. Maine Music Educators In-Service Conference, Orono, ME (Session cancelled due to schedule conflict); May 2014

Teaching listening in your ensembles, the key to real literacy. Maine Music Educators In-Service Conference, Gorham, ME; May 2013

Workshops and Clinics – Invited

Director’s jazz ensemble. Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2022

Growing musical literacy in ensembles and lesson groups. Presentation to Pomperaug Regional School District music educators, Southbury, CT; October 2022
Pedagogy in large ensemble teaching: Developing a complete program. Presentation to Roberts Wesleyan College Music Education Students, Rochester, NY; March 2022

Your musical journey: Find your passion, plan your voyage, and set sail. Presentation to Western Connecticut Youth Orchestra Wind Ensemble, Zoom Presentation; March 2021

Virtual Rehearsal & Clinic. Western Connecticut Youth Orchestra Wind Ensemble, Zoom Clinic; March 2021

Director’s reading band. Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2019

Director’s reading band. Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2018

Improving ‘perform’ by approaching ‘create’. Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2017

Director’s reading band. Annual Western Connecticut State University Election Day Professional Development for Music Educators, Danbury, CT; November 2017

Listening and reading skills: More connected than you think. Maine District One Music Festival, North Berwick, ME; January 2012

What about those other standards: Teaching the less addressed standards in the large ensemble setting. Maine Arts Education Association Fall Conference, Portland, ME; October 2011

Arts connections for all educators. Sanford Public Schools Professional Development Workshop, Sanford, ME; December 2010

Invited Teaching Presentations

An introduction to inclusion of composition and improvisation in performing ensembles. Class presentation for MUE 111 Field Experiences in Music Education. Invitation from Dr. Alden Snell. February, 2015

Aural skills applications to teaching and the sophomore review. Class presentation for MUE 111 Field Experiences in Music Education. Invitation from Dr. Richard Grunow and Dr. Elizabeth Bucura. March, 2015

Aural musicianship in ensemble rehearsals. Class presentations for Roberts Wesleyan College Instrumental Music Education Classes. Invitation from Dr. Dina Alexander to teach one week of classes. April, 2014

Invited Online Content

Teaching and assessing basic musicianship with composition. Music in a Minuet Blog.

CONDUCTING

Music Director, Strafford Wind Symphony, Rochester, NH 1996-2013
11 invited performances at the Boston Festival of Bands
Performances with guest conductors Frederick Fennell and Col. Arnold Gabriel.
Premier Performances:
Morton Gold: *Spirit of the Guard* (Op. 93),
Morton Gold: *Prayer from Concerto for Oboe*
Christopher Kies: *Le Tombeau de Saint Saens.*

**Conductor, University of New Hampshire Basketball Band, Durham, NH** 2008-2013
**Conductor, Piscataqua River Brass Ensemble, Newington, NH** 2007-2012
**Asst. Conductor, Portsmouth Symphony Orchestra, Portsmouth, NH** 2005-2007

**Guest Conducting**
- New Hampshire Music Educators’ Association All-State Band  April, 2022
- CMEA All-State Elementary Honor Band  April, 2022
- Waterbury Band Day – CANCELLED  April, 2020
- CMEA Western Regional Middle School Concert Band  March, 2019
- Greenwich Public Schools 6th Grade Honor Band  February, 2018
- Seacoast District Middle School Music Festival, Barrington, NH  March 2018
- University of Maine Symphonic Band, Orono, ME  April 2004
- United States Air Force Band of Liberty, Hanscom Air Force Base  March 2002
- Vermont District Seven Music Festival, Springfield, VT  February 2000

**MENTORSHIP**

**Critical reader for master’s theses**


**Co-operating Teacher / Mentor**
Co-operating teacher for nine student teachers from New England Conservatory, 1997-2012
Plymouth State University, University of Maine, University of New Hampshire, and University of Southern Maine

Mentor for Art, English and Music teachers at Sanford High School. 2001-2010

**SERVICE**

**Western Connecticut State University Campus Service**
- Faculty Development Committee, Chair  2021 – Present
- Termination Hearing Committee  2021 – Present
- Mediation Committee  2019 – 2021
- Educational Resources Committee  2018 – Present
- Faculty Development Committee  2018 – 2021
- General Education Committee  2018 – Present
- Music Education Jazz Concentration Proposal Committee, Music Department  Fall 2017
Professional Service

Exhibits Chair, Maine Music Educators Association 2012-2013
Leadership Team, Maine Arts Assessment Initiative 2011-2013
Vice President, Maine Band Directors Association 2008-2011
District Chair, Maine Music Educators Association 2004-2006
Maine State Chair, National Band Association 1998-2003

Adjudication

Fantastic Festivals 2020 - Present
Monroe Middle School Music Festival 2019 - Present
Greenwich High School Invitational Band Festival 2019
Music in the Parks 2019 - 20
CMEA Eastern Region Rhythm Section Adjudicator 2018-19
CMEA Southern Region Trumpet Adjudicator 2018-19
Composition Evaluator, NAfME Student Composer Competition 2016
Drum Major Adjudicator, Maine Band Directors Association 2000-2004
Trumpet and Horn Adjudicator, Vermont All-State Music Festival 1992-1996

Professional Memberships

CBDNA – College Band Directors National Association
CMEA – Connecticut Music Educators Association
CMS – College Music Society
GIML – Gordon Institute for Musical Learning
NAfME – National Association for Music Education
SMTE – Society for Music Teacher Education

HONORS

WCSU Provost’s Award for Teaching 2022
Donald J. Shetler Prize in Music Education 2017
Eastman School of Music Betty Kanable Scholarship 2013-present
Eastman School of Music Professional Development Grant 2015
Presidential Inaugural Parade performance 2009
USSBA New England Regional Marching Band Championship 2003
Blaine House Scholar Award 1994-1996
Who’s Who in American Education 1995
Curriculum Vitae
Alexandra Lorena Galli-Debicella

Office:
Western Connecticut State University
Ancell School of Business

EDUCATION

Ph.D., Strategic Management, ISOM, University of Massachusetts, October 2015
Dissertation: “The Impact of Customer Contact Personnel on Innovation in Service Firms”
Advisor: Bruce C. Skaggs, Ph.D.

M.B.A., Lender School of Business, Quinnipiac University, May 2003

B.S., Computer Information Systems, summa cum laude, Lender School of Business,
Quinnipiac University, May 2002,

ACADEMIC AND TEACHING EXPERIENCE

Western Connecticut State University, Ancell School of Business
Associate Professor, Department of Management
Undergraduate level course on Organizational Behavior
Undergraduate level (core capstone) course on Strategic Management
Graduate level course on International Business (Asia Pacific Perspectives) in Taipei, Taiwan
2017 – present

Quinnipiac University, Lender School of Business
Visiting Instructor, Department of Management
Undergraduate level course on Management and Organizational Behavior
Spring 2009

University of Massachusetts, Eugene M. Isenberg School of Management
Teaching Assistant, Department of Strategic Management
Undergraduate level (core capstone) course on Strategic Management
2006 – 2010

University of Massachusetts, Eugene M. Isenberg School of Management
Research Assistant, Department of Strategic Management
Theory generating, research design, preliminary data collection (experimental) and analysis on
various research projects.
2004 – 2010
RESEARCH INTERESTS

Strategic Management, Entrepreneurship, Small and Medium Size Enterprises, Service Firms, Innovation, Organizational Behavior

PUBLISHED RESEARCH


CONFERENCE PRESENTATIONS


“What happens when there is a new guy at work? Tackling the problem of tacit knowledge through social networks”. Presented at Eastern Academy of Management (EAM) Meeting, Portland, Maine: June 2020.

“Building student futures through career skills and experiential learning”. (with Kathleen Lindenmayer, Western Connecticut State University, and Debra Manente, Western Connecticut State University). Faculty Advisory Committee (FAC) Annual Conference, Danbury, Connecticut: 2020.


“Globalization in the Strategic Management Discourse: An Evaluation through the Resource Based View and Transaction Cost Economics Theory”. (with Mzamo P. Mangaliso, University of Massachusetts and Elizabeth Crosby, University of Massachusetts). Presentation at...
International Academy of Business Disciplines (IABD) Conference, San Diego, CA: April 2006. (Presented by Elizabeth Crozby.)

RESEARCH IN PROGRESS

“SMEs Marketplace for International Expansion”. In progress.

“The Impact of Customer Contact Personnel on Innovation in Service Firms” (with Bruce Skaggs). In progress.

“The Impact of Top Level Management on Innovation in Service Firms”. In progress.

“The Impact of Human Capital on Information Processing in Service Firms”. In progress.

“The Impact of Autonomy and Customer Contact Personnel on Innovation in Service Firms”. In progress.

PROFESSIONAL AFFILIATIONS

• Academy of Management (AOM)
• Eastern Academy of Management (EAM)
• Management & Organizational Behavior Teaching Society
• The PhD Project
• Beta Gamma Sigma (BGS)
• Designing Your Life (Stanford University)

ACADEMIC SERVICE

Conferences
• Outstanding Reviewer Award as reviewer for Eastern Academy of Management (EAM) Meeting, May 2022
• Reviewer for Eastern Academy of Management (EAM) Meeting, May 2021
• Reviewer for Eastern Academy of Management (EAM) Meeting, June 2020
• Reviewer for Eastern Academy of Management (EAM) Meeting, May 2019
• Reviewer for Eastern Academy of Management (EAM) Meeting, May 2009
• Reviewer for Academy of Management Annual Meeting (AOM), August 2008
• Reviewer for Eastern Academy of Management (EAM) Meeting, May 2007
• Reviewer for Eastern Academy of Management (EAM) Meeting, May 2006

Journals
• Reviewer for Journal of Small Business Strategy, 2020
• Reviewer for Journal of Management Research, 2022
UNIVERSITY SERVICE

- **Member**, Enrollment Management Committee (Fall 2022-present)
- **Member**, Student Life Committee (Fall 2022-present)
- **Member**, Library Services Policy Committee for WCSU (Spring 2021-present)
- **Chair**, LGAC Groups and Teams Committee for Ancell SOB (Fall 2017-present)
- **Chapter advisor**, Beta Gamma Sigma (BGS) at Ancell SOB (Fall 2018-present)
- **Member**, LGAC Global and Ethical Committee (Fall 2021-present)
- **Chair**, Applied Learning Working Group (Fall 2019-present)
- **Member**, Life Design at WCSU Career Success Center (Summer 2019-present)
- **Member**, General Education Assessment Ad Hoc Committee (2022)
- **Member**, General Education Working Committee (Summer 2022)
- **Member**, Summer Working Group: First Year Experience (Summer 2022)
- **Presented**, Ancell Day at WCSU (September 2022)
- **Member**, ASB Task Force on Student Engagement (Fall 2021-Spring 2022)
- **Member**, Big Data Working Group for Ancell SOB (Fall 2018-Spring 2019)
- **Co-Organized**, Soochow University visit to Ancell SOB (March 2019-April 2019)
- **Presented**, Ancell Day at WCSU (September 2022)
- **Presented**, Ancell Club Showcase at WCSU (September 2020)
- **Presented**, Ancell Day at WCSU (September 2019)
- **Presented**, WCSU "Going International" Fair (February 2019)
- **Co-Organized**, Ancell SOB Guest Lecture (November 2018)
- **Presented**, WCSU EA²P (Educational Achievement & Access) Program (July 2018)
- **Presented**, WCSU Accepted Students Day (April 2018)
- **Attended**, WCSU Department Chairpersons’ Meeting (March 2018)

PUBLIC SERVICE

*Alumni Advisor*, for the University of Massachusetts in Amherst, MA
*Alumni Volunteer*, for Quinnipiac University in Hamden, CT
*Volunteer*, Junior Achievement (JA) at Booth Hill Elementary School in Shelton, CT (May 2019)

REFERENCES

Tracey Riley, Ph.D.
Director of MS in Accounting Programs, Acting Chair of the Accounting Department, Associate Professor of Accounting, Department of Accounting
Sawyer Business School
Suffolk University – Boston
triley@suffolk.edu
Phone: (617) 994-4276
Bruce C. Skaggs, Ph.D.
Professor and Chair, Department of Management
Isenberg School of Management
University of Massachusetts – Amherst
bskaggs@isenberg.umass.edu
Phone: (413) 545-5684

Lisa A. Keller, Ed.D.
Associate Professor, Department of Educational Policy, Research & Administration
College of Education
University of Massachusetts – Amherst
lkeller@educ.umass.edu
Phone: (413) 545-1528/545-3610
HASAN T. ARSLAN, Ph.D.

EDUCATION

2008  Ph.D. in Criminal Justice
Sam Houston State University (Huntsville, TX)

Concentration: Policing & Terrorism & Homeland Security

Dissertation Title: “The Social and Operational Intersections of Eco-terrorism in North America and Europe”

2000  Law Degree
Marmara University Law School (Istanbul, Turkey)

CERTIFICATIONS

2019  Title IX Officer Certificate – State of CT
2016  FBI Citizen Academy – New York City, NY
2016  The National Institutes of Health (NIH) Office of Extramural Research Certificate
2015  International Managers of Police Academy and College Training (IMPACT) – Chicago, IL
2014  Teaching Effectively Online Seminar (Pace University) – New York
2011  Women in Criminal Justice – Springfield, MA
2006  Chinese People’s Public Security University – Beijing, CN (Central Beijing Campus)
2006  ASIS International Conference (Philadelphia, PA) – security certificate on WMDs.
2003  Escola de Policia de Catalunya (Barcelona, ES) Mossos D’Esquadra Police Training Center of Catalonia
ACADEMIC EXPERIENCE

Program Coordinator – Master of Science in Homeland Security Master’s Program Online – Justice and Law Administration Division, Western Connecticut State Univ. Fall 2022 –

Associate Professor – Justice and Law Administration Division, Western Connecticut State Univ.
Fall 2018 –

Assistant Professor – Criminal Justice and Security Department, Pace University
Fall 2012 – Fall 2018
  UNDERGRADUATE level criminal justice related courses at the Dyson College
  GRADUATE level homeland security-related courses at the Master of Arts (MA) in Management for Public Safety and Homeland Security Professionals, Dyson College

Assistant Professor – Department of Criminal Justice and Sociology, Western New England Univ.
Fall 2010 – Spring 2012
  Undergraduate level introductory courses at the College of Arts and Science

Visiting Assistant Professor – Henry C. Lee College of Criminal Justice and Forensic Sciences, University of New Haven
Fall 2009 – Fall 2010
  Undergraduate level research methods, introduction to CJ and organized crime courses

Adjunct Faculty – College of Criminal Justice, Sam Houston State University
Fall 2008 – August 2009
  Undergraduate level research methods and organized crime.

Doctoral Teaching Fellow – College of Criminal Justice, Sam Houston State University
Fall 2007 – December 2008
  Undergraduate level research methods and organized crime.
PREVIOUS EMPLOYMENT EXPERIENCE

Project Coordinator – Institute for the Study of Violent Groups (ISVG)
January 2009 – Fall 2010
Led a special collective data entry project on various areas at the research institution. Senior research analyst on organized crime.

Assistant Director (in charge of Terrorism-Related Events) – Institute for the Study of Violent Groups (ISVG), Sam Houston State University
September 2007 – January 2009
Worked in a terrorism research center at SHSU that employs more than 30 people for open source data collection and analysis for dissemination to law enforcement and criminal justice agencies. Duties include monitoring the data collection/entry and direct supervision of 20 undergraduate/graduate students. Responsible for writing and maintaining the ISVG entry manual, training all ISVG new employees for data collection and scheduling their work hours.

Project Coordinator – ISVG & START (Global Terrorism Database) Projects, Sam Houston State University & University of Maryland
August 2008 – November 2008
Planned and supervised a three-year data collection, cleaning, and dissemination program for the U.S. Department of Homeland Security's National Consortium for the Study of Terrorism and the Study of Terrorism (START) at the University of Maryland.

Project Manager – Institute for the Study of Violent Groups (ISVG), Sam Houston State
August 2004 – September 2007
Duties include monitoring the data collection/entry and direct supervision of 20 undergraduate/graduate students. Responsible for writing and maintaining the ISVG entry manual, training all ISVG new employees for data collection and scheduling the work hours.

Research Associate – Institute for the Study of Violent Groups (ISVG), Sam Houston State
March 2002 – August 2004
Conducted research on terrorism/extremist groups, transnational crime, and transnational organized crime using open source information. Compiled and analyzed data on more than 45 terrorist groups for a book titled “Extremist groups: an international compilation of terrorist organizations, violent political groups, and issue-oriented militant movements” 2nd Ed. [https://trove.nla.gov.au/work/11460423?selectedversion=NBD25527502]
# TEACHING EXPERIENCE

**Western Connecticut State University (Westside campus - Danbury, CT)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester(s)</th>
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<tbody>
<tr>
<td>JLA 100</td>
<td>Introduction to Criminal Justice</td>
<td>Fall 18-19 / Spring 19</td>
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<tr>
<td>JLA 198</td>
<td>Introduction to JLA First Year</td>
<td>Fall 21</td>
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<tr>
<td>JLA 201</td>
<td>Criminology</td>
<td>Fall 18-19-20 / Spring 19-20</td>
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<td>JLA 212</td>
<td>Police and Social Order</td>
<td>Spring 21</td>
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<tr>
<td>JLA 260</td>
<td>Principles of Emergency Management &amp; Homeland Security</td>
<td>Spring 20-21-22; Fall 21-22</td>
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<tr>
<td>JLA 322</td>
<td>Global Human Trafficking and Sex Slavery</td>
<td>Summer 20</td>
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<tr>
<td>JLA 347</td>
<td>Justice Issues in Domestic &amp; International Terrorism</td>
<td>Fall 19; Spring 20-22</td>
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<tr>
<td>JLA 400</td>
<td>Research Methodology</td>
<td>Fall 19-20-21-22; Spring 19-20-21-22</td>
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**Pace University (Pleasantville / NYC)**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CRJ 245</td>
<td>Organized Crime</td>
<td>Spring 13-14</td>
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<tr>
<td>CRJ 245</td>
<td>Organized Crime ONLINE</td>
<td>Summer II 13-14-15-16-17-18</td>
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<tr>
<td>CRJ 342</td>
<td>Criminal Profiling</td>
<td>Fall 14-15 / Spring 15-17-18</td>
</tr>
<tr>
<td>CRJ 346</td>
<td>Terrorism and Society</td>
<td>Fall 12-13-14-15-16-17 / Spring 12-13-14-15-16-17-18</td>
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<tr>
<td>CRJ 346A</td>
<td>Terrorism and Society I-Pace ONLINE</td>
<td>Fall 13 / Spring 15-16-17-18</td>
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<tr>
<td>CRJ 605</td>
<td>Public Sector Policy Analysis</td>
<td>Spring 13-14-15-16-17-18</td>
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<tr>
<td>CRJ 630</td>
<td>Intelligence Gathering Strategies</td>
<td>Fall 12-13-14-15-16-17</td>
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**Western New England University (Springfield, MA)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Semester(s)</th>
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<tbody>
<tr>
<td>CJ 101</td>
<td>Introduction to Criminal Justice (ONLINE &amp; in-class)</td>
<td>Fall 2010 / Spring 2011-12</td>
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<tr>
<td>CJ 218</td>
<td>Police and Society</td>
<td>Fall 2010</td>
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<tr>
<td>CJ 301</td>
<td>Research Methods</td>
<td>Spring 2011</td>
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**University of New Haven (West Haven, CT)**

<table>
<thead>
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<tr>
<td>CJ 100</td>
<td>Introduction to Criminal Justice</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>CJ 250</td>
<td>Scientific Methods in Criminal Justice</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>CJ 452</td>
<td>Special Topics (Organized Crime)</td>
<td>Spring / Summer II 2010</td>
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**Sam Houston State University (Huntsville, TX)**

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<tr>
<td>CJ 468</td>
<td>Organized Crime</td>
<td>Fall 2008 / Summer I 2009</td>
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<tr>
<td>CJ 478</td>
<td>Intro to Research Methods</td>
<td>Fall 2007 / Spring 2008-09</td>
</tr>
</tbody>
</table>
RESEARCH INTERESTS

- Data-driven topics in criminal justice and homeland security
- Policing - Officer-Involved Shootings & SHOT DB
- Homeland Security [Intelligence, Terrorism, Organized Crime]
- Civilian-Military Relations [politics]

RESEARCH & PUBLICATIONS


* Student co-author
PUBLISHED RESEARCH / REVIEW


REFERRED BOOK CHAPTERS


PROFESSIONAL CONFERENCE PROCEEDINGS (PUBLISHED)


WORKS IN PROGRESS


PROFESSIONAL PRESENTATIONS

DOMESTIC CONFERENCES (REFERREED)

“Celebrity Murders: Fatal Obsessions” – Anticipated to present on March 14-18 2023 at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in National Harbor, MD.


“Bullets Targeting Faith: An Analysis of Mass Shootings Against Religious Institutions” – Presented with Vesna Markovic from Lewis University on March 18, 2022 at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in Las Vegas, NV.

“The Politicization of The Police: The Turkish Case” – Presented with Kadir Akyuz from University of Bridgeport on November 20, 2020 at CrimCon 2020 conference via Online Stream.

“The Politicization of Police: The Turkish Case” CANCELLED; would be presented with Kadir Akyuz from University of Bridgeport on March 28, 2020 at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in San Antonio, TX.

“Bullets Targeting Faith: An Analysis of Mass Shootings Against Religious Institutions” – CANCELLED; would be presented with Vesna Markovic from Lewis University on March 27, 2020 at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in San Antonio, TX.

“Trains, Planes, and Automobiles: Human Trafficking in the Making” – CANCELLED; would be presented with Michael A. Palazzi (WSP USA) on March 26, 2020 at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in San Antonio, TX.

“Analysis of the Temporal Factors of Mass Shootings in the United States” – CANCELLED; would be presented with undergraduate students: Liliana Meleshkewich (WCSU) and Marcello Confeiteiro (WCSU); Dr. Rainer Kroll, Western Connecticut State University on March 25, 2020 at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in San Antonio, TX.

“An Examination of Ecological Variation of Police Shootings in terms of Police Use of Force Policies” – Presented with Rainer Kroll and Tom Miller from WCSU on November 2019, at the American Society of Criminology (ASC) in San Francisco, CA.


“Analyzing the Dabiq magazine: The Language and the Propaganda Structure of ISIS” – Presented with Dr. Halil Bisgin and Yusuf Korkmaz (graduate student) from University of Michigan-Flint on July 09 and 12, 2019 at the International Conference on Social Computing, Behavioral-Cultural Modeling and Prediction and Behavior Representation in Modeling and Simulation (SBP-BRIMS 2019), George Washington University, Washington, D.C.
“Disrupting Human Trafficking: A Supply Chain Approach.” – Presented with Ahmet Ozkul from University of New Haven and Michael Palazzi from WSP Global Inc. on April 5, 2019 at the Northeastern Decision Sciences Conference (NEDSI), Philadelphia, PA.

“Decoding the Language and the Patterns in the ISIS Magazine Dabiq” – Presented with Dr. Halil Bisgin from University of Michigan-Flint on March 27, 2019, at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in Baltimore, MD.

“Bullets and Wounds: Lawsuits against the Law Enforcement” – Presented on October 12, 2018, at the International Criminology Conference in Washington, D.C. [The Historic Quaker Meeting House].


“Bullets and Lawsuits: Civil Litigations after Police Shootings” – Presented with undergraduate student Lisdy Contreras-Giron from Pace University on February 15, 2017, at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in New Orleans, LA.

“Perverted Justice: Understanding the ‘Grooming’ from the Online Chat Logs and the Use of Technology” – Presented with graduate student Emily Erb from Pace University on October 20, 2017, at the International Criminology Conference in Washington, D.C. [Historic Whittemore House].

“The Eternal Recurrence of the Coups in Turkey” – Presented on March 21, 2017, at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in Kansas City, MO.

“SHOT: Student engagement in understanding Police Shootings in the United States” – Presented with Prof. Dan Farkas from Pace University on March 21, 2017, at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in Kansas City, MO.

“A Machine Learning Approach to Analyzing Officer-involved Shootings in the United States” – Presented with Prof. Murat Dundar from Indiana University-Purdue University Indianapolis on November 17, 2016, at the American Society of Criminology (ASC) in New Orleans, LA.

“Officer-Involved Shootings in the Western Region of the U.S.” – Presented on March 31, 2016, at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in Denver, CO.


“Police Behavior and Decision Making During a Deadly Encounter” – Presented with Dan Farkas, PhD from Pace University on March 7, 2015, at the Academy of Criminal Justice Sciences Annual Meeting (ACJS) in Orlando, FL.

“Online predators: A behavioral analysis of their chat logs” – Presented on February 8, 2015, at the American Association of Behavioral and Social Sciences Annual Meeting (AABSS) in Las Vegas, NV.

“Building a National Police Shootings Database” – Presented with Dan Farkas from Pace University on February 21, 2014, at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Philadelphia, PA.

“Antiabortion Violence: 40 Years after Roe v. Wade” – Presented with Chris Hale, PhD from Louisiana State University Shreveport on November 21, 2013, at the American Society of Criminology (ASC) Annual Meeting in Atlanta, GA.
“The Traces of Online Sex Predators in America” – Presented with Jeremy Braithwaite from University of California Irvine on March 21, 2013, at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Dallas, TX.


“Antiabortion Violence: 35 Years after Roe v. Wade” – Presented on March 11, 2009 at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Boston, MA.

“Macro-level Assessment of Terrorism in Turkey: From Vicious Circle to Virtuous Circle” – Presented on March 13, 2009 at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Boston, MA.

“Eco Terrorism in Europe: The Targets of radical Environmental and Animal Rights Violence” – Presented on March 11, 2008 at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Cincinnati, OH.


“An Analysis of PKK Attacks after the War in Iraq” – Presented on March 17, 2007 at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Seattle, WA.

“Researching Terror: The Importance of Model Development” – Presented on March 17, 2007 at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Seattle, WA.

“Will it last? Assessing the Impact of Ceasefires on ETA Operations” – Presented on November 2, 2006 at the American Criminology of Science (ASC) Annual Meeting in Los Angeles, CA.


“Open Source Information for Counter-terrorism Analysis” – Presented on March 17, 2005 at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Baltimore, MD.

“An Analysis of Terrorist Activity in Europe” – Presented on March 4, 2004 at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting in Las Vegas, NV.

“Turkish Law Reform Conference” (as translator and interpreter) – Organized by South Texas College of Law on February 11, 2003, Houston, TX.
INTERNATIONAL / REFEREED CONFERENCES


“Motivation behind the Leadership in Turkish National Police” – Presented on September 2, 2006 at the 7th Asian Association of Police Studies (AAPS) Annual Meeting in Bangkok, Thailand.


“Turkish Criminal Justice System” – Presented on August 2004 at the 5th Annual Conference of the Asian Association of Police Studies (AAPS) in Huntsville, TX.

“Footprints on the Net” (video conference from Sam Houston State University) – Presented on April 2003 at the 1st International Computer Crimes Symposium in Ankara, Turkey.
LECTURES & PANELS

UNIVERSITY LECTURES / PANELS


Mar 16, 2017. “Violence and Peace in Islam” – Guest panelist – for The Dr. Reza and Georgianna Clifford Khatib Chair in Comparative Religion Ninth Annual at St. Joseph’s College (Patchogue, NY)

Sep 19, 2016. “National Security and its Challenges for Constitutional Democracies: The US and Turkish Perspectives” – Panelist – St. John’s University (Staten Island, NY)

Apr 6, 2016. “Challenges in the Middle East: The Impact on Local and Global Communities” – Panelist – at Ohio State University (Columbus, OH)


Apr 30, 2012. “Turkish Deep State ‘Ergenekon’ and the Eternal Reoccurrence of Military Coups” – Panelist – at the Turkey as a Rising Star Panel at Quinnipiac University (Hamden, CT)


Apr 20, 2010. “Eco-terrorism Networks” and “Terrorism in the Western Africa” conference – Lecturer – the US Naval Academy (Annapolis, MD)

Feb 19, 2008. “A New Approach to New Terrorism” – Presenter – at the Religion and Violence: The Role of Religion in the Age of Violence at Texas A&M University (College Station, TX)

Feb 15, 2007. “Teaching Terrorism to Undergrads” – Lecturer – at the High School Criminal Justice Instructors Training (HSCJIT) Seminar at Sam Houston State University (Huntsville, TX)

Apr 05, 2006. “When is Violence Justified? Christian, Jewish and Muslim Perspective” – Panelist – at the University of Texas (Austin, TX)

Apr 2005. “Diversity, religion and violence” – Lecturer – at the 1st Annual Diversity Leadership Conference at Sam Houston State University (Huntsville, TX)
INVITED SPEECHES & PRESENTATIONS

Mar 04, 2021. “American Criminal Justice System” organized by **Turkish Cultural Center New Jersey**. Via Zoom – Broadcasted on Youtube in Turkish: [https://www.youtube.com/watch?v=QtffXi7KgAQ](https://www.youtube.com/watch?v=QtffXi7KgAQ)

Dec. 03, 2020. “American Criminal Justice System” organized by **Fountain Academy Youth Program & Turkish American Society of Chicago**. Venue: Zoom.

Jun 12, 2020. “SHOT: A data-driven approach to officer-involved shootings” – Presenter with Daniel Farkas from Pace University (NY) at Lunch & Learn! Event organized by **RS21 Data Technology Company** via ZOOM.


May 21, 2019. “Iftar and Dialogue” – Speaker at Interfaith Dinner Organized by All Souls Parish Presbyterian Church, St. Paul’s Lutheran Church Congregation KTI & Peace islands Institute at **All Souls Parish Presbyterian Church**, (Port Chester, NY).


May 25, 2016. “Countering Violent Extremism” – **William K. Sanford Town Library** (Albany,
Mar 17, 2016. “Looking at Radicalization through Film and New Media” – Jacob Burns Film Center (Pleasantville, NY)


Jan 16, 2016. “ISIS is NOT Islam!” – Scarsdale Baptist Community Church (Scarsdale, NY)

Dec 05, 2015. “ISIS is NOT Islam! Confronting the Cancer of Fundamentalist Terror” – Our Lady of the Miraculous Medal Church (Wyandanch -Long Island, NY)


May 28, 2015. “Islam, ISIL and Extremism” – Chappaqua Library (Chappaqua, NY)


Nov 09, 2011. “Democratization of Turkey” – Keynote Speaker – 4th Annual Friendship Dinner at the Four Seasons Hotel (Boston, MA)


**GRANTS AWARDED**

1) **2022-2023 CSU-AAUP Faculty Research Grant Award, 2022** ($2,500)

2) **CT Open Educational Resources (OER) Grant Program Award, 2022** ($1000)

3) **CT Open Educational Resources (OER) Grant Program Award, 2020** ($1000)
   “Book adoption [Open Digital Textbook Access] for JLA400 Research Methods course” Sponsored by Connecticut OER Coordinating Council (Fall 2020)

4) **2019-2020 CSU-AAUP Faculty Research Grant Award, 2019** ($2,500)

5) **Faculty Scholar Research Program, 2017** ($5,450)
   Arslan, H. T. (Principal Inv.), “Statistics Help Officer Training (SHOT) Database,” Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

6) **Faculty Scholar Research Program, 2016** ($3,150)
   Arslan, H. T. (Principal Inv.), “Officer-involved Shootings in the United States,” Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

7) **Faculty Scholar Research Program, 2015** ($3,150)
   Arslan, H. T. (Principal Inv.), “Preliminary Analysis on Police Decision-Making in Use of Force Policies,” Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

8) **Faculty Scholar Research Program, 2014** ($3,150)
   Arslan, H. T. (Principal Inv.), “Spatial Analysis of Police Behavior in the United States,” Sponsored by Office of the Provost and Executive Vice President for Academic Affairs, Pace University, (Full academic year).

9) **Student-Faculty Research Grant, summer 2017** ($1,250)

10) **Student-Faculty Research Grant, 2017** ($1,250)
    Arslan, H. T. (Principal Inv.) & Mendez, B. (Supporting), “Impaired Justice: Mentally Ill and Police Use of Force Policies,” Sponsored by Student Academic Engagement, Pace University, (Full academic year).
11) **Student-Faculty Research Grant, 2016** ($1,250)

Arslan, H. T. (Principal Inv.) & Green, C. P. (Supporting), "Violence Against the LGBQT in the United States," Sponsored by Student Academic Engagement, Pace University, (Full academic year).

12) **Society of Fellows Faculty Summer Research Grant, 2016** ($1,000)

"Deadly Use of Force Policies in the U.S." Dyson College, Pace University

13) **Student-Faculty Research Grant, 2015** ($1,250)

Arslan, H. T. (Principal Inv.) & Gellos, N., (Supporting), "A Study of Incidents of Police Shootings and Officer Behavior," Sponsored by Pace University Provost Office, Pace University, (Full academic year).

14) **Student-Faculty Research Grant, 2014** ($1,250)

Arslan, H. T. (Principal Inv.) & McClain, C., "Police Shootings in California between 2000 and 2010" Sponsored by Pace University Provost Office, Pace University, (Full academic year).

15) **Student-Faculty Research Grant, summer 2013** ($1,250)


16) **Verizon-Thinkfinity Grant Recipient, 2013** ($7,050)

"Statistics Help Officer Training Database (SHOT)" – Sponsored by Pace University and Verizon Foundation (Full academic year).
FEDERAL GRANTS APPLIED FOR BUT NOT AWARDED

- **U.S. DHS 2020 Targeted Violence and Terrorism Prevention (TVTP) Program with Turkish Cultural Center New York.** “Developing Counter-narratives Through Interfaith, Media Literacy And Awareness Training” GRANT13144505.
  
  **Amount:** $300,000 for two years. **Contribution:** Principal Investigator.

  
  **Amount:** $3 million for three years. **Contribution:** Data analyst (Consultant).

  
  **Amount:** $221,495 for two years. **Contribution:** Principal Investigator.

- **National Science Foundation (NSF) Proposal ID: 1623772** – Confessing to Crime Show Obsession: Criminal Justice Students Who Base Their Futures on Fiction? Is the CSI Effect to Blame?
  
  **Amount:** ? **Contribution:** Co-Principal Investigator.

  
  **Amount:** $472,000 for two years. **Contribution:** Principal Investigator.
AWARDS

- **Council on Undergraduate Research (CUR), Posters on the Hill contest, 2015**
  Honorable Mention, research entitled “U.S. Police Shootings in the 21st Century by Natalie Gellos” [Submission ID#216237]. Faculty Mentor: Hasan Arslan

- **3rd Dyson College Annual Research Day, 2015**
  Best presentation in Humanities category for “Online Predators: A Behavioral Analysis of their Chat Logs”, Pace University

- **Noblis Innovations Award - Harvard University John F. Kennedy School of Government, 2007**
  The Open Source Terrorism Modeling Program at ISVG, 2nd place for the 2007 Noblis Innovations in Homeland Security Award (nationwide) out of top five finalists.

- **Study Abroad Summer Scholarship**, College of Criminal Justice (SHSU), **2003-2004**

- **Graduate Studies Scholarship**, College of Criminal Justice (SHSU), **2002-2003**

SERVICE ACTIVITIES

**WESTERN CONNECTICUT STATE UNIVERSITY** [university & college & departmental levels]
- CCSU Employability Self-Assessment Study (Project Assistant)
- JLA '305-310 course merger' subcommittee (member)
- JLA '4-credit-course' subcommittee (member)
- JLA 'Crime Analysis Certificate' committee (member)
- JLA Program Assessment Committee (member)
- JLA By-Law Subcommittee (member)
- JLA Distant Online Evaluation Subcommittee (member)
- JLA Homeland Security track option Subcommittee (member)
- JLA Website Design and Research Development Consortium Subcommittee (president)
- WCSU General Education Committee
- WCSU Committee For Policy Research (member)
- WCSU Diversity and Equity Council (member)
- WCSU Graduate Council (member)
- WCSU Western Research Day – Judge
**PACE UNIVERSITY (2012-2018) [university & college & departmental levels]**

- Provost and Executive Vice President for Academic Affairs Search Committee
- Associate Provost in charge of International Office and Programs Search Committee
- Westchester Task Force for Retention and recruitment at PLV campus [representing member of Dyson College]
- Faculty Concern Committee, Dyson College
- Curriculum Committee, Dyson College
- Westchester Faculty Academic Resources Committee
- Nominations Committee, Dyson College (PLV campus)
- Faculty Search Search/Hiring Committee – Master of Public Administration Program
- Faculty Search Search/Hiring Committee – Criminal Justice & Security Department
- Department Assessment Committee – Criminal Justice & Security Department
- Capstone Project, Faculty Advisor
- Graduate Master Thesis, Faculty Mentor
- Muslim Student Organization, Faculty Advisor
- Liaison between Pace Law School and The High Council of Judges and Prosecutors of Turkey (HSYK) in 2013
- Convocation, Graduation, Open Houses, Orientations, & Award Ceremonies (2012-present) about six per year, Participant.

**WESTERN NEW ENGLAND UNIVERSITY (2010-2012) [departmental level]**

- Diversity Task Force Team, *member*
- Luxton Lecture Series, *coordinator*
- Criminal Justice Honor Society, *advisor*
- Criminal Justice Association (CJA), *advisor*
- Turkish National Police Training & Special Programs, *liaison*

**SERVICE TO PROFESSION**

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<td>2017 - 2018</td>
<td>FBI Citizen Academy Alumni Organization, <em>Event Organization Committee</em></td>
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<td>2016 - 2018</td>
<td>Dyson Society of Fellows (SOF), <em>Board member</em></td>
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<td>2016</td>
<td>U.N. Conference on &quot;Role of Interfaith Education on Conflict Prevention and Sustainable Peace&quot;</td>
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COMMUNITY SERVICE

2020 – 2021 Westchester County (NY) Interfaith Religious Groups – represented the Peace Islands NY as PIINY Board Member

2017 – 2019 “Midnight Run” – Charity event organized by Woodlands Community Temple in White Plains, NY, during Christmas Night to distribute food, clothing, blankets and personal care items to the homeless poor on the streets of New York City, Volunteer.

2015 – 2017 Westchester-Rockland Junior Science and Humanities Symposium Behavioral Science Judge, Crozier, NY

2012 – 2017 Developed relationship with Jewish (particularly American Jewish Council –AJC) and Christian Community groups in Westchester County (NY) as part of Inter-Faith Dialogue Community outreach programs (2012-2017), Program Coordinator and Community Outreach

2010 - 2012 Hampden Charter School of Science, Board Member, Chicopee, MA

2010 Hampden Charter School of Science, Science Fair, Behavioral Science Judge, Chicopee, MA

2003 Houston Science Fair, Environmental Engineering Judge, Houston, TX

2002 Houston Science Fair, Behavioral Science Judge, Houston, TX

PROFESSIONAL ASSOCIATES & MEMBERSHIPS

2015 - Council on Undergraduate Research (CUR)
2015-16 International Association of Chiefs of Police (IACP)
2015-16 American Association of Behavioral and Social Sciences (AABSS)
2004- Academy of Criminal Justice Sciences (ACJS) – Policing / International Dvsn
2006-14-16-18 American Society of Criminology (ASC)
2006-07 Asian Association of Police Studies (AAPS)
2005-07 American Society of Industrial Security (ASIS International)
2003-04 Southwestern Association of Criminal Justice (SWACJ)

LANGUAGES

Turkish (native); English (fluent)
Yaseen Hayajneh, Ph.D., MPH, RN
Associate Dean, Ancell School of Business
Associate Professor, Health care Management, Management Department
Coordinator, Master of Health Administration (MHA) Program
Ancell School of Business, Western Connecticut State University, CT, USA

Contact Information

Education

Work Experience

Western Connecticut State University, Connecticut, USA
Jumeira University, Dubai, UAE
University Hospital Sharjah, UAE
University of Sharjah, UAE
Jordan University of Science and Technology, Jordan
Montana Tech of the University of Montana, Montana, USA
King Abdullah University Hospital, Jordan
Chatham Oaks, Iowa, USA
The University of Iowa Hospitals and Clinics, Iowa, USA
The University of Iowa, Iowa, USA

Scholarly and Creative Activity

Publications in Peer Reviewed Journals
Conference Presentations and Papers
Research Reviewer
Theses Supervised
Graduation Projects
Book
Media Interviews

Courses I Teach/Taught

Conferences, Workshops, Seminars, and Webinars

Committees

Curriculum Development & Review Experience

Speeches & Presentations

Computer Skills
Contact Information

- Member of
  - the American College of Healthcare Executives
  - the Association of University Programs in Health Administration
  - Member of the American Association of University Professors

Education

- 2003 - 2004: Postdoctoral Training in Healthcare Informatics, University of Iowa Health Informatics Program. University of Iowa, Iowa, USA.

- 1995 - 2000: Doctor of Philosophy Degree in Nursing Services Administration with a minor in Hospital Organization and Management. The University of Iowa, College of Nursing and College of Public Health, Department of Health Management and Policy, The University of Iowa. Iowa, USA.
  Dissertation: Identification of the influence of organizational variables on hospital staff nurses' job performance.

- 1991-1994: Master's in Public Health, Health Services Administration, Jordan University of Science and Technology, College of Medicine, Department of Public Health.
  Master's Thesis - The effect of type of hospital and health insurance on hospital length of stay in Irbid, North Jordan.

- 1987-1991: Baccalaureate in Nursing, Jordan University of Science and Technology, College of Nursing.
Work Experience

Western Connecticut State University, Connecticut, USA
- Associate Dean, Ancell School of Business (2022 - current)
- Associate Professor, Management Department, Ancell School of Business (2017 - current).
- Coordinator of the Master of Health Administration Program (MHA) (2017 - current).
- Coordinator of the Master of Business Administration Program (2018 - 2022).
- Chair of the Graduate Learning Goals Assessment Committee (2018 - current).
- Chair of the University Graduate Catalog Committee (2018 - 2020).
- Member of the University Graduate Council (2017 - current).
- Member of the University Planning and Budgeting Committee (2019 - 2020).
- Member of the University Graduate Curriculum Committee (2020 - 2022).
- Member of the AAUP Minority Recruitment and Retention Committee (2020 - current).
- Member of the University Committee on Online Education (2019 - 2021).
- Chair of the Graduate Planning Curriculum Committee, School of Business (2022 - current).
- Member of the Graduate Planning Curriculum Committee, School of Business (2017 - current).
- Member of the Advisory Board of the Center for Excellence in Learning and Teaching (2017 - 2020).
- Member of the Chairs and Coordinator team of the Ancell School of Business (2017 -).

Jumeira University, Dubai, UAE
- Chief Academic Officer (2014-2017)

University Hospital Sharjah, UAE
- Chief Operating Officer (2012-2014)
- Member of Board of Trustees (2012-2014)
- Acting Director of Nursing (2013-2014)
- Health Informatics Consultant and Director of Information Technology (2008-2010)

University of Sharjah, UAE
- Assistant Professor, Health Services Administration Department (2008-2012)
- Adjunct Faculty, Health Services Administration Department (2012-2014)

Jordan University of Science and Technology, Jordan
- Chairman, Health Services Administration Department, School of Medicine (2002-2003 and 2005-2008)
- Assistant Professor, Health Services Administration Department (2002-2003 and 2005-2008)
- Assistant Professor, Community Health Department, School of Nursing (2000-2003 and
2005-2008)
- Teaching and Research Assistant, School of Nursing (1993-1995)

Montana Tech of the University of Montana, Montana, USA
- Assistant Professor, Healthcare Informatics Department. (2004-2005)
- Adjunct Online Instructor, Healthcare Informatics Department. (2005-2006)

King Abdullah University Hospital, Jordan
- Associate Director and Chief Operating Officer, King Abdullah Univ Hospital, Jordan (2000-2003)

Chatham Oaks, Iowa, USA
- In-Charge Registered Nurse, Chatham Oaks, for residential & supported community living services. Iowa City, Iowa. (1998-1999).

The University of Iowa Hospitals and Clinics, Iowa, USA

The University of Iowa, Iowa, USA
- Teaching and Research Assistant, College of Nursing, University of Iowa, Iowa, USA (1995-2000).
Scholarly and Creative Activity

Publications in Peer Reviewed Journals


Conference Presentations and Papers


- Hayajneh Y, and Zaghloul A. (2012). Barriers to the Adoption of Health Information Technology in Arab Countries' Hospitals: Practitioners' Perspective. The 24th International Conference of the European Federation for Medical Informatics Quality of Life through Quality of Information – J. Mantas et al. (Eds.) August 2012.


- Hayajneh Y. (2011). Barriers to HIT Utilization in Middle Eastern Hospitals. A presentation at the 2nd British University in Dubai Health Informatics Symposium supported by the Ministry of Health and Dubai Health Care City. Al Baraha Hospital, Dubai. 28 April 2011.


Research Reviewer


- Reviewer for the Perspectives in Psychiatric Care Journal.

Theses Supervised


- Turnover Rate Among Registered Nurses In Jordanian Hospitals: An Exploratory Study 2007-2008.


Graduation Projects

- Adoption of Information Technology by Physicians In Ras Al Khaimah, Mariam Huamid, 2012

- Adverse Events in the UAE: Media Perspectives, Amna AlShehhi, Rawdha Saif, Marwa Hussain, 20720470, Mariam Yousif, 2012

- The Utilization of Facebook by Hospitals in USA, Amal Jobran Alsuwaidi, 2012

- The Use of Health Information Technology in Sharjah Private Hospitals. Amna Majid Alsuwaidi, and Eman Saleh Alteneiji. 2012


Book

- Student Member in the team that authored the first and second editions of the "Nursing
Outcomes Classification (NOC)” reference book.

**Media Interviews**

- Interviewed by CNBC to contribute to a documentary about the drivers of high spending on health care in the US.
  - Morabito, C. (2022). Why healthcare costs are rising in the U.S. more than anywhere else. CNBC; CNBC.

