



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

**Wednesday, March 28, 2018 at 1:00 p.m.
61 Woodland Street, Htfd., CT – Board Room (ground floor)**

1. Approval of Minutes
 - a. February 15, 2018 – Page 1
 - b. March 5, 2018 – Page 7
2. Consent Items
 - a. Discontinuations
 - i. Mathematics/Science – Chemistry Option – AA – NVCC – Page 14
 - ii. Mathematics/Science – AA – NVCC – Page 20
 - iii. Chemistry: Biotechnology Option – BA – WCSU – Page 26
3. Action Items
 - a. Modifications
 - i. Mathematics – BA/BS – ECSU [New concentrations/Updated Curriculum] – Page 29
 - ii. CT Community College Nursing Program (CT-CCNP) – AS [Curriculum revision] – Page 43
 - b. New Programs
 - i. Master of Arts in Teaching – MAT – SCSU – Page 69
 - ii. Early Childhood Education – AS – COSC – Page 82
 - iii. Early Childhood Education – BS – COSC – Page 98
 - c. Institutional Accreditations
 - i. NVCC Interim 5th Year Report – Page 119
 - d. Honorary Degrees – Page 128
 - e. BOR Faculty Awards – Page 152
 - f. CSU-AAUP Faculty Research Grants – Page 161
 - g. CSCU Shared Governance Award – Page 179
4. Information Items
 - a. Cut Scores Update



CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – February 15, 2018 DRAFT
1:00 p.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris (by conf.), Naomi Cohen, Larry DeNardis, Aviva Budd, Hector Navarro (by conf.), William Lugo (by conf.)

Regents Absent: Juan Carlos Leal, Catherine Smith,

Staff Present: Jane Gates, Gayle Barrett, Candace Barrington, Mike Buccilli, Tamika Davis, Greg DeSantis, Bill Gammell, Jan Kiehne, Ken Klucznik, Carl Lovitt, Lesley Mara, Steve McDowell, Arthur Poole, Pat Ryiz, Mike Stefanowicz, Heidi Zenie

Other Attendees: Mary Bidwell (ACC), Vicki Bozzuto (GCC), Michelle Coach (ACC), Rose Ellis (HCC/GCC), David England (MxCC), David Ferriera (NWCCC), Greg Gorneault (CCC), Jerry Ice (TRCC), Duncan Harris (MCC), Peter Harris (MCC), Margaret Malaspina (CCC), Calvin McFadden (NCC), Alese Mulvihill (HCC), Sydney Voghel-Ochs (NVCC)

The meeting was called to order by Regent Naomi Cohen, chairing the meeting for Merle Harris, at 1:05 p.m.

1. Approval of Minutes – January 11 and January 12, 2018. A motion to approve the minutes from the January 11th and the January 12th meetings, was made by L. DeNardis, seconded by M. Harris, and unanimously approved.

2. Guided Pathways Presentation

Greg DeSantis, Interim Executive Director of Student Success and Academic Initiatives, presented the Guided Pathways program along with members of the Guided Pathways Task Force and the Guided Pathways Task Force sub groups. Guided Pathways is a national movement, implemented in many states and systems, that focuses on student success with the goal to improve student retention and completion. The CSCU Student Success Center has been a member of the network fostered by Jobs for the Future (JFF) for the past six years and is one of 15 Student Success Centers across the country serving 62% of US community college students. Guided Pathways is a central part of the Single College (CT Community College) action to transform the CT CCs. The Guided Pathways Task Force (GPTF), established in July 2017, is the starting point for Guided Pathways. It will work in collaboration with the TAP Co-Managers and the Students First ASA Consolidation Committee. Director DeSantis listed the three GPTF subgroups: Recruitment Architecture, Choice Architecture and Support Architecture and the managers discussed the charge of each subgroup. Each subgroup consists of 25-30 members. Lindsey Norton, Interim Asst. Director of the Student Success Center, discussed the GP Scale of Adoption

Self-Assessment Tool that the CCs are completing and campus visits to assist faculty and staff to complete the Self-Assessment. The tool helps colleges to understand Guided Pathways and its implementation, to document their current environment and their plan for improvement. Regent Harris commended the entire Guided Pathways team for its work thus far and noted that their efforts will make a difference for our students.

Questions/Discussion centered on:

- i. *Is our student population similar to other states? What impediments are there to student success?* This is a new effort around the country; there's not a lot of data yet. The Guided Pathways teams and the completed CCC Self-Assessments will identify what's working and what's not in our CCs.
- ii. *Students are interested in participating. What are some of the things we're expecting and doing?* Students' voices will be heard. Students can attend the Guided Pathways Convening on April 6th at HCC to hear from national experts.
- iii. *How will we measure success if the data is aggregated vs. in individual groups?*
- iv. *How long a period is required to get a fair measure of improvement or success?* The period is more than five years. Director DeSantis noted that the timeline provides 500 days to build the new CT Community College.
- v. *When will you administer the Guided Pathways Scale of Adoption Self-Assessment tool again?* The Guided Pathways team will complete the current assessment in a few weeks. The Scale of Adoption Self-Assessment tool will be re-administered in 2-3 years.
- vi. *When you get annual data with low percentages, what do you do as an intervention before the five-year timeframe? (See 2.iv.) How can we improve things right away to align with best practices?* Some improvements can be implemented right away; some improvements will take time (See 2.iv.).
- vii. *What are the top 2 to 3 motivating factors for a student to enroll in a course?* Director DeSantis cited the following: students want to improve themselves through education, to improve their household and the future for their families, for some students "college is what's next", and some students are receiving funding for education through their employers or the military.
- viii. *What percentage of students enter a community college to get a degree and transfer to a university?* Most students in a community college major in General Studies. They are not sure what they want to do/be. The Meta-Major construct helps students to determine what they would like to do and helps them to explore options. The Guided Pathways program helps students to complete degrees by helping them to: 1) choose an academic program early in their college experience; 2) have a clear road map of the courses they need; and, 3) receive guidance and support to stay on track. Dr. Klucznik, Co-Tap Manager, noted that 90% of community college students say they want to transfer, 80% intend to transfer and 14% actually complete a Bachelor's degree.
- ix. *This is a very labor-intensive process. How do other colleges/universities execute this plan?* It will take creativity and the appropriate software to generate accurate data. G. Duncan Harris, the first Student Success Director, stated that the key component is to establish the right policy for student success and the role of governance in the process.