- Interviewed by CNBC to contribute to a documentary about health insurance in the US.
  - Morabito, C. (2022). How Americans can save money when choosing a health insurance plan. CNBC; CNBC.

- Interviewed by the News-Times newspaper to comment on the use of precision medicine as a new trend in health care delivery.

- Interviewed by the News-Times newspaper to comment on the local preparations to deal with COVID-19 pandemic.
## Courses I Teach/Taught

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Name</th>
<th>Level</th>
<th>University</th>
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<td>Graduate</td>
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<td>MGT 582</td>
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Conferences, Workshops, Seminars, and Webinars


- Training session on “Programme Review for Accreditation of Academic Programs in Trinidad and Tobago” by the Accreditation Council of Trinidad and Tobago. January 27, 2022.

- Operating Room Capacity Management Webinar. Lecturers: Leslie Barrett, President and COO, Novant Health Medical Park Hospital, and Janet Stifter, VP, Hospital Operations, Perioperative, and Interventional Services and Professional Nursing Practice at Rush University Medical Center. September 22, 2021.


- Leadership Virtual Summit. Co-hosted by the M3 Center for Hospitality Technology and Innovation, Muma College of Business, the University of South Florida. October 11-13, 2021.


- Emerging Cyberthreats, Malware, and Ransomware Webinar - Hosted by Infoblox on November 10, 2021.

- Five Things You Need to Know That Will Boost Your Recruiting Plans in 2022 Webinar-Hosted by GMAC Connect on December 7, 2021.


- The Future of Education, Statista, by Dr. Barbara A Blake, Dr. Michael T French, and Dr.
Margaret Scranton, Feb 5, 2021.


- The 34th EBES (Eurasia Business and Economics Society) Conference, Department of Economics, School of Economics, Business and International Studies, University of Piraeus, Athens, Greece, January 6-8th, 2021.


- CSCU OER Summit held during the week of October 5th 2020.


- Using next-generation Discussion Boards to boost online learning productivity, Thursday, August 6, 2020.


- Co-Presenter: Writing Learning Objectives using Bloom’s Taxonomy. Jumeira University Faculty Development Program, April 2015.

- 21st European Congress of Psychiatry, Nice, France. 6-9 April 2013. Hawamdeh S, AlMakhzoomy I, and Hayajneh Y. 1315–Screening and correlates of depression and hba1c in uae women with diabetes.

- INSEAD, Middle East Health Leadership Programme. 2013.

- 2nd RAKCON Scientific Nursing Conference held in Ras Alkaimah Medical and Health
- Sciences University (RAKMHSU) on March 31, 2012.
- 2nd British University in Dubai Health Informatics Symposium supported by the Ministry of Health and Dubai Health Care City. Al Baraha Hospital, Dubai. 28 April 2011. Presented: Barriers to HIT Utilization in Middle Eastern Hospitals.
- Presenter in “The Third Advising Workshop”. The University of Sharjah, College of Health Sciences, United Arab Emirates, March 2010.
- International Conference in Medical Education. Abu Dhabi-UAE, December 4-7, 2010.
- Quest for Excellence in Academic Advising Workshop. The University of Sharjah, College of Health Sciences, United Arab Emirates, November 2008.
- Presenter in The International Medical Informatics and Biomedical Engineering Symposium, IMIBE’06, held in Amman, Jordan. March 20-22, 2006.
- Presenter in The Third International Middle East Nursing Conference "NURSING IN THE 90’S: AN INTERNATIONAL PERSPECTIVE". College of Nursing at Jordan University of Science and Technology and the University of Windsor. April 24-25, 1994. Irbid, Jordan.
Committees

- Served as an External Expert Evaluator for the Accreditation Council of Trinidad and Tobago to review the application of the University of Trinidad and Tobago for a new online Masters in Health Administration - Masters in Public Health (MHA-MPH) Dual Program. Project completed in February 2022.

- Member of the Graduate Council, Western Connecticut State University, 2017 -

- Member of the Minority Recruitment and Retention Committee, Western Connecticut State University, 2021-2024 term.

- Member of university-level Graduate Curriculum Committee, Western Connecticut State University, 2020 -

- Chair of the Learning Goals Assessment Committee for Ancell Graduate Programs, Ancell School of Business, Western Connecticut State University, 2018 -

- Member of the Learning Goals Assessment Committee for Ancell Graduate Programs, Ancell School of Business, Western Connecticut State University, 2017 -

- A member of the Graduate Planning and Curriculum Committee, Ancell School of Business, Western Connecticut State University, 2017 -

- Chair of the university-level Graduate Catalog Committee, Western Connecticut State University, 2018 - 2020

- Member of the Chairs and Coordinators team of the Ancell School of Business, Ancell School of Business, Western Connecticut State University, 2017 -

- A member of the Advisory Board of The Center for Excellence in Learning and Teaching, Western Connecticut State University, 2017 - 2021

- Member of the University Planning and Budgeting Committee, Western Connecticut State University, 2019 - 2020

- Member of the University Committee on Online Education, Western Connecticut State University, 2019 - 2021

- Chair of the Advisory Group on Summer Curriculum-Related Activities, Western Connecticut State University, 2019.

- Member of the Advisory Group on Summer Curriculum-Related Activities, Western Connecticut State University, 2018.

- CHAIR. Student Affairs and Academic Advising Committee, College of Health Sciences, University of Sharjah, UAE., 2010 - 2012.

- CHAIR. Courses Schedule Committee, College of Health Sciences, University of Sharjah,
UAE., 2010 - 2012.


- CHAIR. Task Force to establish a Nursing Services Administration Masters' Program. Headed the task force for establishing the nursing services administration masters program at Jordan University of Science and Technology. 2005-2006.

- Program Evaluation and Quality Assurance Committee (Accreditation Committee). Member, Program Evaluation and Quality Assurance Committee (Accreditation Committee), College of Health Sciences, University of Sharjah, UAE.


- Student Assessment Committee. Member, Student Assessment Committee, College of Health Sciences, University of Sharjah, UAE.

- CHAIR, Medical Records Committee. Chair, Medical Records Committee, King Abdullah University Hospital, Irbid, Jordan. 2002-2003.


- Chairperson and member, several Committees for the mass screening and recruitment of hospital employees. At the time I joined the hospital, its staff was about twenty. By the time I left the hospital, its staff was 1105 FTEs. 2000-2003

**Curriculum Development & Review Experience**

- Served as an External Expert Evaluator for the Accreditation Council of Trinidad and Tobago to review the application of the University of Trinidad and Tobago for a new online Masters in Health Administration - Masters in Public Health (MHA-MPH) Dual Program. Project completed in February 2022.

- Developed the Higher Diploma in Education program at Jumeira University, 2016.

- Developed the Business Administration concentration in Accounting, Jumeira University,
- Developed the Business Administration concentration in Human Resource Management, Jumeira University, 2016.
- Head of the committee to develop the Master’s program in “Fiqh wa Oslolih”, Jumeira University, 2016.
- Developed the Health Services Administration program at Jumeira University, leading to program accreditation, 2013.
- Spearheaded the task force for the development and Nursing Services Administration Master’s program at Jordan University of Science and Technology, Jordan, 2006.
- A task force member to review and restructure the Health Services Administration program at the University of Sharjah, 2009.

**Speeches & Presentations**


- Writing Learning Objectives using Bloom’s Taxonomy. Jumeira University Faculty Development Program, April 2015.


- Emerging Technologies in Nursing and their Impact on Nursing Education, Practice and Research. In the 2nd RAKCON Scientific Nursing Conference held in Ras Alkhaimah Medical and Health Sciences University (RAKMHSU) on March, 31, 2012.

- Barriers to HIT Utilization in Middle Eastern Hospitals. 2nd British University in Dubai Health Informatics Symposium supported by the Ministry of Health and Dubai Health Care City. Al Baraha Hospital, Dubai. 28 April 2011.

- Extent of Use, Perceptions, and Knowledge of a Hospital Information System by Staff

- SWOT Analysis: A guide for strategic decision making. A workshop conducted for department and division managerial staff at King Abdullah University Hospital, June 12, 2001.

- The effect of type of hospital and health insurance on hospital length of stay in Irbid, North Jordan. in The Third International Middle East Nursing Conference "NURSING IN THE 90'S: AN INTERNATIONAL PERSPECTIVE". College of Nursing at Jordan University of Science and Technology and University of Windsor. April 24 - 25, 1994. Irbid, Jordan.

**Computer Skills**

- Expert in selection, deployment, and management of hospital electronic information systems.
- Expert user of MS Excel and other office applications.
- Expert in using Microsoft Project software.
- Expert in using Statistical Package for Social Sciences (SPSS).
- Microsoft Office applications and other productivity applications.
KIMBERLEE-ANN BRIDGES, Ed.D., RN-BC, CNL, CNE

EDUCATION:
Teachers College Columbia University · New York, NY May 2022
Doctorate in Nursing Education

Fairfield University · Fairfield, CT May 2012
Master of Science in Nursing · Clinical Nurse Leader Summa Cum Laude

Fairfield University · Fairfield, CT August 2003
Bachelor of Science in Nursing Magna Cum Laude

Sacred Heart University · Fairfield, CT May 1994
Bachelor of Science in Psychology

ACADEMIC EXPERIENCE:
2018 – Present Assistant Professor Western Connecticut State University, Department of Nursing · Danbury, CT
Undergraduate:
• NUR 235: Clinical Nursing Practice I
• NUR 255: Clinical Nursing Practice III
• NUR 335 Clinical Nursing Practice III
• NUR 374: Leadership and Management in Contemporary Nursing Practice

Spring 2018 Instructor, Special Appointment Western Connecticut State University, Danbury, CT
Undergraduate:
• NUR 235: Clinical Nursing Practice I
• NUR 374: Leadership and Management in Contemporary Nursing Practice

Fall 2017 Clinical Adjunct Instructor Western Connecticut State University, Danbury, CT
Undergraduate:
• NUR 255: Clinical Nursing Practice II at Danbury Hospital

Spring 2017 Instructor, Special Appointment Western Connecticut State University, Danbury, CT
Undergraduate:
• NUR 235: Clinical Nursing Practice I at Hancock Hall

2014-2016 Clinical Adjunct Instructor Western Connecticut State University, Danbury, CT
Undergraduate:
• NUR 201: Introduction to Physical Assessment
• NUR 235: Clinical Nursing Practice I at Hancock Hall
• NUR 255: Clinical Nursing Practice II at Danbury Hospital Surgical Unit

Service to the Department:
• 2018-present Department of Nursing Learning Resource Committee Member
  o Maintained and organized nursing skills and simulation labs.
• 2022- present Department of Nursing Undergraduate Committee Member
• 2021-present Department of Nursing Ad Hoc Simulation Committee (Founder)
  o Elected Chair
• 2022 Department of Nursing Next Generation NCLEX Work Group Member
  o Selected testing software that would mimic the Next Generation NCLEX
  o Resource for faculty to implement ExamSoft in their courses
• 2018-2022 Department of Nursing Faculty Affairs Member
  o Assisted with department bylaw revisions
  o Participated in the organization of department elections for coordinator and DEC positions each year.
  o Planned and organized relevant educational presentations for nursing faculty
• 2021 Faculty Search Committee
  o Participated in evaluating credentials, activities, and interviewing faculty candidates
• 2018-2021 Sunshine Fund Organizer
  o Collected funds and tracked expenditures
  o Sent flowers/gifts for significant events within the department
• 2019, 2021, 2022 Attended the Nursing Pinning Ceremony
• 2020-2021 Volunteered to supervise nursing students at the Covid Vaccine Community Clinics
• 2019 Attended the WCSU Sigma Theta Tau Nursing Honor Society Induction Ceremony
• 2019 Volunteered at the Nursing Open House
• 2019 Volunteered at the Nursing Program Tour for a prospective student athlete
• 2018 Volunteered at the Nursing Preview Day
• 2018 Nursing Department Promotional Video
  o Narrated a promotional video for the WCSU Alumni Society to promote the simulation labs
• 2018 Abbott Technical School student visit
  o Provided tours and information on the profession of nursing to high school students who were interested in the profession of nursing
• 2017, 2019 WCSU Sigma Theta Tau Nursing Honor Society Induction Ceremony

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

Creative Activity:
Publications


**Presentations**

*International:*

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

*National:*

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

*Regional:*

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

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

*State/Local:*

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

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

**Preceptor**

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

**Research interests**

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

**Awards & Honors**

VHA Leading Practice Blueprint · Care Coordination 2014

**PREVIOUS PROFESSIONAL EXPERIENCE:**

**Nurse Care Coordinator**

Western Connecticut Health Network · Brookfield, CT  
August 2012 – January 2018

Identify high-risk, medically complicated patients within the primary care practice. Work with the physician, care team, patient and family to identify goals and facilitate the achievement of optimal outcomes for each patient, thereby reducing hospital readmission rates. Conduct pre-visit planning and provide ongoing education to patients and families regarding their disease process and management. Maintain contact with various care providers including families, VNA’s, rehab facilities, assisted living facilities and hospitals regarding status of patients. Assist patients in ensuring follow-up is completed including scheduling appointments, providing reminders about lab work and other testing that needs to be
completed. Develop program initiatives and goals, monitor metrics, develop staff and assist in program expansion throughout the network. Incorporate population health measures into program, specifically focusing on outreach with the diabetic population and patients who are identified as in need of follow-up by the payer group.

**Assistant Nurse Manager**
Medical-Surgical Unit, Danbury Hospital · Danbury, CT  
January 2008 – October 2010

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

**Staff Nurse**
Medical-Surgical Unit, Danbury Hospital · Danbury, CT  
October 2010 – August 2012

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

**Professional Activity:**

**Licensure and Certifications**

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

**Professional Memberships**

- 2022-present International Nursing Association for Clinical Simulation and Learning
- 2022-present Eastern Nursing Research Society
- 2021 Nuvance Global Health Program Nurse Executive Committee
- 2021-present Society for Simulation in Healthcare
- 2021-present Connecticut affiliate of the Association for Nursing Professional Development
- 2019-present Kappa Alpha Chapter Member
- 2016-present National League for Nursing
- 2016-present Nursing Education Alumni Association, Teachers College Columbia University
- 2010-present Sigma Theta Tau International
- 2010-present Mu Chi Chapter Member
2008-present  American Association of Colleges of Nursing

**Continuing Professional Education**

2022  Certified Healthcare Simulation Educator (CHSE) Blueprint Review Course, Society for Simulation in Healthcare
- Global Health Grand Medical Education Round Lecture with Dr. Majid Sadigh, Nuvance Health Network
- Clinical Judgment Formation: Using the VSim Feedback Log to Assess and Build Clinical Judgment – Deeper Dive
- Escape the Room! Integrating Gamification in Nursing Professional Development Education, Connecticut affiliate of the Association for Nursing Professional Development (ANPD)

2021  Kappa Alpha of Sigma Theta Tau International Nursing Honor Society Fall Dinner Meeting, Human Trafficking Presentation
- Writing Next Generation NCLX Test Items, Elsevier Next Generation NCLEX Webcast

2019  Creative Problem-Solving Workshop at Western Connecticut State University
- Western Connecticut State University Faculty Tech Day
- WCSU Faculty Development Simulation Workshop

2018  Principles of Palliative Care and End of Life for the Generalist

2017  Center for the Advancement of Palliative Care Training (CAPC) Courses:
- Delivering Serious News
- Clarifying Goals of Care
- Conducting a Family Meeting
- Motivational Interviewing

2016  Educating Health Professionals in Interprofessional Care (EHPIC) Training, University of Toronto
- End Stage Diseases: When There is No Cure Challenges and Solutions to Patient Adherence: From “Non-Adherence” to Patient Self-Care Management

2014  Guidelines for COPD Diagnosis and Management: It’s Not a “Shot in the Dark”

2010  Geriatric Nurse Certification Course at Danbury Hospital

**Community Involvement**

2020-2021
- Volunteered to supervise nursing students at the Covid Vaccine Community Clinics

2019
- Abbot Technical School Collaborative Meeting for Curriculum Insights, Attendee

**Conferences & Workshops**

2022
- The National Council of State Boards of Nursing, NCSBN exam development volunteer (accepted application)
- The Future of Nursing Report 2020-2030: Implications for Nursing Education, Research, and Administration, 58th Isabel Maitland Conference on Research in Nursing, Nursing Education Alumni Association, Teachers
College Columbia University

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

2021

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

2020

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

2019

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

2018

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

2016

- Connecticut Collaborative Research Day, Connecticut League for Nursing
ANNA MARIA MALAVISI
CURRICULUM VITAE

Department of Philosophy & Humanistic Studies
Western Connecticut State University

EDUCATION:

PhD, Department of Philosophy, Michigan State University, May 2015
  Dissertation: Global Development and its Discontents: Rethinking the Theory and Practice
  Committee: Stephen L. Esquith (chair), Sandra Harding, Judith Andre and Kristie Dotson.
Master of Health and International Development, Flinders University of South Australia, 2006
  Thesis: A Critical Analysis of the Relationship between Northern NGOs and Southern NGOs in Bolivia
Certificate in Midwifery, Pembury Hospital, Kent, UK, 1991
Bachelor of Applied Science, major in Community Health, La Trobe University, Victoria, Australia, 1989
Registered General Nurse, Royal Melbourne Hospital, Melbourne, Australia, 1984

AREAS OF SPECIALIZATION: Applied Ethics, Social and Political Philosophy, Global/Development Ethics

AREAS OF COMPETENCE: Feminist Philosophy, Bioethics, Environmental Philosophy

LANGUAGES: English, native speaker; Spanish, fluent; Italian, satisfactory;

ACADEMIC POSITIONS HELD:

Associate Professor, Department of Philosophy & Humanistic Studies, Western Connecticut State University, August 2022
Assistant Professor, Department of Philosophy & Humanistic Studies, Western Connecticut State University, August 2017 - July 2022
Research Associate, The Toolbox Dialogue Initiative, Department of Philosophy, Michigan State University, August 2017 -
Postdoctoral Research Assistant, The Toolbox Dialogue Initiative, Department of Philosophy, Michigan State University, January - August 2017
Visiting Assistant Professor, Department of Philosophy, Michigan State University, January 2015 – August 2017
Instructor, Department of Public Health & Health Sciences, University of Michigan, Flint, August 2014 - July 2018
Research Assistant, Department of Philosophy, Online Certificate Program, January – May 2012
Research Assistant, Global Studies in the Arts and Humanities, January 2011-May 2011
Research Aide (1/4 time), Global Studies in the Arts and Humanities, September 2009- August 2011
Research Assistant, Department of Philosophy, Graduate Specialization in Ethics and Development, September 2009 – May 2010
Research Assistant, Julian Samora Research Institute, May 2008-January 2009
Research Assistant, Department of Philosophy, Graduate Specialization in Ethics and Development, September 2007 – May 2008

NON-ACADEMIC PROFESSIONAL POSITIONS HELD:

Vice-President, Center for Values in International Development, Washington D.C., July 2020 -
Field Director, Bolivian/Chilean Programme for International Service, La Paz, Bolivia, 2000 - 2007
Project Manager, Bolivian Programme for International Service, 1999-2000
Assistant Coordinator, International Service, Association of NGOs Working in Health, Department of Cochabamba, Bolivia, 1995-99

PUBLICATIONS:

REFEREED ARTICLES

“The need for an effective development ethics,” Journal of Global Ethics, December 2014, 297-303
“North-South Relationship: Partners or Pawns?” Development Bulletin 55 (2001), 54-56
“Power to the People,” The Nursing Times, 1996, 92(26) 54-55
SPECIAL JOURNAL ISSUES EDITED:


BOOK CHAPTERS:


BLOGS/OP-EDs:

“Beyond Integrating Local Knowledge in Development Programming,” Center for Values in International Development, August, 2022, https://www.centerforvalues.international/beyond-integrating-local-knowledge-in-development-programming%ef%bf%bc/


http://www.hhrjournal.org/2013/06/13/towards-a-framework-convention-on-global-health/http://www.hhrjournal.org/2013/06/13/towards-a-framework-convention-on-

**WORK UNDERWAY:**

Special Issue of the *Journal of Global Ethics*: “Climate Justice and the Global Development Crisis,” co-editor with Dr. Tom Hilde (Maryland) and Dr. Krushil Watene (Auckland)


“Global Development, Humanitarian Aid, and the Toolbox Approach,” with Michael O’Rourke

“Integrity as an individual and institutional virtue in the context of children on the move” revise and resubmit in progress

“Thinking Sustainability, Thinking Peace,” Special Issue of the *Journal of Peace Education*, revise and resubmit in progress


**INVITED PRESENTATIONS:**

“How to Think and Not What to Think,” 3rd International Global Forum for Teacher Educators, October 24, 2021, virtual

“The Urgency of the Ethics of Greening,” Climate and Human Civilization Lecture Series, April 27, 2021, Western Connecticut State University

“Ethics and the Climate Crisis” Newtown Public Library, February 2, 2021

“Development Ethics” Pensamiento Vivo: Ciclo: Desarrollo en Tiempos de Conflictio; Rutas Eticas Hacia la Paz y la Justicia, Pluriverso Narrativo, UNAULA, Universidad Autonoma Latino-americano, Medellin, Colombia, October 9, 2020

“Academics as Allies: Reflecting on Global Development,” Scholars in Action: Choices Constrained: Communication Strategies and their (Un)Intended Consequences Panel Discussion, November 19, 2019, Western Connecticut State University

“Integrity as an ethical and legal principle to address child migration,” Children on the Move: Philosophical Issues in Child Migration, Centre for Ethics and Poverty Research, University of Salzburg, 9 & 10 May, 2019

Three day course on Development Ethics and Humanitarian Aid, School of Philosophy, UniversidadNacional de Costa Rica, Heredia, Costa Rica, 13-15 November, 2012

**WORKSHOPS:**

“Academics as Allies: Critical Dialogue to Enhance Aid Effectiveness” as part of the 2021 Research for Development Impact Conference, Research for Development Impact Network and The University of Queensland, July 1-2, 2021


“Critical Dialogue to Enhance Effectiveness in the Practice of Sustainable Development” with Dr.
Marisa Rinkus and Dr. Michael O'Rourke, Interaction Annual Conference, Washington DC, June 1-13, 2019
“Critical Dialogue to Enhance Effectiveness in the Practice of Sustainable Development” with Dr. Marisa Rinkus and Dr. Michael O'Rourke, Sustainability and Development Conference, Ann Arbor, November 9-11, 2018

CONFERENCE PRESENTATIONS:

“Integrity as an Institutional Virtue as a Form of Political Responsibility,” Development in times of conflict: ethical pathways towards peace and justice, Medellin, Colombia, virtual presentation, July 13-17, 2022
“The Nexus between Global Development and the Climate Crisis,” Sustainability and Development Conference, (online) University of Michigan, January 24-28, 2022
“Integrity as an Institutional Virtue as a Form of Political Responsibility” as part of a panel: The Adversities of International Displacement: Refugees, 6th Public Philosophy Network Conference, (online) George Mason University, October 21-23, 2021
“Thinking Sustainability, Thinking Peace,” George Arnhold Summer Conference: The Environmental Crisis and Education (virtual), Braunschweig, Germany, August 23-27, 2021
“Understanding the concept of sustainability in the context of justice,” Human Development Capabilities Association Conference (virtual), Auckland, New Zealand, June 30 – July 3, 2020
“Engaging philosophy with scholars and development practitioners through structured dialogue,” Sociology of Development Conference, South Bend, Indiana, October 17-19, 2019
“Connection as a capability through critical structured dialogue between disciplines and development professionals,” Human Development Capabilities Association Conference, London, England, September 9-12, 2019
“Beyond the Limits of Dialetheism,” What's so Bad about Dialetheism? From Historical, Logical and Philosophical Points of View, Kyoto, December 15-17, 2018
“Tensions and Challenges Between Epistemologies of the South and North,” New Political Science Conference and Philosophy Symposium, Havana, Cuba, November 12-16, 2018
“Thinking Towards a Steady State Economy for Sustainable Development,” Sustainability and Development Conference, Ann Arbor, November 9-11, 2018
“Using Structured Dialogue to Break Down Disciplinary Silos,”(poster presentation) with Dr. Marisa Rinkus and Dr. Michael O'Rourke, International Conference on Sustainable Development, New York, September 26-28, 2018
“Academics as Allies: Reflecting on Global Development,” International Development Ethics Association Conference, Bordeaux, France, 25-27 June, 2018
“Reflecting on Global Development: A Toolbox for Development Organizations,” Public Philosophy Network, Boulder, Colorado, February 8-10, 2018
RESEARCH GRANTS:

Connecticut State University Research Grant, May 2022, $3254, “Global Development, Climate Crisis, and Epistemic Challenges.”
National Endowment for the Humanities Summer Institute 2016, $197,752,000, Co-ordinators: Dr. Elizabeth Drexler, Dr. Anna Malavisi, “Civic Engagement and Social Change: Shaping the Public Sphere through the Humanities.” Not approved.
National Endowment for the Humanities Summer Institute 2013 Grant, $198,000, PIs: Dr. Fred Gifford, Dr. Eric Palmer with Anna Malavisi, Mladjo Ivanovic, and Samantha Noll, “Development Ethics: Questions, Challenges and Responsibilities.”

TEACHING EXPERIENCE:

Introductory: classes in philosophy and interdisciplinary studies; first year classes;
Intermediate: sustainability/environmental philosophy; ethics of health/health care;
Advanced: global health/global health ethics; peace and justice studies; development/global ethics; social and political philosophy; feminist philosophy/epistemology; history of women philosophers;

UNIVERSITY SERVICE:

Nominations and Elections Committee, October 2022
WCSU – AAUP Council Member, August 2022
Program Review Committee, MSAS, August 2021
General Education Committee, MSAS, August 2021
Planning Committee, MSAS, August 2019-2021
Mediation Committee, WCSU, August 2019
Second Ad hoc committee on Signature Programs, WCSU, May 2019
UndocuAlly task force, WCSU, September 2017 -
UndocuAlly eboard, and coordinator of the Curriculum, Outreach and Advising Committee, WCSU, August 2018 -
Jane Goodall Center, January 2018
Racial Justice Coalition, August 2020

PROFESSIONAL ACTIVITIES:

Board member of the International Development Ethics Association (IDEA), July 2022 –
Moderator: Development ethics in times of conflict, pre-conference ( for the upcoming IDEA conference to be held in Medellin, Colombia, July, 2022), September 15, 2021
Conference Convener/Organizing Committee for the upcoming IDEA conference to be held in Medellin, Colombia, July, 2022
Executive Board of the International Development Ethics Association (IDEA), Position: Secretary, July 2014 – July 2022
Board member of the International Development Ethics Association (IDEA), December 2010 – July 2014
REFERENCES:

Available upon request
Michelle Yvonne Monette
Department of Biology
Western Connecticut State University

EDUCATION:
2007  Ph.D., Organismic and Evolutionary Biology, University of Massachusetts, Amherst, MA
2004  M.S., Organismic and Evolutionary Biology, University of Massachusetts, Amherst, MA
2000  B.S., Biology with a specialization in Marine Science, Boston University, Boston, MA

PROFESSIONAL EXPERIENCE:
2018-present  Associate Professor, Department of Biology, Western Connecticut State University (WCSU), Danbury, CT
2013-2018  Assistant Professor, Department of Biology, Western Connecticut State University (WCSU), Danbury, CT
2007-2012  Postdoctoral Associate, Cellular and Molecular Physiology, Yale University, New Haven, CT
2001-2007  Graduate Research Assistant, Organismic and Evolutionary Biology, University of Massachusetts, Amherst, MA

Teaching:
Instructor, BIO 105, Anatomy and Physiology I, WCSU (Fall 2013–2018)
Instructor, BIO 106, Anatomy and Physiology II, WCSU (Spring 2013, 2014)
Instructor, BIO 205, Animal Physiology, WCSU (Spring 2015–2022)
Instructor, BIO 480, Group Senior Research, WCSU (Summer 2016–2019, Fall 2021, 2022)
Instructor, BIO 555, Environmental Physiology, WCSU (Fall 2020)
Assistant Faculty, Short course “Studies in Epithelial Ion Transport”, Mount Desert Island Biological Laboratory, Salisbury Cove, ME (Summer 2008–2010, 2012–2014)
Assistant Faculty, Short course “Origins of Renal Physiology”, Mount Desert Island Biological Laboratory, Salisbury Cove, ME (Fall 2008–2011)

Mentoring:
Undergraduate Students:
2022  Jocelyn Villacreses (Biology, WCSU)
2020-2021  James Hannon (Biology, WCSU)
2019  Erin Arcoite (Biology, WCSU)
2018  Skye Zalenski (Biology, WCSU)
2015-2018  Shannon McFarland (Biology, WCSU)
2016-2017  Daniel Suquilanda (Biology, WCSU)
2015-2017  Karen Velez (Biology, WCSU)
2014  Aiden Ford (Physiology and Neurobiology, UCONN)
2014  Socheata Lim (Chemistry, WCSU)
2014 Robert Toth (Biology, WCSU)

Graduate Students:
2020-2022 Ericka Griggs (MS in Integrative Biodiversity, WCSU)

FELLOWSHIPS, GRANTS, AND AWARDS:
2022 Summer Undergraduate Research Fellowship (SURF), WCSU, $4,000 (to Jocelyn Villacreses)
2022 CSU-AAUP Faculty Research Grant, $5,000
2021 Olin Fellowship, Atlantic Salmon Federation, $1,500
2021 National Science Foundation Graduate Research Fellowship (to Ericka Griggs)
2021 Sigma Xi, Grant-in-Aid-of Research, $1,000 (to James Hannon)
2021 CSU-AAUP Faculty Research Grant, $5,000
2020 Summer Undergraduate Research Fellowship, Connecticut Sea Grant, $5,000 (to James Hannon)
2020 Summer Undergraduate Research Fellowship (SURF), WCSU, $4,000 (to James Hannon)
2020 CSU-AAUP Faculty Research Grant, $5,000
2019 Olin Fellowship, Atlantic Salmon Federation, $2,000
2019 CSU-AAUP Faculty Research Grant, $5,000
2019 Salisbury Cove Fund, Mount Desert Island Biological Laboratory, $15,000
2018 CSU-AAUP Faculty Research Grant, $5,000
2017 Connecticut State Universities Board of Regents Faculty Research Award
2017 CSU-AAUP Faculty Research Grant, $5,000
2016 Salisbury Cove Fund, Mount Desert Island Biological Laboratory, $15,000
2016 CSU-AAUP Faculty Research Grant, $5,000
2015 NOAA New England Bay Watershed Education and Training Program Grant
2015 CSU-AAUP Faculty Research Grant, $5,000
2014 CSU-AAUP Faculty Research Grant, $5,000
2013 CSU-AAUP Faculty Research Grant, $5,000
2008 National Institutes of Health, Ruth L. Kirschstein National Research Service Award

PEER-REVIEWED PUBLICATIONS:


**CONFERENCE ABSTRACTS AND INVITED PRESENTATIONS:** (*indicates undergraduate student)*:


2022 **Monette, M.Y.** Using omics to unravel the impacts of multiple stressors in euryhaline fishes. Department of Physiology and Neurobiology, University of Connecticut, Storrs, CT. *(Oral)* *(invited)*

2022 Monette, M.Y. and J.D. Hannon*. Climate change-related stressors and the physiology of estuarine fishes. 7th Annual Climate and Human Civilization Lecture Series. Western Connecticut State University, Danbury, CT. (Oral) (invited)

2021 Monette, M.Y. and J.P. Velotta. Gill transcriptomic response to seawater is altered by acute stress in Atlantic salmon smolts. Society for Integrative and Comparative Biology, Virtual Meeting. (Oral)

2019 Monette, M.Y. Salt and water balance in euryhaline fishes: From molecule to whole organism. Fairfield University, Fairfield, CT. (Oral) (invited)


2015 Divino, J., Monette, M.Y., McCormick, S.D., and E. Shultz. Characterizing rapid evolution of salinity tolerance in a recently introduced lake population of Threespine Sticklebacks. 8th International Conference on Stickleback Behavior & Evolution. Stony Brook University, Stony Brook, NY. (Oral)


2006 Monette, M.Y. and S.D. McCormick. Effects of acid and aluminum on Atlantic salmon parr and smolt physiology; Why are smolts more sensitive. International Congress on the Biology of Fish, St. John’s, Newfoundland, Canada. (Oral)


2003 Monette, M.Y. and S.D. McCormick. Short-term, sublethal acid and aluminum effects on seawater tolerance of Atlantic salmon smolts. Annual Meeting of the American Fisheries Society, Quebec City, Canada. (Oral)


OUTREACH AND SCIENCE COMMUNICATION:

2020 **NOAA’s Bay Watershed Education and Training Program (B-WET).** Designed and led a workshop for local high school teachers to provide content for the Danbury high school aquatic biology class focused on the ecology and physiology of anadromous fishes in Connecticut.

2018 Western Connecticut State University (WCSU), 411 Podcast. Stream WCSU 411 - Paul Steinmetz & Michelle Monette by WCSUPodcasts | Listen online for free on SoundCloud

2016-2018 **NOAA’s Bay Watershed Education and Training Program (B-WET).** Partnered with local middle school science teachers to design and lead a Family Science Night event focused on the lifecycle of salmon and their use of local rivers and streams for Danbury middle school students.
WORKSHOPS AND EDUCATIONAL CONFERENCES:
2020  Virtual Linux Introduction Workshop, Computational Biology Core, University of Connecticut, Storrs, CT (online)
2020  Virtual RNAseq Workshop, Computational Biology Core, University of Connecticut, Storrs, CT (online)
2014  Northeast Regional Sigma Xi Conference, Old Westbury, NY
2014  Human Anatomy and Physiology Society, Eastern Regional Conference, Springfield, MA
2013  Western New England Biology Educator’s Fall Workshop, Northwestern Connecticut Community College, Winstead, CT

UNIVERSITY AND DEPARTMENTAL SERVICE:
2022  Co-chair (elected), WCSU, General Education Committee
2022  Chair (Provost appointed), WCSU, Institutional Animal Care and Use Committee
2022  Member (Provost appointed), WCSU, NECHE, Standard 6 Self-study Committee
2020-present  Member (elected), WCSU, General Education Committee
2015-present  Member (Provost appointed), WCSU, Institutional Animal Care and Use Committee
2015-2021  Chair (Provost appointed), WCSU, Western Research Day Planning Committee
2014-present  Member (Provost appointed), Western Research Day Planning Committee
2014  Member (Provost appointed), 21st Century Role of Institutional Planning, Research, and Assessment Committee
2014-present Department of Biology Committees: Research Seminar Coordinator (2014-2017); Biology Student Awards Committee (2014-2017); Molecular Ecologist Faculty Search Committee (2014); Neurophysiologist Faculty Search Committee (2014); Program Assessment Committee (2015-present); Cell Biology Faculty Search Committee (2015); Microbiology Faculty Search Committee (2016); Summer Undergraduate Research Fellowship (SURF) Committee (2016-present); Department Evaluation Committee (2018-2019, 2020-2021); MS Integrated Biological Diversity Graduate Program Committee (2020-present); Genetics Faculty Search Committee (2020)

PROFESSIONAL SERVICE:
Journal Review:
2002-present  Fish Physiology and Biochemistry, Comparative Biochemistry and Physiology, Aquatic Toxicology, Canadian Journal of Fisheries and Aquatic Sciences, Aquaculture, Marine and Freshwater Research, Ecotoxicology and Environmental Safety, Science of the Total Environment, FEBS Letters, Journal of Aquatic Animal Health, Royal Society for Open Science

Grant Review:
2020  Invited Panelist, External Research Advisory Panel, Connecticut Sea Grant
2017  Full-proposal Review, Division of Integrative Organismal Systems (IOS), National Science Foundation
2017  Pre-proposal Review Panelist, Division of Integrative Organismal Systems (IOS), National Science Foundation
2013  Sea Grant College Program, University of Hawaii

Other:
2021  **External Examiner**, Honors Program, Biology Department, Kenyon College, Gambier, OH
2021  **External Examiner**, MSc in Applied Science, Saint Mary’s University, Halifax, Nova Scotia
2021  **Session Chair** for “Osmoregulation” contributed talks, Society for Integrative and Comparative Biology, Virtual Meeting
2018-2020  **Selection Committee**, Board of Reagents Faculty Awards

**PROFESSIONAL AFFILIATIONS:**
American Physiological Society
The Mount Desert Island Biological Laboratory
Society for Integrative and Comparative Biology
International Congress on the Biology of Fish
Sigma Xi
LORRIE-ANNE MONTE

EDUCATION:

August 2018  University of Connecticut, Storrs, CT
Neag School of Education, Department of Educational Psychology
Doctor of Philosophy in Educational Psychology; Counselor Education and Counseling Psychology
Dissertation Title: School Counselors Meeting High School Students’ Social and Emotional Needs

May 2012  Sacred Heart University, Fairfield, CT
18 Credits in Educational Leadership

August 2007  Clarion University, Clarion, PA
12 Credits in Library Science

May 2003  Southern Connecticut State University, New Haven, CT
Master of Public Health with a specialization in Community Health Education
*Graduate Research Fellow for the Southern Connecticut State University School of Graduate Studies for the 2002-2003 academic year

May 2001  Southern Connecticut State University, New Haven, CT
Master of Science in Counseling with School Counselor Certification

May 1996  University of Connecticut, Storrs, CT
Bachelor of Science in Human Development and Family Relations with a Concentration in Counseling and Services
Certificate in Women’s Studies

SPECIALIZED TRAINING:

August 2017- May 2019  Yale Center for Emotional Intelligence, New Haven, CT
Yale-Ashoka Changemaker Fellowship
Participated in the inaugural changemaker cohort for educators to help make Connecticut the first emotionally intelligent state.

LICENSE:

July 2021- Present  State of Connecticut
Licensed Professional Counselor

CERTIFICATIONS:

2021-Present  National Board for Certified Counselors Center for Credential & Education
Board Certified-TeleMental Health Provider (BC-TMH)

2021-Present  National Board for Certified Counselors
National Certified Counselor
Lorrie-Anne Monte 1
2021-Present  
**Association for Clinical Pastoral Education (ACPE)**  
Pastoral Care Specialist

2012-Present  
**Connecticut State Board of Education**  
Intermediate Administration and Supervision Certification (092)

2003-Present  
**National Commission for Health Education Credentialing, Inc. (NCHEC)**  
Certified Health Education Specialist (CHES)

2001-Present  
**Connecticut State Board of Education**  
School Counselor Certification (068)

**COACH TRAINING:**

2020-Present  
**Robbins-Madanes Training**  
Robbins-Madanes Trained Coach

2013-Present  
**Institute for Integrative Nutrition**  
Integrative Nutrition Health Coach

2011-Present  
**Real Balance Global Wellness Services-Wellness Mapping 360**  
Certified Health & Wellness Coach

2009  
**Wellcoaches**  
Health Coach & Wellness Coach Training Program Certificate of Completion

**TEACHING EXPERIENCE:**

August 2022- Present  
**WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT**  
Course: EPY 604 Individual Counseling in Schools: Clinical Skills

January 2022- May 2022  
**WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT**  
Course: EPY 606 Advanced Group Work: Theory and Practice  
Course: EPY 610 Practicum in School Counseling

August 2021- December 2021  
**WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT**  
Course: EPY 603 Group Work Foundation: Theory and Practice  
Course: EPY 604 Individual Counseling in Schools: Clinical Skills

May 2021- August 2021  
**WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT**  
Course: EPY 611 Practicum – Clinical Mental Health Counseling (3 Sections)  
Course: EPY 615 Internship – Clinical Mental Health Counseling

January 2021- May 2021  
**WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT**  
Course: EPY 606 Advanced Group Work: Theory and Practice  
Course: EPY 613 Internship in School Counseling  
Course: EPY 610 Practicum in School Counseling (2 Sections)

August 2020-  
**WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT**  
Lorrie-Anne Monte 2
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<th>Month</th>
<th>Institution</th>
<th>Course(s)</th>
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| December 2020 |                                                   | Course: EPY 612 Internship in School Counseling  
Course: ED 586 Theories of Counseling  
Course: EPY 603 Group Work Foundation: Theory and Practice  
Course: EPY 604 Individual Counseling in Schools: Clinical Skills |
| May 2020-August 2020 | WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT | Course: EPY 611 Practicum – Clinical Mental Health Counseling (3 Sections)  
Course: EPY 610 Practicum in School Counseling  
Course: ED 598 Social Emotional Learning |
| January 2020-May 2020 | WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT | Course: EPY 606 Advanced Group Work: Theory and Practice  
Course: EPY 610 Practicum in School Counseling (3 Sections) |
| August 2019-December 2019 | WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT | Course: ED 586 Theories of Counseling  
Course: EPY 612 Internship in School Counseling |
| August 2016-December 2016 | UNIVERSITY OF CONNECTICUT, Storrs, CT | Adjunct Instructor  
Course: Counseling Theory and Practice |
| January 2016-May 2016 | UNIVERSITY OF CONNECTICUT, Storrs, CT | Co-Instructor (With Dr. Rachelle Perusse)  
Course: Group Processes |
| August 2015-December 2015 | UNIVERSITY OF CONNECTICUT, Storrs, CT | Co-Instructor (With Dr. Robert Colbert)  
Course: Counseling Theory and Practice |
| January 2015-May 2015 | UNIVERSITY OF CONNECTICUT, Storrs, CT | Adjunct Instructor  
Course: Practicum |
| January 2015-May 2015 | UNIVERSITY OF CONNECTICUT, Storrs, CT | Co-Instructor (With Dr. Rachelle Perusse)  
Course: Internship |
| August 2014-December 2014 | UNIVERSITY OF CONNECTICUT, Storrs, CT | Co-Instructor (With Dr. Rachelle Perusse)  
Course: Practicum  
Course: Internship |

**COURSES CREATED:**
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<tr>
<td>May 2020-August 2020</td>
<td>WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT</td>
<td>Course: ED 598 Social Emotional Learning</td>
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</table>
SUPERVISION EXPERIENCE:
October 2017- June 2018 NAUGATUCK HIGH SCHOOL, Naugatuck, CT
Site Supervisor
Supervised, mentored, and advised an internship student at the high school.

August 2015- December 2015 NAUGATUCK HIGH SCHOOL, Naugatuck, CT
Site Supervisor
Supervised, mentored, and advised a practicum student at the high school.

August 2014- May 2016 UNIVERSITY OF CONNECTICUT, Storrs, CT
University Supervisor
Supervised, mentored, and advised practicum and internship students in class and at placement sites.

PROFESSIONAL EXPERIENCE:
August 2022- Present WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT
Assistant Professor, Counselor Education Fieldwork Coordinator, and Director of the HRSA Behavioral Health Workforce Education and Training Grant 2021-2025
(Full-time Tenure Track Position)
- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Regularly updated and maintained the Typhon database of student placements.
- Trained all fieldwork students and fieldwork professors on how to use the Typhon system.
- Coordinated the collection of data from fieldwork students and site supervisors.
- Developed and scheduled the 2022-2023 activities for the HRSA Behavioral Workforce Grant.

August 2021- July 2022 WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT
Assistant Professor, Counselor Education Fieldwork Coordinator, and Co-Director of the HRSA Behavioral Health Workforce Education and Training Grant 2021-2025
(Full-time Tenure Track Position)
- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Created and maintained the Typhon database of student placements.
- Trained all fieldwork students and fieldwork professors on how to use the Typhon system.
- Set up Blackboard courses for adjunct and new fieldwork professors.

Lorrie-Anne Monte 4
Coordinated the collection of stipend payment paperwork with site supervisors.

Assisted in managing the HRSA Behavioral Workforce Grant.

August 2020- May 2021
WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT

**Assistant Professor and Counselor Education Fieldwork Coordinator**
*(Full-time One Year Grant Funded Position)*

- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Maintained the LiveText database of student placements.
- Coordinated the collection of stipend payment paperwork with site supervisors.

January 2020- May 2020
WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT

**Assistant Professor and Counselor Education Fieldwork Coordinator**
*(Full-time One Semester Special Appointment)*

- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Maintained the LiveText database of student placements.
- Coordinated the collection of stipend payment paperwork with site supervisors.

August 2019- December 2019
WESTERN CONNECTICUT STATE UNIVERSITY, Danbury, CT

**Adjunct Professor and Counselor Education Fieldwork Coordinator**
*(Part-time)*

- Taught core courses in the Counselor Education program.
- Educated school counseling and clinical mental health counseling students regarding practicum and internship rules and requirements.
- Maintained the LiveText database of student placements.
- Coordinated the collection of stipend payment paperwork with site supervisors.

August 2001- January 2020
NAUGATUCK HIGH SCHOOL, Naugatuck, CT

**School Counselor**

- Counseled high school students with academic, social/emotional, and post-secondary/career issues.
- Assisted in developing and implementing Student Success Plans for the district.
- Active member of the school counseling program and curriculum planning process ensuring alignment with national standards in school counseling.
- Supervised, trained, and mentored new counselors hired in the counseling department.
- Used student data to assess student achievement and measure the effectiveness of current programs.
- Administered the Boys State and Girls State programs at the high school.
- Assisted in the creation of the high school master schedule using Powerschool.
- Created and taught developmental guidance lessons to all grades.
- Founder and advisor for the Naugatuck Youth Leaders Program.
- Coordinated and facilitated the first town wide Naugatuck Great Kindness Challenge.
- Coordinated and facilitated the first high school graduation walk at all ten schools in the district.
- Student Council Co-Advisor.

**Interim School Counseling Director (2007-2008)**
- Responsible for the creation of the high school master schedule using Powerschool.
- Spearheaded the district purchase of the Naviance computer program for the high school and taught all students how to use the program for career planning and college searching.
- Administered the senior scholarship awards process.
- Assisted with the Jacket Ceremony and Honors Night.

**August 2000- June 2001**
**TRUMBULL HIGH SCHOOL, Trumbull, CT**
**MADISON MIDDLE SCHOOL, Trumbull, CT**

**School Counseling Intern**
- Counseled high school students with academic, social/emotional, and post-secondary/career issues and co-facilitated a life skills group for freshman.

**Spring 2000**
**HAMDEN HIGH SCHOOL, Hamden, CT**

**School Counseling Practicum Intern**
- Counseled high school students with academic, social/emotional, and post-secondary/career issues.
- Knowledgeable about SASI, course selection, graduation requirements, school policy and procedures, pupil placement team (PPT) processes, clubs and activities, and community resources.

**November 1998- February 2001**
**TRUMBULL LOVES CHILDREN, INC., Trumbull, CT**

**Head Teacher**
- Certified by the State of Connecticut, Department of Public Health as a Head Teacher for children ages birth through school age.
- Responsible for planning and implementing after school activities for sixth, seventh, and eighth grade students.
- Taught enrichment activities to kindergarten through eighth grade students.

**August 1998- November 1998**
**ULTIMATE FITNESS, Shelton, CT**

**Group Exercise Instructor**
- Taught toning and Spinning classes.

Lorrie-Anne Monte 6
October 1997- August 1998
THE DEPENDENT CARE CONNECTION, Westport, CT

**Academic Counselor**
- Knowledgeable about a variety of academic issues including: the selection process for elementary, secondary, and college admissions, searching for private aid, test preparation, tutoring, and enrichment programs.
- Educated clients about academic issues and provided clients with extensively researched educational resources to fit their needs.

September 1996- June 1997
HILLEL ACADEMY, Fairfield, CT

**Substitute Teacher**
- Substitute teacher for nursery and kindergarten classes.

September 1996- June 1997
SIX TO SIX INTERDISTRICT MAGNET SCHOOL, Bridgeport, CT

**Substitute Teacher**
- Substitute teacher for preschool through fourth grade classes.

Fall 1996
SHELTON COMMUNITY CENTER, Shelton, CT

**Group Exercise Instructor**
- Taught aerobics classes.

Summer 1996
WOMEN’S SPA, Stratford, CT

**Group Exercise Instructor**
- Taught aerobics classes.

JEWISH CENTER FOR COMMUNITY SERVICES, Bridgeport, CT

**Counselor and Assistant Director of Teens-On-Wheels**
- Interacted with kindergarten through eighth grade students as a camp counselor.
- Planned and supervised seventh and eighth grade teens on daily field trips.

Spring 1996
MANSFIELD MIDDLE SCHOOL, Mansfield, CT

**School Counseling Intern**
- Counseled seventh and eighth grade students with academic and personal issues and facilitated a group discussion with eighth grade students on postponing sexual involvement.

Fall 1994- Spring 1996
UNIVERSITY OF CONNECTICUT, Storrs, CT

**Violence Against Women Prevention Program**

**Peer Educator and Intern**
- Facilitated a variety of programs on issues of violence against women.
- Created contacts at the University of Connecticut’s Regional Campuses and extended services to those branches.

Fall 1994-
UNIVERSITY OF CONNECTICUT, Storrs, CT
Lorrie-Anne Monte 7
Spring 1996  
**Peer Health Educator**
- Facilitated programs concerning public health.
- Studied issues of communication, assertiveness, HIV/AIDS, sexually transmitted diseases, and birth control.

Fall 1994- Spring 1996  
**UNIVERSITY OF CONNECTICUT, Storrs, CT**
- **Group Exercise Instructor**
  - Taught aerobics and toning classes.

September 1993- May 1994  
**SEXUAL ASSAULT CRISIS SERVICE, Waterbury, CT**
- **Volunteer**
  - Completed the Sexual Assault Crisis Service/Y.W.C.A. Counselor Training Program.
  - Counseled a teen survivor of sexual assault.

**PUBLICATIONS:**
https://hedgehogpublishers.com/product/behavioral-pedagogies-and-online-learning/


CSCA President’s Message, The Newsletter of the Connecticut School Counselor Association, Fall 2015.

**PRESENTATIONS:**

Delcourt, M. & Monte, L. (2021, April). *Addressing the Needs of Students with Gifted and Talented Potential*. Presentation for the Western Connecticut State University Department of Education and Educational Psychology Conference


Lorrie-Anne Monte 8


Monte, L. (2019, October). Social Emotional Wellness 101. Presentation at the Connecticut Association for the Gifted CreativityCon, Bridgeport, CT.


**SERVICE TO THE WCSU COUNSELOR EDUCATION PROGRAM/EDUCATION AND EDUCATIONAL PSYCHOLOGY DEPARTMENT:**

Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Search Committee, Fall 2022

Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Representative with the Connecticut Association for Counselor Education and Supervision (CACES), Fall 2021-Present

Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Representative with the CT Center for School Safety and Crisis Preparation at WCSU, Regional Crisis Team, Fall 2021-Present.

Lorrie-Anne Monte 9
Western Connecticut State University, Education & Educational Psychology Department, Counselor Education Search Committee, Fall 2021

Western Connecticut State University, School of Professional Studies, Program Review Committee, September 2020-Present

Western Connecticut State University, Education & Educational Psychology Department, Co-chair of the Diversity Task Force Committee, February 2020-Present

Western Connecticut State University, Education & Educational Psychology Department Conference Committee, November 2020-April 2021


SERVICE TO WESTERN CONNECTICUT STATE UNIVERSITY:
Western Connecticut State University, Chairperson of the Campus Climate Survey Sub-committee for the WCSU Diversity Council, September 2021-May 2022

Western Connecticut State University, Wellness Committee, February 2021-Present

Western Connecticut State University, Diversity Counsel Committee, February 2021-Present

COMMUNITY SERVICE:
Connecticut School Counselor Association (CSCA), Member 2001-Present
   2020-2022 Counselor Educator Vice President
   2019-2020 New Haven County Vice President
   2018-2019 New Haven County Vice President-Elect
   2017-2018 Past President & Director, Board of Directors
   2016-2017 Immediate Past President & Director, Board of Directors
   2015-2016 President
   2014-2015 President-Elect
   2012-2014 Regional Vice President of New Haven County
   2010-2011 By-Laws Committee Co-Chair
   2006-2009 Mentoring Committee Chair

Connecticut Association for the Gifted (CAG) Board Member, 2015-Present
   2020-2024 President

Saint Joseph High School Reunion Volunteer, 2007-Present
   Alumni Council Member, 2007-2016
   Alumni Council Vice President, 2012-2014
   90's Alumni Council Reunion Co-Chair, 2014

University of Connecticut, School of Family Studies, Class Agent, 2002-Present

COMMUNITY SERVICE FACILITATIONS:

Lorrie-Anne Monte 10


**PAST SERVICE:**

CT State Department of Education Connecticut Model for Comprehensive School Counseling Revision Taskforce, 2014-2015

Huntington Branch Library Volunteer, 2008-2013

Naugatuck Teachers League Negotiations Committee, 2008-2009

Naugatuck Teachers League Naugatuck High School Representative, 2007-2010

**HONORS/AWARDS:**

Naugatuck American Legion Post 17 Certificate of Appreciation, 2019

Connecticut School Counselor Association Service Award, 2018

University of Connecticut Graduate Assistantship, 2015-2016, 2017-2018

Lorrie-Anne Monte 11
Association for Counselor Education and Supervision Emerging Leader, 2015

Neag School of Education: J. Raymond & Augusta Gerberich Scholarship, 2015

Connecticut Association for Counselor Education and Supervision: Graduate Student Professional Development Scholarship, 2015

**GRANTS RECEIVED:**
2021-2022 CSU AAUP Research Grant with Drs Monte & DeRonck - $10,000 for the research project: Attracting and Retaining School Counselors of Color

2018 - PHS Commissioned Officers Foundation for the Advancement of Public Health Barclay-Giel Seed Grant - $5,000.00 to increase the mental health services at Naugatuck High School

2001 - Business Education Initiative of Trumbull - $500.00 mini-grant for a guest speaker career lecture series at Trumbull High School

**PROFESSIONAL MEMBERSHIPS:**
- American School Counselor Association (ASCA)
- American Counseling Association (ACA)
- Association for Counselor Education and Supervision (ACES)
- Connecticut Counseling Association (CCA)
- Connecticut Association for Counselor Education and Supervision (CACES)
- Connecticut School Counselor Association (CSCA)
- National Association for Gifted Children (NAGC)

**RECENT PROFESSIONAL DEVELOPMENT:**
- CBT for Youth-Beck Institute, October 4, 11, 18, 2022 (Paid for by the WCSU Faculty Development and Recognition Committee, Faculty Development Funds)
- DBT in Schools-Cognitive & Behavioral Consultants, September 19-20, October 5-6, 2022
- Certified Clinical Trauma Professional (CCTP): Two-Day Trauma Competency Conference- Eric Gentry, PhD, LMHC, DAAETS, FAAETS, CCTP, August 18-19, 2022
- Clinical Supervision: Providing Effective Supervision, Navigating Ethical Issues and Managing Risk-George Haarman, PsyD, LMFT, July 25-26, 2022
- Connecticut School Counselor Association (CSCA) Annual Conference, April 5, 2022
- CHSE Blueprint Review Training, March 2, 2022
- SENG Online: 2021 Annual Conference, July 23, 2021-July 25, 2021
- Connecticut School Counselor Association (CSCA) Annual Conference, May 27-28, 2021
- University of North Carolina, Approved Clinical Supervisor Training Course, May 2021 (Paid for by the WCSU Faculty Development and Recognition Committee, Faculty Development Funds)
- Evidence Based School Counseling Conference, March 3, 2021-March 15, 2021
- Day Kimball Healthcare, Association for Clinical Pastoral Education (ACPE), Pastoral Care Specialist Training, September 2020-July 2021
- SENG 2020 Annual Conference, August 6-9, 2020
- Telehealth Certification Institute, Telemental Health Summit and Training Certificate Program, May 18, 2021-May 20, 2021

Lorrie-Anne Monte 12
FORMER HEALTH/WELLNESS CERTIFICATIONS:
Aerobics and Fitness Association of America (AFAA)
Certified Group Exercise Instructor
Certified Personal Trainer

Spinning
Certified Spinning Instructor

National Academy of Sports Medicine (NASM)
Certified Personal Trainer
Julie A. Perrelli, Ph.D.

Education

Ph.D. in Physical Education, Concentration in Teaching and Administration, Springfield College. Dissertation: Satisfaction with Coaching Leadership as a Predictor of Emotional Intelligence and Efficacy

M.S. in Physical Education, Concentration in Athletic Administration, Springfield College
Thesis: Factors Involved of Why Student Athletes Withdraw from Collegiate Athletics

B.A. in Communication, Western Connecticut State University

Professional Experience

Assistant Professor, Western Connecticut State University, August 2017 – present
Courses: Health Promotion and Maintenance; Introduction to Health and Wellness; Fitness for Life: Online Lecture, Resistance Training, Powerwalking/Games, Student Independent Activity; Drug Studies; Principles of Wellness; Principles of Personal Training; Exercise Physiology; Fitness Seminar and Lab; Exercise Kinesiology; Introduction to Exercise Science
Supervision: Health Promotion Studies Internship; Student Independent Research Project
Advising: Academically advise 50+ undergraduate students to degree completion

Compliance: Revise tasks/workflow in compliance software; prepare for regulatory reporting/auditing; monitor employee adherence and attestations for industry compliance
HR: Internship Coordinator; Assist with onboarding and employee profiles in HR software; interface with external network solutions groups; organize worktime, leave administration and benefits enrollment
Operations: employee office requests; analyze systems for quality control and improvement

Assistant Professor / Head Softball Coach, Springfield College, Fall 2009 – Sept. 2016
Undergraduate Courses: Striking Games, Sociology of Sport, Softball Skills, Wellness: A Way of Life
Graduate Courses: Independent Study Proposal Design, Advanced Coaching Methods, Legal Issues in Physical Education and Athletics, Athletic Administration
Supervision: Coaching Practicum, Athletic Administration Field Experience, Student research: Independent Studies, Theses, Dissertations
Advising: Academically advise 14 undergraduate and 24 graduate students to degree completion
Coaching: Plan, organize, and direct the non-traditional and traditional seasons of a NCAA Division III softball program; recruit and retain student-athletes; monitor academic progress; supervise and mentor graduate assistant coaches

Head Softball Coach / Course Support Instructor, Smith College, Fall 2006 – Spring 2009
Graduate Course: Legal Issues in Sport
Supervision: ESS 505, 506: Coaching Practicum (Level IV NCACE certification)
Coaching: Plan, organize, and direct the non-traditional and traditional seasons of a NCAA Division III softball program; recruit and retain student-athletes; monitor academic progress; supervise and mentor graduate assistant coaches
Professional Experience Cont’d

**Adjunct Faculty Member**, Springfield College, Spring 2006, Fall 2008, Spring 2009

*Undergraduate Courses*: Sociology of Sport, Drugs and Society, Athletic Administration

*Graduate Course, guest lecturer/assistant*: Legal Issues in Sport and Recreation


*Activity Classes*: Softball Skills, Racquetball, Outdoor Adventure (Asst. to Instructor), Bowling

*Coaching*: Assisted with practice planning, implementation, recruiting, and office work

**Compliance Coordinator Intern, Department of Athletics**, University of Massachusetts, Fall 2003; Springfield College, January 2003 – August 2004

Assisted the Associate Director of Athletics with responsibilities in Compliance and Eligibility including: Playing and Practice Seasons eligibility, Student-Athlete eligibility, satisfactory academic progress, and Student-Athlete retention

**Assistant Director**, Danbury Police Activities League Youth Center, Danbury, CT, December 1999 – August 2002

**Professional Development**

Faculty Athletics Representatives Association, Institute, Indianapolis, Nov 2022

Universal Design for Learning (UDL) training by CAST, Fall 2021 – Spring 2022

American College of Sports Medicine, NEACSM Fall Conference, Nov 2018 - present

American College of Sports Medicine, NEACSM Spring Conference, Apr 2019 - present

CTAHPERD, regional workshop, South Windsor CT, March 2019

Employee Wellness/Fit Fest, member, Fall 2013 – Spring 2016

Title IX: Sexual Harassment workshop by Donna Lopiano, Fall 2013


National Fastpitch Coaches Association Convention, 2003 – 2015


NCAA Diversity Training & Inclusion Workshop, Springfield College, February 2011

NCAA Women’s Coaches’ Academy Regional Seminar, Boston, MA, January 2011

National Fastpitch Coaches’ College Course 402: Advanced Analysis of Hitting, Pitching, and Short Game Skills, Nashville, Tenn., December 2009


Eastern District Association of AAHPERD Convention, Springfield, MA, 2005

**University Service - Current & AY 2021-2022**

Working Group 3: Retention and First Year, WCSU, Summer 2022

First Year Experience Program Coordinator, WCSU, Fall 2022 – present

Committee on General Education, WCSU University Senate, Fall 2022 – present

Health Education Coordinator, HPX dept. search committee, Fall 2021 – Spring 2022

Health Promotion Studies Internship Coordinator, HPX dept. search committee, Spring 2022

HPX Marketing Committee, member, Spring 2021 – present

NCAA Faculty Athletics Representative (FAR), Fall 2019 – present

Enrollment Management Committee, member, chair (2022), Fall 2019 – present

Admissions Accepted Students’ Day, HPX representative, Spring (annual) 2019 – present

Exercise Science minor, coordinator, Fall 2018 – present

Athletic Training, articulation with CCSU, coordinator, Spring 2018 – present

HPX Club, faculty advisor, Spring 2018 – present

HPX 177 Fitness for Life: Activity, committee member, Spring 2018 – present

Admissions Open House, HPX representative, Fall (annual) 2018 – present

Faculty Ambassador, WestConn Field Hockey, Fall 2018 – present
University/College Service - Past
Assistant Athletics Director for Internal and External Affairs search committee, Summer 2019
Scholarship Committee, Institutional Advancement, member reviewer, Fall 2017
Health Promotions Independent Study evaluator, Spring 2014 – 2016
Faculty Senate, Executive Committee Secretary, Fall 2013 – Spring 2014
Faculty Senate, Academic Policies and Standards committee, member, Fall 2012 – Spring 2014
Business Management faculty position screening committee, member, Fall 2013
Doctoral Qualifying Examination, examiner, oral and written, Fall 2012 – Summer 2016
Advanced Level Coaching Master Degree curriculum committee, chair, Spring 2011 – 2012
Career Center Advisory Board, Fall 2010 – Spring 2013
Sport Management faculty position screening committee, member, Fall 2010, Spring 2011
PE/Athletic Administration faculty position screening committee, Fall 2010, Spring 2011
Dual Sport Student-Athlete committee, member, Fall 2009, Spring 2010
PE/Athletic Administration position screening committee, Fall 2009, Spring 2010
Athletics Department Golf fundraiser committee, Fall 2009 – Spring 2016
PEHE-Graduate committee, Fall 2009 – Spring 2016
Campus Recreation Advisory Board, Fall 2009 – Spring 2011
Research Group committee, member, Springfield College, Fall 2009 – Spring 2016
Independent Study Poster Presentation evaluator, Fall 2009 – Spring 2016
Recruitment Open Houses, Admissions, Fall 2009 – Spring 2016
Fall Fit 5K, Smith College Athletics Department fundraiser, Sponsorship committee, 2008
Head Ski Coach search committee, Smith College, 2008
Chairperson, Coaches’ Academy, Smith College, 2008
Adapted Physical Education screening committee, Springfield College, 2006

Community Service
DAR, Comstock Cemetery Clean up, Fall 2019 (annual) - present
Danbury Police Activities League, Auction Committee, 2017 - 2018
Towns of East Longmeadow and Wilbraham, evaluator for travel softball teams, 2009 – 2014
Multiple Sclerosis fundraising dinner, volunteer, February 2011 (annual) – 2016
Team Impact Ambassador, 2011 – 2014
Springfield (MA) Teen Center, team volunteer, 2011
Rays of Hope, Breast Cancer Awareness Walk, 2010
Halloween Food Drive, Smith College Athletics Department, 2006 – 2008
Annual Golf Fundraising Tournament, Volunteer, Springfield College, 2002 – 2004
Basketball Hall of Fame, Grand Opening Ceremonies, Volunteer, Springfield, MA, 2002
Volunteer Youth Softball Coach, Danbury PAL, Danbury, CT, 2001 – 2002

Professional Service
NEACSM, CT State Representative, Fall 2022 – present
Little East Conference, Strategic Impact Grant, report liaison, 2022 – present
Little East Conference Awards Committee, member, Fall 2019 – present
NCAA Regional Advisory Committee, member, 2014 – Spring 2016
National Fastpitch Coaches’ Association, All-Region Subcommittee, member, Spring 2012
NEWMAC, Awards Committee, member, Fall 2010 – Spring 2011
Honors/Awards

FARA Institute, Scholarship Recipient, Nov 2022
HPX Club, Student Organization of the Year, AY 2018-2019
NEWMAC Softball Coach of the Year, Spring 2012
NEWMAC Sportsmanship Award, Smith College Softball Team, Spring 2008
Phi Epsilon Kappa Honor Society, Beta Theta Chapter, Inducted Spring 2006
Graduate Associate of the Year, Springfield College, 2004
NEISCA Professional Development Scholarship Award Winner, 2003 & 2004
Who’s Who Among American Colleges and Universities, 1999
Lambda Pi Eta, National Communication Association Honors Society, WCSU, Inducted 1998
Three year letter winner/captain, Softball, Western Connecticut State University, 1996 – 1999
Two year letter winner, Field Hockey, University of Delaware, 1994 – 1996

Affiliations/Memberships

American College of Sports Medicine (ACSM)
ACSM, New England Chapter (NEACSM)
CTAHPERD
Daughters of the American Revolution (DAR)

Research/Presentations


Current Research: O’Neill, L., Perrelli, J., & D’Onofrio, M. The Effects of Unilateral and Bilateral Overhead Resistance Training on Blood Pressure during Exercise (halted due to covid-19 in 2020 but will resume)

Presentation: Apex Community Care, Inc., March 4, 2020. Creating Lesson Plans and Effective Presentations (with Prof. Denise Colaianni)

Presentation: CTAHPERD, March 21, 2019. Before Push Comes to Shove: Instructional Ideas for Bullying Behaviors (with Dr. Patricia McDiarmid)

Doctoral Dissertation: Satisfaction with Coaching Leadership as a Predictor of Emotional and Social Intelligence, Springfield College (MA), December 2009


Master’s Thesis: Factors Involved of Why Student-Athletes Withdraw from Collegiate Athletics, Springfield College (MA), May 2004
<table>
<thead>
<tr>
<th>Student Research Advisor/Chair/Committee member</th>
<th>Master’s Thesis</th>
<th>Doctoral Dissertation</th>
<th>Master’s Independent Study Research Project (poster presentation)- Advisor</th>
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<tr>
<td>Name</td>
<td>Title</td>
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<td>Michael Turcotte Jr.</td>
<td>Attitudes of Physical Activity Between Athletes and Non-Athletes of First Year High School Students</td>
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<td>Deanna E. Huntley</td>
<td>The Relationship Between Coaching Efficacy by Coaches and Athletes</td>
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<td>Joseph Kropa</td>
<td>Sport Psychological Skills</td>
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<tr>
<td>Jonathan Dominik (2012)</td>
<td>Gambling Behaviors Among College Student Athletes, Non-Student Athletes, and Former Student Athletes</td>
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<td>Keith Stumpf (2012)</td>
<td>Precompetitive State Anxiety Among Division III Female Gymnasts</td>
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<td>Michael Jones (2013)</td>
<td>The Impact of Sport Pressure on Male and Female Student Athletes</td>
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<td>Nick Noheimer (2013)</td>
<td>The Relationship Between Precompetitive State Anxiety and Performance Within Intercollegiate Division III Distance Runners</td>
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<td>Alexa Carlson (2014)</td>
<td>Effect of Athlete Satisfaction on Winning Percentage in Female NCAA Division III Athletes</td>
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<td>Samantha Avery (2014)</td>
<td>Mental Training and Division III Collegiate Athletes</td>
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<td>Kelsey Dunn (2014)</td>
<td>A Comparison of Levels of Team Cohesion Based on Challenge Course Experiences</td>
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<td>Francesca Mazzola (2014)</td>
<td>Differences in Coaching Style Performance Among Female and Male Student Athletes</td>
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<td>Mike Corletta (2014)</td>
<td>The Preferred Coaching Behaviors of Athletes in Team Sports and Individual Sports</td>
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<td>Cody Flanagan (2014)</td>
<td>Factors Involved in Recruiting High School Football Student Athletes</td>
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<td>Rob Nolan (2014)</td>
<td>Positive Youth Development through Sport</td>
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<td>Jessica Blasioli (2014)</td>
<td>Employee Wellness Participation</td>
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<td>Lauren Horner (2014)</td>
<td>The Relationship Between Physical Activity and Psychological Well-Being in Older Adults</td>
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<td>John MacDonald (2014)</td>
<td>The relationship of physical activity to health risk behaviors in first year college students</td>
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<td>Kimberly Schmidt (2014)</td>
<td>The Relationship between Gender and Coping Styles in Division III Varsity Athletes</td>
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CURRICULUM VITAE

Katherine Roe, Ph.D.

EDUCATION

Doctor of Philosophy in Psychology (2016). Educational Psychology
Walden University, School of Psychology, MD.
Dissertation: Cultural Relevance in an English Language Learners’ Classroom: A
Qualitative Case Study

Master of Science (1995) Reading & Special Education
Adelphi University: Garden City, New York

Bachelor of Science (1983) Science / major; Education / minor
St. John’s University: Queens, New York

Applied Behavior Analysis Task 3 Course Sequence (2006)
St. Cloud University.

TEACHER CERTIFICATION

New York State General Childhood Education, Reading teacher, & Special Education K-
12 Certification

New York City General Childhood Education, Reading teacher, & Special Education K-
12 Certification

PROFESSIONAL EXPERIENCE

Chair, Education & Educational Psychology Department / edTPA Coordinator
Western Connecticut State University 2021 to present

Coordinator, MS Language & Literacy
Western Connecticut State University 2022 to present

Coordinator, MA in Teaching - Secondary Education
Western Connecticut State University 2022 to present

Coordinator, MS Special Education
Western Connecticut State University 2022 to present

Coordinator, Elementary Education Program / edTPA Coordinator / Assistant Professor
Western Connecticut State University 2018 to 2021

Academic Coordinator/Associate Professor of Education (Graduate)
Concordia College – New York 2014 to 2018

Assistant Professor (Graduate)
Concordia College – New York 2014 to 2016
Assistant Professor
The City University of New York 2013 to 2014
Lecturer
State University of New York 2008 to 2013
Education Consultant
K.L. Roe Reading / Learning Center, CT 1996 to 2018
Special Education Teacher
Director of Community Development Project for Vocational Training
Goodwill Industries of Greater New York 1984 to 1986

Policy, State, & Governmental Affairs
Chair, AACTE-CT Legislative and Policy Committee, September 2022 to present
ESL Programs for Refugees July 2022 to present
Transfer & Articulation Initiative: Pre-Elementary Education March 2022 to present
Legislative and Policy Committee AACTE-CT August 2021 to September 2022
Proposal for legislation: Section 10-XX of the CT General Statutes March 2022
Act Concerning Funding for Future Educators
Connecticut State Department of Education Educator Evaluation and Support Council 2022

Leadership to the Profession
• Site Team Reviewer Council for the Accreditation of Educator Preparation (CAEP) 2020-present
• President, AACTE-CT Chapter/Executive Board Member September 2022 to present
• Western Connecticut Superintendent Association August 2022 to present
• LSII Early Childhood Lab School Initiative & PLC May 2022 to present
• External reviewer for Journal for Invitational Theory and Practice 2020-present
• External reviewer for Cogent Education, Taylor & Francis, 2019- present
• External reviewer for International Journal of Library and Information Science, 2019-present
• External reviewer AACTE 2014-present
• ISTE International, 2018-present
• Active member AACTE 2014-present
• NYSATE Member since 2014
• CEEDAR participant 2018-present
• CEC Chapter 2013-present
• ABAI, 2007-2019
• Kappa Delta Pi Alpha Epsilon Delta Chapter, 2014-20
• International Literacy Association, 1995-2022

Courses Taught at Western Connecticut State University

• ED 210: Foundations of Literacy I
• ED 213: Inquiry and Assessment I
• ED 220: Digital Literacy: Integrating Technology in the Classroom
• ED 301: Foundations of Literacy II
• ED 320: Professional Development Experience
• ED 418: Inquiry and Assessment in the Classroom II
• ED 440: Integrating Literacy
• ED 425: Elementary School Social Studies
• ED 501: Introduction to Educational Research
• ED 517: Development of Reading in an Elementary School
• ED 535: Development of Reading in Secondary School
• ED 607: Language Development
• ED 610: Exploring Children’s and Adolescent Literature and Digital Literacies
• EPY 509 Exceptional Learners
• ED 620/21 MS Special Education Practicum
• ED 612/13 MS Literacy & Language Practicum -University Supervisor
• HON 499: Honors Enhancement

Courses Taught at Concordia College – New York

• EDU 381: Educational Psychology (Undergraduate)
• EDU 452: Student Teaching Seminar (Undergraduate)
• EDU 528: Culture, Language, and Literacy (Graduate)
• EDU 529: Literacy Instruction for Students with Special Needs
• EDU 530: Literacy Instruction for the Young Child
• EDU 553: Integrative Assistive Technology
• EDU 551: Special Education Assessment
• EDU 557: Teaching Students with Autism and Severe/Profound Disabilities
• EDU 558/559: Writing Development in Elementary Education / for the Young Child
• EDU 600: Research Seminar
• EDU 682/683/684: Student Teaching Seminar

Courses Taught at the City University of New York
• EDU 17: Literacy in Childhood Education grades 1-6
• EDU 30: Introduction to Special Education, Schools, and Society
• EDU 01: Foundations of Reading
• EDU 02: Reading and Study Skills
• LTL: 10 Learning to Learn

Courses Taught at the State University of New York

• COLSC 100: College Success
• READ 105: Analytical Reading
• READ 93: Foundations of College Reading

Service to Western Connecticut State University and the Education Department

• Dissertation Committee Member, Instructional Leadership AY 2022-present
• Co-Chair, University Planning and Budget Committee AY 2022-present
• Graduate Council AY 2022-present
• Summer Working Group: Academic Programs 2022
• New Programs Subcommittee 2022
• NECHE Working Group 2022
• Co-Chair, Committee on General Education AY 2021- 2022
• Chair, Committee on General Education AY 2020-2022
• Lead, Assessment of the General Education Competencies AY 2020-2021
• Education Review Committee AY 2021-present
• Chair, Education Review Committee AY 2019-2021
• Co-Chair, Education Review Committee AY 2018-2019
• CAEP Accreditation Committee Member AY 2018-2022
• WCSU ED & EPY Advisory Board AY 2018-2022
• Committee Member, Task Force for Diversity (Education Department) AY 2019-present
• Committee Member, Western International Committee AY 2019-2022
• Committee Member, Assessment Committee (Education Department) AY 2018-present
• Committee Member, Ad hoc Student Survey (Education Department) AY 2018-19
• Committee Member, SARC (Education Department) AY 2018-present
• Committee Member, Education Conference (Education Department) AY 2020-2021
• Dissertation Committee Member, Instructional Leadership AY 2020-2021

Service to Concordia College – New York and the Department

• Coordinator, MS General Childhood/Special Education 2014-2018
• Chair, Graduate Academic Policy Committee, 2017-18
• CAEP committee, 2014-18
• Academic Review Committee, 2014-18
• Partnership Liaison, 2014-2018
• Teacher Effectiveness Action Committee (TEAC), 2014-2018
• Middle States Commission on Accreditation Committee, 2017-18
• Dean / Faculty Search Committee(s), 2015-2018
• International Admissions Committee, 2016-17
• Designated SEVIS Officer, 2016-2018
• Principal Designated Student Exchange Visitor Officer Search Committee, (2016)
• English as a New Language Task Force, 2016-18
• Chair, Early Literacy Conference, 2015

Consultant

• New Fairfield Public Library, 2009-
• New Fairfield Public School, 2009-2010
• Sherman School, 2008-2010
• YMCA of Connecticut, 2008
• City of Danbury Birth-Three, 2007

Publications


Roe, K. (manuscript submission). Performance standards and effects on motivation.


Roe, K. (manuscript submission). Discussion to distinguish between attendance and attention. Review of General Psychology.


Professional Presentations


Professional Organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>Date</th>
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<tbody>
<tr>
<td>AACTE</td>
<td>2014-present</td>
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<tr>
<td>CEEDAR</td>
<td>2018-present</td>
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<tr>
<td>International Reading Association</td>
<td>1996- present</td>
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<tr>
<td>Connecticut Reading Association</td>
<td>1998- present</td>
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</tbody>
</table>
New York State Association of Colleges for Teacher Educators 2014-2018
Council for Exceptional Children 2014-present
National Council of Teachers of English: Improving Literacy Teaching & Learning 2013-
Applied Behavior Analysis International 2004-2014
EDUCATION
1990  Yale University  MFA Graphic Design
1989  Yale Summer Program in Graphic Design, Brissago, Switzerland
1984  Purdue University  BA Visual Communication Design
1979  Purdue University  AAS Industrial Illustration Technology

TEACHING
2022–present  Western Connecticut State University, Danbury, CT
  Associate Professor–Foundations + Applied Art, Department Chair
2017–22  Western Connecticut State University, Danbury, CT
  Assistant Professor–Foundations + Applied Art
2016–17  University of Bridgeport, Shintaro Akatsu School of Design, Bridgeport, CT
  Adjunct Faculty–Graphic Design Studio 1, Typography 3: Logo and Identity
2012–17  Western Connecticut State University, Danbury, CT
  Adjunct Faculty–Fundamentals of 2D Design, Color Theory, Typography,
  Communication Design 1 & 2, History of Graphic Design, History of Illustration,
  Logo and Identity Independent Study (Fall ’17)
2008–17  Norwalk Community College, Norwalk, CT
  Adjunct Faculty–Graphic Design 1, 2, 3. Co-author of Graphic Design Degree Curriculum
1991–95  Norwalk Community-Technical College, Norwalk, CT
  Adjunct Faculty–Graphic Design 1, 2, 3. Co-author of Graphic Design Degree Curriculum

PAINTING EXHIBITIONS – SOLO
2019  Featured Artist, Ridgefield Pride Art Center Gallery, Ridgefield, CT
2018  Coat of Chrome, Laura Barton Fine Art Gallery, Emmaus, PA
2017  A Decade of Automotive Photorealism, Mayor’s Gallery at Government Center, Stamford, CT
2016  Realized Classics, Sidewalk Gallery, Norwalk, CT
2014  Not Fade Away, Norwalk Community College, Norwalk, CT
2013  Art of the Automobile, Westport Public Library Atrium Gallery, Westport, CT
  Used Cars, Carriage Barn Arts Center, New Canaan, CT
2011  Fall Classics, Laura Barton Gallery, Westport, CT
  Art of the Car, Pierce Ball Gallery, Stamford, CT
2008  Car Parts, Westport Arts Center, Westport, CT

PAINTING EXHIBITIONS – GROUP
2022  Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting
  June 1, 2022-June 15, 2023, Auburn Cord Duesenberg Automobile Museum, Auburn, IN
  North American Motor Car, Danbury, CT Grand Opening Exhibition
2021  Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting
  October 23, 2021-January 2, 2022, Lyman Allyn Art Museum, New London, CT
  June 1-September 12, 2021, Art Museum of South Texas, Corpus Christi, TX
  October 18, 2020-May 2, 2021, Ella Carothers Dunnegan Gallery of Art, Bolivar, MO
  Freewheeling: The Allure of the Automobile, The Bascom Center for Visual Art, Highlands, NC
  Fall Online Exhibition. International Guild of Realism
2020  Principle Gallery, Charleston, SC International Guild of Realism 15th Juried Exhibition
  Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting
  October 18, 2020-May 2, 2021, Ella Carothers Dunnegan Gallery of Art, Bolivar, MO
  July 13-August 23, The Michele and Donald D’Amour Museum of Fine Arts, Springfield, MA
  February 29-May 10, The Morris Museum of Art, Augusta, GA
  Still River Editions, Danbury, CT Wish You Were Here
2019  Faculty Exhibit, Western Connecticut State University, Danbury, CT
  Principle Gallery, Alexandria, VA International Guild of Realism 14th Juried Exhibition
  Silas Bronson Library, Waterbury, CT
  Weston Arts Lachat Farm, Weston, CT
PAINTING EXHIBITIONS - GROUP (CONTINUED)

2019  Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting
       November 7, 2019-February 2, 2020, Haggan Museum, Stockton, CA
       June 7-September 30, Sangre de Cristo Arts & Conference Center, Pueblo, CO
       March 1-May 19, Saginaw Museum of Art, Saginaw, MI
       January 12 - February 10, The Evelyn Burrow Museum, Hanceville, AL

2018  Luster. Realism and Hyperrealism in Contemporary Automobile and Motorcycle Painting
       October 1 - December 23, Maria V. Howard Arts Center, Rocky Mount, NC
       July 20 - September 9, Dane G. Hansen Memorial Museum, Logan, KS
       Premiere: March 10 - June 21, Museum of Arts and Sciences, Daytona Beach, FL
       Bon Voyage: The Art of Travel and Leisure, CODA Gallery, Palm Desert, CA

2017  Winfield Gallery, Carmel, CA  International Guild of Realism 12th Juried Exhibition

2016  1261 Gallery, Denver, CO  International Guild of Realism 11th Juried Exhibition
       Laura Barton Fine Art Gallery, Emmaus, PA  Inaugural Exhibition

2015  Principle Gallery, Alexandria, VA  International Guild of Realism 10th Juried Exhibition
       Masterworks from the International Guild of Realism Exhibition, Museum Tour: AL, GA, FL thru 2016
       Cars, Nature, and More... Kershner Gallery at the Fairfield Public Library, Fairfield, CT
       Va Va Vroom, The Art of the Vehicle, Carriage Barn Arts Center, New Canaan, CT
       Off-The-Wall Exhibit, Western Connecticut State University, Danbury, CT
       Faculty Exhibit, Norwalk Community College, Norwalk, CT (also 2011, 2013)

2014  Robert Lange Studios, Charleston, SC  International Guild of Realism 9th Juried Exhibition

2013  The Art of Transport, Pierce Ball Gallery, Stamford, CT
       Tempe Center for the Arts, Tempe, AZ  International Guild of Realism 8th Juried Exhibition
       Barns, Cars, and Chemistry, Red Door Gallery, Richmond, VA
       21st Annual Art Show, Junior League of Eastern Fairfield County, Fairfield, CT (also 20th)

2012  Creativity & Compassion, Faculty Exhibit, Western Connecticut State University, Danbury, CT
       smallWork, New Canaan Society for the Arts, New Canaan, CT
       Jones & Terwilliger Gallery, Carmel, CA  International Guild of Realism 7th Juried Exhibition
       Candy and Chrome, Red Door Gallery, Richmond, VA

2011  Sage Creek Gallery, Santa Fe, NM  International Guild of Realism 6th Juried Exhibition
       Creative Achievement Award
       Friends of Hall-Brooke, Mother’s Day Show, Westport, CT  Best of Show Award
       Fairfield County Concours d’Elegance, Westport, CT (also 2008-2010)

2010  Fresh Paint, Flinn Gallery at the Greenwich Library, Greenwich, CT
       30th Faber Birren National Color Show, Stamford Artists Association, Stamford, CT

2009  The Car and Boat Show, Gardner Colby Gallery, Naples, FL

2007  Spectrum, New Canaan Society for the Arts, New Canaan, CT  2nd prize, Juror: Robert Cottingham
       Gallery representation by CODA Gallery, Palm Desert, CA since 2013

SELECTED BIBLIOGRAPHY

2021  Celebrate Art + Automobile. FreeWheeling: The Allure of the Automobile in Contemporary Art
       Laurel Magazine, June.

2021  Spurlin, Sharon. FreeWheeling, An Automotive Art Exhibition at The Bascom, Automobilia #16, May/June

2021  Art Internship Trends: Experts Weigh in on What to Expect in 2021. zippia.com, April


SELECTED BIBLIOGRAPHY (CONTINUED)

2012  Ritchie, Amy. *Photo Finish*, Style Weekly Richmond, June
       Visual Arts Events, smallWORK, FCBuzz.Org, November
       Rooney, Ashley, ed. *100 New England Artists*, Schiffer Publishing, Atglen, PA
       Santa Fe New Mexican/Pasatiempo, *Guild of Realism Sixth Juried Exhibition*, October
       Social Happenings, *Art of the Car Exhibit*, Weston Forum, April
2010  Menendez, Didi, ed. *Artist Feature*, Poets and Artists Magazine, December
       Rose, Joshua, ed. *Artist Focus*, American Art Collector, May
       Good Living Section, *Weston Artist in Greenwich*, Minuteman News Center, May
2009  Detrik, Tanya. *Book Smart*, Fairfield County Home, April
       *Eye for design focuses on “Car Parts,”* Arts & Leisure, Weston Forum, January
2007  “Car Parts” Exhibit, Arts & Leisure, Weston Forum, December
       “Car Parts” exhibit features Weston Artist, Westport News, January

MEDIA APPEARANCES

2021  WCSU Media Services video, Accepted Students Day
2019  WCSU Media Services video, *Covering Blue Note* promotion
2014  Ann Nyberg’s Network Connecticut (WTNH8), September
       Look at the Chrome on that Car! http://networkconnecticut.com/2014/09/look-at-the-chrome-on-
       that-car/
2013  Fairfield County Artists Association, June. Portfolio presentation
2011  Cablevision Neighborhood Journal, July Studio visit and promotion of Pierce Ball Gallery exhibit

NATIONAL TRUST FOR HISTORIC PRESERVATION

2017-20  Philip Johnson Glass House, New Canaan, CT
          Educator Guide for tours of the Glass House, galleries, grounds and seasonal exhibits

FREELANCE PUBLICATION DESIGN

2007-10  Rizzoli Publications International, Fairfield, CT and NYC
          Fine art and photographic books
          Fine art and photographic books, calendars, postcards
1992-97  Colonial Williamsburg Foundation, Williamsburg, VA
          *British Delft at Williamsburg* and museum collection books
1996    Jean Woodham: Sculptor, Westport, CT
          Fifty Years of Sculpture retrospective exhibition catalogue
1994-95  Nathan Garland Graphic Design + Film, New Haven, CT
          Fine art and photographic books
1992-96  Yale University Art Gallery, New Haven, CT
          *Catalogue of the Collection*, various exhibition catalogues
1992-96  Storm King Art Center, Mountainville, NY
          Exhibition catalogues, membership materials, site maps
1990-91  Brandywine River Conservancy, Chadds Ford, PA
          *Brandywine River Museum Catalogue of the Collection*
1990    Harry N. Abrams, Inc., NYC
          *The Age of Reptiles, The Age of Mammals*, Peabody Museum, New Haven, CT
FREELANCE CORPORATE IDENTITY
2016    Mark Feaster Photography, Hastings-on-Hudson, NY, Logo design
2014    Connecticut Writing Project, Fairfield, CT, Logo design
2013-14 Mohawk Day Camp, White Plains, NY, Logo design, signage, murals, marketing materials
1996-98 MQA, Inc., Fairfield, CT, Managed Quantitative Advisors. Logo and marketing materials
1996-97 InfoRx, LLC, Newtown, CT, Logo and marketing materials
1995-97 Outsource® Report, Fairfield, CT, Outsourcing industry newsletter
1990    Corporate Health Incorporated, Danbury, CT, Logo and marketing materials
1990    The Hand Center of Western Connecticut, Danbury, CT, Logo and marketing materials
1988    MODA Vérité, Columbus, OH, Fashion boutique. Logo and marketing materials
1986    Will Shively Photography, Columbus, OH, Promotional materials

MURALS AND DECORATIVE PAINTED FINISHES
1997-2013 TruFaux Decorative Painting, Weston, CT
Artistic services included wall finishes, murals, floorcloths, furniture, and floors

FREELANCE PACKAGING DESIGN
1991-92 500 Group, Inc., Greenwich, CT
Product and brand development, packaging graphics for teen cosmetics storage products

EMPLOYMENT
1988    Design Collective Incorporated, Columbus, OH
Interior, Environmental, and Graphic Design. Senior Graphic Designer
1986-88 Karlsberger Companies, Columbus and Cincinnati, OH and Fort Worth, TX
Architecture and Planning for Healthcare. Senior Graphic Designer
1984-86 Karlsberger + Associates, Inc., Columbus, OH
Architects and Planners. Graphic Designer
1982-84 HC MacDonald Classified Services, Lafayette, IN
Production, design, and illustration for classified advertising monthly. Graphic Designer
Brian M. Stankus

EDUCATION

2013-2019       PhD in Chemistry
                 Brown University, Providence, RI

2009-2013       Bachelor of Arts in Chemistry (with Honors)
                 Boston University, Boston, MA

ACADEMIC APPOINTMENTS

Fall 2019 – Present       Assistant Professor of Chemistry
                          Western CT State University

Spring 2019       Visiting Assistant Professor of Chemistry
                  Brown University, Providence, RI

Summer 2018       Summer Term Lecturer of Chemistry
                  Boston University, Boston, MA

HONORS AND AWARDS


Deans’ Faculty Fellowship, Brown University, 2018-2019.

Vince Wernig Fellowship, Department of Chemistry, Brown University, 2017-2018.


National Merit Scholarship, NMSC, 2009-2013.

Undergraduate Research Opportunities Program Award, BU UROP, 2012.

Boston University Honors Program, Boston University CAS, 2009-2011.
RESEARCH & OTHER ACADEMIC EXPERIENCE

Investigated ultrafast chemical dynamics, using photoelectron spectroscopy and ultrafast gas-phase x-ray scattering, to study a variety of model chemical systems.

Teaching Assistant, General Chemistry, Brown University, 2016-2017.
Facilitated group problem-solving sessions for general chemistry.

Graduate Student Mentor, Brown University, 2016.
Mentored first-year graduate students as a part of the Diversity and Inclusion Action Committee. Duties included surveying student attitudes, developing initiatives for a more inclusive environment, and holding office hours for advising students.

Teaching Assistant, General Chemistry Laboratory, Brown University, 2013-2014.
Instructed laboratory sections for general chemistry.

Research Assistant, Ziegler Group, Boston University, 2012-2013.
Investigated exciton dynamics in single-walled carbon nanotubes using ultrafast transient absorption spectroscopy.

Guest Lecturer, General Chemistry, Boston University, 2012-2013.
Guest lectured to approximately 200 students on topics including entropy, bond and formation enthalpies, and intermolecular forces.

Teaching Assistant, General Chemistry, Boston University, 2011-2013.
Served as both a discussion and pre-lab instructor for general chemistry.

Research Assistant, Abrams Group, Boston University, 2010-2011.
Researched chemical education, focusing on development of novel general chemistry laboratory experiments for college freshmen.

PUBLICATIONS


**PRESENTATIONS**

Oral Presentation, “Ultrafast Chemical Dynamics: Photochemistry in Real Time”, Meeting of the Western CT section of the American Chemical Society, Danbury, CT, 2020.


MEMBERSHIPS AND AFFILIATIONS

Member, *American Chemical Society*, 2018-Present.

Member, *American Physical Society*, 2017-Present.

Associate Member, *Royal Society of Chemistry*, 2016-Present.

Member, *WCSU University Senate*, 2021-Present.

Member, *WCSU Honors Council*, 2020-Present.

Member, *WCSU Chemistry & Biochemistry Early College Program*, 2021-Present.