Chair Cohen thanked the Guided Pathways teams for the overview.

3. Consent Items. **A motion to approve was made by L. DeNardis and seconded by A. Budd. A vote was taken and the consent items were unanimously approved.** Consent items were:

- a. Discontinuations
 - i. Business Management Core – Certificate – TRCC
 - ii. Communications and Customer Relations – Certificate – TRCC
 - iii. Customer Service – Certificate – TRCC
 - iv. Marketing Core – Certificate – TRCC
 - v. Sustainable Facilities Management – Certificate – TRCC
 - vi. Precision Sheet Metal Manufacturing – Certificate – TRCC
 - vii. Accounting Core – Certificate – TRCC
 - viii. Surveying and Mapping Technician – Certificate – TRCC

4. Action Items

- a. New Programs – Michelle Coach, Interim Dean of Academic Affairs and Mary Bidwell, Associate Dean of Manufacturing Technology presented for Asnuntuck CC which is seeking approval of modifications, including name changes and course modifications, for the Manufacturing programs listed below. The reasons for the modifications are t current skill requirements and industry recommendations for graduates.

- i. Manufacturing Electronics & Controls – Certificate - ACC [Name Change/Course Mods]

The name of the Manufacturing Electronics & Controls Certificate was changed to the Technology Studies: Electronics Technology Certificate. One new course was added to update the program.

- ii. Manufacturing Electronics & Controls – AS - ACC [Name Change]

The AS in Manufacturing Electronics and Controls was renamed the AS Degree in Technology Studies (Electronics Technology Option). The total course credits were normalized from 68 to 66 credits.

Chair Cohen solicited questions on these two programs and there were none.

- iii. Manufacturing Welding Technology – Certificate - ACC [Name Change/Course Mods]

The Certificate in Manufacturing Welding Technology was renamed the Advanced Manufacturing Welding Technology Certificate. Three existing courses were replaced with three new courses to meet the specific requirements of the ACC Advisory Committee.

- iv. Manufacturing Welding Technology – AS - ACC [Name Change]

The AS in Manufacturing Welding Technology was renamed the Associate of Science Degree in Technology Studies (Welding Technology Option). The total number of credits in the program were normalized from 70 to 66. The modifications were approved by the College of Technology (COT).

Chair Cohen solicited questions on these two programs and there were none.

A motion to approve the modifications to the ACC Manufacturing and Electronics Controls Certificate and AS degree (4.a.i and ii) and the ACC Manufacturing Welding Technology Certificate and AS degree (4.a.iii and iv) was made by A. Budd and seconded by L. DeNardis. A vote was taken and the program modifications were unanimously approved.

b. Institutional Accreditation – TRCC

Jerry Ice, Interim Academic Dean, spoke about the NEASC acceptance of TRCC's interim fifth year report. A site visit is scheduled in Spring 2018 to assess the implementation of the Second Change Pell Program at prisons. The comprehensive evaluation for institutional accreditation is scheduled for Spring 2022.

A motion to approve the NEASC actions regarding the continued state accreditation of TRCC to September 30, 2023 was made by L. DeNardis and seconded by W. Lugo. A vote was taken and the TRCC institutional interim fifth-year report was unanimously approved.

Dean Ice also spoke about the eight TRCC certificate discontinuations (3. Consent Items, a. Discontinuations, i. → viii.). TRCC looked at 32 certificates with zero, 1, 2 or 3 enrollments and eliminated eight of these. Currently, TRCC has 12-15 very strong certificates.

c. CSCU Decision Support System

Jan Kiehne, Institutional Research Specialist, Research and System Effectiveness and Joe Tolisano, CIO, presented.

The CSCU System's Office of Research and System Effectiveness has acted on the charge from the BOR to design, develop, implement and manage a data-driven Decision Support System (DSS) that will support strategic assessment and planning for all CSCU institutions. Key components of the DSS include the adoption and implementation of common data standards, the creation and maintenance of a data warehouse and the selection and implementation of a common interface for the CSCU. The DSS will serve the data needs of the CSCU System Office, each CSU, the CT Community College and Charter Oak State College. The DSS will include data that can be utilized for improving student outcomes, improving retention and graduation rates, the development of quality education programs, the efficient use of resources and the support of CSCU goals and institutional missions. Data from DSS will be used in decision-making to improve students' motivation, their engagement in the learning process and persistence in the pursuit of a credential. The ultimate beneficiaries of DSS will be CSCU students.

Currently, CSCU does not have a data system that contains comparable information for the seventeen institutions. The six different student information systems do not link to each other.

The data warehouse is part of the proposed system. The goal is to have common data standards across all systems. The DSS has to be integrated with other systems and initiatives: the integration of back office teams across the CSCU system, the consolidation of the

community colleges and all administrative and student-facing processes, the Banner Modernization and Standardization project and upgrade of Banner to Version 9, the implementation of a Common Chart of Accounts, the Protective Enclave, the Student Educational Planner, TAP, Guided Pathways and other projects. With comparable data, DSS will be utilized to identify best practices and accessing data will be easier and more streamlined. The DSS project is not yet funded and the costs to develop and maintain the system are not in the current budget. The standard chart of accounts has been created and will roll out July 1, 2018. Then the project will move forward. It will take a few more years to do the governance work.

Questions/Discussion centered on:

- i. *What opportunity will there be to review the data in DSS? Does the institution get to review the data and verify that it is accurate?* DSS is not a public-facing system. It is for internal use. The creation of common data standards will include agreement around what things mean and that they mean the same thing at all CCs. Data standards are critical.
- ii. *What is the estimated cost? Do you have a software vendor? How do you protect confidentiality?* Right now, we are asking the BOR for a commitment to the project. First, we have to figure out where we want to start and how far we will go. How many of our resources can we use? A number of factors need to be determined. A software vendor has not been chosen yet. We have a common data tool. This is a big project; but, it is moving along.
- iii. *This is an important project to endorse. What is the timeline, cost? How will we pay for it?*
- iv. *We are starting a new venture, but we don't have common definitions yet.* The Banner Modernization will set the standards. A lot of data will be cleaned up. When the consolidation is in place, we will have a common language. We can adopt the CCs data now or build the system from scratch. The second approach is the recommended one.
- v. *What is the timeframe?* We'll do it as soon as possible. The twelve CCs (a single entity) are easier than the four CSUs.
- vi. *Is there a way to compare the CCCs separately to the single CT Community College?* Yes, there are ways to map data from individual CCs to the one CT Community College.

A motion to adopt the BOR Resolution to direct the CSCU System Office to design, develop and implement the Decision Support System (DSS) was moved by A. Budd and seconded by L. DeNardis. A vote was taken and the motion passed unanimously.

5. Below Threshold

a. Drone Applications – Minor – SCSU

The addition of this minor responds to the need for Drone applications in the current environment. There is an increased demand for Drone education and expertise.

No vote is taken on Below Threshold programs. The programs will be submitted to the Office of Higher Education.

Chair Harris reminded the Committee of the special Academic and Student Affairs Committee Meeting on Monday March 5, 2018 at 10:00 a.m. The full BOR is invited to this meeting. There are

two agenda items: 1. the CIHE Substantive Change document, and 2. the Mission and Vision Statement for the new CT Community College. The documents will be distributed before the end of February at least one week in advance of the March 5th meeting.

Chair Cohen called for a motion to adjourn the meeting. A motion was made by L. DeNardis, seconded by A. Budd and unanimously approved. The meeting was adjourned at 2:45 p.m.



CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – March 5, 2018 **DRAFT**
10:00 a.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Richard Balducci, Aviva Budd, Naomi Cohen, Del Cummings, Larry DeNardis, Matt Fleury, Felice Gray-Kemp, Merle Harris (by conf.), David Jimenez, William Lugo, Yvette Melendez, Hector Navarro, Elease Wright

Regents Absent: Catherine Smith, Juan Carlos Leal

Staff Present: Mark Ojakian, Jane Gates, Gayle Barrett, Candace Barrington, Michael Buccilli, Greg DeSantis, Bill Gammell, Ken Klucznik, Nancy Melnicsak, Stacey Musulin, Pat Ryiz, Mike Stefanowicz, Erika Steiner

Other Attendees: Shirley Adams (COSC), Michelle Coach (ACC), Gennaro DeAngelis (ACC and TxCC), Lisa Dresdner (NVCC), G. Duncan Harris (MCC), Paul Martland (QVCC), Steve Minkler (MxCC), Wilfredo Nieves (CCC), Michael Rooke (NWCCC)

Pat Ryiz, Administrative Assistant, Academic and Student Affairs, took the roll call for the meeting.

The meeting was called to order by Regent Naomi Cohen, chairing the meeting for Merle Harris, at 10:00 a.m.

Chair Cohen welcomed William Lugo, new faculty member on the BOR Academic and Student Affairs Committee.

Chair Cohen called for a motion to change the order of the two items on the agenda. Item 2) Draft – The Community College of CT Mission and Vision Statement will be discussed first and Item 1) Students First Substantive Change Report to NEASC will be discussed second. The motion was moved by L. DeNardis and seconded by A. Budd. A vote was taken and the motion was passed unanimously.

1. Draft - The Community College of Connecticut Mission and Vision Statement

Chair Cohen asked Regent Harris for her comments. Regent Harris stated that the CSCU Substantive Change is tremendously important to the CSCU students. The Community Colleges play a key role. The creation of the Substantive Change Report was a collaborative effort. Discussion and comments will improve the report. She thanked the BOR staff and the staff of the Community Colleges. The Mission and Vision statements will become part of the Substantive Change Proposal. Every institution reviewed a draft of the Community College of Connecticut Mission and Vision Statement in light of its own mission. The Mission and Vision Statement before the Committee reflects what is most important to students and the community. How we

proceed with the Substantive Change of the CT Community Colleges will be measured against the Mission and Vision Statement and it will be how we measure ourselves.

Chair Cohen invited President Ojakian to make a statement. President Ojakian thanked everyone who was involved in the creation of the Community College of Connecticut Mission and Vision Statement.

Chair Cohen called for a motion to discuss and adopt the Community College of Connecticut Mission and Vision Statement. H. Navarro moved and L. DeNardis seconded the motion.

Dr. Gates introduced Michael Stefanowicz, Interim Associate Vice President for Academic and Student Affairs, Co-Chair, Students First Academic and Student Affairs Consolidation Committee, who spoke to the history and process of the creation of the Community College of Connecticut Mission and Vision Statement. He noted that he and his Co-chair, Pat Bouffard, the Students First Academic Program Director, convened the ASA Community College Consolidation Committee on February 2, 2018. They reviewed the mission and vision statements of each of the twelve community colleges in the CSCU system and institutions comparable to the new CT Community College. The Mission states what we do and the Vision states who we are and for what we want to be recognized. AVP Stefanowicz stated that the Mission and Vision Statement, Version 7, was discussed with the Community Colleges Council of Presidents, the BOR Faculty Advisory Committee and the BOR Student Advisory Committee at their meetings on March 2, 2018, and with the twelve community colleges. The campuses provided a great deal of feedback, primarily in the areas of community college affordability, career training, lifelong learning, equity and diversity, student-centered education, student success and importance of local communities.

Regent Harris stated that CT state statute requires the Mission statement to include degree levels. She asked Dr. Gates to add a statement to the last sentence of the Mission statement to read, "...industries it serves and awards associates degrees and certificate programs". Chair Cohen called for questions and discussion. There were none. A vote was taken and the motion passed unanimously.

2. Students First Substantive Change Report to NEASC

- [Please use this link to access referenced Appendices](#)

Chair Cohen called for a motion to adopt the BOR Resolution concerning the Substantive Change Request for the Consolidation of Connecticut's Community Colleges and the Draft of the NEASC Substantive Change Request Connecticut State Colleges and Universities dated February 28, 2018. A. Budd moved and L. DeNardis seconded the motion.