Member, *Diversity and Inclusion Action Committee*, Department of Chemistry, Brown University, 2016-2019.
Edwin M. Wong
Department of Biology
Western Connecticut State University

DEGREES
Doctor of Philosophy, Indiana University, Bloomington IN
Major: Molecular, Cellular, and Developmental Biology Minor: Genetics

Bachelor of Science, University of Maryland, College Park MD
Major: Chemistry (Biochemistry track)

PROFESSIONAL EXPERIENCE
Associate Professor, Western Connecticut State University (2008-present)
Assistant Professor, Western Connecticut State University (1999-2007)
Visiting Assistant Professor, Salisbury State University (1994-1999)
Visiting Assistant Professor, University of Maryland-Eastern Shore (1994-1995)

WORK LOAD CREDIT ACTIVITIES

UNDERGRADUATE COURSES
BIO 100 Concepts of Biology
BIO 101 Freshman Seminar for Biology Majors
BIO 103 General Biology I
BIO 215 Microbiology

BIO 312 Genetics
BIO 410 Topics in Molecular Genetics
BIO 480 Group Senior Research

GRADUATE COURSES
BIO 506 Applied Stewardship
BIO 539 Molecular Biology of Prokaryotes

SUPERVISED STUDENT RESEARCH (since 2007)


• Ashley Horton & Chris Marji. "Analysis of microcystin and saxitoxin genes in Cyanobacteria." BIO 299 poster at the annual Western Research Day at Danbury, Connecticut on May 9, 2019.


• Michael Mascola & Devin Haack. “Identification of Bacterial Species and Diversity on American Dollar Bills through the Analysis of Prokaryotic 16S rRNA Genes”. BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 6, 2016.


• Taylor Pasquence & Alicia Gallo. "AFLP Fingerprinting of Lake Lillinonah and Lake Zoar Zebra Mussels in Comparison with Laurel Lake and Lake Champlain Populations". BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 2, 2014.


• Mark Fitzgerald & Mary Alice Secola, “Microbial Metagenomic Analysis and Comparison of Candlewood Lake Sediments in Winter Drawdown and Shallow Submerged Shoreline Areas.” BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010. Provost’s Award for Best Poster.


• Uyiosa Osagie & Sandy Peterson, “Metagenomic Analysis of Water Samples”. BIO 410 poster at the annual WestConn Research Day at Danbury, Connecticut on May 13, 2010.


• James Tanner, “Morphological and mtDNA Classifications of Mosquitoes in Western Connecticut”. BIO 490 Senior Research. 2009


• Casianne Manning, “DNA Barcode in Angiosperms: Variation in the atpF-atpH Intergenic Region”. BIO 490 Senior Research. 2008


• Joanna Sweeney, "TRFLP Analysis of Soil Fungal Communities Along Stone Walls". BIO 599 Student Independent Study. 2007

• Jeffrey Brentson, "DNA Barcoding of Local Marine Fish". Abstracts from the exhibition event for the WestConn Institute for Science Teacher Research (WISTR) at Danbury, May 31, 2007.

• Luanne LaRose, "DNA Fingerprint Analysis of Aquarium Fish". Abstracts from the exhibition event for the WestConn Institute for Science Teacher Research (WISTR) at Danbury, May 31, 2007.

GRANTS (since 2005)
- CSU-AAUP University Research Grant (2022) "Diversity of toxic Cyanobacteria in Connecticut lakes." ($5000)
- Connecticut Department of Energy & Environmental Protection Grant for the Control of Aquatic Invasive Species (2021) "Identifying and Quantifying Toxin Genes from Cyanobacteria in CT Waterways." ($3225)
- CSU-AAUP University Research Grant (2021) "Relationship between water quality parameters and toxic cyanobacterial blooms." ($4100)
- Linde Global Giving Grant (2020) "Cyanobacteria Research" ($20,000)
- CSU-AAUP University Research Grant (2019) "Quantifying genes and gene expression from Cyanobacteria in Connecticut waterways." ($4623)
- Kettering Family Foundation (2018) "Scientific and Biological Study of Candlewood Lake." ($4000)
- U.S. Environmental Protection Agency (2017) "A Strategy for Detecting, Monitoring, and Assessing Freshwater Harmful Algal Blooms." ($694,260; not funded)
- WCSU Libraries (2017) "Open Educational Resources Evaluation Grant for BIO 100 Concepts of Biology textbook." ($500)
- CSU-AAUP University Research Grant (2015) “Community Dynamics of Blue-Green Algae (Cyanobacteria) Blooms in Candlewood Lake.” ($5000)
- CSU-AAUP University Research Grant (2014) “Microsatellite analysis of genetic variation in zebra mussel populations.” ($3246)
- CSU-AAUP University Research Grant (2013) “Phylogeographic Analysis of Zebra Mussel Populations in a Regional Ecosystem." ($2523)
- CSU-AAUP University Research Grant (2012) “Molecular Diversity of a Freshwater Lake Plankton Community.” ($4330)

• CSU-AAUP University Research Grant (2008) “Molecular Barcoding.” ($2810)

• CSU-AAUP University Research Grant (2007) “Molecular Analysis of Desert Microbial Communities.”

• CSU-AAUP University Research Grant (2006) “Molecular Analysis of Environmental Fungi.” ($5000)

• CSU-AAUP University Research Grant (2005) “Impact of Environmental Disturbances & Pollution Upon Soil Microbial Communities.” ($4107)

PUBLICATIONS & PRESENTATIONS (since 2005)

• Wong, E. (2021) "What are Cyanobacteria and Why Should We Care?" Presentation to the Connecticut Federation of Lakes (virtual) on January 13, 2022.

• Wong, E. (2021) "What are Cyanobacteria and Why Should We Care?" Presentation to the Brookfield Public Library (virtual) on August 9, 2021.


  <http://o2.aolcdn.com/hss/storage/patch/64390988f80a0aeccc2fa89ee06d8bba&ei=z-MDUZ3nJ4HN0AHl_oGoBA&usg=AFQjCNGHAVhNyisIHGckDPt6hErANUthAww&bvm=bv.41524429,d.dmQ&cad=rja>

  <http://www.bioquest.org/bedrock/washingtondc_03_07/workshop_forms/project_template.php?project_id=323>.


SERVICE TO THE DEPARTMENT & UNIVERSITY
• WCSU Cyanobacteria Monitoring Program founder & manager (2016-present)
• Westside Nature Preserve director (2018-present)
• Biology Club advisor (2000-2002; 2012–present)
• Dept. of Biology Social Media Committee (2020–present)
• Dept. of Biology Commencement Party Committee (2018–present)
• Dept. of Biology Program Review Committee (2014–present)
• Dept. of Biology Assessment Committee (2021–present)
• WCSU Science Building Space Committee (1999-present)
• WCSU Open House, Accepted Students Day, Freshman Orientation (2006-2022)
• Dept. of Biology webmaster (2006-2021)
• WCSU Minority Recruitment & Retention Committee (2008-2020)
• Dept. of Biology Department Evaluation Committee (2011–2015; 2018-2021)
• BRIDGE program participant (2010–2015)
• WestConn Institute for Science Teacher Research (WISTR) participating faculty (2006-2007)
• WCSU Faculty Senate (2002-2006)
• WCSU Informatics Minor Curriculum Committee (2003)

MEMBERSHIP
• American Society for Microbiology (1999–present)
• North American Lake Management Society (2012-2014; 2022)
• National Science Teachers Association (2015–2017)

PUBLIC TEACHING ACTIVITIES
• "What Can We Do About Cyanobacteria?" To aquatic science teachers at Danbury High School, January 28, 2020.
• "Bugs Underfoot: Sleuthing for Environmental Microbes". To Advanced Placement Biology classes at Danbury High School, January 9, 2006.
• "Bugs Underfoot: Sleuthing for Environmental Microbes". Science Day 2005 at Housatonic Valley Regional High School, March 18, 2005.

TEXTBOOK REVIEWER

AWARDS
• WCSU Provost’s Teaching Award (2018)
• Outstanding Faculty Member in Macricostas School of Arts & Sciences, from Student Government Association (2018)


• Outstanding Student Organization Advisor (1999) Office of Student Activities & Organizations, Salisbury State University


• Honorary Professor (1994) Office of the President, Shandong University, People’s Republic of China

• Honorary Professor of Molecular Biology (1994) Department of Biology, Shandong University, People’s Republic of China

• Teaching Excellence Award (1994) Shandong Provincial Education Commission

• Teaching Excellence Award (1992) Shandong Provincial Education Commission

SCIENCE HORIZONS MENTOR


Youngbin KIM  
Ancell School of Business  
Western Connecticut State University  
181 White Street, Danbury, CT 06810

Working Experience

Western Connecticut State University  
Danbury, Connecticut  
- Assistant Professor  
- Accounting Department at Ancell School of Business  
  August 2016 – now

Mando Corp.  
Wonju, South Korea  
- CAD Engineer  

Busan Metropolitan Police  
Busan, South Korea  
- Combat Policeman (Mandatory military duty)  
  October 2002 – March 2005

Education

University of Hawaii at Manoa  
Honolulu, Hawaii  
Ph.D. in Business Administration  
- Major: Accounting  
- Dissertation topics: Social networks of firms and corporate social responsibility, Social networks of firms and financial statement comparability  
  August 2012 – July 2016

National University of Singapore  
Singapore  
Ph.D. Program  
- Major: Management  
- Dropped  
  August 2010 - July 2012

Nanyang Technological University  
Singapore  
M.B.A.  
  August 2008 – October 2009

Seoul National University  
Seoul, South Korea  
Bachelor of Science in Mechanical and Aerospace Engineering  
Bachelor of Business Administration  
  March 1997 - February 2002

Publication
• **Board networks and audit quality** published in *Journal of Corporate Accounting and Finance* in 2022, co-authored with Jeaseong Lim and Juan Qin

• **The Crisis of Danbury Fair Mall** published in *Journal of Marketing Development and Competitiveness* in 2021, co-authored with Jin Sun Ahn, Hanyong Chung, Jung Hoon Kim, and Natalie Jungyoun Shin

• **Legal environment changes and firm value: Evidence from the 1999 SGI Case** published in *Journal of Applied Business and Economics* in 2021, co-authored with Jangho Gil and Jaeseong Lim

• **Social Networks of Firms and Corporate Social Responsibility** published in *Journal of Accounting and Finance* in 2020, co-authored with Ying Guo and David Yang

• **What happened to the pension liability of Connecticut State?** published in *Journal of Business Cases and Application* in 2020, co-authored with Jaeseong Lim

• **The effect of director busyness on corporate governance: an examination of the value of cash holdings** published in *Journal of Finance and Accountancy* in 2020, co-authored with Ying Guo and David Yang

• **GASB statement No. 68 Implementation Magnifies Attention to Connecticut Pension Crisis** published in *Journal of Government Financial Management* in 2020, co-authored with Xiaowen Jiang and Jaeseong Lim

### Teaching Experience

- ACC201 Financial Accounting
- ACC202 Managerial Accounting
- ACC402 Governmental & Not-For-Profit Accounting
- ACC501 Introduction to Financial Accounting (M.B.A.)
- ACC502 Introduction to Managerial Accounting (M.B.A.)
- ACC507 Strategic Cost Management (M.B.A.)
RYAN CAVANAGH

10 Kale Davis Road, Sandy Hook CT 06482 | 631-926-0304 | cavanaghr@wcsu.edu

Education
State University of New York at Plattsburgh
Bachelor's Degree | Political Science
Masters Degree | Leadership and Administration

Coaching Experience

Head Men’s Lacrosse Coach | Western Connecticut State University | 2016 - Present
- Run all aspects of a competitive college lacrosse program, including budget management, recruitment, travel coordination, staffing, practice planning and teaching individual and team skills.
- Rebuilt the men’s lacrosse program from a 2-14 record in 2016 to making a Little East Conference Championship appearance in 2021.
- Achieved the recognition of being regionally ranked in New England in 2021, the first in program history.
- Achieved the recognition of being of receiving votes in the USILA National Coaches Poll in 2022, the first time in program history.
- Recruited and developed two USILA All Americans (the first in program history), two LEC Rookies of the Year, 19 All-LEC Players and 7 players named to the NEILA East-West All-Star Game.
- Conduct academic meetings, team building exercises and leadership workshops with lacrosse student-athletes.
- Develop yearlong strength and conditioning programing, while teaching the proper lifting and running techniques required to accomplish the programing.
- Cultivate a strong culture amongst the team by developing the character of our team captains, leaders, and followers.
- Collaborate with athletic and academic departments regularly to ensure our team is living up to the standards and vision of the University.
- Acquire tens of thousands of dollars through fundraising efforts annually, including but not limited to Western Day of Giving, the Hat City Lacrosse Shootout (annual men’s lacrosse tournament), and hosting alumni events and gatherings.
- Participate as a voting member on the New England Lacrosse Poll and the USILA National Coaching Poll.
- Serve on the USILA Regional All-American committee.
- Communicate with recruits, families, and campus admissions to streamline the application process.
- Serve on university committees, including Faculty Senate, athletics website redesign, and the alumni golf outing.

Director of Recruiting and Head Coach | CT Wolves Club Lacrosse Program | 2021 - Present
- Assist in running a highly competitive club lacrosse program, including staffing, lesson planning, and teaching individual and team skills.
- Teach a speed and agility curriculum that emphasizes sprinting mechanics and training to develop and prepare young lacrosse players.

Director | Game Breaker Sports Camp | 2016 - 2019
Managed several aspects of running a youth sports camp, including recruitment, staffing, lesson planning, and teaching individual and team skills.

Head Men's Lacrosse Coach | SUNY Plattsburgh | 2011 – 2016
Head Assistant Coach, Men's Lacrosse | SUNY Plattsburgh | 2008 - 2011

- Led the team to three straight appearances in the SUNYAC Championship from 2013 – 2015, with 2013 being the first championship appearance in program history.
- Earned a .689% winning percentage, highest of any Head Coach in program history.
- Holds the record for the most wins in program history with 51 wins.
- Awarded the 2013 Jac Coyne Lacrosse Magazine’s Division III Coach of the Year and the 2013 SUNYAC Coach of the Year.
- Marked the 2013 season with accolades including a #16 ranking in the USILA National Coaches Poll (first time ranked in program history), 8 consecutive weeks being nationally ranked, winning the most games in a single season (14), recording the best in-conference record in program history to date (5-1), and having the longest winning streak in program history.
- Received votes in the USILA National Coaches Poll from 2013-2015.
- Led the team to being regionally ranked in the North region in 2013 and 2014.
- Recruited, developed, and coached 7 USILA All Americans, 4 North South players, 1 USILA Scholar All American and 21 All-SUNYAC players (45% of the total All-SUNYAC players in program history when I departed).
- Organized the first-ever fishing trip fundraiser and the Annual Plattsburgh Lacrosse Golf Outing.

Playing Experience

SUNY Plattsburgh

- Earned recognition from coaches and players including Most Improved Player in 2006, and team Captain, MVP, All-SUNYAC player, and ranked 18th in the nation in face-offs in 2007.
- Currently hold the record for face-off percentage in a season and all-time career faceoff percentage.

Nassau Community College

- Played in two National Final Four Junior College appearances.
- Won two regional titles.

Community Service

- Spearheaded the Western Connecticut State University’s community service program, accumulating the most hours of any Men’s NCAA Division III teams in 2020.
- Organized our annual trick or canning event, which generates hundreds of canned goods and non-perishable items to local food pantries 2011-2021.
- Coordinated our team’s participation in the Tunnel to Towers Run, which supports our nation’s first responders and armed service members.
- Assisted in the Festivals of Trees fundraiser for Ann’s Place which provides comfort, support, and resources to people living with cancer and their loved ones 2017, 18, 19, 21.
- Completed over 2,500 hours of community service at SUNY Plattsburgh from 2011-2016, including raising over $31,000 for St. Baldrick’s Day Foundation.
- Received the Vision Award, by the Division of Student Affairs at SUNY Plattsburgh in 2010. Given to one person on campus who goes above and beyond to improve the community.
• Founded the Plattsburgh Youth Lacrosse Club, coaching players ages 6 – 17.
RESOLUTION
Concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants’ Selection Committee for the 2023 - 2024 program year.

A True Copy:

________________________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
ITEM
CSU-AAUP Faculty Research Grants.

BACKGROUND
Article 9 of the Collective Bargaining Agreement between the Board of Regents and the Connecticut State University American Association of University Professors (CSU-AAUP) mandates that funds, as set forth in Article 9.10 be allocated for research grants at each of the four CSU institutions, according to a formula based on their respective numbers of full-time faculty members.

RATIONALE
The CSU-AAUP Faculty Research Grants continues to be a very popular and a widely supported program by both faculty members and administrators. The program is the primary tool in promoting the advancement of research and creative works by CSU faculty members. Over the years, the grants have led to the publication of many books and journal articles; and have contributed to the advancement of instructional excellence across the CSU universities.

RECOMMENDATION
Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this action. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.
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<tr>
<th>Name</th>
<th>Grant Title</th>
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<td>LGBTQ2+ Educators' Navigations Through Societal Sexual and Gendered Norms, Heteronormative Schools and Society: Oral History Archives of LGBTQ2+ Educators</td>
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<td>Career ready students: Evaluating transferable skills for Connecticut undergraduate student post-graduation employability</td>
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<td>The Sound of Formosa Mountains</td>
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<td>Mom Pae: Pants of Labor</td>
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<td>Burning Candles, a Novel in Progress</td>
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<td>Does Infidelity Priming Increase Parents’ Opposition to Physically Attractive Partners for Daughters?</td>
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<td>Meng Guo and Nahyun Oh</td>
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<td>The Patrimonial State and Welfare Creation. The use of Natural Resources and State Intervention post-Covid in Bolivia, South Africa, and Botswana</td>
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<td>Fatma Pakdil and Steve Muchiri</td>
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<td>The effects of salt tectonics on carbonate platform evolution, Santonian Sant Corneli Formation, south-central Pyrenees, Spain</td>
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<td>Joint proposal-- Applying Deep Learning to Image Classification on NASA Datasets</td>
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**Total**                                                            **$186,318**

**Funding Available**                                                **$230,241**

**Carry Over**                                                        **$43,923**
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<td>Joshua Cordeira</td>
<td>Exercise-Induced changes to the Brain Reward System</td>
<td>$ 5,000.00</td>
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<tr>
<td>Kristin Giamanco</td>
<td>Making Contact: Assessing the Role of the Cell Surface Receptor, Contactin-1, in Perineuronal Net Formation</td>
<td>$ 5,000.00</td>
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<tr>
<td>Michelle Monette</td>
<td>What does Fluctuating Temperature Mean for Fish Physiology? Assessing the Impacts of Climate Change on a Critical Estuarine Species</td>
<td>$ 5,000.00</td>
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<tr>
<td>Theodora Pinou</td>
<td>The Effects of Urbanization on the Eastern Copperhead (Agkistrodon Contortrix) in Central Connecticut</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>Judith Prieto</td>
<td>Development of Purification Schemes of Three Malaria Proteins</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>Hannah Reynolds</td>
<td>Evolution of Black Yeast in Soil</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>Carlos Santibanez-Lopez</td>
<td>Assessing the Utility of the Oxford Nanopore MinION for Scorpion Venom Composition</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>Brian Stankus</td>
<td>Singlet Oxygen Detection via Phosphorescence</td>
<td>$ 5,000.00</td>
</tr>
<tr>
<td>Edwin Wong</td>
<td>Effect of Environmental Parameters on Saxitoxin-Producing Cyanobacteria</td>
<td>$ 5,000.00</td>
</tr>
</tbody>
</table>

TOTAL $ 174,972.00  
Funding Available $ 236,899.00  
Carry Over $ 61,927.00
RESOLUTION

Recognizing
Connecticut State Colleges and Universities
Phi Theta Kappa (PTK) All-Connecticut Academic Team

May 18, 2023

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state’s workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and

WHEREAS, each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and

WHEREAS, the 2022 – 2023 All-CT Academic Team includes 28 outstanding CSCU Community College students:

- Sarai Perez Gonzalez  Asnuntuck Community College
- Miriam Taub   Asnuntuck Community College
- Ladj Dioumbia  Capital Community College
- Anthony Moran  Capital Community College
- Katherine Apuzzo  Gateway Community College
- Diana Barnum   Gateway Community College
- Neilha Nasruddin Nathani  Gateway Community College
- Koffi Gnamien  Housatonic Community College
- Jonathan Harris  Housatonic Community College
- Taylor Cavaliere  Manchester Community College
- Anarelis Cruz   Manchester Community College
- Nesrine Tarbint  Manchester Community College
- Andy Benoit  Middlesex Community College
- Redi Zypce   Middlesex Community College
- Chandra Owen  Naugatuck Valley Community College
- Siavon Silva   Naugatuck Valley Community College
- Thomas Busemeyer  Northwestern Connecticut Community College
- Abigail Klein   Northwestern Connecticut Community College
- Mitchell Kosciusko  Northwestern Connecticut Community College
WHEREAS, Chandra Owen, a student at Naugatuck Valley Connecticut Community College and Thomas Busemeyer, a student at Northwestern CT Community College were also named Coca-Cola Academic Team Bronze Scholars; and

WHEREAS, Professors Todd Bryda devoted his time and expertise in preparing the students for selection; now therefore, be it

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2021 – 2022 All-CT Academic Team and advisors.

A True Copy:

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

Recognizing
Connecticut State Colleges and Universities
Henry Barnard Distinguished Student Award Recipients

May 18, 2023

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state’s workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the Henry Barnard Distinguished Student Award Recipients are chosen by their respective Connecticut State University and presented with the award and a $500 scholarship by the Connecticut State Colleges and Universities Foundation; and

WHEREAS, each student has maintained a 3.7 grade-point average and has a record of substantial voluntary service to their universities and communities; and

WHEREAS, twelve students representing the Connecticut State Universities have received a 2023 Henry Barnard Distinguished Student Award:

Central Connecticut State University
- Emily Angelina Cardinale
- Yuliya Polichshuk
- Nicholas Knight
- Tara Hightower

Eastern Connecticut State University
- Judith Ariana Arroyo Cervantes
- Emily Barata

Southern Connecticut State University
- Breanna Arce
- Autumn Church
- Krista Jones
- Samuel Martin
Western Connecticut State University
• Brandon Pancoast
• Denisse Rodas Toledo

BE IT RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the student recipients of the 2023 Henry Barnard Distinguished Student Award.

A True Copy:

______________________________
Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education
CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

Dr. Kristine Larsen

May 18, 2023

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has recommended that Dr. Kristine Larsen, Professor of Geological Sciences be appointed as Connecticut State University Professor and Connecticut State Colleges and Universities President Terrence Cheng concurred; and

WHEREAS, Dr. Larsen, a highly distinguished teacher and scholar, has served Central Connecticut State University since 2014 as a member of the Department of Earth and Space Sciences, while attaining extraordinary levels of achievement in research, teaching and service, and

WHEREAS, Professor Larsen has earned national recognition for her scholarship in the area of the history of science, including the contributions of women to astronomy and geology, therefore be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Kristine Larsen of Central Connecticut State University effective May 18, 2023, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Larsen be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

______________________________________
Pamela A. Heleen, Secretary of the CT Board of Regents for Higher Education
ITEM
Award of the title Connecticut State University (CSU) Professor to Dr. Kristine Larsen of Central Connecticut State University

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

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

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

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

RECOMMENDATION
President Zulma Toro requests that the Board of Regents award the title CSU Professor to Dr. Kristine Larsen of the Department of Earth and Space Sciences. System President Terrence Cheng concurs with this recommendation. President Toro’s letter of recommendation and Dr. Larsen’s CV are attached.
March 16, 2023

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

Dear President Cheng:

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Dr. Kristine Larsen, Professor of Geological Sciences, be appointed as Connecticut State University Professor from Central Connecticut State University (CCSU). Dr. Larsen’s CV is attached. She will replace Dr. Heather Prescott, who retired from CCSU on January 1, 2022.

Sincerely,

Zulma R. Toro
President
EDUCATION:

M.S. in Physics, University of Connecticut, Storrs, CT. May 1987.

EMPLOYMENT:

Central Connecticut State University, New Britain, CT.
Professor, Physics and Earth Sciences Department. Aug. 2002 to Aug. 2014.
Assistant Professor, Physics and Earth Sciences Department. Aug. 1991 to Aug. 1996.
Faculty member, Honors Program, 1991 - present.
Note: CCSU has a 12-credit load per semester ("4/4 teaching load")

Charter Oak State College, New Britain, CT.
Adjunct Core Consulting Faculty and Teaching Faculty for online courses. 1996 - present.

University of Connecticut, Storrs, CT.

University of Hartford, West Hartford, CT.

Central Connecticut State University, New Britain, CT.

Copernican Observatory and Planetarium, Central Connecticut State University, New Britain, CT.
SELECTED ADMINISTRATIVE EXPERIENCE:

**CCSU Honors Program:**

- First Year Student Coordinator, 2009 - 2010. Appointed position.

**CCSU Center for Teaching and Innovation/Center for Teaching and Faculty Development:**

- Coordinator of Faculty Development and Teaching Innovation, 2019-2022.

SELECTED AWARDS AND HONORS (Others Listed Near End of CV):

- G.R. Wright Service Award, Astronomical League, 2021.
- Director's Award, American Association of Variable Star Observers, 2019.
- Outstanding Adjunct Faculty Award, Academic Year 2018-9, Charter Oak State College, 2019.
- The Mary Collins Outstanding Service to the CCSU Center for Teaching and Faculty Development award, 2018.
- CCSU School of Engineering, Science, and Technology Distinguished Alumni Award, 2017.
- Connecticut Science Center’s Petit Family Foundation Women in Science Leadership Award, 2014.
- Ralph Donald Award for Outstanding Conference Paper, Mid-Atlantic Popular Culture/American Culture Association, 2014.
- Walter Scott Houston Award of the Northeast Region of the Astronomical League, 2013.
- Distinguished Alumni Service Award, CCSU Alumni Association, 2007.
- Featured in article and accompanying video "Astrolabe Tech Made... Not So Easy" by Lee Lawrence, AramcoWorld 70.3 (2019) pp 16-21 [https://vimeo.com/332734238](https://vimeo.com/332734238)
- Work on Tolkien widely referenced on websites, podcasts, and blogs, including:
• Interviews with national and international radio shows and stations, including NPR, China Radio International Today Show and the Moncrieff Show for Newstalk [Irish national radio].


MAIN AREAS OF SCHOLARSHIP:

• History of science (including the contributions of women to astronomy and geology)
• Science and literature (especially astronomical references in the works of J.R.R. Tolkien)
• Science pedagogy and outreach (especially in astronomy and geology)
• Science and society (including the societal impact of pseudoscience, the popularization of science, depictions of science and scientists - especially women - in popular media)
• Variable stars: classification and observations

No release time received for research since 1992. Three sabbaticals granted (Fall 1997, Spring 2011, Fall 2022).

BOOKS:


BOOK CHAPTERS/ESSAYS:


"Combating the Private Universe: Utilizing Common Misconceptions in the Teaching of Astronomy."

**JOURNAL ARTICLES:**


"This I Believe Understand: The Importance of Banning the B-word From Science." *Astronomy Education Review* 6(2): 118-26, 2008. Available at [https://access.portico.org/Portico/auView?auId=ark%253A%252F27927%252Fpgg3zt9wzn&auViewType1=PDF](https://access.portico.org/Portico/auView?auId=ark%253A%252F27927%252Fpgg3zt9wzn&auViewType1=PDF)


**CONFERENCE PROCEEDINGS AND CONFERENCE PAPERS IN JOURNALS:**


"Half-Elven and Half-Orphans: The Choices and Consequences of ‘Crossing-Over.’” *Journal of Tolkien Research* 15(1), article 6, 2022. Available at [https://scholar.valpo.edu/journaloftolkienresearch/vol15/iss1/6/](https://scholar.valpo.edu/journaloftolkienresearch/vol15/iss1/6/).

"Nailing Jell-O to the Wall: Canonicity in Middle-earth." *Journal of Tolkien Research* 15(1), article 5, 2022. Available at [https://scholar.valpo.edu/journaloftolkienresearch/vol15/iss1/5/](https://scholar.valpo.edu/journaloftolkienresearch/vol15/iss1/5/).


“Smaug’s Hoard, Durin’s Bane, and Agricola’s De Re Metallica: Cautionary Tales Against Mining in Tolkien’s Legendarium and the Classical Tradition.” *Journal of Tolkien Research* 13(2), article 5, 2021. Available at [https://scholar.valpo.edu/journaloftolkienresearch/vol13/iss2/5/](https://scholar.valpo.edu/journaloftolkienresearch/vol13/iss2/5/).


ENCYCLOPEDIA ARTICLES:


INSTRUCTORS MANUALS:


BULLETIN/MAGAZINE/NEWSLETTER ARTICLES:


"What Can You Teach About a Ring of Fire?" *The Classroom Astronomer* #11: 3-7, 2012.


**BOOK REVIEWS:**


"Richards, Justin. *Apollo 23.*" *Comfy Chair*, April 13, 2011.


"Minchin, Brian. The Forgotten Army." Comfy Chair, October 3, 2010.


**PUBLISHED ABSTRACTS [Student collaborators bolded]:**


"The Eye is Mightier than the Algorithm: Lessons Learned from the Erroneous Classification of ASAS Variables as 'Miscellaneous.'" *Journal of the American Association of Variable Star Observers* 47(2): 275, 2019.


"Middle School Teacher Misconceptions and Anxieties Concerning Space Science Disciplinary Core Ideas in NGSS." American Astronomical Society, AAS Meeting #229, id.411.01, 2017. Available at [https://ui.adsabs.harvard.edu/abs/2017AAS...22941101L/abstract](https://ui.adsabs.harvard.edu/abs/2017AAS...22941101L/abstract)


**OTHER PUBLICATIONS:**


“Lost and the Two Cultures.” *Academia*, 2021
https://www.academia.edu/45618357/Lost_and_The_Two_Cultures

“Magnets From Hell: Lost’s Successful Exploitation of Electromagnetism.” *Academia*, 2021
https://www.academia.edu/45619417/_Magnets_from_Hell_Losts_Successful_Exploitation_of_Electromagnetism

“There’s a Sucker Born Every Minute: Pseudosciences and Superstitions in the Lostverse.” *Academia*, 2021
https://www.academia.edu/45620088/_Theres_a_Sucker_Born_Every_Minute_Pseudosciences_and_Superstitions_in_the_Lostverse

“A Survey of Amateur Astronomers.” *Academia*, 2021
https://www.academia.edu/45620460/A_Survey_of_Amateur_Astronomers

“See You in Another Life, Brother: Time Travel, Déjà vu, and Free Will.” *Academia*, 2021
https://www.academia.edu/45620574/_See_You_in_Another_Life_Brother_Time_Travel_D%C3%A9j%C3%A0_vu_and_Free_Will

“‘No Woman can be Properly Elected as a Fellow’: Sexism and British Astronomical Societies.” *Academia*, 2021
https://www.academia.edu/45620842/_No_Women_Can_Be_Properly_Elected_as_a_Fellow_Sexism_and_British_Astronomical_Societies

“Highlander, Clan Denial, and the Zeist Effect: Henry Jenkins as Canon.” *Academia*, 2021
https://www.academia.edu/45625585/Highlander_Clan_Denial_and_the_Zeist_Effect_Henry_Jenkins_as_Canon

“Gender Neutrality and the Heart Sutra.” With Jeff Allen, *Academia*, 2021,
https://www.academia.edu/45625653/Gender_Neutrality_and_the_Heart_Sutra

“‘And Menelmacar with his shining belt’: J.R.R. Tolkien the Amateur Astronomer.” *Academia*, 2021
https://www.academia.edu/45652629/_And_Menelmacar_with_his_shining_belt_J_R_R_Tolkien_the_Amateur_Astronomer

“Alice, Alicia, or Project Alice: Identity and the Monstrous in the Resident Evil Film Series.” *Academia*, 2021,
https://www.academia.edu/45652704/Alice_Alicia_or_Project_Alice_Identity_and_the_Monstrous_in_the_Resident_Evil_Film_Series

“Mad Scientist Alphabet Soup: N.I.C.E., DHARMA, and WICKED.” *Academia*, 2021,
https://www.academia.edu/45652780/Mad_Scientist_Alphabet_Soup_N_I_C_E_DHARMA_and_WICKED

“I Miss Science Class’: Emasculating Scientists in The Walking Dead.” *Academia*, 2021,
https://www.academia.edu/45653279/_I_Miss_Science_Class_Emasculating_Scientists_in_The_Walking_Dead

“There’s Something Rotten in [Denmark] Ireland: Irish Zombie Media and the Irish ‘Other’.” *Academia*, 2021,
https://www.academia.edu/45657483/There_s_Something_Rotten_in_Denmark_Ireland_Irish_Zombie_Media_and_the_Irish_Other

“While the World Lasted’: End Times in Tolkien’s Works.” *Academia*, 2021,
https://www.academia.edu/45657871/_While_the_World_Lasted_End_Times_in_Tolkien_s_Works
“‘And with him was Elrond Half-Elven’: The High King and His Herald (Still a Better [Medieval] Romance than Twilight.” Academia, 2021, https://www.academia.edu/45659256/And_with_him_was_Elrond_Half_Elven_The_High_King_and_His_Herald_Still_a_Better_Medieval_Romance_than_Twilight


“‘I was Protecting Us’: Human Rights versus Humane Rights in Dominion and The Strain.” Academia, 2021, https://www.academia.edu/45204743/I_was_Protecting_Us_Human_Rights-versus_Humane_Rights_in_Dominion_and_The_Strain.


"Results of an Astronomy Literacy Survey." Available at http://www.physics.ccsu.edu/larsen/astrosurvey.html.


PUBLISHED ASTRONOMICAL OBSERVATIONS:


RECENT HONORS THERSES SUPERVISED:


Jessica Johnson, "The Quest for Identifying BY Draconis Stars within a Data Set of 3,548 Candidate Cepheid Variables." May 2016.


PLANETARIUM SHOW PRODUCTION SCRIPTS:
"An Unexpected Journey: Astronomy and *The Hobbit.*" Performed at the University of Texas-Commerce Planetarium [11/13/12; performer Robin Reid] and the Copernican Planetarium [12/16/12; performer Kristine Larsen]. Invited project.

"The Stars of Middle-earth." Performed at the Copernican Planetarium [8/17/08; performer Kristine Larsen] and University of Texas-Commerce Planetarium [8/10/09; performer Kristine Larsen].

REPORTS FOR ORGANIZATIONS:


UNPUBLISHED WORKING PAPERS:


"Women's Contributions to Stellar and Galactic Astronomy." Edited course reader.

INVITED CONFERENCE PRESENTATIONS, SEMINARS, AND WORKSHOPS:

Note: This does not include outreach activities with the general public, such as presentations to libraries and civic groups, which are listed separately.

“Celestial Navigation in the Second Age of Middle-earth.” Virtual presentation, Signum University, December 14, 2022.


“0, 11, 12, 13… How to ‘Count’ Sunspot Activity.” AAVSO Webinar, Virtual presentation, August 6, 2021.


“Arda Remade (and Remade, and Remade...); or, Entropy, Einstein’s Blackboard, and
\[ R = ce^{\alpha(t-t_0)/3} \left[ \sin \frac{\beta}{2} (t - t_0) \right]^{2/3}, \]
being an Exploration of Overlapping Themes in the Venn Diagram of the History of Middle-earth, the *History of Middle-earth*, and the History of Twentieth Century Cosmology." Keynote Address, Tolkien in Vermont Conference, University of Vermont, April 2, 2022.


Panelist, Tolkien Reading Day. Tolkien Society and University of Glasgow Center for Fantasy and the Fantastic, Virtual presentation, March 25, 2021.

Panelist, AAVSO Solar Section Webinar, Virtual presentation, September 5, 2020. Available at https://www.youtube.com/watch?v=XPVDuNTOHoY&t=938s


"Measuring Student Success." Panelist. Recognizing and Fostering Student Success Workshop, CCSU, August 23, 2019


"Remembering Stephen Hawking: The Venn Diagram of Two Lives in the Multiverse." Shadowgram, Stellafane Convention, Springfield, VT, August 11, 2018.


“‘We’ll Hit Serious Research Model!’: Libraries and Research Methods in Science Fiction and Fantasy.” Roundtable, Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 17, 2017.

“Popular Culture Resources and Careers: A Roundtable.” Honors College, University of New Mexico, Albuquerque, NM, February 15, 2017.


"You Never Forget Your First Time at Stellafane." Shadowgram, Stellafane Convention, Springfield, VT, August 6, 2016.


Panelist, "Effective Online/Hybrid Teaching." CCSU Center for Teaching and Faculty Development, March 31, 2016.

"Númenor and the 'Devouring Wave': Literary, Historical, and Psychological Sources for Tolkien's Self-described 'Atlantis Complex'." University of New Mexico, Albuquerque, NM, February 10, 2016.


Panel member, Community Engagement Projects in the Classroom. How to Build Community Seminar, CCSU, October 14, 2015.


"Númenor and the 'Devouring Wave': Literary, Historical, and Psychological Sources for Tolkien's Self-described 'Atlantis Complex'." Keynote address, Eleventh Annual University of Vermont Tolkien Conference, Burlington, VT, April 12, 2014.

"Flipping a Course for Elementary Education Majors." CCSU Faculty Development Day, CCSU, April 4, 2014.


"Learning from Each Other and Making Connections." Roundtable participant, Learning Science: a Workshop for Teachers on Student Engagement, UCONN, Storrs, CT, May 18, 2012.


"Big Bang, Big Crunch, or Big Problem - The Evolution of the Universe." Connecticut Association of Biology Teachers Darwin Day, Manchester Community College, Manchester, CT, February 11, 2006.

"Bubbles, Black Holes and Bets -- Stephen Hawking and the Universe." Keynote address, Arunah Hill Days, Arunah Hill Science Center, West Covington, MA, September 2, 2005.


"Dark Matter - Where is the Rest of the Universe?" Fairfield County Astronomical Society, Fairfield, CT, February 11, 1997.


"Inclusion of Women Astronomers in Introductory Textbooks." Women’s Studies Lecture Series, CCSU, December 17, 1995.


"Comet-Planet Collisions." CCSU Chapter Sigma Xi, January 26, 1995.

"Dark Matter - Where is the Rest of the Universe?" Keynote address, 47th Annual Eastern Colleges Science Conference, CCSU, April 24, 1993.


CONTRIBUTED PRESENTATIONS [Student collaborators bolded]:


“Low Stakes Assignments in a High Anxiety Astronomy Course.” New England Faculty Development Consortium, virtual presentation (poster and oral), May 24, 2022.


Roundtable participant, Symposium on The Chair, virtual presentation. CCSU, October 29, 2021.


"'I am no man': Éowyn and Game of Thrones' Lyanna Mormont." Popular Culture Association/American Culture Association National Meeting, virtual presentation, June 2, 2021.


“Adapting Tolkien Beyond Arda, or, How to Navigate the Political Minefield of the International Astronomical Union in Order to Name Features on Titan, Pluto, and Charon after Middle-earth.” Tolkien Society Summer Seminar, virtual presentation, July 4, 2020.


"From Z-bosons to Zombies: Particle Physics and the Undead in Popular Culture." Mid-Atlantic Popular and American Culture Association Conference, Pittsburgh, PA, November 8, 2019.


"Mother of Universes or Destroyer of Worlds: Depictions of Female Particle Physicists in Popular Media." Southwest Popular Culture/American Culture Association Conference, Albuquerque, NM, February 23, 2019.


"Forgot Even the Stones.': Stone Monuments and Imperfect Cultural and Personal Memories in *The Lord of the Rings*." International Medieval Congress, University of Leeds, Leeds, UK, July 2, 2018

"Lessons from Venus: Lewis's *Perelandra* and Barlow's *History of a World of Immortals without a God.*" Frances White Eubanks Colloquium on C.S. Lewis and Friends, Taylor University, Upland, IN, June 2, 2018.

"Smaug's Hoard, Durin's Bane, and Agricola's *De re Metallica*: Cautionary Tales against Mining in Tolkien's Legendarium and the Traditional Tradition." International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 11, 2018.


"Lady Grace Anne Prestwich (1832-99) and the Popularization of Geology." Poster presentation, Northeastern Region Geological Society of America Meeting, University of Vermont, Burlington, VT, March 19, 2018.


"Scientists Become Monsters: The Strain’s Dr. Goodweather." Northeast Popular Culture Association, University of Massachusetts, Amherst, MA, October 28, 2017.


"‘And with him was Elrond Half-Elven’: The High King and His Herald." University of Vermont Tolkien Conference, Burlington, VT, April 8, 2017.


"Angels and Demons: Physiological and Psychological Vivisection in the World of SyFy’s Dominion." Northeast Popular Culture Association, Keene State College, Keene, NH, October 22, 2016.


"The Observing Programs of the AAVSO." Stellafane Convention, Springfield, VT, August 6, 2016.


"Strange Bedfellows: C.S. Lewis and Astronomer Fred Hoyle." Frances White Ewbank Colloquium on C.S. Lewis & Friends, Taylor University, Upland, IN, June 3, 2016.


"'If I were a Sociopathic, Duplicitive Bitch': Monstrous Angels and Queens in SyFy's Dominion." Northeast Modern Language Association, Hartford, CT, March 20, 2016.


"There’s Something Rotten in (Denmark) Ireland: Irish Zombie Media and the Irish 'Other'.” New England Region of the American Conference for Irish Studies, University of New Haven, New Haven, CT, November 21, 2015.


"Recognizing and Combatting Teacher Misconceptions and Anxieties Related to the Middle School Earth and Space Sciences Disciplinary Core Ideas in NGSS." Poster presentation. Geological Society of America, Baltimore, MD, November 1, 2015.


“Sunlight in the Spotlight in the International Year of Light.” American Association of Variable Star Observers Spring Meeting, Ball State University, Muncie, IN, June 6, 2015.


"I Miss Science Class': Emasculating Scientists in The Walking Dead." Northeast Popular Culture Association, Providence College, Providence, RI, October 25, 2014.


"Death to Bree Creek Quadrangle: Teaching Students to Hate Tolkien One Geological Map at a Time." Roundtable participant, Popular Culture Association/American Culture Association National Conference, Chicago, IL, April 18, 2014.


"Teaching to the Misconception: Critical Thinking and Pre-service Elementary Students." Ensuring STEM Literacy Conference, San Jose State University, San Jose, CA, July 22, 2013.


“ALICE and the Apocalypse: Particle Accelerators as Death Machines.” Melancholia: Imaging the End of the World, Philipps University, Marburg, Germany, June 7, 2013.


“Syzygy; Being an Alignment of Astronomical Bodies, Most Especially the Sun, Earth, and Moon; A Prime Example being Durin’s Day in *The Hobbit*.” University of Vermont Tolkien Conference, Burlington, VT, April 6, 2013.


“Orion and Sirius at the End of the Tolkien’s World: The Second Prophecy of Mandos and the Children of the Valar.” Celebrating *The Hobbit* Conference, Valparaiso University, Valparaiso, IN, March 2, 2013.


"There and Back Again in the Classroom and in Outreach: Astronomy and The Hobbit." Poster presentation. Communicating Science Conference, Tucson, AZ, August 5-8, 2012.


"The Sky is NOT Falling! Debunking the 2012 Apocalypse Myth." National Science Teacher Association Area Meeting, Hartford, CT, October 28, 2011.

"Flares, Fears, and Forecasts: Public Misconceptions About the Sunspot Cycle." Centenary meeting of the American Association of Variable Star Observers, Woburn, MA, October 8, 2011.


"Mythography and Middle-earth." Roundtable tribute to Jane Chance. 46th International Congress on Medieval Studies, Western Michigan University, Kalamazoo, MI, May 12, 2011.


"And the Stars Were Hidden": Middle-earth as a Canary in the Light Pollution Coal Mine." University of Vermont Tolkien Conference, Burlington, VT, April 9, 2011.

"'Alone Between the Dark and Light': ‘The Lay of Aotrou and Itroun’ and Lessons From the Later Legendarium." 3rd Conference on Middle-earth, Westford, MA, March 26, 2011.


"From Dunne to Desmond: Disembodied Time Travel in Tolkien, Stapledon, and Lost." Northeast Popular Culture Association, Massachusetts College of Pharmacy and Health Sciences, Boston, MA, October 23, 2010.


"Bringing the Cosmos Down to Earth: Assessing Student Learning in a Non-major Online Astronomy Course." Poster presentation. Cosmos in the Classroom Symposium, University of Colorado, Boulder, CO, August 2, 2010.


"'Dude, Those Numbers are Cursed!': Mathphobia in the TV Series Lost." CSU Faculty Research Conference, CCSU, April 17, 2010.


"'In the Beginning': Tolkien and the Teaching of Creation Myths." University of Vermont Tolkien Conference, April 10, 2010.

"Think Smarter, Not 'Brighter': Light Pollution at CCSU." Poster presentation. Global Environmental Sustainability Symposium, CCSU, April 5, 2010.


Jeffrey Thomas and Kristine Larsen. "Targeting Inquiry-Oriented Process Skills of Pre-service Elementary School Teachers in a Non-Lab Earth and Physical Science Course." Poster presentation. CCIC/Project Kaleidoscope/CSU


"Aslan’s Song, the Themes of Iluvatar, and the Real Music of the Spheres." Northeastern Popular Culture Association, UMass-Dartmouth, Dartmouth, MA, November 1, 2008.


"Lost and The Two Cultures: Science and Scientists as the ‘Other(s).’" Popular Culture Association/American Culture Association National Meeting, Boston, MA, April 5, 2007.


"Gender and Science: When it is Okay to be a Madame." Panel member, CCSU Diversity Conference, April 23, 2003.


SELECTED PROFESSIONAL WORKSHOPS PRESENTED:


"Teaching Astronomy Really Dynamically Involving Sci-fi, or, the Other TARDIS." Cosmos in the Classroom Symposium, San Jose State University, San Jose, CA, July 21-24, 2013.