Regent Harris discussed the definition of a Substantive Change Proposal and noted that it is important to know what the Committee is voting on. She noted that the definition and framework of a Substantive Change were discussed at the January 11, 2018 Academic and Student Affairs Committee meeting. Representing the NEASC Commission on Institutions of Higher Education (CIHE) at the meeting were Dr. Barbara E. Brittingham, President of the Commission, and Dr. Patricia M. O'Brien, Senior Vice President of the Commission, who spoke about what a Substantive Change is and that it is submitted when a major change is planned. The purpose of the Substantive Change Report is to determine if the proposed CT Community College is in compliance with the CIHE Standards for Accreditation. In preparing the Substantive Change

Report, it was advantageous to have consultations with the CIHE and the opportunity to get an Early Advisory Opinion from the CIHE in June 2017 before submission of the proposal to the BOR in October 2017. The NEASC Substantive Change Request will be submitted to the BOR on March 8, 2018 for approval to submit the request to CIHE by March 16, 2018 for the consolidation of the 12 individually accredited community colleges into a single accredited College.

President Mark Ojakian thanked all those involved with the latest draft of the NEASC Substantive Change Request which will be submitted to the NEASC CIHE for consideration at the Commission's April 2018 Meeting. President Ojakian indicated that he firmly believes that the consolidation of the twelve CSCU Community Colleges into the CT Community College with twelve campuses is the best path forward for the system's 55,000 students. Although a bold step, the single CT Community College proposal will improve the educational quality while continuing to provide affordable education to CT's community college student population.

Jane Gates, Provost and Senior Vice President for Academic and Student Affairs, discussed the process of creating the NEASC Substantive Change Proposal, which was first presented to the ASA Committee at its meeting on January 11, 2018. She discussed the six guiding principles/goals of the proposed consolidation of the community colleges into the CT Community College:

1. To create a single NEASC accredited community college with 12 campuses, with clear and consistent practices and procedures.
2. To improve student success by implementing proven strategies throughout the College.
3. To institute clear enrollment management practices to address declining enrollment patterns.
4. To provide seamless transition for students to the future single college.
5. To maintain the uniqueness, identity and community connections of each campus.
6. To ensure a financially stable and sustainable future for the state's community colleges.

Provost Gates introduced the subject matter experts at the table who were assigned specific NEASC CIHE Standards of Accreditation: Erika Steiner, CFO, Michael Stefanowicz, Co-chair of the Academic and Student Affairs (ASA) Community College Consolidation Committee, Bill Gammell, Director, Policy, Research and Strategic Planning, Michael Rooke, President, Northwest CT CC and G. Duncan Harris, Dean of Student Affairs, Manchester CC.

Chair Cohen solicited questions and comments from the Regents regarding the NEASC Substantive Change Request. She stated that technical recommendations on grammar, typos, syntax, etc. have already been submitted. She asked the Regents to confine their questions and comments to substantive issues.

Regent Lugo expressed his concern about the elimination of the role of the Department Chair. He cited his own experience as a department chair dealing with HR issues, grade appeals, union issues and others. Provost Gates responded that the Department Chair and the Program Coordinator roles are similar. Regent Melendez also had questions about the Department Chair role; but asked if the Committee can proceed with the discussion section by section, standard by standard. When the overview of organizational changes is addressed, the role of the Campus VP and the role of the Department Chair can be discussed. The new HR structure and the role and scope of each function at

the local level vs. the system-wide central office can also be discussed. Chair Cohen stated that Regent Melendez' suggestion is well taken. Regent DeNardis stated that Regent Lugo makes a good point regarding the position of the Department Chair. Pres. Ojakian stated that he and Regent Lugo met this morning regarding the issue.

Regent Cohen stated that the issues discussed in the Overview are addressed in further detail in the Standards. The Committee will address the Standards for Accreditation, in order, starting on Page 30 of the report.

Standard One: MISSION AND PURPOSES

Chair Cohen called for questions on Standard One and there were none.

Standard Two: PLANNING AND EVALUATION

Chair Cohen solicited questions and comments from the Regents on Standard Two. Regent Melendez referred to the Strategic Planning Process discussed in this section. She asked for the status of the Strategic Planning Process and how the consolidation of the CCCs will tie into it. Will there eventually be a Strategic Plan? President Ojakian stated that the BOR approved a strategic plan for the system in 2013. Due to internal and external events, the strategic plan was never fully developed or implemented. In the near future, the BOR will need to reevaluate the Strategic Planning process and determine the next steps around the Strategic Plan. Regent Melendez asked if the BOR needs to move forward to further revise the Strategic Plan. President Ojakian stated that the Strategic Planning is part of the Substantive Change document and the entire Plan will be revisited after CIHE approval and implementation of Students First.

Standard Three: ORGANIZATION AND GOVERNANCE

Chair Cohen solicited questions and comments from the Regents on Standard Three. Pres. Ojakian stated that the new CT Community College will have a President/CEO search process based on current BOR policy for the selection of a College President. Regent DeNardis asked if a candidate for the President/CEO would be considered for the position without having been a CCC president. Chair Cohen stated that the BOR Human Resources Committee will meet at the end of March to further revise the job descriptions of the CT CC leadership team. President Ojakian referred to the Organization Chart noting that 17 colleges and three satellite locations will be grouped into three regions each headed by a Regional President each representing four colleges. Each campus will be led by a Campus Vice President who will report to the Regional President and who will be responsible for the day-to-day operations of the campus, community engagement and philanthropic partnerships. Pres. Ojakian noted that Steve Minkler, Lead Campus Administrator, MxCC, is an example of a Campus Vice President. President Michael Rooke noted that, right now, the leaders at each campus run the day-to-day operations and oversee faculty and staff. Campus Vice Presidents will be considered the CEO of the campus and will be charged with improving the educational experience of students and will work closely with the other Campus VP's, the community, the legislature and external agencies among other entities. He reminded the BOR that "Community is our middle name".

Regent Melendez asked what role the Campus VP has in academic programming on the campus. President Rooke responded that the Campus VP insures that the curriculum is deployed, hires the Dean of Academic and Student Affairs and faculty. He/she will be the external face of the organization.

Regent Budd asked what role the Campus VP has in the budget. Does the President/CFO allocate funds among the regions, and then the Regional Presidents allocate the funds among the colleges? She would like to see guidelines for budget allocation and more detail regarding the block grant allocations. President Ojakian responded that the intention is to have a formula for the allocation of the block grant. Overall, the budget will be managed by the CFO and the President/CEO. The campuses will have a role in the budget allocation. Regent Budd asked if the Regional Presidents or the Campus VPs will have a role in budget allocation. CFO Steiner responded that now each community college owns its tuition and fees and that there is a formula for state funding. The President/CEO is the budget owner and decides on the distribution of state funding/block grant. Colleges today are responsible to work within their budgets comprised of a portion of the block grant/state appropriations plus tuition and fees. Regent Budd asked if the tuition is paid to the college or to the system. CFO Steiner responded that tuition and fees are paid at the institution level. The budget allocation process will be made clearer.

Chair Cohen asked what the role of the Campus VP will be in the budget process. President Rooke responded that the Campus VP must advocate to the Regional President and the President/CEO. Provost Gates responded that the overall structure regarding budgeting, the strategic plan, and Key Performance Indicators within the college should be clarified in the document. Regent Cummings asked if the process was streamlined and if we are missing an opportunity to gain efficiency in the new organization. President Rooke replied that we don't want to diminish the structure so much that it no longer functions. The new structure is modeled after what we have now. Regent Gray-Kemp stated that at this point in the Substantive Change process, not everything needs to be in place. We need a game plan with a current statement (what is the current state), a destination statement (what the intent is) and identify the gaps.

Standard Four: ACADEMIC PROGRAMS

Chair Cohen solicited questions and comments from the Regents on Standard Four. Regent Lugo questioned how the current 760 certificate and degree programs will be approved through the curriculum committee from Spring 2018 to Spring 2019. Currently, it is not a quick process. Dr. Gates responded that we will begin with those programs that can be moved quickly, the General Education core programs through TAP and pre-requisites. These are manageable. Dr. Gates responded that the ASA Community College Consolidation Committee is devising a reasonable plan to move forward. What will a common program look like? The work groups for the 22 TAP programs have tried to design a manageable program. We need a statewide curriculum committee. TAP and FIRC (TAP Framework and Implementation Review Committee) are models we can follow. We do need to cut down on the time it takes for program approval.

Standard Five: STUDENTS

Chair Cohen solicited questions and comments from the Regents on Standard Five. Regent Gray-Kemp referenced the first full paragraph on Page 57 of the Substantive Change Report as an area of concern. The paragraph states, *"With Commission approval, we propose that the requirements for all current degree programs remain in effect until degrees for the College have been modified and approved. Students will have up to six years to complete the requirements for the degree programs in which they are currently enrolled."* Regent Gray-Kemp asked what work has been done to eliminate the effect of the transition (on students). Dean G. Duncan Harris responded that we will honor commitments made to students at the time they declared their majors. Dr. Gates stated that every

month academic programs are revised. Students can remain in a program or choose a revised program. CCC students graduate in an average of 5.5 years. Degree Works will track progress toward degree completion. Status of degree completion will be clearly communicated to students.

Regent Wright asked if the document has been reviewed by CIHE. President Ojakian responded that discussion regarding the Substantive Change has been welcomed by CIHE and CSCU has been in communication with CIHE colleagues on the first draft of the document. He expressed his confidence that most, if not all, of their comments have been addressed. Regent Navarro referenced the last three sentences of the first paragraph on Page 58 which state, *“Students who wish to take courses across multiple institutions must apply separately to each college and may be placed in different level courses. This holds true for students who transfer from one community college to another. In some cases, courses taken at one community college will not transfer to another community college, owing to differences in prerequisites, requirements, competencies, and outcomes.”* Dr. Gates responded that the admission process will be streamlined and standardized in the new College. What the paragraph is saying is that this is true under the current state of the CCC and should be clearer

Standard Six: TEACHING, LEARNING AND SCHOLARSHIP

Chair Cohen called for questions and comments on Standard Six and there were none.

Standard Seven: INSTITUTIONAL RESOURCES

Chair Cohen called for questions and comments on Standard Seven and there were none.

Standard Eight: EDUCATIONAL EFFECTIVENESS

Chair Cohen solicited questions and comments from the Regents on Standard Eight. Regent Cummings pointed to the Critical Success Factors (CSFs) listed on Page 74. *“The CFSs for the College will consist of the following measures of persistence and completion: retention, graduation, and gainful employment rates.”* Regent Cummings asked if regular feedback is solicited from employers and if the report could incorporate comments from employers. Director Gammell responded that the task of surveying employers is onerous and specifics about employees can involve FERPA requirements. The Office of Institutional Research is doing a lot of work on what we mean by retention and graduation rates. With Student Achievement Measure (SAM), we can track students still attending, graduates and students who transfer and graduate. We are tracking not only full-time but also part-time students as well. We will have a much better reading of student data for the CSUs and CCC.

Regent Melendez asked the Chair if we could return to Standard Five. Chair Cohen stated that we will have a chance to address that after all standards have been discussed.

Standard Nine: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Chair Cohen solicited questions and comments from the Regents on Standard Nine. A question was raised regarding how Section XI. Involvement of Community College Presidents in Consolidation Proposal fits with the rest of the document. Dr. Gates stated that this can be moved to an earlier portion of the document. Chair Cohen stated that the College Presidents were clearly involved in the process and Regent Melendez indicated that there continues to be a need for transparency and building consensus. Chair Cohen reiterated that change is hard and people want to be reassured that the Substantive Change is about students and it will make it better for students. Regent Jimenez cited

the Student Code Conduct on Page 76, Paragraph 4, “*The students however are required to adhere to their own Code of Conduct...*” He suggested citing the specific title of the Student Code of Conduct.

Appendices

Chair Cohen solicited questions and comments about the Appendices to the document. Regent Budd stated that Appendices L. Community College Academic Programs by Award and M. Community College Non-Credit Programs are confusing. She also stated that the narrative was wonderful, showing the financials before and after the consolidation and the savings must add up to \$28 million. CFO Erika Steiner stated that she has all the data and that a reconciliation is missing from the package.