"In the Beginning': Using Creation Myths in the Astronomy Classroom." Cosmos in the Classroom Symposium, University of Colorado, Boulder, CO, August 1-4, 2010.


"Addressing Gender Equity Issues in the College Science Classroom." United Connecticut for Women Fall Conference, Middlebury, CT, October 16, 1995.


RECENT FUNDED GRANTS: (Contact for earlier examples)

2019-2020:


2018-2019:

2016-2017:

CCSU Summer Curriculum Development Grant, "Overhaul of AST 209 Stellar and Galactic Astronomy and the Creation of an Open-Source Online Resource Collection (ORC)." $1200.

CCSU Summer Curriculum Development Grant, Jeffrey Thomas and Kristine Larsen, "Revision of a Science Content Course Required for all Elementary Education Majors to Align with the Newly State-adopted Next Generation Science Standards (NGSS)." $2000.

2014-2015:


CCSU Faculty Development Grant "Travel Funds for the 50th International Congress on Medieval Studies in Support of Three Presentations and a Book Proposal." $1000.

2012-13:


2010-11:


SELECTED PUBLIC OUTREACH:

Central Connecticut State University, New Britain, CT. CCSU Spokesperson for Astronomy. Issue press releases, conduct media interviews. 1989 to present. Faculty Coordinator, Copernican Planetarium and Observatory; work with Planetarium Director on public outreach and informal education events. No release time received for these responsibilities.

88 Constellations in 88 Words Over 88 Days: 88 microblog videos covering the constellations, 2020.
https://mediaspace.ccsu.edu/category/Academic+Departments%3EGeological+Sciences%3EAstronomy%3E88+Constellations+in+88+Words+Over+88+Days/165526791


Coordinator, CCSU's International Year of Astronomy events, November 2008 - January 2010.

American Physical Society's Adopt-a-Physicist program, 2006 – present.


Social Media: Responsible for development of and content on the following:


- Copernican Planetarium and Observatory webpage, http://web.ccsu.edu/astronomy/

- Astronomy at CCSU blog, https://ccsuniverse.wordpress.com/

- Personal science and popular culture blog, http://menelrond.blogspot.com/


- Create a Harry Potter Starfinder webpage, http://web.ccsu.edu/astronomy/hpstarfinder.html


- Co-responsible for Planetarium Facebook page, https://www.facebook.com/CopernicanObservatoryandPlanetarium/, Geological Sciences Department Twitter accounts, @CCSU_GEO and @CCSU_ASTRONOMY

- Two YouTube Channels: https://www.youtube.com/channel/UCYpx9xyYnRUkfA8pbr7c9g and https://www.youtube.com/channel/UCMWmlqa36pU61FVkdIXYmw
Recent outreach events (2015 – present): Contact for Earlier Events

- Adopt-a Physicist Fall 2022. Adopter: Booker T. Washington High School for the Visual and Performing Arts (Dallas, TX)
- Adopt-a Physicist Fall 2022. Adopter: Holy Trinity High School (Edmonton, Canada)
- Backyard Astronomy.” Berlin-Peck Library. 10/26/22
- “Observing the Moon.” South Windsor Public Library. 10/1/22
- “A New Eye on the Universe: The James Webb Space Telescope.” Meriden Public Library. 9/22/22
- Live interview with WTIC 1080 AM concerning black holes and the Webb Space Telescope. 8/25/22
- “Comets and Meteorites.” Hands-on children’s activity, Stellafane Convention, Springfield, VT. 7/30/22
- “Star Clocks and Starfinders.” Hands-on children’s activity, Stellafane Convention, Springfield, VT. 7/30/22
- “The Sun.” Hands-on children’s activity, Stellafane Convention, Springfield, VT. 7/30/22
- Skype talk for high school students in the Governor’s Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/17/22
- Planetarium show for TRiO students, CCSU. 7/14/22
- Constructed 40 kits with 4 hands-on astronomy activities for New Britain homeschool summer program. 5/28/22
- Hartford Athletic STEM Education Day Judge, Trinity Health Stadium, Hartford. 5/18/22
- “Cannibal Clouds and Carrington Catastrophes: The Truth about our Sun’s Temper Tantrums.” Virtual Presentation, Fairbanks Museum & Planetarium, St. Johnsbury, VT. 5/5/22
- Zoom meeting with New Britain High School student about black holes and relativity. 4/28/22
- Three planetarium workshops for New Britain high school and middle school students, TRiO STEAM Exploration Day, CCSU. 4/23/22
- “A New Eye on the Universe: The James Webb Space Telescope.” Virtual Presentation, Middlesex Institute for Lifelong Education. 4/4/22
- “Exploring the Night Sky.” Virtual presentation, The Hopkins School, New Haven. 2/18/22
- Live interview with WTIC 1080 AM concerning the close approach of asteroid 7482. 1/18/22
- “Top 10 Twentieth Century Discoveries in Astronomy that Did Not Win the Nobel Prize.” Virtual presentation, Simsbury High School Astronomy Club. 12/15/21
- “A New Eye on the Universe: The James Webb Space Telescope.” Maloney High School, Meriden. 11/16/21
- “A New Eye on the Universe: The James Webb Space Telescope.” Simsbury Public Library. 11/2/21
- Adopt-a Physicist Fall 2021. Adopter: Carroll County High School Physics (Hillsville, VA)
- Adopt-a Physicist Fall 2021. Adopter: Minnetonka High School (Minnetonka, MN)
- Live interview with WFSG Channel 3 concerning astronomy outreach at CCSU. 10/21/21
- “Northern Lights, Blackouts, and Unruly Radios: Sunspots and Modern Life.” Virtual presentation, AARP-CT. 10/21/21
- “Planets in Our Solar System – and Beyond.” Meriden Public Library. 9/16/21
- "Planets." Hands-on children's activity, Stellafane Convention, Springfield, VT. 8/6/21
- "Light and Telescopes." Hands-on children's activity, Stellafane Convention, Springfield, VT. 8/7/21
“Solar Eclipses.” Virtual presentation, Oxford Public Library. 6/8/21
“Exploring the Night Sky.” Virtual presentation, Avon Library. 3/29/21
“Northern Lights, Blackouts, and Unruly Radios: Sunspots and Modern Life.” Virtual presentation, AARP-CT. 3/10/21
Live interview with WTIC 1080 AM concerning Perseverance Mars Rover. 2/22/21
“Exploring the Night Sky.” Online presentation, Essex Library, 2/18/21
“Travel to Our 88 Official Constellations and a Few ‘Rejects’.” Virtual presentation, CCSU Scholars for Life! Speaking Series. 2/8/21
“Exploring the Night Sky.” Farmington Library, Virtual presentation, Farmington Library. 1/6/21
“Keynote Address: Science Career Showcase.” Virtual presentation, Connecticut Science Center. 11/5/20
Taped Central Authors segment for CCSU TV. 10/2/20
Adopt-a Physicist Fall 2020. Adopter: The Heritage School (Newman, GA)
Adopt-a Physicist Fall 2020. Adopter: Decatur High School (two classes) (Decatur, GA)
Zoom call with 4th-6th graders, Montessori Magnet School in Hartford. 10/21/20
“Parallel Dimensions and Alternate Realities: Welcome to the Multiverse.” Virtual presentation, Terryville Library. 8/4/20
Virtual presentation for the Governor’s Astronomy Institute of Vermont. 7/21/20
“Exploring the Night Sky.” Virtual presentation, CCSU Scholars for Life! Speaking Series. 6/3/20
Live interview with WTIC 1080 AM concerning the SpaceX launch. 6/1/20
Zoom meetings with Girl Scout Troop 30261 of the Green and White Mountains Council. 5/13/2020 and 5/27/20
Live interview with WTIC 1080 AM concerning Betelgeuse. 2/18/20
Interview with high school students about Sputnik for National History Day. 2/17/20
"Moon Phases and Eclipses." Children's presentation and hands-on activities. Farmington Public Library. 1/14/20
"Space Junk: Comets, Meteorites, and Asteroids." Pomeraug Woods Senior Living, Southbury. 11/19/19
"The Astronomy of Harry Potter." Guilford Free Library. 11/12/19
Live interview with WTIC 1080 AM concerning space junk. 10/31/19
Partners in Science workshop for 7th graders. 10/26/19
International Observe the Moon Night observing session. 10/5/19
"Exploring the Night Sky." Cheshire Public Library, 8/20/19
"Pluto and Pals." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/3/19
"Your Ultimate Guide to Ultima Thule." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/3/19
"Star Friends." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/2/19
"Our Star the Sun." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/2/19
"Parallel Dimensions and Alternate Realities: Welcome to the Multiverse." Clark Memorial Library, Bethany. 8/7/19
"Apollo 11: 50 Years Later." Wallingford Public Library. 7/30/19
Taped interview with WTIC 1080 AM concerning a fireball seen over Connecticut. 7/25/19
"Saturns, and Starfinders, and Space Rocks - Oh My!" Hands-on children's activities. Salem Public Library. 7/24/19
"Apollo 11: 50 Years Later." Simsbury Public Library. 7/23/19
Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/22/19
"Apollo 11: 50 Years Later." Oxford Public Library. 7/20/19
"What's in the Universe?" Hands-on children's activities, Minor Public Library (Roxbury). 7/20/19
"Apollo 11: 50 Years Later." Newington Public Library. 7/17/19
• Taped interview with WTIC 1080 AM concerning the 50th anniversary of Apollo 11 moon landing. 7/15/19
• Taped interview with WFSB television on 50th anniversary of Apollo 11 moon landing. With Jen Piatek. 7/11/19
• "Meteorites or Meteor-wrongs?" Hands-on workshop for teens and tweens. Bristol Public Library. 7/10/19
• "What's in a Universe" Hands-on workshop for children. Bristol Public Library. 7/10/19
• Confirmed rock sample brought in by general public was not a meteorite. With Jen Piatek. 6/20/19
• Interview with Timothy Edwards Middle School Students for National History Day Documentary on Apollo 1. 5/22/19
• "Planets of the Sun." Hands-on workshop for middle school students, CAMPY on Campus, CCSU. 5/22/19
• Three hands-on astronomy sessions with 5th graders, Old Saybrook Middle School STEAM Day. 5/17/19
• "Our Amazing Universe." Friends of Castle Craig, Meriden Public Library. 4/12/19
• Live interview with WTIC 1080 AM concerning imaging of the black hole in M 87. 4/12/19
• Observing session for Plainville Middle School students. 3/7/19
• Live interview with WTIC 1080 AM concerning the flipping of the Earth's magnetic poles. 2/08/19
• Ran telescopes for public planetarium show. 2/02/19
• Cheshire High student job shadow day (2 students). 1/31/19.
• Hands-on activities and planetarium show for local Brownie and Daisy troops. 1/18/19
• Hands-on activities and planetarium show for Miss Porter's School students. 1/7/19
• Live interview with WTIC 1080 AM concerning Comet Wirtanen, the Geminids, and an asteroid flyby. 12/11/18
• Confirmed rock sample brought in by general public was not a meteorite. With Mark Evans. 12/4/18
• Partners in Science workshop for 7th graders. 11/3/18.
• Partners in Science workshop for 7th graders. 10/24/18.
• Adopt-a-Physicist Fall 2018. Adopter: Carroll County High School (Hillsville, VA)
• Adopt-a-Physicist Fall 2018. Adopter: Egg Harbor Township High School (Egg Harbor Township, NJ)
• Adopt-a-Physicist Fall 2018. Adopter: Green Run Collegiate and Green Run High School (Virginia Beach, VA)
• Live interview with WTIC 1080 AM concerning water on Mars. 7/27/18.
• Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/16/18
• Panel discussion on careers, Girls' Empowerment Camp, Camp Courant, Farmington, CT. 6/27/18
• "Space Rock CSI." Teen Science Cafe, East Hartford High School, East Hartford. 5/16/18
• "Delia Godding (1812-1861): Teacher and Dear Friend". St. John's Church, West Hartford. 4/29/18.
• Live interview about Stephen Hawking’s death with National Post Radio (Toronto, Canada Sirius XM). 3/15/18
• Interview with the History Channel on Stephen Hawking’s death. Quoted here: https://www.history.com/news/7-things-you-didnt-know-about-stephen-hawking. 3/14/18
• Live interview with Newstalk ZB (New Zealand radio) on Stephen Hawking's death. 3/14/18
• Taped interview with 770 CHQR, Calgary Radio, on Stephen Hawking's death. 3/14/18
• Partners in Science workshop for 7th graders. 3/10/18
• Live interview with WTIC 1080 AM concerning the sunspot cycle. 2/12/18
• Cheshire High student job shadow day (3 students). 2/1/18
• Identified "meteor-wrong" for member of the public. 1/30/18
• Planetarium show and hands-on activities, girl scout troop. 11/6/17
• The Great American Eclipse. "Elmwood Community Center. 10/24/17
• Taped interview with WTIC 1080 AM concerning the Orionid meteor shower. 10/20/17
• Adopt-a Physicist Fall 2017. Adopter: Carroll County High School (Hillsville, VA)
• Adopt-a Physicist Fall 2017. Adopter: Nyack High School (Nyack, NY)
• Adopt-a Physicist Fall 2017. Adopter: Bard High School Early College of Manhattan (New York, NY)
• Partners in Science workshop for 7th graders. 10/14/17
• Earth Science Day, CCSU. 10/7/17
• Partners in Science workshop for 7th graders. 10/7/17
• Email exchange with 13-year-old about "Niburu." 9/24/17
• Live interview with WTIC 1080 AM concerning the end of the Cassini Saturn mission. 9/18/17
• Mentored astronomy capstone project for North Branford High School student. 9/17-3/18
• Eclipse glasses giveaway and construction of pinhole projectors. 8/17/17
• Live interview with WTIC 1080 AM on the solar eclipse. 8/16/17
• Live in-studio interview with WVIT NBC Connecticut on the solar eclipse. 8/16/17
• "Are You Ready for the Great American Eclipse?" Connecticut Audubon Society, Glastonbury. 8/15/17
• Interview with reporter for the New Britain Herald/Bristol Press concerning the solar eclipse. 8/14/17
• "Are You Ready for the Great American Eclipse?" Bristol Public Library. 8/14/17
• "Are You Ready for the Great American Eclipse?" Wallingford Public Library. 8/9/17
• Interview with Meriden Record-Journal newspaper concerning solar eclipse. 8/8/17
• In-studio taped interview with WTIC 1080 AM concerning the solar eclipse. 7/28/17
• Interview with reporter for the Lakeville Journal concerning the solar eclipse. 7/27/17
• "Are You Ready for the Great American Eclipse?" Bristol Historical Society. 7/27/17
• "Are You Ready for the Great American Eclipse?" Southington Public Library. 7/26/17
• Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/24/17
• "The Adventures of BB, the Eclipse Chasing Rabbit." Stellafane Convention, Springfield, VT, 7/22/17
• "Star finders, Sun clocks, and Star clocks." Hands-on children's activity, Stellafane Convention, Springfield, VT, 7/22/17
• "Making Eclipse Viewers." Hands-on workshop, Stellafane Convention, Springfield, VT, 7/21/17
• "Eclipse models." Hands-on children's activity, Stellafane Convention, Springfield, VT, 7/21/17
• "Pocket Solar System." Hands-on children's activity, Stellafane Convention, Springfield, VT, 7/21/17
• "Are You Ready for the Great American Eclipse?" Rocky Hill Public Library. 7/18/17
• "Are You Ready for the Great American Eclipse?" Meriden Public Library. 6/27/17
• "The Adventures of BB, the Eclipse Chasing Rabbit." Presentation to 5th graders, Webster Hill School, West Hartford. 5/23/17
• Presenter, Career Day, St. Paul School, Berlin. 5/19/17.
• Taped interview with WTIC 1080 AM concerning the Cassini Mission. 5/2/17
• Planetarium show for Henry Abbott Technical High School. 5/2/17
• "Are You Ready for the Great American Eclipse?" Burlington Public Library. 4/22/17
• "In the Dark of the Moon: The Culture of Eclipses." Brookdale Assisted Living Facility. 4/21/17
• "The Stars of Middle-earth." Simsbury Public Library. 3/27/17
• Planetarium show for Academy of Science and Innovation high school students (New Britain). 3/24/17
• Email interview concerning astronomy with West Hartford middle school student for Quest project. 3/15/17
• Partners in Science workshop for 7th graders. 3/11/17
• Partners in Science workshop for 7th graders. 3/4/17
• Live interview with WATR 1320 AM concerning the discovery of 7 planets orbiting TRAPPIST-1. 2/24/17
• Taped interview with WTIC 1080 AM concerning the discovery of 7 planets orbiting TRAPPIST-1. 2/23/17
"SCENE @ CCSU: Get Ready for the Great American Eclipse." Article in New Britain Herald, 2/13/17
Email correspondence with 12-year-old student concerning phases of the moon. 1/21/17
Work with Newington family to identify and catalog heirloom telescope equipment. 1/18/17
In-studio taped interview with WTIC 1080 AM concerning the Winter Solstice and recent developments in astronomy, 12/7/16
Taped interview with WTIC 1080 AM concerning the "Super Moon." 11/9/16
Planetarium show and observing session, Girl Scout Troop 66607. 11/2/16
Partners in Science workshop for 7th graders, 10/29/16
"Starlight, Starbright: An Introduction to the Night Sky." CCSU Continuing Education Life and Leisure series presentation, planetarium show, and observing session, 10/26/16
"Long Live the King! Space Exploration of Jupiter." Simsbury Public Library, 10/17/16
Solar observing, Earth Science Day, CCSU, 10/15/16
Planetarium demonstration for tour group. 10/13/16
Partners in Science workshop for 7th graders, 10/8/16
Answered via email questions from a student on the life and work of astronomer Annie Jump Cannon, 10/1/16
Adopt-a Physicist. Fall 2016 Adopter: Carroll County High School (Hillsville, VA)
Adopt-a Physicist. Fall 2016 Adopter: Walnut Grove Public School (Brampton, Canada)
Telescope tune-up workshop for local family, 9/12/16
Consulted with CREC Academy of Aerospace and Engineering Elementary about their human sundial project, 8/16 - 6/17
In-studio live interview with WTIC 1080 AM concerning various astronomical events and discoveries, 8/9/16
Models of the sun. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/6/16
Models of the planets. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/6/16
Models of the moon. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/5/16
Models of comets. Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/5/16
Skype talk for high school students in the Governor's Institute in Astronomy, Lyndon State College, Lyndon, VT, 7/25/16
"Meandering Down the Heavenly River." Elias Ashmole Society of West Hartford, 6/27/16
Planetarium show, Alpha Kappa Chapter, The Delta Kappa Gamma Society International Leadership Development Conference, 6/24/16
Live interview with WATR 1320 AM concerning exoplanet discoveries, 5/24/16
Planetarium show, Chamberlain Elementary School, 4/22/16
Interview with high school student from Iowa concerning my book Cosmology 101, specifically the Many Worlds Interpretation of Quantum Mechanics, 4/14/16
Planetarium show, Achieve Academy (Hartford), 3/31/16
Partners in Science workshop for 7th graders, 3/26/16
Emailed telescope advice to New Britain high school teacher, 3/21/16
Partners in Science workshop for 7th graders, 3/19/16
Taped interview with WTIC 1080 AM concerning the vernal equinox, 3/16/16
Live interview with WTIC 1080 AM concerning discovery of gravity waves, 2/16/16
Cheshire High student job shadow day, 2/3/16
Email exchange with two high school students on different projects concerning Stephen Hawking's life and work, 12/22/15
Planetarium show, Hartford High School, 12/18/15
Taped interview with WTIC 1080 AM concerning Winter Solstice and special planetarium event, 12/17/15
Email exchange with 11-year-old concerning viewing moon during the day, 12/7/15
"New Discoveries in Our Solar System (and Others)." Public talk at Simsbury Public Library, 11/18/15
• Interview with Tolland High School student for astronomy project, 11/12/15
• Partners in Science workshop for 7th graders, 11/7/15
• Live interview with WATR 1320 AM concerning space debris, 10/30/15
• Meteorite display and demonstration, ESPN STEAM Fest, Bristol, CT, 10/24/15
• Live interview with WTIC 1080 AM concerning asteroid flyby, 10/21/15
• Planetarium demonstrations. Earth Science Day, CCSU, 10/17/15
• Partners in Science workshop for 7th graders, 10/17/15
• Planetarium demonstration for Academy of Engineering and Green Technology students, 10/16/15
• Adopt-a-Physicist Fall 2015. Adopter: Norwich High School (Norwich, NY)
• Adopt-a-Physicist Fall 2015. Adopter: Egg Harbor Township High School (Egg Harbor Township, NJ)
• Adopt-a-Physicist Fall 2015. Adopter: Oak Knoll School (Summit, NJ)
• Research mentor for Hall High School student's project on variable stars, 10/15 – 6/16
• Interview with Tolland High School student, 10/9/15
• Live interview with WTIC 1080 AM concerning the discovery of intermittent water features on Mars, 9/30/15
• Public observing for lunar eclipse, 9/27/15
• Correspondence with local citizen concerning how to view lunar eclipse from Florida, 9/22/15
• "SCENE @ CCSU: Grab Your CCSU Sweatshirt and Catch a Lunar Eclipse." Article in New Britain Herald, 9/21/15
• Family Day astronomy activities, CCSU, 9/19/15
• "Sheep, Shadows, and Showers: Chasing a Solar Eclipse in the Faroe Islands." East Granby Land Trust, 8/22/15
• "Too Much Time on My Hands." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/15/15
• "I Can See Clearly Now." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/15/15
• "You Light Up My Life." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/14/15
• "Starry Starry Night." Hands-on children's activity, Stellafane Convention, Springfield, VT, 8/14/15
• Taped interview with WTIC 1080 AM concerning New Horizon's Pluto Flyby, 7/22/15
• Live interview with WATR 1320 AM concerning New Horizon's Pluto Flyby, 7/22/15
• Live interview with WTIC 1080 AM concerning New Horizon's Pluto Flyby, 7/15/15
• "Discovering Pluto with New Horizons." Workshop for TRiO program students at CCSU, 7/21/15 and 7/23/15
• Live interview with WTIC 1080 AM concerning Philae probe's reawakening, 6/22/15
• Taped interview with WTIC 1080 AM concerning the summer solstice, 6/17/15
• Live interview with the Moncrieff show for Newstalk [Irish national radio] on science and Tolkien, 5/8/15
• Interviewed by reporter for The Atlantic for a story on Tolkien and Science, 5/1/15
• Live interview with WTIC 1080 AM concerning Hubble Space Telescope’s 25th anniversary, 4/28/15
• “Sun and Telescopes.” Workshop for Cromwell Middle School Students at CCSU, 4/23/15
• “Craters and Meteorites.” Workshop for Cromwell Middle School Students at CCSU, 4/23/15
• Coming to a Sky Near You." Southington Public Library, 4/9/15
• "SCENE @ CCSU: Liberal arts education is priceless to scientist." Article in New Britain Herald, 4/5/15
• Correspondence with general public on astronomy questions, 4/1/15
• Partners in Science workshop for 7th graders, 3/14/15
• Live interview with WTIC 1080 AM concerning recent discoveries in space, 3/12/15
• Partners in Science workshop for 7th graders, 3/7/15
• Workshops on day/night and seasons for four 1st grade classes at the CREC Academy of Aerospace and Engineering Elementary School, 2/24/15
• Subject Matter "Expert" for Newton Montessori School 8th grade student project on The Lord of the Rings, 1/15-3/15
Hundreds of earlier one-time workshops and programs. Details available upon request.

COMMUNITY SERVICE:

- CCSU Foundation Advisory Board, 2021 – present.
- Board of Directors, Chenrezig Tibetan Buddhist Center, Middletown, CT, 2002 – 2022.
- Volunteer, Every Bunny Counts Rabbit Rescue, Bristol, CT, 2018 – 2021.

SAMPLE COURSES TAUGHT (EXAMPLES ONLY - CONTACT FOR COMPLETE LIST):

Earth and Physical Science
The Cosmos
Earth and the Human Environment
Stellar and Galactic Astronomy
Observational Astronomy
Astrophysics
Topics in Physics/Astronomy: General Relativity
Topics in Astronomy: Cosmology
Modern Physics
General Physics II
Science and Society: Science and Science Fiction
Science and Society: Science and Pseudoscience
Women's Contributions to Science
Exoplanets and Astrobiology
First Year Seminars (e.g. The Science of Middle-earth; The End of the World; Zombies and 20th Century Science; Cultural Astronomy)

UNIVERSITY COMMITTEE MEMBERSHIP (Since 2010 – contact for more information on previous service):

2022-23:

Board of Regents Teaching Award Committee
Board of Advisors, Center for Teaching and Innovation
Community Engagement Committee
Information Technology Committee
NECHE Standard 6 Subcommittee
President's Commission on Diversity, Equity, and Inclusion (Chair of Working Group 1; member of Working Group 2)
Student Affairs Committee
Student Misconduct Hearing Officer
Women, Gender, and Sexuality Studies Advisory Committee

2021-2022:

Board of Regents Teaching Award Committee
Committee on the Concerns of Women
Community Engagement Committee
First Year Programs - First Year Course Subcommittee (Chair)
First Year Programs Task Force
Honors Program Admissions Committee
Information Technology Committee
President's Commission on Diversity, Equity, and Inclusion (Chair of Working Group 1; member of Working Group 2)
Student Affairs Committee
Student Misconduct Hearing Officer
Women, Gender, and Sexuality Studies Advisory Committee

2020-2021:

Academic Workgroup on Spring 2021 (Fall semester only)
Ad Hoc Committee on the Future of Online Learning
CCSU Foundation Advisory Board
Committee on the Concerns of Women
Community Engagement Committee
Community Engagement Committee, Policy and Procedures Subcommittee (Spring semester only)
First Year Programs - First Year Course Subcommittee (Chair)
First Year Programs Task Force
Honors Program Admissions Committee
President's Commission on Diversity, Equity, and Inclusion
Scholarship Subcommittee, Committee on the Concerns of Women (Chair)
School of Engineering, Science, and Technology Ad Hoc Faculty Development Committee
School of Engineering, Science, and Technology Ad Hoc Strategic Planning Committee
Student Affairs Committee
Student Misconduct Hearing Officer
Women, Gender, and Sexuality Studies Advisory Committee

2019-2020:

CCSU Foundation Advisory Board
Committee on the Concerns of Women
Curriculum Committee (alt.)
First Year Programs - First Year Course Subcommittee (Chair)
First Year Programs Task Force
Honors Program Admissions Committee
Sabbatical Leave Committee
Scholarship Committee, Committee on the Concerns of Women (Chair)
School of Engineering, Science, and Technology Community Engagement Committee (Chair)
School of Engineering, Science, and Technology Strategic Plan Committee (Spring only)
School of Engineering, Science, and Technology Subcommittee, Curriculum Committee (Fall only)
Socio-emotional HyFlex Workgroup (Summer 2020)
Student Affairs Committee
Student Misconduct Hearing Officer
Student Success Committee
Women, Gender and Sexuality Studies Advisory Committee

2018-2019:

Board of Advisors, Center for Teaching and Faculty Development
Carnegie Re-Application Committee
Committee on Community Engagement
Committee on the Concerns of Women
Curriculum Committee
First Year Students Orientation Committee
Honors Program Admissions Committee
Interdisciplinary Programs Subcommittee, Curriculum Committee
Sabbatical Leave Committee
Scholarship Subcommittee, Committee on the Concerns of Women (Chair)
School of Engineering, Science, and Technology Subcommittee, Curriculum Committee
Search Committee, Dean of Engineering, Science, and Technology
Search Committee, Vice President for Student Affairs
Strategic Plan Task Force Student Recruitment and Retention Subcommittee
Student Misconduct Hearing Officer
Student Success Committee
Women, Gender and Sexuality Studies Advisory Committee

2017-2018:

Awareness Subcommittee, Center for Teaching and Faculty Development (Chair)
Board of Advisors, Center for Teaching and Faculty Development
Committee on Community Engagement
Committee on the Concerns of Women
Curriculum Committee
Faculty Senate Ad Hoc Recruitment and Retention Committee
Honors Program Admissions Committee
NEASC Self Study Committee (Standard: Educational Effectiveness)
Scholarship Subcommittee, Committee on the Concerns of Women (Chair)
School of Engineering, Science, and Technology Outreach Committee (Chair)
School of Engineering, Science, and Technology Subcommittee, Curriculum Committee
Search Committee, Vice President for Student Affairs
Student Misconduct Hearing Officer
Women, Gender and Sexuality Studies Advisory Committee

2016-2017:

Academic Integrity Committee
Board of Advisors, Center for Teaching and Faculty Development
Committee on Community Engagement
Committee on Constitution and Bylaws
Committee on the Concerns of Women
Faculty Senate (Fall semester only)
Faculty Senate Recruitment and Retention Committee
Honors Program Admissions Committee
NEASC Self Study Committee (Standard: General Education)
Sabbatical Leave Committee (Co-Chair)
Scholarship Subcommittee, Committee on the Concerns of Women (Chair)
School of Engineering, Science, and Technology Outreach Committee (Chair)
Student Misconduct Hearing Officer
Women, Gender and Sexuality Studies Advisory Committee
2015-2016:

Academic Integrity Committee
Ad Hoc Committee on Friday Classes (Chair)
Ad Hoc Committee on Online Course Policy Implementation (Co-chair)
Board of Advisors, Center for Teaching and Faculty Development
Board of Regents Teaching Award Committee
Committee on Committees
Committee on Community Engagement
Committee on the Concerns of Women
Faculty Senate
Honors Program Admissions Committee
Sabbatical Leave Committee (Chair)
Scholarship Subcommittee, Committee on the Concerns of Women (Chair)
School of Engineering, Science, and Technology Strategic Plan Working Group on Engagement and Outreach
Student Misconduct Hearing Officer
Women, Gender and Sexuality Studies Advisory Committee

2014-2015:

Academic Assessment Committee
Ad Hoc Committee on Friday Classes (Chair)
Ad Hoc Committee on Online Courses (Co-chair)
Board of Advisors, Center for Teaching and Faculty Development
Board of Regents Teaching Award Committee (Chair)
CCSU-AAUP Elections Committee
Committee on Community Engagement
Committee on Community Engagement P&T Guidelines Subcommittee
Committee on the Concerns of Women
Faculty Senate
First Year Experience Steering Committee
Honors Program Admissions Committee
Senate Committee on Academic Freedom
Student Affairs Committee
Student Misconduct Hearing Officer
Women, Gender and Sexuality Studies Advisory Committee

2013-2014:

Academic Assessment Committee
Ad hoc Committee on Living-learning Communities
Ad Hoc Committee on Online Courses (Co-chair)
Board of Advisors, Center for Teaching and Faculty Development
Board of Regents Faculty Teaching Award Committee
Committee on Community Engagement
Committee on the Concerns of Women
CSUS-AAUP Research Grants Committee
Faculty Senate (Alt; acting Senator for entire academic year)
First Year Experience Steering Committee
Honors Program Admissions Committee
Scholarship Subcommittee of the Committee on the Concerns of Women (Chair)
Search Committee, Coordinator of Community Engagement (Chair)
Student Affairs Committee
Student Misconduct Hearing Officer
Women, Gender and Sexuality Studies Advisory Committee (Program co-coordinator)

2012-2013:

AAUP Sabbatical Leave Committee
Academic Assessment Committee
Ad hoc Committee on Living-learning Communities
Board of Advisors, Center for Teaching and Faculty Development
CCSU-Community Advisory Board
Committee on Community Engagement
Committee on the Concerns of Women
CSU-AAUP Research Grants Committee
Faculty Senate (Fall 2012 only)
Honors Program Admissions Committee
LGBT Subcommittee of the Committee on the Concerns of Women
NEASC Standard Ia subcommittee
NEASC Standard II subcommittee
President’s study group on university STEM structures
Scholarship Subcommittee of the Committee on the Concerns of Women
Senate Ad Hoc Committee on 4 Credit Courses
Student Misconduct Hearing Officer
University Planning and Budget Committee (Chair)
Women, Gender and Sexuality Studies Advisory Committee

2011-2012:

AAUP Sabbatical Leave Committee
Academic Assessment Committee
Ad hoc committee on the development of an MA in Liberal Studies
Advisory Committee on Academic Advising
Board of Advisors, Center for Teaching and Faculty Development
CCSU-Community Advisory Board
Chief Financial Officer Search Committee
Co-Convener of the Scholarship of Engagement Learning Community
Committee on Community Engagement
Committee on the Concerns of Women
Honors Program Admissions Committee
Personnel Committee, Physics-Earth Sciences Dept.
Scholarship Subcommittee of the Committee on the Concerns of Women
University Planning and Budget Committee
Women, Gender and Sexuality Studies Advisory Committee

2010-2011:

Academic Assessment Committee
Ad Hoc Committee on Community Engagement
Ad Hoc Committee on Living-Learning Communities
Advisory Committee on Academic Advising
Central CT 2020 Education Working Group
Committee on the Concerns of Women
Honors Program Admissions Committee
Institutional Research and Assessment Director Search Committee
New Britain School District-CCSU Partnership Committee
Scholarship Subcommittee of the Committee on the Concerns of Women
University Planning and Budget Committee
Women, Gender and Sexuality Studies Advisory Committee

Department-based committee service available upon request; includes primary authorship on annual assessment report and aggregation of data for department annual report. Information on previous university committee service is also available upon request. Campus-wide committees served on in previous years include Academic Standards, President’s Committee on LGBT Issues, Ad Hoc Committee on MS in Liberal Studies, Ad Hoc Committee on Advising, Excellence in Teaching Committee, Faculty Senate, Distinguished Service Award, Mediation Committee, Advising Council, Ad Hoc Committee on General Education Revision, and five terms on Promotion and Tenure Committee (3 as chair).

Annually (except during the pandemic) volunteer at First Year Student Registration Days (approximately 5-7 per summer depending on year) as well as First Year Student Orientation, as well as attend most Commencements and approximately 2/3 of all Open Houses and Accepted Students Days (in both cases only missing those that conflict with professional conferences).

SELECTED PROFESSIONAL ACTIVITY:

American Association of Variable Star Observers:

- Co-Chair, Observing Section Committee. 2021-present.
- Chair, Scientific Program Committee, Annual Meeting, August-November 2021.
- Chair, Scientific Program Committee, Annual Meeting, August-November 2020.
- Member, Mentors Program, 2019 – present.
- Co-Section Leader, Solar Observing Section, 2019 - present.
- Board Secretary, October 2019 - present.
- Acting Board Secretary, February - October 2019.
- Nominations Committee, 2019.
- President, November 2015 - November 2018.
- Member of the Editorial Board for the Journal of the American Association of Variable Star Observers, 2017 – present.
- Vice President, 2014-2015.
- Second Vice President, 2013 - 2014.
- AAVSO CHOICE Course Instructor: Variable Star Classification and Light Curves (2014).
- AAVSO CHOICE Courses completed: How to use VStar (6/20/19); Variable Star Classification and Light Curves (5/14/14); Developing a Visual Observing Program (4/2/12)
- Member, AAVSO Hands-on Astrophysics curriculum development team, 1995-1997.
**Astronomical League:**

- Master and Stellar level Outreach Certificates, October 2017.
- Outreach Certificate, February 2012.
- Binocular Messier Object Program Certificate, December 2011.
- Messier Observing Program Certificate (with honors), October 2003.

**Springfield Telescope Makers:**

- Stellafane convention telescope making award ceremony; responsible for making the visual presentation file, 2012-present.
- Trustee, Board of Directors, November 2017 – November 2022.

**American Astronomical Society, Historical Astronomy Division:**

- Contributor to Bulletin of the AAS obituary project (4 published, 3 in progress; [https://baas.aas.org/obituaries](https://baas.aas.org/obituaries)), 2022 – present.

**Northeast Popular Culture Association:**

- Member, selection committee, Robert Weir Award for Community Engagement Committee, 2022 – present.

**Other Editorial/Review Work:**

- Tolkien Studies Expert, Advisory Board for the Association for the Advancement of Scholarship and Teaching of the Medieval in Popular Culture, 2021 – present.
- Co-editor with Christina Robinson of *Systematic Reflections* pedagogical journal, volumes 1 and 2. 2019-2022. Available at [https://www CCSU.edu/ctfd/resources/curatedResources.html](https://www.ccsu.edu/ctfd/resources/curatedResources.html)
- Member of the Editorial Board of *Mallorn, the Journal of the Tolkien Society*, 2020 – present.
- Member of the Editorial Board for the *Journal of Tolkien Research* [http://scholar.valpo.edu/journaloftolkienresearch], 2015 – present.

Other Professional Work:

- Member, Advisory Board for UConn Physics Department Diversity and Multiculturalism Committee, 2011 – 2013.
- Dean of Faculty, Charter Oak State College, 2011-2013.
- Ground, polished, and figured an f/4.6 8-inch primary mirror and mounted it in a Newtonian telescope, 2002-3.

SELECTED OTHER HONORS AND AWARDS:

- CCSU Excellence in Teaching Honor Roll, May 2022
- 2022 Community Engagement Recognition, CCSU Community Engagement Committee, April 2022.
- Award for submitting 1000 solar observations, American Association of Variable Star Observers, November 2021.
- Honorable Mention, CCSU Student Government Association Open Educational Resources Pioneer of the Year award, April 2018.
- Award for submitting 100 variable star observations, American Association of Variable Star Observers, May 2016.
- Special Service Award for work as Assistant Editor of Reflector, Astronomical League [https://www.astroleague.org/reflector](https://www.astroleague.org/reflector), December 2015.
- Award for submitting 500 solar observations, American Association of Variable Star Observers, November 2014.
- CCSU Undergraduate Commencement speaker, May 2004.
- Profiled on American Physical Society's Physics Central site, April 2004
- New Britain YWCA Women in Leadership Award, May 1995.
- Outstanding Teaching Assistant in Physics, UCONN, 1989.
- University Scholar, CCSU, 1984.
- Departmental Award in Physics, CCSU, 1984.
ORGANIZATIONS:

American Association of Variable Star Observers
American Astronomical Society
Astronomical League
Golden Key National Honor Society
International Planetarium Society
Phi Kappa Phi
Northeast Popular Culture Association (lifetime member)
Sigma Pi Sigma
Springfield Telescope Makers
The Tolkien Society
## SECTION 1: GENERAL INFORMATION

| Institution: | Central Connecticut State University | Date of Submission to CSCU Office of the Provost: | 3/22/23 |

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

### Program Characteristics

- **Name of Program:** Certificate in English-Spanish Translation
- **Modality of Program:** X Hybrid, 50% of fully online courses
- **Locality of Program:** X On Campus Off Campus Both
- **Program website:** [https://www.ccsu.edu/program/Spanish_BA/curriculum.html](https://www.ccsu.edu/program/Spanish_BA/curriculum.html)
- **Program Type:** Undergraduate Certificate
- **Anticipated Program Initiation Date:** Fall 2023
- **Anticipated Date of First Completion:** Spring 2024
- **Total # Credits in Program:** 12
- **IPEDS defined program duration:** 1 academic year (2 semesters)
- **Provide estimated cost of program (tuition and fees):** $ OR url for link to tuition/fee information: [https://www.ccsu.edu/bursar/fullTimeFees.html](https://www.ccsu.edu/bursar/fullTimeFees.html)
- **CIP Code Number:** 16.0103
- **Title of CIP Code:** “Language Interpretation and Translation”
- **Department where program is housed:** Department of World Languages, Literatures, and Cultures
- **Location Offering the Program (e.g., main campus):** Carol A. Ammon College of Liberal Arts & Social Sciences, Central Connecticut State University
- **Request for SAA Approval for Veterans Benefits?** No
- **Provide the intended catalog description for this program:**
  The Certificate in English-Spanish Translation provides the students with essential knowledge of translation techniques and linguistic skills applied to the areas of business and healthcare. 12 credits. Pre-requisite SPAN 225 or permission by the instructor.
- **If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:** Not applicable.
- **Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted?** Not applicable
Other Program Accreditation:
Not applicable
- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: Yes No
(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal:
Dr. Rocío Fuentes
Title: Associate Professor of Spanish; Chairperson of the Department of World Languages, Literatures and Cultures
Tel.: 860-832-2890
e-mail: rocio.fuentes@ccsu.edu

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

SECTION 2: PROGRAM PLANNING ASSESSMENT
Alignment of Program with Institutional Mission, Role, and Scope

We are proposing to implement a 12-credit Undergraduate Certificate in English-Spanish Translation. Because of the size of the Latino population in both Connecticut and Nationwide, and as part of CCSU’s efforts to become a Hispanic-serving institution, it is necessary to provide more career credentials to our students and thus help close the gap in social justice issues in the State of CT as they relate to linguistic access and representation in the fields of business and health. In addition, since surrounding institutions (SCSU, WCSU, UCONN) offer a degree in translation in the form of majors or minors, it is important that CCSU be competitive and gives the students the possibility of further specializing their communication skills focusing on the job market. We are proposing a Certificate as opposed to a minor or a major because the objective is to provide alternative options to students (both heritage speakers and second-language learners) to acquire skills that make them more marketable and to give them a solid foundation for further advanced studies if they wish to do so. The students enrolled in the certificate will: 1)
Refine their linguistics skills and acquire knowledge of translation skills; 2) Learn about most common translation techniques and connect with the community through service-learning projects; and 3) become familiar with cultural constraints in communication and apply that knowledge in culturally appropriate translations.

Addressing Identified Needs

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

According to the Occupational Outlook Handbook of the Bureau of Labor Statistics (https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm), jobs for interpreters and translators are projected to grow 20% between 2021-2031, which is faster than the average of other occupations. This need is in part the result of the growth of Latinos, which currently represent 17.7% of the population of the State of Connecticut (https://www.census.gov/quickfacts/fact/table/CT/RHI725221#RHI725221) and 19% in the country (https://www.pewresearch.org/science/2022/06/14/a-brief-statistical-portrait-of-u-s-hispanics/). Because of the increase of the number of the Spanish-speaking population, it is important to provide the students with the necessary skills to interact with this demographic, be it in business, healthcare, education, or other fields. Not only is the Latino population growing across Connecticut, but it is also true of student enrollment at CCSU, as this graph demonstrates:

*Hispanic/Latino Enrollment by Undergraduate Program*

[Source: CCSU Office of Institutional Research & Assessment]
The programs identified in this graph—Psychological Science, Exercise Science, Nursing, and Early Childhood and Infant/Toddler Mental Health—have strong enrollment at CCSU and have been identified the department as potential students that could benefit from the Certificate in English-Spanish Translation. Another significant demographic that can benefit from the Certificate are those in the School of Business. While these programs are of special interest, there are students from diverse areas of study that can benefit from the Certificate as well.

The Department of World Languages currently has a BSED that trains teachers of Spanish, but it needs to expand its other programs so our graduates can be prepared to address the needs of Latinos in the State of Connecticut and nationwide. In addition, as CCSU advances in its plans to become a Hispanic Serving Institution, it is imperative that we offer specialized courses to heritage speakers and to those second-language learners whose proficiency levels qualify them to enroll in the certificate.

Finally, because of the scope of action of translation as an activity and profession, the certificate will be an excellent vehicle for service-learning opportunities, which will strengthen the ties of CCSU with the community and help close the gap in social justice issues in New Britain. Because of the increase of the number of the Spanish-speaking population, it is important to provide the students with the necessary skills to interact with this demographic, be it in business, healthcare, education, or other fields.

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

Central Connecticut State University is emphasizing the need to provide the students with skills that make them more competitive in the job market. Our students themselves have been requesting that our department develop a program in translation to complement their BA in Spanish, while students majoring in other fields have inquired about programs that help them expand their bilingual communication skills. This interest stems from the fact that having bilingual credential adds between 10-15% to salaries (https://financialpost.com/personal-finance/business-essentials/learning-a-language-has-shown-to-add-between-10-15-per-cent-to-your-salary).

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

The main purpose of the Certificate in English-Spanish Translation is three-fold. Its overarching goal is to enhance academic achievement of students in terms of language skills and professional development in Translation Studies for healthcare, business, and related fields. It is also intended to appropriately serve the needs of local communities (such as New Britain and Hartford) in which demographics of Spanish-speakers are on the rise, as indicated in the research cited above. Finally, this Certificate is designed to increase the enrollment and
retention of underrepresented students by making the program accessible to students via hybrid course offerings, paving the way for initiatives supporting our institution’s commitment to equity, diversity, and inclusion.

What do we already know about students who enroll or plan to enroll in this certificate program? Some of what we know is that students with lower levels of preparation (GPA, language assessment, sending school, etc.) or who test into developmental courses tend to need more assistance. This will necessitate paying attention to recruitment (population to be representative of area, individuals who bring cultural and language understanding, but may need additional academic support based on GPA, gender, socioeconomic status, poverty zip codes, etc.).

The department of World Languages, Literatures, and Cultures will actively recruit students across fields of study related to English-Spanish translation using traditional marketing campaigns on campus and faculty visits on and around campus in conjunction with academic advising, orientation workshops, and university recruitment events, such as undergraduate open houses. Once enrolled in our programs, the department works closely with students to not only complete the program but also secure professional employment after graduation via active mentorship to produce effective bilingual professional portfolios, including resumes, cover letters, and other relevant job documents, and sharpen interview skills.

The coursework in the Certificate for English-Spanish Translation begins once students have completed SPAN 225: Advanced Intermediate Spanish I. This means that students only need the equivalent of Elementary Spanish I and II and Intermediate Spanish I and II to begin our program, which many of them have as heritage speakers or because of high-school Spanish. For those that are starting from the beginning, we offer Elementary I and II every semester and offer Elementary II over the summer. Once students complete SPAN 225, they can take two courses for the Certificate per semester, which allows us to move students through a sequential program relatively quickly.

Needs assessments (e.g., survey, focus group) will be conducted and analyzed to gain a better understanding of groups of students in need of academic support. Strategies will be developed by leveraging university or departmental resources to meet students’ needs. University resources such as Student Support Services (SSS) can be used offer help for our students.

Data for academic and social support for retention and completion will be gathered. For example, students may require tutoring, language lab, peer-to-peer tutoring, conversational clubs, or access to information technology if needed for the hybrid portion. Additionally, this assessment can be used as both a recruitment tool and a source of support given that federal monies are leveraged to support students both academically and socially. Workshops and technology devices can be provided for eligible students.

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

This Certificate could benefit other departments across several colleges such as Physical Education & Human Performance, Nursing, Psychological Science, Criminology and Criminal Justice, Social Work, Sociology and Literacy, Elementary, & Early Childhood Education. In terms of community engagement, there is a potential opportunity to establish partnerships with local agencies and communities (in collaboration with the College of Health and Rehabilitation Sciences).

Moreover, some of the pathways in conjunction with the proposed Certificate may allow the university to attract students from specific tracks in high school (e.g., health-related or business tracks) as well as community college programs. Our university could work with college access and readiness programs and pipeline programs (such as the TRiO Educational Talent Search). Given the increasing need for translation services, particularly in health care, this certificate may increase the ROI (Return on Investment) of a workforce in the job market.

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

The University of Connecticut does not offer any courses in translation in their Spanish program. Within the Connecticut State University system, Southern Connecticut State University offers a degree in translation and Western Connecticut State University offers a minor in translation. Eastern Connecticut State University does not offer courses specific to translation.

We propose the Certificate in English-Spanish Translation as opposed to a major to make the area of study more accessible to students with other primary majors, which represents a large portion of students that take on language study as a secondary area of specialization at CCSU.

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

All the faculty for the Spanish Program in the Department of World Languages, Literatures, and Cultures can teach the current courses in the Academic Course Catalog (SPAN 401: Introduction to English-Spanish Translation and SPAN 441: Cross-Cultural Communication) and the new proposed courses (SPAN 402: English-Spanish Business Translation and SPAN 404: English-Spanish Medical Translation). The department has already been awarded two tenure-track lines for assistant professors of Spanish. The candidates will be able to contribute to the Certificate.
**Special Resources**

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

No special resources are needed in this program

**Student Recruitment / Student Engagement**

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

Students from all primary areas of study may find the Certificate in English-Spanish Translation valuable in terms of their professional development while at CCSU, particularly those in business and the health professions. The department will market the Certificate widely via promotional materials through our various networks, including open houses, high school visits, and other opportunities afforded at the university and beyond. We will also circulate this information to student advisors, including faculty and staff. The department of World Languages, Literatures, and Cultures has an active student recruitment campaign, with a department committee dedicated to the cause.

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

The department of World Languages, Literatures, and Cultures provides students, faculty, and the larger CCSU community with regular cultural and professional development opportunities that advance student retention and completion in the program. For an overview of the type of work we do, please visit our media archive: [https://mediaspace.ccsu.edu/channel/World%2BLanguages_%2BLiteratures_%2Band%2BCultures/233371132](https://mediaspace.ccsu.edu/channel/World%2BLanguages_%2BLiteratures_%2Band%2BCultures/233371132)

**Careers/Professions & Estimated Earnings**

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

   - SOC Code Number: 29-0000
   - SOC Code Name: Healthcare Practitioners and Technical Occupations
   - SOC Code Number: 31-0000
   - SOC Code Name: Healthcare Support Occupations
   - SOC Code Number: 21-0000
   - SOC Code Name: Community and Social Service Occupations

2) Registered Nurses ([https://www.bls.gov/ooh/healthcare/registered-nurses.htm](https://www.bls.gov/ooh/healthcare/registered-nurses.htm))
   - SOC Code Number: 29-1140
   - SOC Code Name: Registered Nurses
### Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners

- **SOC Code**: 29-1150
- **Name**: Nurse Anesthetists

- **SOC Code**: 29-1160
- **Name**: Nurse Midwives

- **SOC Code**: 29-1170
- **Name**: Nurse Practitioners

### Business and Financial Operations Occupations

- **SOC Code**: 13-1000
- **Name**: Business Operations Specialists

- **SOC Code**: 13-1010
- **Name**: Agents and Business Managers of Artists, Performers, and Athletes

- **SOC Code**: 13-1011
- **Name**: Agents and Business Managers of Artists, Performers, and Athletes

- **SOC Code**: 13-1020
- **Name**: Buyers and Purchasing Agents

- **SOC Code**: 13-1021
- **Name**: Buyers and Purchasing Agents, Farm Products

- **SOC Code**: 13-1022
- **Name**: Wholesale and Retail Buyers, Except Farm Products

- **SOC Code**: 13-1023
- **Name**: Purchasing Agents, Except Wholesale, Retail, and Farm Products
SOC Code SOC Code
Number: 13-1030
Name: Claims Adjusters, Appraisers, Examiners, and Investigators

SOC Code SOC Code
Number: 13-1031
Name: Claims Adjusters, Examiners, and Investigators

SOC Code SOC Code
Number: 13-1032
Name: Insurance Appraisers, Auto Damage

SOC Code SOC Code
Number: 13-1040
Name: Compliance Officers

SOC Code SOC Code
Number: 13-1041
Name: Compliance Officers

SOC Code SOC Code
Number: 13-1050
Name: Cost Estimators

SOC Code SOC Code
Number: 13-1051
Name: Cost Estimators

SOC Code SOC Code
Number: 13-1070
Name: Human Resources Workers

SOC Code SOC Code
Number: 13-1071
Name: Human Resources Specialists

SOC Code SOC Code
Number: 13-1074
Name: Farm Labor Contractors

SOC Code SOC Code
Number: 13-1075
Name: Labor Relations Specialists
### CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
#### Connecticut State Colleges & Universities

**NEW CERTIFICATE – BELOW THRESHOLD REPORT**

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<td></td>
<td>Name: Business Operations Specialist, All</td>
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<td>Name: Property Appraisers and Assessors</td>
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<td>Name: Appraisers of Personal and Business</td>
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<td>Appraisers and Assessors of Real Estate</td>
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<td>13-2060</td>
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<td>13-2061</td>
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</tbody>
</table>
What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)?

1) Health Education Specialists and Community Health Workers Median estimated earnings: $48,860 per year (2021)
2) Registered Nurses
Median estimated earnings: $77,600 per year (2021)
3) Business and Financial Operations Occupations
Median estimated earnings: $69,845
**Applicable Industries**
Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):

NAICS Code: 621399  
NAICS Title: RNs' (registered nurses) offices (e.g., centers, clinics)

NAICS Code: 524114  
NAICS Title: Direct Health and Medical Insurance Carriers

<table>
<thead>
<tr>
<th>NAICS Code</th>
<th>NAICS Title Related to Business and Financial Operations Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-33</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>42</td>
<td>Wholesale Trade</td>
</tr>
<tr>
<td>44-45</td>
<td>Retail Trade</td>
</tr>
<tr>
<td>48-49</td>
<td>Transportation and Warehousing</td>
</tr>
<tr>
<td>51</td>
<td>Information</td>
</tr>
<tr>
<td>52</td>
<td>Finance and Insurance</td>
</tr>
<tr>
<td>53</td>
<td>Real Estate and Rental and Leasing</td>
</tr>
<tr>
<td>55</td>
<td>Management of Companies and Enterprises</td>
</tr>
<tr>
<td>56</td>
<td>Administrative and Support and Waste Management and Remediation Services</td>
</tr>
</tbody>
</table>

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. The students will become familiar with theory and practice in English-Spanish translation.
2. The students will apply their linguistics skills and knowledge of translation techniques to translate major text types in the field of Business.
3. The students will apply their linguistics skills and knowledge of translation techniques to translate major text types in the field of Health Care.
4. The students will become familiar with cultural constraints in communication and apply that knowledge in culturally appropriate translations.
For SLO#1, the students will have quizzes and translations of documents in which they apply the techniques that they learned in SPAN 401. For SLO#2, the students will have quizzes and develop a portfolio of translated text-types that demonstrate their linguistic skills and knowledge of translation techniques applied to the world of business. In addition, the students will engage in a service-learning project that require their use of their language and translation skills. For SLO#3 the students will have quizzes and develop a portfolio of translated text-types that demonstrate their linguistic skills and knowledge of translation techniques applied to the world of health care. In addition, the students will engage in a service-learning project that require their use of their language and translation skills. For SLO#4, students will have a course dedicated to cross-cultural communication that generates global perspectives as well as linguistic and cultural competency as it relates to the Spanish-speaking world, and, more specifically, Spanish-speaking communities in the US.

Assessment of Learning Outcomes
Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
1) Exams to assess knowledge of translation techniques and linguistic skills.
2) Translation Portfolios to show the development of the students’ skills in translating targeted documents and to serve as a professional portfolio for potential job opportunities.
3) Critical reflections focusing on service-learning experiences to put intercultural competence theory to practice.

Students will be provided rubrics to assess portfolios and service-learning experiences. We will gather both quantitative and qualitative data to track the progress of the students and to make appropriate curricular changes.

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

- Name: Rocío Fuentes
- Email: rocio.fuentes@ccsu.edu Phone: (860) 832-2890

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

Dr. Fuentes is the current chair of the World Languages, literatures, and cultures at CCSU. She holds a PhD in Spanish linguistics and a certificate in English-Spanish translation.

Program Faculty
How many new full-time faculty, if any, will need to be hired for this program?
N/A
If any new full-time hires, what percentage of program credits will they teach?
N/A
How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)?
6
How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum?
0
What percentage of program credits will be taught by adjunct faculty?
0
Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:
N/A

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

<table>
<thead>
<tr>
<th>Faculty Name and Title</th>
<th>Highest Degree &amp; Institution of Highest Degree</th>
<th>Area of Specialization/ Pertinent Experience</th>
<th>Other Administrative or Teaching Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocío Fuentes</td>
<td>PhD Spanish Linguistics. University of Pittsburgh</td>
<td>Spanish Applied Linguistics</td>
<td>Associate professor of Spanish; Current chair of the WL department; Coordinator of the WL teacher education program.</td>
</tr>
<tr>
<td>María Lourdes Casas</td>
<td>PhD in Spanish. University of Wisconsin, Madison</td>
<td>Experience teaching all levels of Spanish.</td>
<td>Full professor of Spanish; Current assistant chair of WL department</td>
</tr>
<tr>
<td>Jessica Rutherford</td>
<td>PhD in Spanish. The Ohio State University</td>
<td>Experience teaching all levels of Spanish, including English-Spanish translation.</td>
<td>Assistant professor of Spanish; Coordinator of the Languages Laboratory.</td>
</tr>
<tr>
<td>To be hired, search underway</td>
<td>PhD in Spanish</td>
<td>Experience teaching translation and Spanish for the professions.</td>
<td></td>
</tr>
<tr>
<td>To be hired, search underway</td>
<td>PhD in Spanish</td>
<td>Experience teaching translation and Spanish for the professions.</td>
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</tr>
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</table>

Curriculum
Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.
<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>L.O. # (from Section 3)</th>
<th>Pre-Requisite(s)</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Program Required &amp; Elective Courses</strong></td>
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</tr>
<tr>
<td>SPAN 401 Introduction to English-Spanish Translation</td>
<td>#1 The students will become familiar with theory and practice in English-Spanish translation.</td>
<td>SPAN 225 or permission by the instructor</td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 402 Business Translation</td>
<td>#2 The students will apply their linguistics skills and knowledge of translation techniques to translate major text types in the field of Business. #5 The students will utilize their linguistic skills and knowledge of translation techniques to connect with the community through service-learning projects.</td>
<td>SPAN 225 or permission by the instructor</td>
<td>3</td>
</tr>
<tr>
<td>*SPAN 404 Medical Translation</td>
<td>#3 The students will apply their linguistics skills and knowledge of translation techniques to translate major text types in the field of Health Care #5 The students will utilize their linguistic skills and knowledge of translation techniques to connect with the community in service-learning projects.</td>
<td>SPAN 225 or permission by the instructor</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 441 Cross-Cultural Communication</td>
<td># 6 The students will become familiar with cultural constraints in communication and apply that knowledge in culturally appropriate translations.</td>
<td>SPAN 225 or permission by the instructor</td>
<td>3</td>
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<tr>
<td><strong>Open Electives (Indicate number of credits of open electives)</strong></td>
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<tr>
<td><strong>Total Program Credits:</strong></td>
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</table>

What are the admissions requirements for the program?
SPAN 225 or permission by the instructor. Essentially, the student must demonstrate proficiency level at least the intermediate-high level.

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

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

Describe the prospective students for the program:
The program is targeting students who have at least a SPAN 225 level or can demonstrate an intermediate-high level of proficiency in Spanish and are interested in adding translation skills to their major. The students are not necessarily Spanish majors, but anyone who has the linguistic skills and are interested in acquiring translation skills as a way to add job skills to their resume.
### SECTION 1: GENERAL INFORMATION

<table>
<thead>
<tr>
<th><strong>Institution</strong></th>
<th>Central Connecticut State University</th>
</tr>
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<tbody>
<tr>
<td><strong>Date of Submission to CSCU Office of the Provost</strong></td>
<td>3/22/23</td>
</tr>
</tbody>
</table>

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

**Program Characteristics:**

- **Name of Program:** Certificate in Spanish for Health Professionals
- **Modality of Program:** X Hybrid, 50% of fully online courses
- **Locality of Program:** X On Campus    Off Campus    Both
- **Program website:** [https://www.ccsu.edu/program/Spanish_BA/curriculum.html](https://www.ccsu.edu/program/Spanish_BA/curriculum.html)
- **Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate):** Undergraduate Certificate
- **Anticipated Program Initiation Date:** Fall 2023
- **Anticipated Date of First Completion:** Spring 2024
- **Total # Credits in Program:** 15
- **IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years):** 2 academic years
- **Provide estimated cost of program (tuition and fees):** $  
  OR url for link to tuition/fee information: [https://www.ccsu.edu/bursar/fullTimeFees.html](https://www.ccsu.edu/bursar/fullTimeFees.html)

- **CIP Code Number:** 16.0103  
  **Title of CIP Code:** Language Interpretation and Translation

- **Department where program is housed:** Department of World Languages, Literatures, and Cultures
- **Location Offering the Program (e.g., main campus):** Carol A. Ammon College of Liberal Arts & Social Sciences, Central Connecticut State University
- **Request for SAA Approval for Veterans Benefits?** No

**Provide the intended catalog description for this program:**

The Department of World Languages, Literatures, and Cultures offers a Certificate in Spanish for Health Professionals, designed to allow students to specialize in Spanish for their specific field. Students will develop their oral proficiency and cultural literacy to serve Spanish-speaking patients as they study routine tasks related to health care. Students will learn medical terminology in Spanish and improve their understanding of Hispanic and Latinx cultures as they relate to the healthcare setting to develop their communication skills in the language. All courses taken in the in the certificate may be used by undergraduates toward Spanish majors or minors.

**If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:** Not applicable

- **Program Discontinued:** CIP:  
  **OHE#:**  
  **BOR Accreditation Date:**
- **Phase Out Period**  
  **Date of Program Termination**
- **Discontinuation of a program requires submission of form 301. Discontinuation form submitted?** Not applicable
Other Program Accreditation: Not applicable

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

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

Not applicable

### Institutional Contact for this Proposal:

Dr. Rocío Fuentes

Title: Associate Professor of Spanish; Chairperson of the Department of World Languages, Literatures and Cultures

Tel.: 860-832-2890
e-mail: rocio.fuentes@ccsu.edu

### NOTES:

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

### SECTION 2: PROGRAM PLANNING ASSESSMENT

**Alignment of Program with Institutional Mission, Role, and Scope**

We are proposing to implement a 15-credit Undergraduate Certificate in Spanish for Health Professionals. Because of the size of the Latino population in both Connecticut and Nationwide, and as part of CCSU’s efforts to become a Hispanic-serving institution, it is necessary to provide more career credentials to our students and thus help close the gap in social justice issues in the State of CT as they relate to linguistic access and representation in health fields.

A Certificate in Spanish for Health Professionals positions CCSU to be competitive and gives students the possibility of further specializing their communication skills, focusing on the job market. Please note that we are proposing a Certificate as opposed to a minor or a major because the objective is to provide alternative options to students (both heritage speakers and second-language learners) to acquire skills that make them more marketable and to give them a solid foundation for further advanced studies if they wish to do so. The students enrolled in the certificate will: 1) Refine their linguistics skills and acquire knowledge of Spanish for health
professionals; 2) Learn about most common vocabulary and grammar skills necessary to connect with the community through service-learning projects; and 3) become familiar with cultural constraints in communication and apply that knowledge in culturally appropriate translations.

The value of offering a Certificate in Spanish for Health professionals is two-fold: 1) it is something that the students can include on their resumes and CVs to show an area of specialization and 2) it helps to guarantee enrollment throughout the sequence, as the certificate offers a professional development opportunity for students. Students will need to declare their intent to complete the following courses for Spanish for Health Professionals: SPAN 129, SPAN 130, and WL 200.

### Addressing Identified Needs

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

The inclusion of a specialized track for Spanish for health professionals has increased in university language programs across the US in response to a clear demand in the field. The Latino population in the US is projected to increase from 14.8% to 24% of the total population by 2050, many of whom are native Spanish speakers that might have limited English proficiency (LEP) [See p. 1434, “National Survey of Medical Spanish Curriculum in U.S. Medical Schools,” *Society of General Internal Medicine*, 2015]. The department of World Languages, Literatures, and Cultures has developed the curriculum for Spanish for health professionals in direct response to the need for a workforce trained in translation services for this largely underserved population. This, in turn, represents a need for our students, who are working hard to secure their degrees for practical applications, with specific interest in Spanish for health professionals. Not only is the Latino population growing across Connecticut, but it is also true of student enrollment at CCSU, as this graph demonstrates:
The programs identified in this graph—Psychological Science, Exercise Science, Nursing, and Early Childhood and Infant/Toddler Mental Health—have strong enrollment at CCSU and have been identified the department as potential students that could benefit from the Certificate in Spanish for Health Professionals. While these programs are of special interest, there are students from diverse areas of study that can benefit from the Certificate as well.

The Department of World Languages currently has a BSED that trains teachers of Spanish, but it needs to expand its other programs so our graduates can be prepared to address the needs of Latinos in the State of Connecticut and nation-wide. In addition, as CCSU advances in its plans to become a Hispanic Serving Institution, it is imperative that we offer specialized courses to heritage speakers and to those second-language learners whose proficiency levels qualify them to enroll in the certificate.

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

Central Connecticut State University is emphasizing the need to provide the students with skills that make them more competitive in the job market. Our students, particularly those in Nursing and Social Services, themselves have been requesting that our department develop a program in Spanish for Health Professionals to complement their BA in Spanish, while students majoring in other fields have inquired about programs that help them expand their bilingual communication.
skills. This interest stems from the fact that having bilingual credential adds between 10-15% to salaries (https://financialpost.com/personal-finance/business-essentials/learning-a-language-has-shown-to-add-between-10-15-per-cent-to-your-salary). Faculty in the Spanish program have developed the curriculum for the certificate and will provide the necessary faculty resources, not only strengthening our program and department but also the institution.

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

The main purpose of the Certificate in Spanish for Health Professionals is three-fold. Its overarching goal is to enhance academic achievement of students in terms of language skills and professional development in the healthcare field. It is also intended to appropriately serve the needs of patients and local communities (such as New Britain and Hartford). Finally, this certificate is designed to increase the enrollment and retention of underrepresented students, paving the way for initiatives supporting our institution’s commitment to equity, diversity, and inclusion.

What do we already know about students who enroll or plan to enroll in this certificate program? Some of what we know is that students with lower levels of preparation (GPA, language assessment, sending school, etc.) or who test into developmental courses tend to need more assistance. This will necessitate paying attention to recruitment (population to be representative of area, individuals who bring cultural and language understanding, but may need additional academic support based on GPA, gender, socioeconomic status, poverty zip codes, etc.).

The department of World Languages, Literatures, and Cultures will actively recruit students across fields of study related to Spanish for health professionals using traditional marketing campaigns on campus and faculty visits on and around campus in conjunction with academic advising, orientation workshops, and university recruitment events, such as undergraduate open houses. Once enrolled in our programs, the department works closely with students to not only complete the program but also secure professional employment after graduation via active mentorship to produce effective bilingual professional portfolios, including resumes, cover letters, and other relevant job documents, and sharpen interview skills.

The coursework in the Certificate for Spanish for Health Professionals begins at Intermediate Level I. This means that students only need the equivalent of Elementary Spanish I and II to begin our program, which many of them have because of high-school Spanish. For those that are starting from the beginning, we offer Elementary I and II every semester and offer Elementary II over the summer. Once students complete Intermediate I and II (SPAN 128 and 129), they can take upper-level courses as they complete the Advanced Intermediate course (WL 200). This allows us to move students through a sequential program relatively quickly.
Needs assessments (e.g., survey, focus group) will be conducted and analyzed to gain a better understanding of groups of students in need of academic support. Strategies will be developed by leveraging university or departmental resources to meet students’ needs. University resources such as Student Support Services (SSS) can be used to offer help for our students.

Data for academic and social support for retention and completion will be gathered. For example, students may require tutoring, language lab, peer-to-peer tutoring, conversational clubs, or access to information technology if needed for the hybrid portion. Additionally, this assessment can be used as both a recruitment tool and a source of support given that federal monies are leveraged to support students both academically and socially. Workshops and technology devices can be provided for eligible students.

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

This certificate could benefit other departments across several colleges such as Physical Education & Human Performance, Nursing, Psychological Science, Criminology and Criminal Justice, Social Work, Sociology and Literacy, Elementary, & Early Childhood Education. In terms of community engagement, there is a potential opportunity to establish partnerships with local agencies and communities (in collaboration with the College of Health and Rehabilitation Sciences).

Moreover, some of the pathways in conjunction with the proposed certificate may allow the university to attract students from specific tracks in high school (e.g., health related track) as well as two-year programs. Our university could work with college access and readiness programs and pipeline programs (such as the TRiO Educational Talent Search). Given the increasing need for bilingual health professionals, particularly nurses, this certificate may increase the ROI (Return on Investment) of a workforce in the job market.

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

Spanish for Health Professionals is offered to a varying extent in Connecticut State Universities and the University of Connecticut. At UCONN, they offer Spanish for Health Professions as a course that helps students prepare for the Spanish Allied Health Program in Granada, but only offer the one course for Spanish for Health Professionals in the department of Literatures, Cultures, and Languages. ECSU offers a course in Spanish Medical Interpretation and Translation but does not have a specific program for Spanish for Health Professionals beyond the course that is part of their Spanish Translation Minor. WCSU does not offer courses in Spanish for Health Professionals. SCSU offers a Certificate in Spanish and Latino Cultures for Health Professionals. Of the five courses that are available to the students within the Certificate at SCSU, one is dedicated to Medical Spanish,
and another is Advanced Spanish for Health Professionals. The other courses are not specific to Spanish for Health Professionals. In the Certificate we are proposing at CCSU, four of the five courses are specific to the field: Intermediate Spanish for Health Professionals I, Intermediate Spanish for Health Professionals II, Advanced Intermediate Spanish for Health Professionals, and Medical Spanish (see Appendix: Curriculum). The fifth course to complete the Certificate is Cross-Cultural Communication. Because of the specialized nature of the Certificate we are proposing, we will be able to offer students a meaningful opportunity to acquire the linguistic and cultural skills to apply to their related fields.

Cost Effectiveness and Availability of Adequate Resources

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

All the faculty for the Spanish Program in the Department of World Languages, Literatures, and Cultures can teach the current courses in the Academic Course Catalog (SPAN 129 and 130: Intermediate Spanish for Health Professionals I and II [course numbers are currently being (re)assigned via Curriculum Committee and SPAN 441: Cross-Cultural Communication] and the new proposed courses (WL 200: Advanced Intermediate Spanish for Health Professionals and SPAN 404: English-Spanish Medical Translation). The department has already been awarded two tenure-track lines for assistant professors of Spanish. The candidates will be able to contribute to the Certificate.

Special Resources

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

No special resources are needed in this program.

Student Recruitment / Student Engagement

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

Students from several areas of study related to health may find the Certificate in Spanish for Health Professionals valuable in terms of their professional development while at CCSU. The department will market the Certificate widely via promotional materials through our various networks, including open houses, high school visits, and other opportunities afforded at the university and beyond. We will also circulate this information to student advisors, including faculty and staff. The department of World Languages, Literatures, and Cultures has an active student recruitment campaign, with a department committee dedicated to the cause.

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

The department of World Languages, Literatures, and Cultures provides students, faculty, and the larger CCSU community with regular cultural and professional development opportunities that advance student retention and completion in the program. For an overview of the type of work we do, please visit our media archive:
Careers/Professions & Estimated Earnings
Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

1) Health Education Specialists and Community Health Workers
   SOC Code Number: 29-0000
   SOC Code Name: Healthcare Practitioners and Technical Occupations
   SOC Code Number: 31-0000
   SOC Code Name: Healthcare Support Occupations
   SOC Code Number: 21-0000
   SOC Code Name: Community and Social Service Occupations
2) Registered Nurses
   (https://www.bls.gov/ooh/healthcare/registered-nurses.htm)
   SOC Code Number: 29-1140
   SOC Code Name: Registered Nurses
3) Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners
   SOC Code Number: 29-1150
   SOC Code Name: Nurse Anesthetists
   SOC Code Number: 29-1160
   SOC Code Name: Nurse Midwives
   SOC Code Number: 29-117
   SOC Code Name: Nurse Practitioners

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

1) Health Education Specialists and Community Health Workers Median estimated earning: $48,860 per year (2021)
2) Registered Nurses
   Median estimated earning: $77,600 per year (2021)
3) Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners Median estimated earning: $123,780 per year (2021)

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

NAICS Code: 621399
NAICS Title: RNs’ (registered nurses) offices (e.g., centers, clinics)
NAICS Code: 524114
NAICS Title: Direct Health and Medical Insurance Carriers

**Career/Program Pathways**
Does this program prepare students for another program? Yes
Specify program: This Certificate is intended to be an introduction to Spanish for Health Professionals to prepare students for further post graduate certifications in Spanish for their respective fields.

---

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. The students will acquire Spanish language skills at the intermediate level in the context of healthcare scenarios in SPAN 129 and SPAN 130.
2. The students will become familiar with cultural norms of the Hispanic population and their importance in the care of Latino patients while refining their Spanish language skills at the intermediate-high level in WL 200.
3. The students will refine their linguistic skills and will expand their knowledge of medical terminology and apply them in the translation of major text types in the field of healthcare in SPAN 404: English-Spanish Medical Translation.
4. The students will become familiar with cultural constraints in communication and apply that knowledge in culturally appropriate interactions and translations in SPAN 441: Cross-Cultural Communication.

For SLO#1, the students will have quizzes and communicative scenarios in which they apply the vocabulary and grammar structures at the intermediate level. For SLO# 2, the students will have quizzes and develop a portfolio of service learning that demonstrates their linguistic skills and knowledge to provide culturally competent interpretation and translation work in the field of health care. For SLO#3 the students will have quizzes and develop a portfolio of translated text-types that demonstrate their linguistic skills and knowledge of translation techniques applied to the world of health care. In addition, the students will engage in a service-learning project that require their use of their language and translation skills. For SLO#4 For SLO#4, students will write essays and document intercultural encounters to further develop their linguistic and cultural competency as it relates to the Spanish-speaking world, and, more specifically, Spanish-speaking communities in the US.
Assessment of Learning Outcomes
Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
1) Exams to assess knowledge of Spanish for health professionals that demonstrate linguistic proficiency and cultural competency.
2) Translation Portfolios to show the development of the students’ skills in translating targeted documents and to serve as a professional portfolio for potential job opportunities.
3) Critical reflections focusing on service-learning experiences to put intercultural competence theory to practice.
Students will be provided rubrics to assess portfolios and service-learning experiences. We will gather both quantitative and qualitative data to track the progress of the students and to make appropriate curricular changes.

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

- Name: Rocío Fuentes
- Email: rocio.fuentes@ccsu.edu                    Phone:   (860) 832-2890

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

Dr. Fuentes is the current chair of the World Languages, literatures, and cultures at CCSU. She holds a PhD in Spanish linguistics and a certificate in English-Spanish translation.

Program Faculty
How many new full-time faculty, if any, will need to be hired for this program?
N/A

If any new full-time hires, what percentage of program credits will they teach?
N/A

How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)?
6

How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum?
0

What percentage of program credits will be taught by adjunct faculty?
0

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

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

<table>
<thead>
<tr>
<th>Faculty Name and Title</th>
<th>Highest Degree &amp; Institution of Highest Degree</th>
<th>Area of Specialization/ Pertinent Experience</th>
<th>Other Administrative or Teaching Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rocío Fuentes</td>
<td>PhD Spanish Linguistics. University of Pittsburgh</td>
<td>Spanish Applied Linguistics</td>
<td>Associate professor of Spanish; Current chair of the WL department; Coordinator of the WL teacher education program.</td>
</tr>
<tr>
<td>María Lourdes Casas</td>
<td>PhD in Spanish. University of Wisconsin, Madison</td>
<td>Experience teaching all levels of Spanish language, literature, and culture.</td>
<td>Full professor of Spanish; Current assistant chair of WL department</td>
</tr>
<tr>
<td>Jessica Rutherford</td>
<td>PhD in Spanish. The Ohio State University</td>
<td>Experience teaching all levels of Spanish, including English-Spanish translation.</td>
<td>Assistant professor of Spanish; Coordinator of the Languages Laboratory.</td>
</tr>
<tr>
<td>To be hired, search underway</td>
<td>PhD in Spanish</td>
<td>Experience teaching translation and Spanish for the professions.</td>
<td></td>
</tr>
<tr>
<td>To be hired, search underway</td>
<td>PhD in Spanish</td>
<td>Experience teaching translation and Spanish for the professions.</td>
<td></td>
</tr>
</tbody>
</table>

Curriculum

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

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>L.O. # (from Section 3)</th>
<th>Pre-Requisite(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Required &amp; Elective Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPAN 129: Intermediate Spanish for Health Professionals I</td>
<td>SLO# 1 The students will acquire Spanish language skills at the intermediate level in the context of healthcare scenarios, semester 1/2.</td>
<td>SPAN 112 or permission by the instructor</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 130: Intermediate Spanish</td>
<td>SLO#2 The students will expand their Spanish language skills at the</td>
<td>SPAN 129 or permission by the instructor</td>
<td>3</td>
</tr>
</tbody>
</table>
for Health Professionals II | intermediate level in the context of healthcare scenarios, semester 2/2.  
---|---
WL 200: Advanced Intermediate Spanish for Health Professionals | SLO# 3 The students will become familiar with cultural norms of the Hispanic population and their importance in the care of Latino patients while refining their Spanish language skills at the intermediate-high level.  
| SPAN 130 or permission by the instructor  
| 3  
*SPAN 404 Medical Translation | SLO4# The students will refine their linguistic skills and will expand their knowledge of medical terminology and apply them in the translation of major text types in the field of healthcare.  
| SPAN 225 or permission by the instructor  
| 3  
SPAN 441 Cross-Cultural Communication | # 5 The students will become familiar with cultural constraints in communication and apply that knowledge in culturally appropriate translations and interactions with Spanish speakers.  
| SPAN 225 or permission by the instructor  
| 3  
Open Electives (Indicate number of credits of open electives) | 0  
Total Program Credits: | 15  

What are the admissions requirements for the program?  
SPAN 112 or permission by the instructor. Essentially, the student must demonstrate elementary proficiency level (two semesters of elementary Spanish), which creates the foundation for study at the intermediate level.

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

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

Describe the prospective students for the program:  
The program is is available to all students that can demonstrate second-semester elementary level of proficiency in Spanish and are interested in adding Spanish for health professionals as additional professional development. Given that students only need a proficiency base at the elementary level, the program is widely accessible to students. The students are not necessarily Spanish majors, but anyone who has the linguistic skills and are interested in acquiring Spanish language skills.
**SECTION 1: GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Central Connecticut State University</th>
<th>Date of Submission to CSCU Office of the Provost:</th>
<th>03/22/23</th>
</tr>
</thead>
</table>

Most Recent NECHE Institutional Accreditation Action and Date: 2018, Continued Accreditation

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (Application for Modification of an Accredited Program).

Total Number of courses and course credits to be modified by this application: **8 credits in total (two courses)**

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

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

**Original Program Characteristics**

Name of Program: BS in Biomolecular Sciences

OHE #: 13445

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

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

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

Date Program was Initiated: 12/15/2004

Total # Credits in Program: 120

# Credits in General Education: 42

CIP Code Number: 260204 Title of CIP Code: Molecular Biology

**Modified Program Characteristics**

Name of Program: BS in Biomolecular Sciences Accelerated pathway to MS

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

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

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

Initiation Date for Modified Program: Fall 2023

Anticipated Date of First Graduation: Spring 2024

Total # Credits in Program: 142

# Credits in General Education: 42

CIP Code Number: 260204 Title of CIP Code: Molecular Biology

Department where program is housed: Department of Biomolecular Sciences

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

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

Program Discontinued: ☐

CIP: ☐

OHE#: ☐

BOR Accreditation Date: ☐

Phase Out Period: ☐

Date of Program Termination: ☐

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

**Institutional Contact for this Proposal:** Dr. Kathy Martin

Title: Chair and Professor

Tel.: 860.832.2655 e-mail: martink@ccsu.edu
**Rationale for Modification**

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

Program allows students to complete the BS and MS in 5 years. The accelerated program allows motivated students to double-count 8 credits of graduate work in their BS and MS, effectively reducing the two programs from 150 to 142.

**Curriculum**

Present side-by-side listing of curricular modifications (insert/delete rows as needed)- there is no change in the curriculum with the exception of allowing the double counting of 8 credits. Students not pursuing the MS are still able to enroll in and count graduate work as part of their undergraduate degree by completing approval forms/processes already in existence on campus.

<table>
<thead>
<tr>
<th>Original Program</th>
<th>Proposed Modified Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name &amp; Number</strong></td>
<td><strong>Credits</strong></td>
</tr>
<tr>
<td>SEE ATTACHED</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Outcomes - L.O.**

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

1. 
2. 
3. 
4. 
5.

**Assessment of Learning Outcomes**

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

**Detailed Curriculum for Modified Program**

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

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Learning Outcome # (from above)</th>
<th>Pre-Requisite(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
</table>
Open Electives (Indicate number of credits of open electives)
Total Program Credits:

Description of Related Modification(s)
Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements. This proposal allows eligible students to accelerate their pathway from the B.S. Biomolecular Sciences program into the M.S. Biomolecular Sciences program by double-counting 8 credits toward both the B.S. and M.S. Students apply for early admission to the graduate program during their junior year and must have completed 60 credits with a minimum 3.30 GPA. They must have earned grades of C or better in BMS 201 and two additional upper level BMS courses, and submit a 500 word narrative. This pathway allows full-time students to complete both the B.S. and M.S. in five years instead of six.

Description of Resources Needed
As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.
No additional resources needed. Department currently offers both programs. This change just facilitates a quicker time for students to degree to earn both a BS and MS in a total of 5 years.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS
Program website: https://www.ccsu.edu/bms/programs.html

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 5

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://www.ccsu.edu/bursar/

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

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

Catalog Description: B.S., Biomolecular Science (no changes to current description)
This program offers a curricular focus on molecular and cellular mechanisms that is integrated with organismal physiology and emphasizes hands-on learning through laboratory instruction and independent student research. This degree is appropriate for students wishing to prepare for professional training in medicine and for graduate study or direct entry into careers in such areas as genetics, genomics, microbiology, molecular biology, cell, or developmental biology.

Catalog Description: M.S., Biomolecular Science (no changes to current description)
The Master of Science in Biomolecular Sciences is designed to fulfill the educational needs of biologists who desire further specialization and/or knowledge of recent advances in cell and molecular aspects of biology, students who seek an immersion in cell and molecular biology as an intermediate
step toward preparation for work at the doctoral level, and teachers who are interested in their knowledge in molecular and cellular biology.

**Careers/Professions and Earnings**
Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification (SOC)](https://www.bls.gov/soc/) system. Provide SOC code number(s) and name(s): 29-2000 medical/clinical technician, Biotech research, 31-0000 healthcare practitioners and technical occupations.

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? $35,000-$42,000 depending on industry --- higher in pharmaceutical industries.

**Applicable Industries**
Identify the industry applicable to this program using the [North American Industry Classification System (NAICS)](https://www.census.gov/naics/) (NAICS). Provide NAICS code(s) and title(s): 54: Professional, Scientific, and Technical Services.

**Career/Program Pathways**
Does this program prepare students for another program? ☑ Yes, specify program: Biotech career or entry into a PhD. ☐ No

**Program Administration and Faculty**
Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Michael Davis

How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)? 9

How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum? 0-2 (electives in program)

**Admissions Requirements**
What are the admissions requirements for the program? Minimum of 60 credits earned with overall GPA of 3.3

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

If yes, describe: two options: Thesis or Comprehensive Exam

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

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

**Prospective Students**
Describe the prospective students for the program: Current students in the undergraduate BMS program who may be considering a master’s degree. The accelerated program offers a reduced time to MS degree which may be more attractive to students.
### SECTION 1: GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Institution: Central CT State University</th>
<th>Date of Submission to CSCU Office of the Provost: 03/29/2023</th>
</tr>
</thead>
</table>

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

Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 (Application for Modification of an Accredited Program).

Total Number of courses and course credits to be modified by this application: 15 credits

For the singular changes noted below, alternate forms are available:
- If only modifying modality, use form XXX Application to Modify Instructional Modality
- If only modifying program name, use form XXX Application for Name Change
- If only modifying CIP code, use form XXX Application to Change CIP Code
- If only adding auxiliary site, use form XXX Application for Adding an Auxiliary Instructional Site

#### Original Program Characteristics

- Name of Program: Bachelor of Arts, Music
- OHE #: 002608
- Modality of Program (check all that apply): On ground
- Locality of Program: On Campus
- Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Bachelor of Arts
- Date Program was Initiated: June 1, 1971
- Total # Credits in Program: 120
- # Credits in General Education: 44-45
- CIP Code Number: 500901
- Title of CIP Code: Music

#### Modified Program Characteristics

- Name of Program: Bachelor of Arts, Music
- Modality of Program (check all that apply): On ground
- Locality of Program: On Campus
- Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Bachelor of Arts
- Initiation Date for Modified Program: Fall 2023
- Anticipated Date of First Graduation: Spring 2027
- Total # Credits in Program: 120
- # Credits in General Education: 44-45
- CIP Code Number: 500901
- Title of CIP Code: Music

- Department where program is housed: Music
- Location Offering the Program (e.g., main campus): CCSU main campus

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

- Program Discontinued: CIP: OHE#: BOR Accreditation Date:
- Phase Out Period: Date of Program Termination
- Discontinuation of a program requires submission of form 301. Discontinuation form submitted? Yes No
Institutional Contact for this Proposal:
Dr. Charles Menoche
Title:
Chair, Dept. of Music
Tel.: (860)832-2904
e-mail: menochec@ccsu.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification
Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
The modifications restructure the BA in Music to improve access and equity, facilitate student academic success, and foster timely degree completion. Specifically, the proposed changes restructure the 60 credits in the major by creating a 42-credit core, while requiring students to complete an additional 18 credits in a concentration in a specific area of expertise or in an external minor. The changes include curricular revisions and enhancements that provide additional support for students from disadvantaged backgrounds and/or under-resourced school districts.

We believe that one of the strengths of our revised major is that it will open a number of new opportunities for students in Connecticut communities to serve the needs of the state for its workforce development. The new concentration in Music Technology (see separate proposal) will increase the range and style of musicianship in Connecticut to reflect many of the changes and new directions in the field post-pandemic. It will also provide some of the fundamental skills to allow such students to pursue careers in the application and utilization of music technologies. The BA option with an external minor will also allow students to pursue secondary knowledge or skills in another discipline that will allow them to increase their marketability after graduation in certain fields. Moreover, the continuation of our existing concentrations will continue to serve the community and state demand for trained workers in the music industry.

According to the Recording Industry Association of America, the music industry contributed $170 billion in value to the U.S. economy in 2018, which was up almost 15% from 2015. In addition, for every dollar of revenue created, it generated an additional 50 cents for related industries in the economy. In CT, the value added in 2018 by the music industry was $1,238,920,000, which employed people in 1,254 establishments. Moreover, the U.S. Bureau of Labor Statistics has identified the following as in the top 10 of the fastest wage and salary employment growth areas: Performing Arts Companies; Independent Artists, Writers, and Performers; and Motion Picture, Video, and Sound Recording Industries. By 2031, the Performing Arts Companies are expected to grow in employment at an annual compound rate of change of 3.0. This sector is also expected to have one of the top 10 increases for fastest growth in output from $14,200,000,000 to $27,300,000,000, representing a 5.8 compound annual rate of change. The employment growth for Independent Artists, Writers, and Performers will expand at a 2.1 rate of compound annual growth. The U.S. Bureau for Labor Statistics also predicts robust growth in wage employment in the Motion Picture, Video, and Sound Recording Industries with a 1.9 compound annual rate of change between 2021 to 2031.

This growth and demand for trained musicians is particularly acute in this region, and specifically in Connecticut. One of the benefits for our graduates is not only the ability to find jobs in these sectors, but with wages that are often well above the national averages. One of the best examples of this is the demand for Musicians and Singers in CT. Of the top metropolitan areas with the highest concentration of such jobs in the entire U.S., two are in CT: New Haven, CT and Waterbury, CT. Of the top paying metropolitan areas in the U.S. for Musicians and Singers, three are in CT: Waterbury; Bridgeport/Stamford/Norwalk; and Hartford/West Hartford/East Hartford. The mean average wage of U.S. Musicians and Singers is $41.46. In Waterbury, the mean is $62.98, while in the Bridgeport area it is $54.85 and $54.71 in the Hartford area.

We see similar trends for other music-related employment in CT. For those with sound engineering training, jobs in our surrounding states garner wages well above the mean national average of $32.38 hourly or $67,60
annually.3 In CT, they can expect to earn $38.05 hourly or $79,150 annually, while it is even higher in New York ($44.94/hr., $93,470), New Jersey ($43.61/hr., $90,720), and Massachusetts ($38.16/hr., $79,360). For Music Directors and Composers, the national median hourly wage is $31.29, or $65,080 annually. In CT, this rises to $36.67 hourly, or $76,280 annually. Some of our neighboring states command some of the highest salaries in the country. For New Jersey, the mean hourly wage is $48.52, or $100,910 annually, while in Massachusetts, the mean hourly wage is $37.39, or $77,770 annually. Finally, we see comparably high wages in CT and this area in occupations related to Instrument Repair and Tuning. The national mean average hourly wage is $19.11, or $39,740 annually. In CT, it rises to $20.39 hourly or $42,420 annually. In Massachusetts, it is $24.36 hourly or $50,680 annually; while in New York, it is $23.28 hourly or $48,420 annually.

Our Music program is committed to ensuring greater access and success to all students with personal or professional aspirations in musicianship. We want to make sure that our program breaks down barriers that have in the past limited the full participation of students, especially from underserved populations and populations of color. To this end, we have reviewed a series of specific metrics to evaluate issues of equity in terms of recruitment, enrollment, retention, and completion.

In terms of our recruitment and enrollments, the department annually reviews our Higher Education Arts Data Services (HEADS) information as part of our National Association Schools of Music (NASM) accreditation requirements. We are proud of recent positive trends in terms of our recruitment and enrollment of students from diverse racial and ethnic backgrounds. In 2010-2011, 88% of Music majors identified as White Non-Hispanic/Latino. In 2020-2021, that figure was 60%, which mirrors CCSU overall. The modifications to our programs will only enhance our ability to attract and retain an even more diverse student body.

We also gather metrics at various stages of our students’ progress in the program to make sure that we are ensuring equity in terms of retention and completion. Each semester, since fall 2020, we have compiled Midpoint Assessment reports from all the teachers about each student in their first two years of study. Through a combination of standardized questions and discussion points, and more informal conversations with the students, we can get a sense of their individual progress in their academic courses, applied lessons, and ensembles. We can also understand their general feelings about their own experience in the Department of Music, struggles that they specifically identify, and a sense of their overall wellbeing. Much of the initial conversation is directed by data gathered from all the faculty members who work with the students. This process gives us valuable information and the chance to recognize specific areas in which a student might benefit from additional help with their academics in the form of tutoring or one-on-one time with the professor. We are also able to offer practical advice for our musicians to develop good work habits, time management, and balancing academics, rehearsals, and solo practice time with their other responsibilities. As a result of this process, we are able to determine early in their studies the best course of action to ensure that the student gets on track, and we continue monitoring their progress and success.

Moreover, trends in these reports have helped us to identify curriculum changes and new needs for student support to ensure the success of all students. This program modification stems in part from a review of DFW data in core music courses, which will serve as a baseline moving forward. Working from all the elements above and throughout our curriculum proposals, we have been, and will continue to be, trying to identify, understand, and work to address the goals of neutralizing the challenges related to background, ability, ethnicity/race, economics, and gender.