Chair Cohen addressed Regent Melendez’ request to go back to Standard Five: STUDENTS. Regent Melendez requested a clarification on the demographic issues regarding Hispanic/Latino students and the rationale for qualifying the new CCC for Hispanic Serving Institution (HIS) Status. Currently there are 3-4 Hispanic Serving Institutions. As a consolidated system, we are seeking one HIS. How feasible is this in terms of Title V? Dr. Gates responded that, as a consolidated institution, 26.4% of the student population is Hispanic/Latino. When we submit grants, it will be as a consolidated HIS for Title V grants. Using this rationale, we think this would serve a higher percentage of Hispanic/Latino students. President Ojakian responded that the goal is not to diminish support of our students in the current situation. We are in close communication with the federal government. Some institutions that serve Hispanic/Latino students are not currently eligible for Title V grants. As a consolidated institution, we can scale to the correct proportion to serve more Hispanic/Latino students to insure that we don’t decrease services to Hispanic/Latino students.

Chair Cohen called upon Regent Harris for comments. Regent Harris stated that we have covered everything in the Substantive Change document. The comments/questions were good. Revisions to the document will be made based on the Regents’ comments when the CIHE Substantive Change Report is rewritten for submission to the CIHE on March 16, 2018. We have to determine how we move forward to the BOR meeting on Thursday March 8, 2018. Regent DeNardis noted that the Substantive Change document was very well done. He noted that while some had a different model in mind, we must move forward. He commended all who worked on the project.

Chair Cohen asked Erin Fitzgerald, Associate for BOR Affairs, if The Community College of CT Mission and Vision Statement is amended per the discussion and asked her to read the amended Mission and Vision statement. A vote was previously taken to adopt the amended Mission and Vision Statement of the Community College of CT (See Page 2) and the motion passed unanimously.

Chair Cohen noted that there is a motion to adopt the BOR Resolution concerning the Substantive Change Request for the Consolidation of Connecticut’s Community Colleges and the Draft of the Substantive Change Proposal dated February 28, 2018. (See Page 2) A vote was taken to adopt the BOR Resolution concerning the Substantive Change Request for the Consolidation of Connecticut’s Community Colleges and to move the Resolution forward to the BOR for its meeting on Thursday March 8, 2018 and the vote was unanimous.

Chair Cohen called for a motion to adjourn at 12:05 p.m. The motion was moved, seconded and unanimously approved.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Mathematics/Science leading to an Associate of Arts Degree with a Chemistry Option at Naugatuck Valley Community College with a phase-out period ending at the conclusion of the 2019 Spring semester.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Termination of a program in Mathematics/Science with a Chemistry Option leading to an Associate of Arts degree at Naugatuck Valley Community College.

BACKGROUNDSummary

The proposal for the discontinuation of this program is the result of offering a new Transfer Ticket Chemistry Studies program which is very similar to the referenced program.

Rationale

Having both programs mentioned above in the catalog would confuse both students and advisors. The Transfer Ticket program leads to guaranteed transfer to the CSUs

Phase-Out/Teach-Out Strategy

The phase out period will be one academic year with a termination date set at the end of the 2019 spring semester. Current students will be advised to switch to the Transfer Ticket Chemistry Studies program.

Resources

No resources are required for the termination of this certificate.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

03/28/2018 – BOR Academic & Student Affairs Committee

04/05/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College		Date of Submission to BOR Office:
Discontinued Program: A.A. Mathematics/Science - Chemistry Option CIP: 40.9999 DHE# (if available): Accreditation Date: 9/1/2000 Phase Out /Teach Out Period 1 academic year (18-19) Expected Date of Program Termination Following spring 2019.		
Program Characteristics Name of Program: Mathematics/Science - Chemistry Option Degree: Title of Award (e.g. Master of Arts) Associate of Arts Certificate: (specify type and level) Modality of Program: X On ground Online Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: STEM Division		
Institutional Contact for this Proposal: Dr. Peter Angelastro	Title: Academic Division Director of STEM	Tel.: 203-596-8690 e-mail: pangelastro@nv.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned):
Log of BOR Steps Towards Discontinuation Approval:
Resolution number for BOR Approval: Date of Approval:
Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The proposal to discontinue of the Mathematics/Science – Chemistry Option program is the result of offering the new Transfer Ticket Chemistry Studies program. A comparison of the program curricula shows the high degree of similarity between the programs (Appendix A). The main difference is Mathematics/Science – Chemistry Option directs students to complete MAT* H172 College Algebra and MAT* H185 Trigonometric Functions, which lead into MAT* H254 Calculus I, while the Transfer Ticket Chemistry Studies program leaves the path to MAT* H254 Calculus I open through unrestricted electives. Thus, a student that enters as calculus-ready can use the unrestricted electives to complete additional general education or program courses. Students that enter as not ready for calculus can choose between MAT* H172 College Algebra and MAT* H185 Trigonometric Functions or MAT* H186 Precalculus.

Since the programs are redundant, having both in the catalog will lead to confusion to students and advisors. The Transfer Ticket program leads to guaranteed transfer to the CSUs and thus Mathematics/Science – Chemistry Option should be terminated.

The past three years of enrollment and completions in the program can be found in Appendix B. Students enrolled in the Mathematics/Science – Chemistry Option program will be advised to switch into the Chemistry Studies program.

Phase Out/Teach Out Strategy

Please 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.)

The courses needed to complete the program are all currently part of other NVCC programs and will continued to be offered with the exception of Organic Chemistry I and II, which have not been offered at NVCC in over 10 years. Students have always been advised to take Organic Chemistry I and II at another institution and transfer the credits back to NVCC. Students will also be advised to switch to the Transfer Ticket Chemistry Studies program, which has almost exactly the same curriculum. Because a student can just as easily complete the Transfer Ticket Chemistry Studies program, which also allows automatic transfer to a CSU, the phase out period will be 1 academic year with a termination date of the end of spring 2019.

Appendix A: Comparison of Mathematics/Science Chemistry - Option and Transfer Ticket Chemistry Studies Program Curricula

Highlighted cells demonstrate differences in the curricula.

Mathematics/Science - Chemistry Option

FIRST SEMESTER

Course	Credits
CHE* H121 General Chemistry I	4
MAT* H172 College Algebra	3
ENG* H101 Composition	3
Any Continuing Learning/Information Literacy course	3
Unrestricted elective (any credit-bearing course)	1-3
Semester Total	14-16

SECOND SEMESTER

Course	Credits
CHE* H122 General Chemistry II	4
MAT* H185 Trigonometric Functions	3
ENG* H102 <i>or</i> ENG* H200 <i>or</i> ENG* H202	3
Any Social Phenomena course	3
Any Oral Communication course	3
Semester Total	16

THIRD SEMESTER

Course	Credits
CHE* H211 Organic Chemistry I	4
MAT* H254 Calculus I	4
PHY* H121 General Physics I <i>OR</i> PHY* H221 Calculus-Based Physics I	4
Any Aesthetic Dimensions course	3
Semester Total	15

FOURTH SEMESTER

Course	Credits
CHE* H212 Organic Chemistry II	4
MAT* H256 Calculus II	4
PHY* H122 General Physics II <i>OR</i> PHY* H222 Calculus-Based Physics II	4
Any Historical Knowledge and Understanding course	3
Semester Total	15
Program Total	60-62

Transfer Ticket Chemistry Studies

FIRST SEMESTER

Course	Credits
CHE* H121 General Chemistry I	4
Unrestricted elective (any credit-bearing course)	3
ENG* H101 Composition	3
Any Continuing Learning/Information Literacy course	3
Unrestricted elective (any credit-bearing course)	3
Semester Total	16

SECOND SEMESTER

Course	Credits
CHE* H122 General Chemistry II	4
Unrestricted elective (any credit-bearing course)	3
Any Written Communication course	3
Any Social Phenomena course	3
Any Oral Communication course	3
Semester Total	16

THIRD SEMESTER

Course	Credits
CHE* H211 Organic Chemistry I	4
MAT* H254 Calculus I	4
PHY* H121 General Physics I <i>OR</i> PHY* H221 Calculus-Based Physics I	4
Any Aesthetic Dimensions course	3
Semester Total	15

FOURTH SEMESTER

Course	Credits
CHE* H212 Organic Chemistry II	4
MAT* H256 Calculus II	4
PHY* H122 General Physics II <i>OR</i> PHY* H222 Calculus-Based Physics II	4
Any Historical Knowledge and Understanding course	3
Semester Total	15
Program Total	62

Appendix B: Enrollment and Awards Data for A.A. Mathematics/Science - Chemistry Option

	A.A. Mathematics/Science - Chemistry Option											
	First Year			Second Year			Total					
	Full Time	Part Time	Total First Year	Full Time	Part Time	Total Second Year	Full Time	Part Time	Total	Full Time	Part Time	Total
Fall 17	6	3	9	3	4	7	9	7	16			
Fall 16	13	6	19	1	4	5	14	10	24			
Fall 15	7	9	16	2	6	8	9	15	24			
	Number of Awards											
2016-17	0											
2015-16	2											
2014-15	2											

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the termination of a program in Mathematics/Science leading to an Associate of Arts Degree at Naugatuck Valley Community College with a phase-out period ending at the end of the 2021 Spring semester.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Termination of a program in Mathematics/Science leading to an Associate of Arts degree at Naugatuck Valley Community College.

BACKGROUNDSummary

The proposal for the discontinuation of this program is the result of academic program review process which concluded the adoption of the Transfer Ticket pathways for Biology, Chemistry, Mathematics and Physics rendered the referenced program redundant.

Rationale

The referenced program did not provide a viable transfer strategy to a four-year program, and the problem was resolved by the Transfer Ticket pathways in four district disciplines.

Phase-Out/Teach-Out Strategy

Current students will be advised to switch to a specific Transfer Ticket program. However, those student too far along within the Mathematics/Science program will be afforded a three-year phase out period ending at the end of the 2021 Spring semester.

Resources

No resources are required for the termination of this certificate.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve termination of this program.

03/28/2018 – BOR Academic & Student Affairs Committee

04/05/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College		Date of Submission to BOR Office:	
Discontinued Program: A.A. Mathematics/Science		CIP: 40.9999	DHE# (if available):
3/5/1970		Accreditation Date:	
Phase Out /Teach Out Period 3 academic years (18-19, 19-20, 20-21)		Expected Date of Program Termination Following	
spring 2021.			
Program Characteristics			
Name of Program: Mathematics/Science			
Degree: Title of Award (e.g. Master of Arts) Associate of Arts			
Certificate: (specify type and level)			
Modality of Program: X On ground Online Combined			
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: STEM Division			
Institutional Contact for this Proposal: Dr. Peter Angelastro		Title: Academic Division Director of STEM	Tel.: 203-596-8690 e-mail: pangelastro@nv.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):
Log of BOR Steps Towards Discontinuation Approval:
Resolution number for BOR Approval: Date of Approval:
Conditions for Discontinuation Approval (if any)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR **DISCONTINUATION OF EXISTING PROGRAM** (Public Higher Education Institutions) - 01/20/12

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Mathematics/Science program underwent the Academic Program Review in 2013. Following the review, the committee recommended the program be terminated if/when the Transfer Articulation Policy was adopted. Since the Transfer Articulation Policy was adopted and the Transfer Ticket pathways for biology, chemistry, mathematics, and physics have been ratified, the Mathematics/Science degree is redundant. Appendix A compares the Mathematics/Science, Biology Studies, Chemistry Studies, Mathematics Studies, and Physics Studies curricula and demonstrates how the Mathematics/Science program can emulate the first two years of any science or math degree. In practice, however, the openness of the Mathematics/Science program along with student self-advising lead to many students completing the program with no viable transfer strategy to a four-year program. The Transfer Ticket Pathways resolve the transfer issue by having separate degree programs for each discipline. Once a student identifies a field of study, the correct curriculum can be chosen to allow transfer with junior status in a particular program. Even if a student self-advises, the student is unlikely to choose incorrect courses using the Transfer Ticket program.