The Department of Music considers three fundamental elements to be essential in addressing the well-documented educational inequities frequently experienced by disadvantaged students: pursuit of a four-year degree in music; availability of necessary resources for musicianship; and ongoing support for student success.
These elements are at the forefront of the Department’s actions as we respond to the needs of our current students, and as we continue our active recruitment efforts for prospective students, particularly those from the Black, Indigenous, Hispanic and communities of color in central Connecticut:

1. The Opportunity to Pursue a Four-Year Degree in Music: We recognize and value the potential in musicians who are just beginning their formal studies. We are committed to providing them with the opportunities, resources, and ongoing support necessary to succeed as they pursue their four-year Music degree, and work toward the chosen career path that they might not otherwise be able to consider realistically. Our student population, which represents our target demographic in our recruiting efforts, is composed of students from diverse racial/ethnic (Black, Hispanic, and Asian) and socio-economic backgrounds. Some also identify as part of the LGBTQ community. Many are from lower-income areas in central CT, and they have been at a substantial disadvantage, in terms of their educational opportunities, compared to their peers from more affluent backgrounds. The resources necessary to develop basic musicianship during the K-12 years are often limited or entirely absent, including music classes, private lessons, access to quality instruments, summer programs, and opportunities to engage formally with music in general. Many do not own an instrument, having borrowed/rented, usually substandard, student-level instruments from their school over the years. They are often self-taught, instinctive musicians with great potential for development through formal studies; however, their understandable lack of preparedness significantly reduces their chances for acceptance to more competitive Music programs at larger state universities (e.g., UConn) or conservatories/schools of music (e.g., The Hartt School, University of Hartford). Such programs more readily consider applicants with more technical training experience, who have taken music theory courses, and who already demonstrate advanced proficiency on their primary instrument. CCSU Music recognizes that these qualities can be acquired over time with adequate resources and ongoing support that we provide our students. We continually look for opportunities to respond to our students’ individual needs, and we advocate for them within the university to ensure that they are truly recognized as part of the CCSU community. This broader sense of support and inclusion is potentially as essential to immediate and long-term student success as are financial and academic sustainment.

2. Availability of Practical Resources for Musicians: One of the most significant inequities we have observed for prospective and incoming students is that they often do not have access to their own instrument; or, if they do have an instrument to use, it is one that is insufficient for college-level studies. These students had been borrowing/renting from their high school, and having returned the instrument upon graduation, have not been able to practice in months. This would put them at a serious disadvantage as they begin their lessons and rehearsals if the department were not able to allocate the appropriate instrument for them to borrow at no additional cost. It is important to note that when one studies an instrument with the intention of becoming a professional in any field of music, it is not a situation in which “any flute will do,”; one must have access to a professional-line instrument, or at least one that is considered a “step up” from a student model. Many of our students had never played a decent instrument prior to attending CCSU. For some time now, the department has worked to secure quality instruments for students who needed them to be successful. These instruments have included a tuba (over $9,000), bassoon (over $10,000), a euphonium (about $6,000), and most recently an oboe ($6,000). We have found that there is need for even less expensive and more common instruments, such as flutes, B-flat clarinets, or B-flat trumpets. Such support for acquisition comes from external and internal sources of funding. In 2021, one of our faculty members helped a student on a grant application for a $2,750 925 silver body TJ flute with 958 silver ‘Voce’ headjoint from Trevor James, out of London. Internally, music lessons fees are being deployed by the Department of Music to help with instrument and equipment needs and/or repair. This year we will purchase a B-flat soprano clarinet and a B-flat trumpet. We will grow the collection of “student need” core instruments (flutes, clarinets, saxophones, and trombones) by purchasing a couple of these each year. Having this collection of instruments will allow our students with limited resources to start their studies playing a professional instrument while collecting resources to eventually purchase their own professional instrument for their future career. The lack of access to a quality instrument will no longer pose a
barrier to our students’ recruitment and success.

Moreover, all Music majors have access to acoustic or digital upright pianos in the practice rooms with additional digital pianos available in the Music Microcomputer Lab (MML) where students take piano, music technology, and composition classes. We also have grand pianos in our main rehearsal rooms: two in the main piano studio, and one in Welte Auditorium. We also have a spectacular new top-of-the-line Steinway grand in Founders Hall, an elegant venue on campus where student recitals are held each semester. It is meaningful that our department can offer our Music students the regular use of pianos for their schoolwork and general practice, as many of our students do not have access even to a basic keyboard setup at home. This has been a point of interest to prospective students as well when they visit campus.

CCSU can offer students music technology resources that are not available in many public universities to the same extent. Our department already owns, or has access to, state-of-the-art equipment and software which today’s music professionals are expected to be able to put to practical use. These resources would otherwise be prohibitively expensive for our students (and, indeed, many young professionals). By having such resources available on campus, our students can engage regularly with this equipment and these applications under the guidance of faculty with specific expertise. Their work in the MML creates opportunities to gain invaluable practical experience with music technologies that will benefit them when they apply for jobs, internships, or graduate programs. They can also provide the requisite skills needed to establish their own businesses in music-related fields.

CCSU Music has an excellent track record in terms of offering performance opportunities that are well beyond the standard expectation for more modest undergraduate music programs. Recently, select members of our choral ensembles performed at Carnegie Hall for the second year in a row. To perform in this world-renowned venue is an honor that most undergraduate music students cannot claim to their credit (even compared to students who attend larger state schools or conservatories). The choral ensembles have also collaborated with CONCORA, one of Connecticut’s premier choral ensembles. As these ensembles rehearsed and performed together, our students were given a glimpse into their own futures as they continued to develop into mature professional musicians. Participation in such events has been organized largely through the efforts of our Director of Choral Activities, whose commitment to offering students the “bigger picture” through their work at CCSU and beyond, has opened new possibilities for them. We also hope to return to the tradition of international performances, which, in the past, had been organized by CCSU Music every three years or so.

3. Ongoing Support for Student Success: One of the concerns common among our prospective students is their inexperience with music theory, aural skills, and music sight reading, as many learned how to play music by relying on their ears. Such students come especially from underserved populations in New Britain and Hartford. Given their musical talent and passion, we want to make sure that our programs are structured in such a way to minimize barriers, increase opportunities for growth and development, and ensure the academic and personal success of all our students.

This begins with our initial recruitment, as we have greatly increased the flexibility of our audition in response to student needs. While other programs require specific pieces to perform for their auditions, we allow applicants to select the pieces that they are most confident in presenting for evaluation. We also allow students to audition in a wide variety of formats from in person to virtual recordings. In the future, we would also like to discuss having these auditions on the community college campuses to make the process even easier for transfer students. Perhaps most importantly, we do not see the audition as an exclusionary, competitive process to “weed” out students. Instead, it provides us with the opportunity to assess our students’ strengths and challenges so that we can help ensure their success in the program.
The proposed changes to our program also reflect our integration of more access and inclusion into our curriculum. To also ensure that our new students find their footing as quickly as possible, MUS 102 Fundamentals of Musicianship (now required of all first-semester Music majors) serves as a built-in opportunity for students to learn the key concepts of music theory and aural skills before starting the more difficult courses of the theory sequence. We also take an individualized approach to assessment so that we can help guide students in how to develop their strengths while tackling any challenges. Because some of our students come from underserved communities, we recognize that our support must extend beyond the classroom to other areas that may hinder their satisfactory academic progress.

Whenever possible, we look for opportunities to help alleviate financial difficulties for students through scholarships offered through our department (available this year: $32,303). To serve the needs of all students, we grant scholarships not only for financial need but also for academic and performance merit. These scholarships are not only important to students from a financial standpoint, but they also serve as a gesture of recognition for their musical growth as members of this musical community. We also offer scholarship funds for promising applicants as part of our recruiting efforts. In addition to the more standard scholarships, we have recently been granted $50,000 designated for marching band scholarships, which are potentially renewable each year (depending on continuation of funds). These scholarships are open to music majors and non-majors. Additionally, we advocate for the acquisition of necessary library resources that will benefit our students (often at their request), including musical scores, books, and access to digital resources. For Music Education students, we recently acquired study materials for the Praxis II Music exam; these materials are now kept on reserve at CCSU’s Elihu Burritt Library to ensure that our students have the essential resources available to prepare for successful performance on the exam, without them having to purchase their own copy ($44.99).

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

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

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

3) **Assuring Sustainability for the Future:**
Curriculum

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

The most significant revisions to the core curriculum are in:

1) Music theory:
   Restructured music theory sequence includes a foundational course in musicianship. This will increase access to the major to those who do not come from privileged music backgrounds.

2) Piano proficiency:
   Foundational piano instruction will be included in the major rather than treated as an elective as has been the case. This increases access by recognizing that not all matriculating students have benefitted from regular access to pianos or private lessons.

3) Music history:
   Reframes music history sequence to emphasize a multicultural, global understanding of music.

<table>
<thead>
<tr>
<th>Original Courses</th>
<th>Proposed Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name &amp; Number</td>
<td>Credits</td>
</tr>
<tr>
<td>(new →)</td>
<td>X</td>
</tr>
<tr>
<td>MUS 121 Music Theory I</td>
<td>2</td>
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<tr>
<td>MUS 122 Music Theory II</td>
<td>2</td>
</tr>
<tr>
<td>MUS 221 Music Theory III</td>
<td>2</td>
</tr>
<tr>
<td>MUS 222 Music Theory IV</td>
<td>2</td>
</tr>
<tr>
<td>MUS 250 Piano Class I (elective)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 251 Piano Class II (elective)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 350 Piano Class III (elective)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 351 Piano Class IV (elective)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 211 Ethnomusicology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits Original Program | 19 |
Total Credits Modified Program | 15 |

Learning Outcomes - L.O.

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

Candidates for the BA in Music will:

1. Demonstrate competence in musicianship, to include: aural skills (e.g., sight-reading, sight-singing, dictation, and conducting) and basic keyboard skills
2. Demonstrate competence in musicianship, to include: knowledge and application of music theory concepts and practices (e.g., score reading, analysis, basic composition, and writing about music)
3. Demonstrate competence in musical performance on his/her primary instrument, with particular emphasis on technical precision.
4. Demonstrate competence in basic piano playing skills
5. Demonstrate the ability to work collaboratively in large and small ensemble settings that result in performances or final projects
6. Demonstrate proficiency in and exposure to a wide variety of professional-level music technology hardware and software.

7. Demonstrate effective synthesis of music comprehension, academic writing, and spoken communication.

Assessment of Learning Outcomes
Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

1. Beginning in Aural Skills I, students must sing assigned melodies while accompanying themselves on the piano. By the end of the Aural Skills sequence, students are proficient in conducting patterns in all meters, preparing them for future, more in-depth conducting courses. Four dictation exams of equal weight are given at regular intervals throughout each semester to serve as a further assessment of the students’ skills. For first- and second-year students, progress in this area is monitored through Mid-Point Assessment meetings with the Music faculty; academic assistance or other support tools are put into place, in response to the needs of the individual student.

2. Students’ ability to demonstrate proficiency in musicianship is assessed over the course of their coursework. Students are regularly assessed using not only examinations but also short composition assignments and longer analysis projects.

3. Students’ competence in performing on their instrument is evaluated each semester through a jury examination. Proficiency criteria vary depending on the nature of the instrument involved but consider both technical proficiency and interpretive skill. Students are also required to perform in one student group recital per year. These are public performances given in one of our venues on campus; while they are ungraded, they are recognized as important performance experiences, and essential preparation for the graded juries that follow.

4. All Music majors must pass the Piano Proficiency Examination. Most students begin taking this exam at the end of the sophomore year. The exam is given in eight sections: 1) major and minor scales; 2) prepared intermediate selection (2 pages, with score); 3) prepared intermediate selection (2 pages, memorized); 4) arrangement of “The Star-Spangled Banner” provided by the examiners; 5) Harmonizing a simple melody with I, IV, and V7 chords; 6) Transposing that harmonization up or down a half or whole step from the original key as requested by the examiners; 7) Sight-reading a simple piano piece; 8) Sight-reading an accompaniment.

5. All Music majors are required to perform in music ensembles to earn a minimum of 4 credits, with additional ensemble credits earned according to the specifications of their degree program/concentration (Chorale, Vocal Jazz, Band/Wind Ensemble, Jazz/Big Band, or Jazz Combo). Students may also participate in ensembles on a secondary instrument (many students perform in both vocal and instrumental ensembles.) Ensemble directors evaluate the progress of their student musicians in relation to their work in rehearsals and performances throughout the semester.

6. Assignments and assessments are used in students’ music technology courses to allow students to demonstrate proficiency and skill in using different hardware and software applications. This includes more technical examinations and small project assignments related to composition to larger creative assignments related to performance.

7. Students are regularly evaluated in their academic music courses and projects on their ability to synthesize factual knowledge, to analyze the material, and to provide critical evaluation of their subject. Students are assessed for their written communication skills through regular course assignments and projects. Students are also assessed in their ability to communicate effectively with their audience during class presentations, in student forums, or from the stage during a concert/recital. Learning to write and speak effectively about music, with knowledge and confidence, while demonstrating academic responsibility, are essential professional skills for a musician working in any field of music.
Detailed Curriculum for Modified Program

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

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Learning Outcome # (from above)</th>
<th>Pre-Requisite(s)</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>Music Core (42 credits)</td>
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<tr>
<td>MUS 090 Concert &amp; Forum</td>
<td>3, 5, 6, 7</td>
<td>None</td>
<td>0</td>
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<tr>
<td>MUS 102 Fundamentals of Musicianship</td>
<td>1, 2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 114 Intro to Music Tech.</td>
<td>2, 4, 6, 7</td>
<td>None</td>
<td>1</td>
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<tr>
<td>MUS 237 Diatonic Harmony</td>
<td>2, 6, 7</td>
<td>MUS 102 (C- or higher)</td>
<td>2</td>
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<tr>
<td>MUS 115 Aural Skills I</td>
<td>1, 6</td>
<td>MUS 102 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 318 Chromatic Harmony I</td>
<td>2, 6, 7</td>
<td>MUS 237 (C- or higher)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 116 Aural Skills II</td>
<td>1, 6</td>
<td>MUS 115 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 319 Chromatic Harmony II</td>
<td>2, 6, 7</td>
<td>MUS 318 (C- or higher)</td>
<td>2</td>
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<tr>
<td>MUS 215 Aural Skills III</td>
<td>1, 6</td>
<td>MUS 116 (C- or higher)</td>
<td>1</td>
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<tr>
<td>MUS 141-143, 147A Ensembles</td>
<td>1, 3, 5</td>
<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td>4</td>
</tr>
<tr>
<td>MUS 178 Applied Music (maj.)</td>
<td>1, 3</td>
<td>Open only to Music majors</td>
<td>2</td>
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<tr>
<td>MUS 278 Applied Music (maj.)</td>
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<td>MUS 178 (C or higher); open only to Music majors.</td>
<td>2</td>
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<tr>
<td>MUS 235 Music History I</td>
<td>2, 7</td>
<td>MUS 102 (C- or higher)</td>
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<tr>
<td>MUS 334 Music History II</td>
<td>2, 7</td>
<td>MUS 235 (C- or higher)</td>
<td>3</td>
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<tr>
<td>MUS 335 Music History III</td>
<td>2, 7</td>
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<tr>
<td>MUS 250 Piano Class I</td>
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<td>MUS 251 Piano Class I</td>
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<td>MUS 350 Piano Class III</td>
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<td>MUS 351 Piano Class IV</td>
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<td>Music Electives*</td>
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<tr>
<td>Music BA Concentrations</td>
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<tr>
<td>Performance (18 credits)</td>
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<tr>
<td>MUS 378 Applied Music (maj.)</td>
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<td>MUS 478 Applied Music (maj.)</td>
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<tr>
<td>MUS 177 Applied Music (sec.)</td>
<td>1, 3</td>
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<tr>
<td>MUS 141-143, 147A/B ensembles**</td>
<td>3, 5</td>
<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
<td>Prerequisites</td>
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</tr>
<tr>
<td>--------------------------------------------</td>
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<td>-------------------------------------------------------------------------------</td>
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<tr>
<td><strong>Student's Primary Instrument, at the discretion of the Department Chair in collaboration with ensemble directors. Students may take other ensembles beyond the major requirement. Jazz Studies students must take MUS 147A and/or B as their primary ensemble(s).</strong></td>
<td></td>
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<tr>
<td>MUS 201 Listening to 20th &amp; 21st Century Music</td>
<td>1, 2, 6, 7</td>
<td>None</td>
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<tr>
<td>MUS 367 Choral Conducting</td>
<td>1, 5</td>
<td>MUS 408 and MU 216 (both C- or higher); open only to Music majors</td>
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<tr>
<td>MUS 380 Advanced Sequencing &amp; Notation</td>
<td>2, 6, 7</td>
<td>MUS 114 (C- or higher); open only to Music majors; or permission of instructor</td>
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<tr>
<td>MUS 400 Project in Music (senior recital)</td>
<td>2, 3, 7</td>
<td>Permission of instructor</td>
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<tr>
<td>MUS 404 Topics in Performance</td>
<td>2, 3, 7</td>
<td>Permission of instructor</td>
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<tr>
<td><strong>Theory and Composition</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(18 credits)</td>
<td></td>
<td></td>
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<tr>
<td>MUS 14X Additional Ensembles</td>
<td>1, 3, 5</td>
<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td></td>
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<tr>
<td>MUS 201 Listening to 20th &amp; 21st Century Music</td>
<td>1, 2, 6, 7</td>
<td>None</td>
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<tr>
<td>MUS 295 Beginning Composition</td>
<td>2, 6, 7</td>
<td>MUS 114 and MUS 319 (both with C- or higher)</td>
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<tr>
<td>MUS 395 Composition</td>
<td>2, 6, 7</td>
<td>MUS 295 and MUS 408 (both with C- or higher)</td>
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<tr>
<td>MUS 378 Composition Lessons</td>
<td>2, 3, 6, 7</td>
<td>MUS 278 (C or higher)</td>
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<tr>
<td>MUS 380 Advanced Sequencing &amp; Notation</td>
<td>2, 6, 7</td>
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<tr>
<td>MUS 390 Orchestration</td>
<td>2, 6, 7</td>
<td>MUS 114 and MUS 408 (both with C- or higher)</td>
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<tr>
<td>MUS 400 Project in Music (composition)</td>
<td>2, 6, 7</td>
<td>Permission of instructor</td>
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<tr>
<td><strong>Jazz Studies</strong></td>
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<td>(18 credits)</td>
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<tr>
<td>MUS 378 Applied Music (maj.)</td>
<td>1, 3</td>
<td>MUS 278 (C or higher)</td>
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<tr>
<td>MUS 478 Applied Music (maj.)</td>
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<td>MUS 147A/B Jazz Ensembles</td>
<td>1, 3, 5</td>
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<td>MUS 213 Jazz Styles and Chronology</td>
<td>2, 7</td>
<td>MUS 113 (C- or higher); or permission of instructor</td>
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<td>MUS 273 Jazz Improvisation I</td>
<td>1, 2, 3, 5</td>
<td>MUS 102 (C- or higher)</td>
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<td>MUS 274 Jazz Improvisation II</td>
<td>1, 2, 3, 5</td>
<td>MUS 273 (C- or higher)</td>
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<tr>
<td>MUS 380 Advanced Sequencing &amp; Notation</td>
<td>2, 6, 7</td>
<td>MUS 114 (C- or higher); open only to Music majors; or permission of instructor</td>
<td></td>
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</table>
## MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Description</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>MUS 400</td>
<td>Project in Music (senior recital)</td>
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<td>Permission of instructor</td>
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<tr>
<td>Flexible Music Concentration (was General Studies, 18 credits)</td>
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<tr>
<td>MUS 14X Additional Ensembles</td>
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<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td>4</td>
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<tr>
<td>MUS 378 Applied Music (maj.)</td>
<td>1, 3</td>
<td>MUS 278 (C or higher)</td>
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<tr>
<td>MUS 367 Choral Conducting</td>
<td>1, 5</td>
<td>MUS 408 and MU 216 (both C- or higher); open only to Music majors</td>
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<tr>
<td>MUS 380 Advanced Sequencing &amp; Notation</td>
<td>2, 6, 7</td>
<td>MUS 114 (C- or higher); open only to Music majors; or permission of instructor</td>
<td>2</td>
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<td>Music Electives (including lessons and ensembles)</td>
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<tr>
<td><strong>Music Technology (NEW; 18 credits)</strong></td>
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<td>MUS 140Q iPad Ensemble</td>
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<td>Permission of instructor</td>
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<tr>
<td>MUS 214 Electro-acoustic Music &amp; Sonic Art</td>
<td>2, 6, 7</td>
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</tr>
<tr>
<td>MUS 380 Advanced Sequencing &amp; Notation</td>
<td>2, 6, 7</td>
<td>MUS 114 (C- or higher); open only to Music majors; or permission of instructor</td>
<td>2</td>
</tr>
<tr>
<td>MUS 400 Project in Music (senior recital)</td>
<td>2, 3, 6, 7</td>
<td>Permission of instructor</td>
<td>2</td>
</tr>
<tr>
<td><strong>Music Technology Electives (9 credits from CCSU and/or CT State Community College)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from CCSU:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 112 Computer Applications to Music</td>
<td>2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 14X Ensembles</td>
<td>1, 3, 5</td>
<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 273 Jazz Improv. I and/or MUS 274 Jazz Improv. II</td>
<td>1, 2, 3, 5</td>
<td>MUS 102 (C- or higher) for MUS 273; MUS 273 (C- or higher) for MUS 274</td>
<td>2-4</td>
</tr>
<tr>
<td>MUS 301 Coding for Music (NEW COURSE)</td>
<td>2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 378 Music Technology Composition Lessons</td>
<td>2, 3, 6, 7</td>
<td>MUS 278 (C or higher)</td>
<td>1-3</td>
</tr>
<tr>
<td>from CT State/Capital and Middlesex “pre-consolidation” course numbers for CCSU credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 117 Audio Production</td>
<td>6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 118 Electronic Music</td>
<td>6, 7</td>
<td>None</td>
<td>3</td>
</tr>
</tbody>
</table>
MUS 223 Search in Music: Technology & Music Business | variable | None | 3 (may be taken more than once, with different topics transferred from Capital)
MUS 224 Electronic Music Composition & Audio Tech. I | 2, 6, 7 | None | 3
MUS 225 Electronic Music Composition & Audio Tech. II | 2, 6, 7 | None | 3
MUS 226 Music for Film, TV, Video Gaming, and Other Media | 6, 7 | None | 3
MUS 227 Principles of Sound Recording | 6, 7 | None | 3
MUS 228 Audio Mixing & Processing | 6, 7 | None | 3

Music, with External Minor
In addition to the 42-credit core Music curriculum, students in this concentration must complete 18 credits as required by their selected minor beyond the Department of Music.

| Open Electives (Indicate number of credits of open electives) | 15-16 |
| Total Program Credits: | 120 (44-45 general education) |

Description of Related Modification(s)
Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
N/A

Description of Resources Needed
As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

No additional resources are currently needed for the proposed changes to the Music BA.
### SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

<table>
<thead>
<tr>
<th>Program website:</th>
<th><a href="https://www.ccsu.edu/program/Music_BA/">https://www.ccsu.edu/program/Music_BA/</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years):</td>
<td>4</td>
</tr>
<tr>
<td>Provide estimated cost of program (tuition and fees):</td>
<td>$</td>
</tr>
<tr>
<td>OR url for link to tuition/fee information:</td>
<td><a href="https://www.ccsu.edu/bursar/">https://www.ccsu.edu/bursar/</a></td>
</tr>
<tr>
<td>Request for SAA Approval for Veterans Benefits?</td>
<td>Yes  No</td>
</tr>
<tr>
<td><strong>Catalog Description</strong></td>
<td></td>
</tr>
<tr>
<td>Provide the catalog description for this program (with proposed modifications if applicable):</td>
<td>CCSU’s BA in Music prepares musicians for careers as educators, performers, composers, scholars, and music specialists. Students cultivate artistic leadership skills in their chosen fields. Fostering a lifelong connection and involvement with the art of music, the program develops aesthetically sensitive musicians with the strong intellectual foundation of a broad liberal arts education. Music students and faculty contribute to the musical life of the campus and the community through performances on and off campus.</td>
</tr>
<tr>
<td><strong>Careers/Professions and Earnings</strong></td>
<td></td>
</tr>
<tr>
<td>Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):</td>
<td></td>
</tr>
<tr>
<td>What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)?</td>
<td></td>
</tr>
<tr>
<td>27-2041 - Music Directors and Composers</td>
<td>$49,130 per year</td>
</tr>
<tr>
<td>27-2042 - Musicians and Singers</td>
<td>$30.49 per hour</td>
</tr>
<tr>
<td>27-4014 Sound Engineering Technicians</td>
<td>$67,360 per year</td>
</tr>
<tr>
<td><strong>Applicable Industries</strong></td>
<td></td>
</tr>
<tr>
<td>Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):</td>
<td></td>
</tr>
<tr>
<td>711510 Music directors, independent</td>
<td></td>
</tr>
<tr>
<td>711130 Musicians, independent</td>
<td></td>
</tr>
<tr>
<td>711510 Composers, independent</td>
<td></td>
</tr>
<tr>
<td>711130 Opera singers, independent</td>
<td></td>
</tr>
<tr>
<td>711130 Singers, independent</td>
<td></td>
</tr>
<tr>
<td>512240 Sound recording studios (except integrated record companies)</td>
<td></td>
</tr>
<tr>
<td>512250 Sound recording, integrated production, reproduction, release, and distribution</td>
<td></td>
</tr>
<tr>
<td>512250 Sound recording, releasing, promoting, and distributing</td>
<td></td>
</tr>
<tr>
<td><strong>Career/Program Pathways</strong></td>
<td></td>
</tr>
<tr>
<td>Does this program prepare students for another program?</td>
<td>Yes  No</td>
</tr>
</tbody>
</table>
Yes, music degrees, especially through an accredited music program, prepare students to move forward into advanced studies within various music and related programs. The BA in Music (with any of the various concentrations) has options to move onward to master's and doctoral programs for most any advanced music student degree or related areas (e.g., media). Examples of this might range from Performance, Composition, Conducting, Sounds Design, Electronic Music, Musicology, Music Theory, Music Librarianship, Music Master in Sound/Media sorts of degrees, Ethnomusicology, Musical Theatre, and many others.

<table>
<thead>
<tr>
<th>Program Administration and Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): <strong>Dr. Charles Menoche, Chair, <a href="mailto:menochec@ccsu.edu">menochec@ccsu.edu</a> (860)832-2904</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admissions Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the admissions requirements for the program? General acceptance to CCSU; application to the Department of Music considered pending audition (video submission or in-person audition on campus); applicant should demonstrate basic competence on their primary instrument through performance of selections that are appropriate to current beginning college-level music studies for a BA program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this program have special graduation requirements (e.g., capstone or special project)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>If yes, describe: Four of the BA concentrations require a capstone, in the form of a senior recital (Performance; Jazz Studies), a composition project (Theory and Composition), or a music technology project or internship (new: Music Technology). These are completed through the course MUS 400 Project in Music; Performance students complete an additional course as part of their recital preparation, MUS 404 Topics in Performance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Work Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
</tr>
<tr>
<td>If yes, describe and attach copies of the contracts or other documents ensuring program support:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prospective Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the prospective students for the program: We draw prospective students from a wide variety of backgrounds and communities within CT and the surrounding states. This program is targeted at students wishing to earn a four-year Bachelor of Art degree in a music field.</td>
</tr>
</tbody>
</table>
### SECTION 1: GENERAL INFORMATION

| Institution: Central CT State University | Date of Submission to CSCU Office of the Provost: March 29, 2023 |
| Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission’s meeting on 4/12/19 |

#### Parent Program

- **Name of Program:** Bachelor of Arts, Music
- **Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate):** Bachelor of Arts
- **OHE #:** 002608
- **CIP Code Number:** 500901  
  **Title of CIP Code:** Music

#### Proposed Program Characteristics

- **Name of Option/Track/Concentration/Specialization:** Music Technology
- **Modality of Program (check all that apply):** ☒ On ground  
  - Online  
  - Hybrid, % of fully online courses
- **Locality of Program:** ☐ On Campus  
  - Off Campus
- **Program website:** [https://www.ccsu.edu/program/Music_BA/](https://www.ccsu.edu/program/Music_BA/)
- **Program Type (e.g., Bachelor Degree Option):** Bachelor of Arts
- **Anticipated Program Initiation Date:** Fall 2023
- **Anticipated Date of First Completion:** Spring 2027
- **Total # Credits in Program:** 120 for the BA degree; 18 for this Concentration
- **IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years):** 4

- **Provide estimated cost of program (tuition and fees):** $  
  - OR url for link to tuition/fee information: [https://www2.ccsu.edu/admission/firstyear/tuition.php](https://www2.ccsu.edu/admission/firstyear/tuition.php)

- **CIP Code Number:** 500901  
  **Title of CIP Code:** Music

| Department where program is housed: Music |
| Location Offering the Program (e.g., main campus): CCSU, main campus |
| Request for SAA Approval for Veterans Benefits? Yes ☐ No |

- **Provide the intended catalog description for this program:** CCSU’s BA in Music prepares musicians for careers as educators, performers, composers, scholars, and music specialists. Students cultivate artistic leadership skills in their chosen fields. Fostering a lifelong connection and involvement with the art of music, the program is designed to develop aesthetically sensitive musicians with the strong intellectual foundation of a broad liberal arts education. Music students and faculty contribute to the musical life of the campus and the community through performances on and off campus.

- **If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:**
  - **Program Discontinued:** N/A  
    - **CIP:** OHE#: BOR Accreditation Date:
  - **Phase Out Period**
  - **Date of Program Termination**
  - **Discontinuation of a program requires submission of form 301. Discontinuation form submitted?** ☐ Yes ☐ No

- **Other Program Accreditation:**
  - If seeking specialized/professional/other accreditation, name of agency and intended year of review: NASM accreditation renewed December 2022, mid-cycle review due October 2026, next full review in 2029-2030.
  - If program prepares graduates eligibility to state/professional licensure, identify credential:


**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

How does the program align with the institutional mission? *(Provide a concise statement)*

One of the goals of the CCSU Strategic Plan is *Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy*. A critical aspect of this is for “faculty to provide innovative learning opportunities necessary for students to meet the changing economic, social, and cultural needs of society.” This concentration seeks to do just this. It will allow students to become skilled and trained practitioners of music technology in Connecticut. This is a new and growing field that reflects both changes in the aesthetics and genres of musical composition and performance, but also the technical innovations in music recording and production. This concentration will prepare students well to meet these new economic and cultural needs.

Another key goal of the Strategic Plan is *Increasing Access to Higher Education and Ensuring Student Success*. This new concentration helps us achieve this in two ways. First, our Bachelor of Arts in Music is designed to remove traditional barriers to access for underserved populations, especially students of color. Many people might be quite talented and passionate about making music using computer applications, for example, but they may not have had adequate opportunities for formal music training. This may make admission to a traditional music program out of reach for such potential students. Second, another common barrier for underserved populations is the cost of music education. This can be especially high for those wishing to go into music technology because of the prohibitive cost of hardware, and especially, software. Our Music Microcomputer Lab (MML) provides our students with free access to the materials that they will need to be successful in this field of music.

**Addressing Identified Needs**

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

One of the strengths of our revised major (see separate proposal) and its concentrations is that it will open a number of new opportunities for students in Connecticut communities to serve the needs of the state for its workforce development. The new concentration in Music Technology will increase the range and style of musicianship in Connecticut and reflect many of the changes and new directions in the field post-pandemic. It
will also provide some of the fundamental skills to allow such students to pursue careers in the application and utilization of music technologies.

According to the Recording Industry Association of America, the music industry contributed $170 billion in value to the U.S. economy in 2018, which was up almost 15% from 2015. In addition, for every dollar of revenue created, it generated an additional 50 cents for related industries in the economy. In CT, the value added in 2018 by the music industry was $1,238,920,000, which employed people in 1,254 establishments. Moreover, the U.S. Bureau of Labor Statistics has identified the following as in the top 10 of the fastest wage and salary employment growth areas: Performing Arts Companies; Independent Artists, Writers, and Performers; and Motion Picture, Video, and Sound Recording Industries. By 2031, the Performing Arts Companies are expected to grow in employment at an annual compound rate of change of 3.0. This sector is also expected to have one of the top 10 increases for fastest growth in output from $14,200,000,000 to $27,300,000,000, representing a 5.8 compound annual rate of change. The employment growth for Independent Artists, Writers, and Performers will expand at a 2.1 rate of compound annual growth. The U.S. Bureau for Labor Statistics also predicts robust growth in wage employment in the Motion Picture, Video, and Sound Recording Industries with a 1.9 compound annual rate of change between 2021 to 2031.

This growth and demand for trained musicians is particularly acute in this region, and specifically in Connecticut. One of the benefits for our graduates is not only the ability to find jobs in these sectors, but with wages that are often well above the national averages. One of the best examples of this is the demand for Musicians and Singers in CT. Of the top metropolitan areas with the highest concentration of such jobs in the entire U.S., two are in CT: New Haven, CT and Waterbury, CT. Of the top paying metropolitan areas in the U.S. for Musicians and Singers, three are in CT: Waterbury; Bridgeport/Stamford/Norwalk; and Hartford/West Hartford/East Hartford. The mean average wage of U.S. Musicians and Singers is $41.46. In Waterbury, the mean is $62.98, while in the Bridgeport area it is $54.85 and $54.71 in the Hartford area.

We see similar trends for other music-related employment in CT. For those with sound engineering training, jobs in our surrounding states garner wages well above the mean national average of $32.38 hourly or $67,60 annually. In CT, they can expect to earn $38.05 hourly or $79,150 annually, while it is even higher in New York ($44.94/hr., $93,470), New Jersey ($43.61/hr., $90,720), and Massachusetts ($38.16/hr., $79,360). For Music Directors and Composers, the national median hourly wage is $31.29, or $65,080 annually. In CT, this rises to $36.67 hourly, or $76,280 annually. Some of our neighboring states command some of the highest salaries in the country. For New Jersey, the mean hourly wage is $48.52, or $100,910 annually, while in Massachusetts, the mean hourly wage is $37.39, or $77,770 annually. Finally, we see comparably high wages in CT and this area in occupations related to Instrument Repair and Tuning. The national mean average hourly wage is $19.11, or $39,740 annually. In CT, it rises to $20.39 hourly or $42,420 annually. In Massachusetts, it is $24.36 hourly or $50,680 annually; while in New York, it is $23.28 hourly or $48,420 annually.

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

CCSU Music has talented and highly skilled full-time and adjunct faculty in all areas of the discipline, in terms of curriculum knowledge, training, and professional experience. Every faculty member (both full-time and adjunct) is fully committed to sharing those resources with their students to ensure that they receive the high quality of education that they expect and deserve. We strive to offer a solid practical academic experience that is comparable to, or exceeds, that which is found in even more competitive (and more expensive) music institutions.
programs in the country. Our Music majors rely on the quality and consistency of the education we provide, and the recognition that a BA or BS degree is legitimately within their reach at CCSU. Both majors and non-majors participate in our ensembles, including the University Singers, Chorale, Sinfonietta, Jazz Band, Wind Ensemble, and Marching Band. The Herbert D. Welte Auditorium, which seats 1,800, serves as the premier performance location for the department. As noted, our program was recently reaccredited by the National Association of Schools of Music (NASM), an accreditation that we have held since 2002. Within the CSCU System, we share this coveted recognition with Manchester Community College, Southern Connecticut State University, and Western Connecticut State University. The accreditation assures the students, parents, and hiring managers that students graduating from CCSU have met rigorous national standards.

For music students, access to cultural resources is essential to their experience as they grow into members of the arts community. CCSU’s location is an asset in this regard, as the campus is close to Hartford (20 minutes), and within reasonable distance of New Haven (40 minutes), and both New York and Boston (two hours). In Hartford, professional ensembles offer students opportunities to hear finely crafted performances; such experiences inspire young musicians to continue striving for excellence in their own work. Within a one-block area of downtown Hartford, the Atheneum (a noted art museum) often features free concerts and other events; Infinity Hall offers a wide range of performances; and the Hartford Public Library houses an excellent and diverse collection of recordings and videos in open stacks to facilitate browsing. Beyond Hartford, day trips to New York or Boston are possible, offering many students their first opportunities to attend performances at the Metropolitan Opera, Carnegie Hall, Boston Symphony Hall, and to visit museums, libraries, and other attractions that might otherwise be inaccessible to them.

CCSU’s location ensures that students in central Connecticut have the option to study music. The Bachelor of Arts program provides an accessible, high-quality degree for music students, but crucially also provides the stage (or studio) that allows students from underserved communities to make and learn music. To borrow a quote, “An active music life affirms the dignity of individuals and communities.” The performing arts and music education are vital components of CCSU’s engagement with the communities it serves.

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

Our Music program is committed to ensuring greater access and success to all students with personal or professional aspirations in musicianship. We want to make sure that our program breaks down barriers that have in the past limited the full participation of students, especially from underserved populations and populations of color. To this end, we have reviewed a series of specific metrics to evaluate issues of equity in terms of recruitment, enrollment, retention, and completion.

In terms of our recruitment and enrollments, the department annually reviews our Higher Education Arts Data Services (HEADS) information as part of our National Association Schools of Music (NASM) accreditation requirements. We are proud of recent positive trends in terms of our recruitment and enrollment of students from diverse racial and ethnic backgrounds. In 2010-2011, 88% of Music majors identified as White Non-Hispanic/Latino. In 2020-2021, that figure was 60%, which mirrors CCSU overall. The modifications to our programs will only enhance our ability to attract and retain an even more diverse student body.
We also gather metrics at various stages of our students’ progress in the program to make sure that we are ensuring equity in terms of retention and completion. Each semester, since fall 2020, we have compiled Midpoint Assessment reports from all the teachers about each student in their first two years of study. Through a combination of standardized questions and discussion points, and more informal conversations with the students, we can get a sense of their individual progress in their academic courses, applied lessons, and ensembles, as well as their general feelings about their own experience in the Department of Music, struggles that they specifically identify, and a sense of their overall wellbeing. Much of the initial conversation is directed by data gathered from all the faculty members who work with the students. This process gives us valuable information and the chance to recognize specific areas in which a student might benefit from additional help with their academics in the form of tutoring or one-on-one time with the professor. We are also able to offer practical advice for our musicians to develop good work habits, time management, and balancing academics, rehearsals, and solo practice time with their other responsibilities. As a result of this process, we are able to determine early in their studies the best course of action to ensure that the student gets on track, and we continue monitoring their progress and success.

Moreover, trends in these reports have helped us to identify curriculum changes and new needs for student support to ensure the success of all students. This program modification stems in part from a review of DFW data in core music courses, which will serve as a baseline moving forward. Working from all the elements above and throughout our curriculum proposals, we have been, and will continue to be, trying to identify, understand, and work to address the goals of neutralizing the challenges related to background, ability, ethnicity/race, economics, and gender.

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

The Department of Music considers three fundamental elements to be essential in addressing the well-documented educational inequities frequently experienced by disadvantaged students: pursuit of a four-year degree in music; availability of necessary resources for musicianship; and ongoing support for student success.

These elements are at the forefront of the Department’s actions as we respond to the needs of our current students, and as we continue our active recruitment efforts for prospective students, particularly those from the Black, Indigenous, Hispanic and communities of color in central Connecticut:

1. The Opportunity to Pursue a Four-Year Degree in Music:
   We recognize and value the potential in musicians who are just beginning their formal studies. We are committed to providing them with the opportunities, resources, and ongoing support necessary to succeed as they pursue their four-year Music degree, and work toward the chosen career path that they might not otherwise be able to consider realistically. Our student population, which represents our target demographic in our recruiting efforts, is composed of students from diverse racial/ethnic (Black, Hispanic, and Asian) and socio-economic backgrounds. Some also identify as part of the LGBTQ community. Many are from lower-income areas in central CT, and they have been at a substantial disadvantage, in terms of their educational opportunities, compared to their peers from more affluent backgrounds. The resources necessary to develop basic musicianship during the K-12 years are often limited or entirely absent, including music classes, private lessons, access to quality instruments,
summer programs, and opportunities to engage formally with music in general. Many do not own an instrument, having borrowed/rented, usually substandard, student-level instruments from their school over the years. They are often self-taught, instinctive musicians with great potential for development through formal studies; however, their understandable lack of preparedness significantly reduces their chances for acceptance to more competitive Music programs at larger state universities (e.g., UConn) or conservatories/schools of music (e.g., The Hartt School, University of Hartford). Such programs more readily consider applicants with more technical training experience, who have taken music theory courses, and who already demonstrate advanced proficiency on their primary instrument. CCSU Music recognizes that these qualities can be acquired over time with adequate resources and ongoing support that we provide our students. We continually look for opportunities to respond to our students’ individual needs, and we advocate for them within the university to ensure that they are truly recognized as part of the CCSU community. This broader sense of support and inclusion is potentially as essential to immediate and long-term student success as are financial and academic sustainment.

2. Availability of Practical Resources for Musicians:

One of the most significant inequities we have observed for prospective and incoming students is that they often do not have access to their own instrument; or, if they do have an instrument to use, it is one that is insufficient for college-level studies. These students had been borrowing/renting from their high school, and having returned the instrument upon graduation, have not been able to practice in months. This would put them at a serious disadvantage as they begin their lessons and rehearsals if the department were not able to allocate the appropriate instrument for them to borrow at no additional cost. It is important to note that when one studies an instrument with the intention of becoming a professional in any field of music, it is not a situation in which “any flute will do,”; one must have access to a professional-line instrument, or at least one that is considered a “step up” from a student model. Many of our students had never played a decent instrument prior to attending CCSU. For some time now, the department has worked to secure quality instruments for students who needed them to be successful. These instruments have included a tuba (over $9,000), bassoon (over $10,000), a euphonium (about $6,000), and most recently an oboe ($6,000). We have found that there is need for even less expensive and more common instruments, such as flutes, B-flat clarinets, or B-flat trumpets. Such support for acquisition comes from external and internal sources of funding. In 2021, one of our faculty members helped a student on a grant application for a $2,750 925 silver body TJ flute with 958 silver ‘Voce’ headjoint from Trevor James, out of London. Internally, music lessons fees are being deployed by the Department of Music to help with instrument and equipment needs and/or repair. This year we will purchase a B-flat soprano clarinet and a B-flat trumpet. We will grow the collection of “student need” core instruments (flutes, clarinets, saxophones, and trombones) by purchasing a couple of these each year. Having this collection of instruments will allow our students with limited resources to start their studies playing a professional instrument while collecting resources to eventually purchase their own professional instrument for their future career. The lack of access to a quality instrument will no longer pose a barrier to our students’ recruitment and success.

Moreover, all Music majors have access to acoustic or digital upright pianos in the practice rooms with additional digital pianos available in the Music Microcomputer Lab (MML) where students take piano, music technology, and composition classes. We also have grand pianos in our main rehearsal rooms: two in the main piano studio, and one in Welte Auditorium. We also have a spectacular new top-of-the-line Steinway grand in Founders Hall, an elegant venue on campus where student recitals are held each
semester. It is meaningful that our department can offer our Music students the regular use of pianos for their schoolwork and general practice, as many of our students do not have access even to a basic keyboard setup at home. This has been a point of interest to prospective students as well when they visit campus.

CCSU can offer students music technology resources that are not available in many public universities to the same extent. Our department already owns, or has access to, state-of-the-art equipment and software which today’s music professionals are expected to be able to put to practical use. These resources would otherwise be prohibitively expensive for our students (and, indeed, many young professionals). By having such resources available on campus, our students can engage regularly with this equipment and these applications under the guidance of faculty with specific expertise. Their work in the MML creates opportunities to gain invaluable practical experience with music technologies that will benefit them when they apply for jobs, internships, or graduate programs. They can also provide the requisite skills needed to establish their own businesses in music-related fields.

CCSU Music has an excellent track record in terms of offering performance opportunities that are well beyond the standard expectation for more modest undergraduate music programs. Recently, select members of our choral ensembles performed at Carnegie Hall for the second year in a row. To perform in this world-renowned venue is an honor that most undergraduate music students cannot claim to their credit (even compared to students who attend larger state schools or conservatories). The choral ensembles have also collaborated with CONCORA, one of Connecticut’s premier choral ensembles. As these ensembles rehearsed and performed together, our students were given a glimpse into their own futures as they continued to develop into mature professional musicians. Participation in such events has been organized largely through the efforts of our Director of Choral Activities, whose commitment to offering students the “bigger picture” through their work at CCSU and beyond, has opened new possibilities for them. We also hope to return to the tradition of international performances, which, in the past, had been organized by CCSU Music every three years or so.

3. Ongoing Support for Student Success:
One of the concerns common among our prospective students is their inexperience with music theory, aural skills, and music sight reading, as many learned how to play music by relying on their ears. Such students come especially from underserved populations in New Britain and Hartford. Given their musical talent and passion, we want to make sure that our programs are structured in such a way to minimize barriers, increase opportunities for growth and development, and ensure the academic and personal success of all our students.

This begins with our initial recruitment, as we have greatly increased the flexibility of our audition in response to student needs. While other programs require specific pieces to perform for their auditions, we allow applicants to select the pieces that they are most confident in presenting for evaluation. We also allow students to audition in a wide variety of formats from in person to virtual recordings. In the future, we would also like to discuss having these auditions on the community college campuses to make the process even easier for transfer students. Perhaps most importantly, we do not see the audition as an exclusionary, competitive process to “weed” out students. Instead, it provides us with the
opportunity to assess our students’ strengths and challenges so that we can help ensure their success in the program.

The proposed changes to our program also reflect our integration of more access and inclusion into our curriculum. To also ensure that our new students find their footing as quickly as possible, MUS 102 Fundamentals of Musicianship (now required of all first-semester Music majors) serves as a built-in opportunity for students to learn the key concepts of music theory and aural skills before starting the more difficult courses of the theory sequence. We also take an individualized approach to assessment so that we can help guide students in how to develop their strengths while tackling any challenges. Because some of our students come from underserved communities, we recognize that our support must extend beyond the classroom to other areas that may hinder their satisfactory academic progress.

Whenever possible, we look for opportunities to help alleviate financial difficulties for students through scholarships offered through our department (available this year: $32,303). To serve the needs of all students, we grant scholarships not only for financial need but also for academic and performance merit. These scholarships are not only important to students from a financial standpoint, but they also serve as a gesture of recognition for their musical growth as members of this musical community. We also offer scholarship funds for promising applicants as part of our recruiting efforts. In addition to the more standard scholarships, we have recently been granted $50,000 designated for marching band scholarships, which are potentially renewable each year (depending on continuation of funds). These scholarships are open to music majors and non-majors. Additionally, we advocate for the acquisition of necessary library resources that will benefit our students (often at their request), including musical scores, books, and access to digital resources. For Music Education students, we recently acquired study materials for the Praxis II Music exam; these materials are now kept on reserve at CCSU’s Elihu Burritt Library to ensure that our students have the essential resources available to prepare for successful performance on the exam, without them having to purchase their own copy ($44.99).

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

We will work within the department’s various committees (e.g., Student Standing, Facilities, Assessment, Curriculum, Concert Scheduling, and our Concert, Publicity, and Recruiting and Publicity), to determine the most effective and affordable means to educate and recruit potential students to our programs. We will continue to expand our work to support students in any area(s) in which they particularly struggle. By recognizing the unique needs of our students, we can provide individualize support that would be lacking in other programs. This will be especially important as we work with greater urgency and intention to respond to the needs we identify among our more disadvantaged students, particularly those from lower-income or BIPOC communities. We will continue to tap the NASM HEADS data and will communicate with the appropriate CCSU services to request additional student support, as needed. The data gathered through this process will be shared with the OIRA and other areas in order to maintain continuity in the assessment of equity in student success for our current and future Music majors.
Many students in the Department of Music transfer in with at least one year of studies from another school. The Department works with the student and the Registrar’s Office to ensure that the student receives transfer credit for as many successfully completed courses that we offer and that are required as possible. When necessary, we have placement/exception examples for all core classes so that credits can still be applied or requirements waived. The new BA option with an external minor facilitates transfer students to complete their degrees in four years. Interdisciplinary studies are also encouraged through this concentration, as these students may structure their studies toward a particular career interest that combines music with another discipline (e.g., a student wishing to pursue a career and/or graduate studies in music business might choose Music with a Minor in Business; a student considering music journalism might choose Music with a Minor in Journalism; etc.) As described separately, the new BA concentration in Music Technology, allows CCSU to expand valuable connections with the Capital and Middlesex campuses of CT State Community College.

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

There are several distinctive features to our new concentration in music technology that reduce duplication with other programs in CSCU institutions.

WCSU offers a specialization in audio and music production, but it is different from what we are proposing. First, it is housed within a Bachelor of Music degree, which is a professional degree with a higher number of Music credits. Our program is located within a Bachelor of Arts degree with its liberal arts focus. Second, as a professional degree, WCSU’s focus is much more on the technical aspects of sound recording and production. Our program remains more focused on composition and performance of music using technology.

SCSU offers a concentration in music technology as part of its bachelor’s degree. Their concentration, however, is limited to only 9 credits. Our 18-credit concentration functions as a more in-depth minor with greater specialization and utility for our students.

Finally, our proximity and close relationships with the Capital and Middlesex campuses of CT State Community College make CCSU an ideal transfer destination for students in their music technology programs who wish to complete an Associate-to-Bachelor’s (A-to-B) pathway. Our concentration’s curriculum was designed explicitly to facilitate such transfers, with many of the courses that they complete counting toward our requirements at CCSU.

Cost Effectiveness and Availability of Adequate Resources

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

Because CCSU’s music programs have a strong emphasis on music technology woven through our courses and curriculum, there are no new resource costs associated with the new concentration. We already have the MML facilities with the necessary software packages for our students’ use. In fact, by increasing enrollments in our program because of interest in the new concentration, we can reduce our costs per student. Our ability to
establish transfer articulations with CT State Community College and partnerships with its Capital and Middlesex campuses will allow us to more effectively use CSCU resources across the system.

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

This new concentration does not require additional resources through the Department of Music. All of the hardware and software being used for this new concentration are already being used, and supported, for other major and non-major classes.

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

One of the impetuses for this new concentration is the strong programs in music technology at the community colleges in central Connecticut. We hope to build stronger partnerships with them to help recruit students to finish their 4-year degrees at CCSU. At part of these efforts, we would like to see opportunities to audition their students on their campuses so that we can provide a seamless transition and early advising about our program.

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

Our ongoing efforts noted in other parts of our proposals will be part of working with the students in this concentration. The music technology concentration is interwoven into the music major – it shares the common 42-credit core --so the students will be part of the music community. We will use the same strategies already identified in the parent program to monitor and address recruitment, enrollment, retention, and completion with a particular focus on ensuring access, equity, and inclusion.

Careers/Professions & Estimated Earnings
Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):

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

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

27-2041 - Music Directors and Composers
$49,130 per year

27-2042 - Musicians and Singers
$30.49 per hour
27-4014 Sound Engineering Technicians
$67,360 per year

<table>
<thead>
<tr>
<th>Applicable Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the industry applicable to this program using the <a href="https://www.bls.gov/oes/current/oes274014.htm#:~:text=27%2D4014%20Sound%20Engineering%20Technicians%20sport%20events%20and%20other%20productions">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s):</td>
</tr>
<tr>
<td>711510 Music directors, independent</td>
</tr>
<tr>
<td>711130 Musicians, independent</td>
</tr>
<tr>
<td>711510 Composers, independent</td>
</tr>
<tr>
<td>711130 Singers, independent</td>
</tr>
<tr>
<td>512240 Sound recording studios (except integrated record companies)</td>
</tr>
<tr>
<td>512250 Sound recording, integrated production, reproduction, release, and distribution</td>
</tr>
<tr>
<td>512250 Sound recording, releasing, promoting, and distributing</td>
</tr>
<tr>
<td>811490 Tuning and repair of musical instruments</td>
</tr>
<tr>
<td>423990 Instruments, musical, merchant wholesalers</td>
</tr>
<tr>
<td>423990 Musical instrument accessories and supplies merchant wholesalers</td>
</tr>
<tr>
<td>423990 Musical instruments merchant wholesalers</td>
</tr>
<tr>
<td>459140 Musical instrument stores</td>
</tr>
<tr>
<td>459510 Music stores (e.g., cassette, instrument, record, tape), used</td>
</tr>
</tbody>
</table>

Since music technology is so interwoven into most every element of music today, the support specialist will find work doing music technology support for almost any element of music.

<table>
<thead>
<tr>
<th>Career/Program Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this program prepare students for another program?</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

Yes, music degrees, especially through an accredited music program, prepare students to move forward into advanced studies within various music and related programs. Our BA in Music (with any of the various concentrations) has options to move onward to master's and doctoral programs for most any advanced music student degree or related areas (e.g., media). Examples of this might range from Performance, Composition, Conducting, Sounds Design, Electronic Music, Musicology, Music Theory, Music Librarianship, Music Master in Sound/Media sorts of degrees, Musical Theatre, and many others.
### SECTION 3: PROGRAM QUALITY ASSESSMENT

#### Learning Outcomes - L.O.

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

In addition to the Learning Outcomes described in the parent program (B.A. in Music), candidates for the concentration in music technology will:

1. Demonstrate proficiency in and exposure to a wide variety of professional-level music technology hardware and software

#### Assessment of Learning Outcomes

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

Assessment tools are organized into three categories that reflect the progressive nature of the music technology courses:

1. Check points, quizzes, exams, and timed assessments that demonstrate knowledge of the how and why of working with music technology and having developed facility getting around in the technology.
2. Études and small projects assignments to demonstrate the ability to use music technology in musically creative ways for both performance, composition, and sound creation.
3. Bigger and more creative projects, taking larger amounts of time, that demonstrate the pulling together if the skills and knowledge developed at the midterm and/or final of a class.

#### Program Administration

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

- Name: Dr. Charles Menoche, Chair
- Email: menochec@ccsu.edu           Phone: (860)832-2904

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

Dr. Charles Menoche holds a DMA in Composition.

#### Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? N/A

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

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

What percentage of program credits will be taught by adjunct faculty? N/A

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Undergraduate minor, and extensive professional activity.
Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list “to be hired” under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.

<table>
<thead>
<tr>
<th>Faculty Name and Title</th>
<th>Highest Degree &amp; Institution of Highest Degree</th>
<th>Area of Specialization/ Pertinent Experience</th>
<th>Other Administrative or Teaching Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>June Aino</td>
<td>MS Music Composition</td>
<td>Acoustic and Electro-acoustic Composition, music technology</td>
<td>Music Microcomputer Lab Manager</td>
</tr>
<tr>
<td>Dr. Charles Menoche</td>
<td>DMA Music Composition</td>
<td>Music Theory, Acoustic and Electro-acoustic Composition, Music technology</td>
<td>Chair</td>
</tr>
</tbody>
</table>

Curriculum

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

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>L.O. # (from Section 3)</th>
<th>Pre-Requisite(s)</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Required &amp; Elective Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUS 090 Concert &amp; Forum</td>
<td>3, 5, 6, 7</td>
<td>None</td>
<td>0</td>
</tr>
<tr>
<td>MUS 102 Fund. of Musicianship</td>
<td>1, 2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 114 Intro to Music Tech.</td>
<td>2, 6, 7</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>MUS 237 Diatonic Harmony</td>
<td>2, 7</td>
<td>MUS 102 (C- or higher)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 115 Aural Skills I</td>
<td>1, 6</td>
<td>MUS 102 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 318 Chromatic Harmony I</td>
<td>2</td>
<td>MUS 237 (C- or higher)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 116 Aural Skills II</td>
<td>1, 6</td>
<td>MUS 115 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 319 Chromatic Harmony II</td>
<td>2</td>
<td>MUS 318 (C- or higher)</td>
<td>2</td>
</tr>
<tr>
<td>MUS 215 Aural Skills III</td>
<td>1, 6</td>
<td>MUS 116 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 141-143, 147A Ensembles</td>
<td>3, 5</td>
<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td>4</td>
</tr>
<tr>
<td>MUS 178 Applied Music (maj.)</td>
<td>3</td>
<td>Open only to Music majors</td>
<td>2</td>
</tr>
<tr>
<td>MUS 278 Applied Music (maj.)</td>
<td>3</td>
<td>MUS 178 (C or higher); open only to Music majors.</td>
<td>2</td>
</tr>
<tr>
<td>MUS 235 Music History I</td>
<td>2, 7</td>
<td>MUS 102 (C- or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 334 Music History II</td>
<td>2, 7</td>
<td>MUS 235 (C- or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 335 Music History III</td>
<td>2, 7</td>
<td>MUS 334 (C- or higher)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 250 Piano Class I</td>
<td>4</td>
<td>None</td>
<td>1</td>
</tr>
<tr>
<td>MUS 251 Piano Class I</td>
<td>4</td>
<td>MUS 250 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 350 Piano Class III</td>
<td>4</td>
<td>MUS 251 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>MUS 351 Piano Class IV</td>
<td>4</td>
<td>MUS 350 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>Music Electives*</td>
<td>variable</td>
<td>variable</td>
<td>8</td>
</tr>
</tbody>
</table>
Students doing a music concentration must take MUS 216 Aural Skills IV and MUS 408 Form & Analysis as part of the 8 credits of electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>*MUS 216 Aural Skills IV</td>
<td>1, 6</td>
<td>MUS 215 (C- or higher)</td>
<td>1</td>
</tr>
<tr>
<td>*MUS 408 Form &amp; Analysis</td>
<td>2, 6, 7</td>
<td>MUS 319 (C- or higher)</td>
<td>2</td>
</tr>
</tbody>
</table>

**New Concentration within the BA: Music Technology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 140Q iPad Ensemble</td>
<td>2, 6, 7</td>
<td>Permission of instructor</td>
<td>2</td>
</tr>
<tr>
<td>MUS 214 Electro-acoustic Music &amp; Sonic Art</td>
<td>2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 380 Advanced Sequencing &amp; Notation</td>
<td>2, 6, 7</td>
<td>MUS 114 (C- or higher); open only to Music majors; or permission of instructor</td>
<td>2</td>
</tr>
<tr>
<td>MUS 400 Project in Music (senior recital)</td>
<td>2, 3, 6, 7</td>
<td>Permission of instructor</td>
<td>2</td>
</tr>
</tbody>
</table>

**Music Technology Electives**

(from CCSU:)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 112 Computer Applications to Music</td>
<td>2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 14X Ensembles</td>
<td>3, 5</td>
<td>Basic proficiency on related instrument; or permission of instructor.</td>
<td>1-2</td>
</tr>
<tr>
<td>MUS 273 Jazz Improv. I and/or MUS 274 Jazz Improv. II</td>
<td>2, 3, 5</td>
<td>MUS 102 (C- or higher) for MUS 273; MUS 273 (C- or higher) for MUS 274</td>
<td>2-4</td>
</tr>
<tr>
<td>MUS 301 Coding for Music (NEW COURSE)</td>
<td>2, 6, 7</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 378 Music Technology Composition Lessons</td>
<td>2, 3, 6, 7</td>
<td>MUS 278 (C or higher)</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**From CT State/Capital or Middlesex campuses (course numbers prior to consolidated catalog; for transfer to CCSU)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 117 Audio Production</td>
<td>6</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 118 Electronic Music</td>
<td>6</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 223 Search in Music: Technology &amp; Music Business</td>
<td>6</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 224 Electronic Music Composition &amp; Audio Tech. I</td>
<td>6</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 225 Electronic Music Composition &amp; Audio Tech. II</td>
<td>6</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 226 Music for Film, TV, Video Gaming, and Other Media</td>
<td>6</td>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>MUS 227 Principles of Sound Recording</td>
<td>6</td>
<td>None</td>
<td>3</td>
</tr>
</tbody>
</table>
**NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM**

**BELOW THRESHOLD REPORT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Electives</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 228 Audio Mixing &amp; Processing</td>
<td>6</td>
<td>None</td>
<td>18 total</td>
</tr>
<tr>
<td>Open Electives (Indicate number of credits of open electives)</td>
<td>15-16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Program Credits:**
120

(44-45 general education)

What are the admissions requirements for the program?
General acceptance to CCSU; application to the Department of Music considered pending audition (video submission or in-person audition on campus); applicant should demonstrate basic competence on their primary instrument through performance of standard and varied repertoire selections that are appropriate to current beginning college-level music studies for a BA sort of program (vs a Conservatory).

Does this program have special graduation requirements (e.g., capstone or special project)?
Yes

If yes, describe:
This new BA concentrations require a capstone, MUS 400, but the structure of the capstone experience is flexible and structured to maximize the final experience for the student. It will range from music technology composition, a music technology performance, a research project, or an internship in some sort of music technology business/organization.

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

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

Describe the prospective students for the program:
The current student body of the Department of Music represents our target demographic in our recruitment efforts. The population is composed of students from diverse racial/ethnic (Black, Hispanic, and Asian) and socio-economic backgrounds. Several students are from the LGBTQ community. Many are from lower-income or BIPOC communities in central CT, and have been at a substantial disadvantage, in terms of their music educational opportunities, compared to their peers from more privileged backgrounds. In some cases, there is overlap between these groups. Because CCSU Music recognizes the value of potential that can be developed with adequate resources and support, we offer a pathway for prospective students who might not otherwise be able to consider a four-year degree in Music. Students considering the Music Technology concentration will benefit from the opportunity to gain more practical experience through these courses, and their transcript will specifically reflect their expertise in Music Technology.
**SECTION 1: GENERAL INFORMATION**

<table>
<thead>
<tr>
<th>Institution:</th>
<th>SCSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Submission to CSCU Office of the Provost:</td>
<td>02/13/23</td>
</tr>
</tbody>
</table>

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

Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

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

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

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

**Original Program Characteristics**

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>BA- Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHE #:</td>
<td></td>
</tr>
<tr>
<td>Modality of Program (check all that apply):</td>
<td>☑ On ground ☐ Online ☐ Hybrid, % of fully online courses</td>
</tr>
<tr>
<td>Locality of Program:</td>
<td>☑ On Campus ☐ Off Campus ☐ Both</td>
</tr>
<tr>
<td>Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science):</td>
<td>BA</td>
</tr>
<tr>
<td>Date Program was Initiated:</td>
<td></td>
</tr>
<tr>
<td>Total # Credits in Program:</td>
<td>120</td>
</tr>
<tr>
<td># Credits in General Education:</td>
<td>45</td>
</tr>
<tr>
<td><strong>CIP Code Number:</strong></td>
<td>36.0110</td>
</tr>
</tbody>
</table>

**Modified Program Characteristics**

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>BA- Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modality of Program (check all that apply):</td>
<td>☑ On ground ☐ Online ☐ Hybrid, % of fully online courses</td>
</tr>
<tr>
<td>Locality of Program:</td>
<td>☑ On Campus ☐ Off Campus ☐ Both</td>
</tr>
<tr>
<td>Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science):</td>
<td></td>
</tr>
<tr>
<td>Initiation Date for Modified Program:</td>
<td>Fall 2023</td>
</tr>
<tr>
<td>Anticipated Date of First Graduation:</td>
<td></td>
</tr>
<tr>
<td>Total # Credits in Program:</td>
<td>120</td>
</tr>
<tr>
<td># Credits in General Education:</td>
<td>45</td>
</tr>
<tr>
<td><strong>CIP Code Number:</strong></td>
<td>36.0110</td>
</tr>
</tbody>
</table>

**Department where program is housed:** Department of Art and Design

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

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

<table>
<thead>
<tr>
<th>Program Discontinued:</th>
<th>CIP:</th>
<th>OHE#:</th>
<th>BOR Accreditation Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase Out Period</td>
<td>Date of Program Termination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discontinuation of a program requires submission of form 301. Discontinuation form submitted?</td>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Institutional Contact for this Proposal:** Greg Cochenet

<table>
<thead>
<tr>
<th>Title:</th>
<th>Professor, DCC Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tel.:</td>
<td>2-8880 e-mail: cochenetg1</td>
</tr>
</tbody>
</table>
Rationale for Modification
Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
The BA in Art and Design allows you to combine art and design disciplines in ways to help you achieve personal and professional learning goals. With the guidance of an advisor in the Department of Art and Design, you can self-curate knowledge and skills across a range of courses in the Department of Art and Design including all studios, art history and art education. This flexible BA in Art and Design is also a great option for transfer students, students changing majors, and students returning to college who have completed coursework in the past, and whose credits might be applied across multiple areas within the Department of Art and Design.

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

<table>
<thead>
<tr>
<th>Original Program</th>
<th>Proposed Modified Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name &amp; Number</td>
<td>Credits</td>
</tr>
<tr>
<td>ART 114 (LEP T1 TF)</td>
<td>3</td>
</tr>
<tr>
<td>ART 150 (LEP T2 CD)</td>
<td>3</td>
</tr>
<tr>
<td>ART 493 (LEP T3 Cap)</td>
<td>3</td>
</tr>
<tr>
<td>ART 104</td>
<td>3</td>
</tr>
<tr>
<td>ART 105</td>
<td>3</td>
</tr>
<tr>
<td>ART 112</td>
<td>3</td>
</tr>
<tr>
<td>ART 113</td>
<td>3</td>
</tr>
<tr>
<td>ART 151</td>
<td>3</td>
</tr>
<tr>
<td>Art History 300+</td>
<td>3</td>
</tr>
<tr>
<td>Art History 300+</td>
<td>3</td>
</tr>
<tr>
<td>Six courses of studio art, with at least two courses at, or above, the 300-level</td>
<td>18</td>
</tr>
<tr>
<td>Art History 300+</td>
<td></td>
</tr>
<tr>
<td>Six courses of studio art, with at least two courses at, or above, the 300-level</td>
<td>18</td>
</tr>
<tr>
<td>Seven additional courses taken within the Department of Art and Design</td>
<td>21</td>
</tr>
<tr>
<td>Total Credits Original Program</td>
<td>45</td>
</tr>
<tr>
<td>Total Credits Modified Program</td>
<td>42</td>
</tr>
</tbody>
</table>

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

1. Please see page 19 of attachment from Art Department STAR Report
2. 
3. 
4. 
5. 

Assessment of Learning Outcomes
Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

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

**Course Number and Name**  
**Learning Outcome #**  
(from above)  
**Pre-Requisite(s)**  
**Credit Hours**

Please see pages 20 – 23 of attached Art Department StAR Report

Open Electives (*Indicate number of credits of open electives*)  
Total Program Credits:

**Description of Related Modification(s)**  
Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

**Description of Resources Needed**  
As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

### SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

**Program website:**

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

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

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

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

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

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

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

**Career/Program Pathways**  
Does this program prepare students for another program?  
☐ Yes, specify program:  
☐ No
**Program Administration and Faculty**
Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)?
How many adjunct and/or part-time faculty, if any, will teach in the program’s core curriculum?

**Admissions Requirements**
What are the admissions requirements for the program?

**Graduation Requirements**
Does this program have special graduation requirements (e.g., capstone or special project)? □ Yes □ No
If yes, describe:

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

**Prospective Students**
Describe the prospective students for the program: This flexible BA in Art and Design is a great option for transfer students, students changing majors, and students returning to college who have completed coursework in the past, and whose credits might be applied across multiple areas within the Department of Art and Design. For student demographics, please see pages 14 – 15 of attached Art Department StAR Report.
1. **Has the degree been approved by the ECSU faculty senate?**
   The University Senate approved the Nursing major on April 18, 2023 by a unanimous vote.

2. **Will this degree be ready to enroll transfer students in fall 2023? Please include a status update regarding the clinical placements for incoming transfer students.**
   Yes, we can enroll transfer students this fall. We will hire our clinical coordinator in June. Our on campus simulation lab will be completed this summer. The simulation facility at Windham Hospital will be operational in fall 2024.

3. **Can you provide an update regarding the hiring of faculty and staff for this degree?**
   Interviews are underway with anticipated start dates of June 1, 2023. All offers will be clear that the position is dependent on Board approval of the program on May 18.
   - Director of the Nursing Program: conducting on campus interviews May 1 – May 10, with recommendations to the Provost by May 15
   - Associate Director of Nursing: conducting on campus interviews April 24 – 28, with recommendations to the Provost by May 1
   - Coordinator of Clinical Site Placements (clinical coordinator): conducting on campus interviews April 17 – 28, with recommendations to the Provost by May 1
April 14, 2023

Terrance Cheng, President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

RE: 2023-2024 Promotion and Tenure Recommendations

Dear President Cheng,

Under the authority delegated to the Connecticut State Community College president by the CT Board of Regents, I am recommending promotion and/or tenure for the following members of the CT State Community College faculty and staff.

Promotion
- Margaret Malaspina, Director of Financial Aid
- DeWayne Pryce, Director of Training & Professional Learning
- Kimberly Sorrentino, Director of Regional & Specialized Accreditation

Tenure
- Kimberly Sorrentino

These individuals have consistently demonstrated their commitment to student success and to the mission of our institution.

Thank you,

John Maduko, President

CC:
- Ann Harrison, Chief of Staff, AVP of Communications & Strategic Marketing, CT State
- Michael Lopez, Director of Compensation, Benefits & Administration, CSCU Human Resources
- Diane Mazza, Director of HR Strategy, CSCU Human Resources
- Edwin Castano, HR Manager- Recruitment and Talent Acquisition, CSCU Human Resources
To: President Maduko, CT State Community College

From: Dr. Michelle Coach, Asnuntuck Community College

Date: 04/10/2023

The following are my recommendations for Promotion and Tenure, which will be effective for the contract year 2023-2024.

TENURE
Jose Marcelino
Marcos Rodriguez
MaryBeth Rajczewski
Thayre Trzepacz

PROMOTION
Michele Howard-Swan
Vincent Kedzior
Charles Knurek
Mike Kunze
Jose Marcelino
MaryBeth Rajczewski
Emily Santaniello
Jeff Shuman
Jillian Sullivan
India Weaver
Kelly Zieba

Please let me know if you have any questions.
April 11, 2023

Terrance Cheng
President
CSCU
61 Woodland Street
Hartford, CT 06105

RE: 2022-2023 List of Promotion Recommendation

Dear President Cheng:

I'm pleased to share that I am recommending the awarding of promotion to the following members of the Capital Community College faculty and staff:

- Jennifer Ackerman
- Anna Marie Basche
- Jennifer Briggs
- Linda Cocchiola
- Meredith Dodge
- Saaid Elhadad
- Tara Ferrauolo
- Kristen Guida
- Marlene Hageman
- Joshua Hummel
- Ricardo Martinez Jr.
- Jacqueline Miller
- Jonathan Nyez
- Cleo Rolle
- Julia Rosenblatt
- Merilee Roussat
- Adolfo Sanchez-Blanco
- Randall Ward

These individuals have consistently demonstrated their commitment to student success and the mission of our institution.

Collegial Regards,

G. Duncan Harris, Ed.D.
CEO
Capital Community College
April 11, 2023

Terrance Cheng
President
CSCU
61 Woodland Street
Hartford, CT 06105

RE: 2022-2023 List of Tenure Recommendation

Dear President Cheng:

I'm pleased to share that I am recommending the awarding of Tenure to the following members of the Capital Community College faculty:

- Jennifer Ackerman
- Lisa Braverman
- Tara Ferrauolo
- Kristen Guida (Please see justification attached)

These individuals have consistently demonstrated their commitment to student success and the mission of our institution.

Collegial Regards,

G. Duncan Harris, Ed.D.
CEO
Capital Community College
April 11, 2023

Terrance Cheng  
President  
CSCU  
61 Woodland Street  
Hartford, CT 06105

RE: Justification Letter – Kristen Guida

Dear President Cheng:

While Kristen Guida has not met the minimum time of service threshold for tenure, she has demonstrated exemplary service to the college and academic excellence that led me to move her candidacy forward.

She submitted one of the most thorough and robust tenure applications that I have reviewed in my tenure at the college. The materials of the application were supported with detailed artifacts and exhibits as evidence of the work. Dr. Guida is an internal and external leader at the college. She willingly assumes responsibility for projects such as the nursing and CNA job fair (a project she revitalized), has gone on the remote access medical trip (serving as a chaperone on both occasions) and helped the foundation raise funding to cover student costs for the trip, she volunteered to be a team leader for the NUR 120 cohort in the fall and the NUR 125 course in the spring (150 students), she is a co-advisor for the National Student Nurse Association, organized bi-annually our Red Cross Blood Drives, organized students for Fresh Check Day, and has actively participated in high school outreach activities. These are only a few of the projects and initiatives she has contributed to.

She is highly respected in the department having completed her doctorate (currently 3 of our 16 nursing faculty have a terminal degree) and the Certified Nurse Educator Examination (currently 4 of our 16 nursing faculty hold this designation). She recently published a chapter is in a text Advanced Health Assessment and Differential Diagnosis: Essentials for Clinical Practice. She is committed to staying abreast of the latest developments in the field having completed hours of continuing education credits.

I recognize the significance of awarding an individual tenure before the minimum time of service threshold. I believe Dr. Guida is a candidate that merits this consideration and recognition. When I think about faculty that I can count on to step up in support of the college and our students, Dr. Guida is on my "short list"

Collegial Regards,

G. Duncan Harris, Ed.D.  
CEO  
Capital Community College
TO: President John Maduko, Connecticut State Community Colleges

FROM: Dwayne Smith, Ph.D., CEO

XC: D. Arroyo, M. Cordero, A. Nicholson

DATE: April 13, 2023

The following are my recommendations for Promotion and Tenure which will be effective on July 1, 2023.

**TENURE:**
Medgine Bright, Director of Student Life  
Rachel Cain, Associate Professor, Biology  
Kristin Carley, Associate Professor, English  
Jeanine Gibson, Campus Advising Lead  
Larissa Rowe, Assistant Professor, Biology & Microbiology  
Anisha Thomas, Director of Career Services

**PROMOTION:**
From Instructor to Assistant Professor
Changsub “Jaseon” Kim, Advanced Manufacturing Technology  
Anjali Wason, English as a Second Language

From Assistant Professor to Associate Professor
Kyle Pepin, Advanced Manufacturing Technology  
Larissa Rowe, Biology & Microbiology

From Associate Professor to Professor
Kirstin Carley, English  
Asantewa Dawson, Mathematics  
Michael La Barbera, Mathematics  
Driss Mellouk, Foreign Languages
Staff (CCP):
Medgine Bright, Director of Student Life
Graciela Carrion, Educational Technology Specialist
Chrystie Cruz, Guided Pathways Advisor II
Felisha Guirand-Fleurimond, Recruitment and Retention Coordinator
Vickie Fabrizio, Placement Testing Specialist
Jeanine Gibson, Campus Advising Lead
Kristin Lund, Director of Child Development Center
Emily Osborne, Guided Pathways Advisor I
Andrew Pelletier, Interim Director, Academic Support Center
David Pizzaro, Information Systems Tech II
Justin Prior, Academic Associate Lab Coordinator
Anisha Thomas, Director, Career Services
Marilyn Wehr, Counselor and Accessibilities Coordinator
Kimberly Woods, Director, Student Services Center

I request that the Board of Regents receive these recommendations as information. Please let me know if you have any questions.

DS/jc
April 11, 2023

To: John Maduko, President
Connecticut State Community College

From: Nicole Esposito
Chief Executive Officer

Subject: Promotion Recommendation, 2023-2024

I am recommending the following individuals for promotion for the 2023-2024 academic year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Faculty Rank</th>
<th>Promotion to Rank of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gina Ocasion</td>
<td>Instructor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Jessica Zolciak</td>
<td>Instructor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Claudia LaRocque</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Roger Martinez-Alcaz</td>
<td>Assistant Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Samantha Gonzalez</td>
<td>Associate Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>Lindsey Muldoon</td>
<td>Associate Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>Lisa Sandoval</td>
<td>Associate Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>Andrew Sottile</td>
<td>Associate Professor</td>
<td>Professor</td>
</tr>
</tbody>
</table>

Community College Professionals:

Yanidza Betancourt   | Brian Lombardo       | Anna Torres           |
Venica Blythe        | Michelle Nickerson   | Sara Vincent          |
Philip Burnham       | Erin O’Neil          | Zhijiang Zhang        |
Evelyn Kissi         | Wanda Reyes-Dawes    |                       |

C: Nathan Moody
April 11, 2023

To: John Maduko, President
Connecticut State Community College

From: Nicole Esposito, Ed.D Nicole Esposito
Chief Executive Officer

Subject: Tenure Recommendation, 2023-2024

I am recommending the following individuals for Tenure for the 2023-2024 academic year.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yanidza Betancourt</td>
<td>Associate Director of Financial Aid</td>
</tr>
<tr>
<td>Brett Eberhardt</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Samantha Gonzalez</td>
<td>Professor</td>
</tr>
<tr>
<td>Luz Londono-Diaz</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Ibtasam Mahfouz</td>
<td>Professor</td>
</tr>
<tr>
<td>Roger Martinez-Alcaz</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

c: Nathan Moody
April 12, 2023

Ashley Raithel, Associate Professor of English
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Sent via email: araithel@mxcc.edu

Dear Ashley,

I am very pleased to confirm that you have been granted tenure. Please be aware, in making my decision, I have applied your work as a full-time lecturer toward the six-year requirement for tenure. During your time as a full-time lecturer, you went above and beyond, assuming the roles and responsibilities of an instructor. You fully participated in departmental meetings, volunteered to serve on a taskforce pertaining to strategic planning, and attended college workshops and professional development activities.

This action of granting you tenure reflects the College’s confidence in the quality of your work and recognizes your years of service and ongoing commitment to our students and to the mission of the College.

Congratulations on earning this important distinction.

Sincerely,

Kimberly Hogan
Interim Chief Executive Officer

cc: Donna Bontatibus
    President Maduko’s Office
    Human Resources
    Professional File
April 12, 2023

Dr. Jennifer Hernandez, Professor of Human Services, Social Work Studies, and Therapeutic Rec.
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
Sent via email: jhernandez@mxcc.edu

Dear Jennifer,

I am very pleased to confirm that you have been granted tenure.

This action reflects the College’s confidence in the quality of your work and recognizes your years of service and ongoing commitment to our students and to the mission of the College.

Congratulations on earning this important distinction.

Sincerely,

Kimberly Hogan
Interim Chief Executive Officer

cc: Donna Bontatibus
Dr. Maduko’s Office
Human Resources
Professional File
MEMORANDUM

To: Dr. John Maduko, President, CT State Community College
From: Dr. Lisa Dresdner, Chief Executive Officer, Naugatuck Valley Community College
Date: April 14, 2023
Subject: NVCC AFT Tenure 2023

In accordance with the collective bargaining agreement and authority granted to me, I have implemented tenure for the following AFT faculty for the 2023-2024 Academic Year:

Hien Nguyen, Instructor of Mathematics
Carlos Plaza, Assistant Professor of Mathematics
Kevin Ramer, Associate Professor of Mathematics

CC: Michael Lopez, Director of Human Resources
    Diane Mazza, Director of Human Resources Strategies
    Wendy Bovia, Regional Human Resources Manager, North-West Region
    Linda Pestretto-Demers, Human Resources Generalist, NVCC
MEMORANDUM

To: Dr. John Maduko, President, CT State Community College

From: Dr. Lisa Dresdner, Chief Executive Officer, Naugatuck Valley Community College

Date: April 14, 2023

Subject: NVCC AFSCME Promotions 2023

In accordance with the collective bargaining agreement and authority granted to me, I have implemented the following promotions for AFSCME staff for Academic Year 2023-2024.

Community College Professionals

Alyssa Boucher, Guided Pathways Advisor I
Bao Lam, IT Technician II

CC: Michael Lopez, Director of Human Resources
    Diane Mazza, Director of Human Resources Strategies
    Wendy Bovia, Regional Human Resources Manager, North-West Region
    Linda Pestretto-Demers, Human Resources Generalist, NVCC
MEMORANDUM

To: Dr. John Maduko, President, CT State Community College
From: Dr. Lisa Dresdner, Chief Executive Officer, Naugatuck Valley Community College
Date: April 14, 2023
Subject: NVCC AFT Promotions 2023

In accordance with the collective bargaining agreement and authority granted to me, I have implemented the following promotions for AFT faculty and staff for Academic Year 2023-2024.

**Faculty**  
**Promotion to Rank of:**

Dr. Gil Harel  
Professor of Music

Carlos Plaza  
Associate Professor of Mathematics

Dr. Kevin Ramer  
Professor of Mathematics

**Community College Professionals**

Ivelisse Maldonado, Librarian
Jenna Stebbins, Librarian

CC: Michael Lopez, Director of Human Resources
Diane Mazza, Director of Human Resources Strategies
Wendy Bovia, Regional Human Resources Manager, North-West Region
Linda Pestretto-Demers, Human Resources Generalist, NVCC
MEMORANDUM

To: Dr. John Maduko, President, CT State Community College
From: Dr. Lisa Dresdner, Chief Executive Officer, Naugatuck Valley Community College
Date: April 14, 2023
Subject: NVCC Congress Promotions 2023

In accordance with the collective bargaining agreement and authority granted to me, I have implemented the following promotion for the 2023-2024 Academic Year:

Faculty
Alexander Brätt
Dr. Sharon Lynch
Dr. Maribel Rivera-Smith
Alan Teitlman

Promotion to Rank of:
Professor of Theater
Professor of Biology
Associate Professor of Nursing
Associate Professor of Communications

Community College Professionals
Lisa Boyko, Associate Director of Financial Aid
Athalie Cayo, Guided Pathways Advisor II
Johanis Gonzalez, Financial Aid Assistant
Tammy MacBrien Downs, Counselor
Karen Morris, Accounts Payable Coordinator
Sohair Omar, Interim Director of Institution Research and Effectiveness/Research Specialist
Zohra Rafey, IT Technician II

CC: Michael Lopez, Director of Human Resources
Diane Mazza, Director of Human Resources Strategies
Wendy Bovia, Regional Human Resources Manager, North-West Region
Linda Pestretto-Demers, Human Resources Generalist, NVCC
MEMORANDUM

To: Dr. John Maduko, President, CT State Community College

From: Dr. Lisa Dresdner, Chief Executive Officer, Naugatuck Valley Community College

Date: April 14, 2023

Subject: NVCC Congress Tenure 2023

In accordance with the collective bargaining agreement and authority granted to me, I have implemented tenure for the following Congress faculty and staff for the 2023-2024 Academic Year:

Karlene Ball, Director of ESL
Kimberly Bish, Assistant Professor of Nursing
Johanis Gonzalez, Financial Aid Assistant
Louis Lombard, Professor of English
Mark Martone, Professor/Program Director, Radiologic Technology
Earl Ormond, Professor/Program Director, Criminal Justice

CC: Michael Lopez, Director of Human Resources
    Diane Mazza, Director of Human Resources Strategies
    Wendy Bovia, Regional Human Resources Manager, North-West Region
    Linda Pestretto-Demers, Human Resources Generalist, NVCC
April 14, 2023

To President Cheng:

The following are my recommendations for Promotion and Tenure, which will be effective on July 1, 2023.

**TENURE:**
Daniel Roberts
Rebecca Russo
Jaclyn Vincent
Andrew Wetmore

**PROMOTION:**
Melissa Bettigole: Faculty (CCP)
Katherine Binford: Faculty (CCP)
Caitlin Boger-Hawkins: Staff (CCP)
Bree Grealis: Faculty (CCP)
John Jagtiani: Faculty (CCP)
Charles Kelly: Faculty (CCP)
Beverly King: Staff (CCP)
Laura McCarthy: Staff (CCP)
Alayna Scarangelo: Staff (CCP)
Karissa Smith: Staff (CCP)
Tracy Smith-Michnowicz: Faculty (CCP)
Andrew Wetmore: Staff (CCP)
Jennifer White: Faculty (CCP)

I request that the Board of Regents receive these recommendations as information. Please let me know if you have any questions.

Sincerely,

Dr. Michael A Rooke
President

Cc: President Maduko
    Pam Heleen
April 11, 2023

Dr. John Maduko
President
Connecticut State Community College
185 Main Street
New Britain, CT 06051

Dear President Maduko:

The following are my recommendations for Promotion and Tenure, which will be effective on June 2, 2023.

TENURE:
Alessandra Lundberg

PROMOTION:
Faculty:
From Instructor to Assistant Professor:
Jessica Porzuczek
From Associate Professor to Professor:
Mark Lowe

Staff (CCP):
Pauline Clifford

Please let me know if you have any questions.

Sincerely,

Karen Hynick, Ed.D.
Quinebaug Valley Community College Chief Executive Officer
Three Rivers CC

The following are my recommendations for consideration by the Board of Regents for Three Rivers Community College faculty and staff promotion and/or tenure, to be effective on July 1, 2023:

**TRCC - 4C's PROMOTIONS**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>BU</th>
<th>Fac/Staff</th>
<th>Recommend Promotion To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baillargeon</td>
<td>Betty</td>
<td>4C's</td>
<td>Staff</td>
<td>Next Step</td>
</tr>
<tr>
<td>Cohen</td>
<td>Skye</td>
<td>4C's</td>
<td>Staff</td>
<td>Next Step</td>
</tr>
<tr>
<td>Cullan</td>
<td>Andrew</td>
<td>4C's</td>
<td>Staff</td>
<td>Next Step</td>
</tr>
<tr>
<td>DiFilippo</td>
<td>Victoria</td>
<td>4C's</td>
<td>Faculty</td>
<td>Professor</td>
</tr>
<tr>
<td>Molkenthin</td>
<td>Kelly</td>
<td>4C's</td>
<td>Faculty</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Smith</td>
<td>Rachael</td>
<td>4C's</td>
<td>Faculty</td>
<td>Professor</td>
</tr>
<tr>
<td>Sonstroem</td>
<td>Sarah</td>
<td>4C's</td>
<td>Faculty</td>
<td>Professor</td>
</tr>
</tbody>
</table>

**TRCC - AFSCME Promotions**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>BU</th>
<th>Fac/Staff</th>
<th>Recommend Promotion To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angulo</td>
<td>Olan</td>
<td>AFSCME</td>
<td>Staff</td>
<td>Next Step</td>
</tr>
<tr>
<td>Sullivan</td>
<td>Erin</td>
<td>AFSCME</td>
<td>Staff</td>
<td>Next Step</td>
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**TRCC - AFT Promotions**

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<tr>
<th>Last Name</th>
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<th>Fac/Staff</th>
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</thead>
<tbody>
<tr>
<td>Cortegiano</td>
<td>Denise</td>
<td>AFT</td>
<td>Faculty</td>
<td>Associate Professor</td>
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<tr>
<td>Gilot</td>
<td>Cheryl</td>
<td>AFT</td>
<td>Faculty</td>
<td>Professor</td>
</tr>
<tr>
<td>LaRose</td>
<td>LeAnn</td>
<td>AFT</td>
<td>Faculty</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Nixon</td>
<td>Jeffrey</td>
<td>AFT</td>
<td>Faculty</td>
<td>Associate Professor</td>
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</tbody>
</table>

**TRCC - 4C's TENURE**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>BU</th>
<th>Fac/Staff</th>
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</thead>
<tbody>
<tr>
<td>Arpin (see note below)</td>
<td>Cynthia</td>
<td>4C's</td>
<td>Staff</td>
</tr>
<tr>
<td>LaCassee</td>
<td>Meghan</td>
<td>4C's</td>
<td>Staff</td>
</tr>
<tr>
<td>Neill</td>
<td>Melissa</td>
<td>4C's</td>
<td>Faculty</td>
</tr>
<tr>
<td>Sonstroem</td>
<td>Sara</td>
<td>4C's</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
**4C's Cynthia Arpin: Supporting rationale for tenure recommendation:**

I am writing to express my full support for Cynthia Arpin in continuing her tenure through the transition into the role of Nursing Director for Three Rivers. I have had the pleasure of working with Cynthia for several years, and I have witnessed firsthand her outstanding leadership skills, dedication to education, and unwavering commitment to the nursing profession.

Cynthia was hired as Full-Time Lecturer in the Nursing Department in August of 2014. She obtained a Full-Time Standard Appointment as an Assistant Professor of Nursing in September of 2017. Cynthia was promoted to Associate Professor and granted Tenure in 2019. When the previous Nursing Director retired in 2021, Cynthia moved into the Interim role. She applied for the permanent position and was selected for the role in October of 2022. When she transitioned into a new bargaining unit, she was not able to maintain her tenure.

Cynthia's experience as a nurse at both the bedside and in management, as well as a nurse educator, makes her an invaluable asset to the nursing program. Her expertise in teaching, program and curriculum design and development, faculty selection and professional development, instructional quality, budget and fiscal management, administration and resource management, program evaluation and assessment, community relations, and student relations is evident in all her daily activities.

Much like our department chairs, her role relies on her status as a peer of the faculty. Department chairs supervise the faculty in their department but do not lose tenure for moving into this role even if they teach few classes or none at all. She meets, attends functions, and participates in governance processes as a member of the faculty.

Additionally, Cynthia's appointment by the governor to the Connecticut Board of Nursing Examiners is a testament to her leadership abilities and the high regard in which she is held within the nursing community. Her role as Nursing director undoubtedly benefits from her experience at the state level, and her ability to navigate complex regulatory environments is an asset to CT State Community College.

Thank you for your consideration of Cynthia’s tenure recommendation.

I respectfully request that the Board of Regents receive these recommendations as informational items to the BOR agenda. Please let me know if you have any questions.
Sincerely,

Mary Ellen Jukoski, Ed.D.
President, Three Rivers Community College
April 10, 2023

President John Maduko, M.D.
CT State Community College
185 Main Street
New Britain, CT 06051

Dear President Maduko,

The following are my recommendations for Promotion and Tenure, which will be effective on July 1, 2023 (or as noted below):

TENURE:
- Magaly Correa, Campus Supervisor, Enrollment Services (CT State)
- Brittany Edwards, Clinical Dental Associate (Tenure effective on 8/1/2023)
- Mohamed Mountassir, Tutor

PROMOTION:
- From Instructor to Assistant Professor:
  - Wendy McGrath, Early Childhood Education
  - Marcia Tinone, Chemistry
  - Marc Zimmerman, English

- From Assistant Professor to Associate Professor:
  - Amy Hofmann, Biology

- From Associate Professor to Professor:
  - Jacqueline Decker, Fine Arts
  - Rachel Green, Dental Hygiene
  - Tatiana Machado, Business Administration

Staff (CCP):
- Magaly Correa, Campus Supervisor, Enrollment Services (CT State)
- Ashley Foster, Guided Pathways Advisor I (CT State)
- Wendi Jordan, Coordinator, Administrative Information Technology
- Samuel Kapros, Guided Pathways Advisor I (CT State)
- Vadim Korf, Education Technology Specialist
- Deborah Kosior, Learning Disabilities Specialist
- Helen Lozada, Guided Pathways Advisor I (CT State)
- Alison McCarthy, Wellness Counselor
- Behnaz Perri, Librarian
- Agata Smiarowski, Academic Associate
I request that the Board of Regents receive these recommendations as information. Please let me know if you have any questions.

Sincerely,

Darryl Reome, Ed.D.
Campus Chief Executive Officer
Tunxis Community College
Below are the recommended Promotion and Tenure recipients for NCC.

**PROMOTION**
Greg Riley
Courtney Anstett
Robin Morris
Edmond Yalda
Kerianne Brennan
Teuta Dalip
James Page
Wyatt Bissell
Anthony Brown
Sarah Marrocco-Valez
Fany Stubbs

**TENURE**
Andres Aluma-Cazora
Edmond Yalda

Cheryl De Vonish, J.D.
Chief Executive Officer
Norwalk Community College
188 Richards Avenue
Norwalk, CT 06854
(203) 857-7024
April 10, 2023

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

Dear Dr. Cheng:

I wish to inform you that I have awarded the designation of Emeritus status to the following Professor, for her exemplary service to Southern Connecticut State University:

Dr. Kara Farclas – Professor, Department of Special Education

Sincerely,

Joe Bertolino  
President

JB/meh

cc: B. Barnes, Human Resources for CSCU, Personnel File