The past three years of enrollment and awards in the program can be found in Appendix B. Students enrolled in the Mathematics/Science program will be advised to switch to the appropriate Transfer Ticket program unless the student is too far along in the Mathematics/Science program to benefit from switching majors.

Phase Out/Teach Out Strategy

Please 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.)

The courses needed to complete the program are all currently part of other NVCC programs and will continued to be offered. Depending on how far along the student is within the Math/Science curriculum, the student will be advised to switch to the Transfer Ticket program that best aligns with the student's intended baccalaureate program. Because the Mathematics/Science program has many directed electives, a student may not benefit from switching into a Transfer Ticket program. Thus, the phase out period of this program will be 3 academic years (following Spring 2021), which will allow time for all students to be advised to switch or complete the program.

Appendix A: Comparison of Mathematics/Science and Relevant Transfer Ticket Program Curricula

Mathematics/Science	Biology Studies	Chemistry Studies	Mathematics Studies	Physics Studies
<i>General Education Courses</i>	<i>General Education Courses</i>	<i>General Education Courses</i>	<i>General Education Courses</i>	<i>General Education Courses</i>
Any Aesthetic Dimensions Course	Any Aesthetic Dimensions Course	Any Aesthetic Dimensions Course	Any Aesthetic Dimensions Course	Any Aesthetic Dimensions Course
Any Continuing Learning Course	Any Continuing Learning Course	Any Continuing Learning Course	Any Continuing Learning Course	Any Continuing Learning Course
Any Historical Knowledge Course	Any Historical Knowledge Course	Any Historical Knowledge Course	Any Historical Knowledge Course	Any Historical Knowledge Course
Any Oral Communication Course	Any Oral Communication Course	Any Oral Communication Course	Any Oral Communication Course	Any Oral Communication Course
MAT* H172 College Algebra or above	MAT* H185 or MAT* H186	MAT* H254 Calculus I	MAT* H185 or MAT* H186	MAT* H254 Calculus I
First Semester of Majors-level Science	BIO* H121 General Biology I	CHE* H121 General Chemistry I	First Semester of Majors-level Science	PHY* H221 Calculus-based Physics I
Second Semester of Majors-level Science	BIO* H122 General Biology II	CHE* H122 General Chemistry II	Second Semester of Majors-level Science	PHY* H222 Calculus-based Physics II
Any Social Phenomena Course	Any Social Phenomena Course	Any Social Phenomena Course	Any Social Phenomena Course	Any Social Phenomena Course
ENG* H101 Composition	ENG* H101 Composition	ENG* H101 Composition	ENG* H101 Composition	ENG* H101 Composition
ENG* H102, H200, or H202	Any Written Communication Course	Any Written Communication Course	Any Written Communication Course	Any Written Communication Course
<i>Program Courses</i>	<i>Program Courses</i>	<i>Program Courses</i>	<i>Program Courses</i>	<i>Program Courses</i>
MAT* H254 Calculus I	MAT* H254 Calculus I	MAT* H256 Calculus II	MAT* H254 Calculus I	MAT* H256 Calculus II
1.5 credits in math or science courses	CHE* H121 General Chemistry I	CHE* H211 Organic Chemistry I	MAT* H256 Calculus II	MAT* H268 Calculus III
9 credits in unrestricted electives	CHE* H122 General Chemistry II	CHE* H212 Organic Chemistry II	MAT* H268 Calculus III	MAT* H285 Differential Equations
	PHY* H121 or CHE* H211	PHY* H121 or PHY* H221	MAT* H274 or H285 or H287	CHE* H121 General Chemistry I
	PHY* H122 or CHE* H212	PHY* H122 or PHY* H222	CSC* H113 or H205	CHE* H122 General Chemistry II
	200-level BIO* lab science	9 credits in unrestricted electives	6-8 credits in unrestricted electives	Any Creativity course
	200-level BIO* lab science			Any Global Knowledge course
				Unrestricted elective
Total Credits: 60-62	Total Credits: 60-61	Total Credits: 62	Total Credits: 60	Total Credits: 61

Appendix B: Enrollment and Awards Data for A.A. Mathematics/Science

	A.A. Mathematics/Science											
	First Year			Second Year			Third Year			Total		
	Full Time	Part Time	Total First Year	Full Time	Part Time	Total Second Year	Full Time	Part Time	Total Third Year	Full Time	Part Time	Total
Fall 17	9	5	14	8	15	23	17	20	37			
Fall 16	19	17	36	7	7	14	26	24	50			
Fall 15	18	16	34	7	8	15	25	24	49			
2016-17	Number of Awards											
2015-16	6											
2014-15	10											
	15											

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Termination

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the immediate termination of a program in Chemistry leading to a Bachelor's of Arts degree with a Biotechnology Option at Western Connecticut State University.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Termination of a program in Chemistry with a Biotechnology Option leading to a Bachelor's of Arts degree at Western Connecticut State University

BACKGROUNDSummary

While Western has a thriving undergraduate degree program in Chemistry with several options, the referenced option has had an enrollment of zero students for five academic years; thus, the decision to terminate the program immediately.

Rationale

Given the lack of demand, the department will focus its resources on other Chemistry degree options.

Phase-Out/Teach-Out Strategy

With no students for five years, there is no need for a phase out period.

Resources

No resources are required for the termination of this program.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents approve the immediate termination of this program.

03/28/2018 – BOR Academic & Student Affairs Committee

04/05/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University		Date of Submission to BOR Office:	
Discontinued Program: Biotechnology option only CIP: 26.1201 DHE# (if available):		Accreditation Date:	
Phase Out /Teach Out Period n/a Expected Date of Program Termination May 2017			
Program Characteristics			
Name of Program: BA Chemistry: Biotechnology Option			
Degree: Title of Award (e.g. Master of Arts) Bachelor of Arts			
Modality of Program: X On ground Online Combined			
Institution's Unit and Location Offering the Program: Macricostas School of Arts & Sciences			
Institutional Contact for this Proposal: Dr. Russ Selzer		Title: Chair, Chemistry	Tel.: 203-837-8448 e-mail: selzerr@wcsu.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned):	
Log of BOR Steps Towards Discontinuation Approval:	
Resolution number for BOR Approval:	Date of Approval:
Conditions for Discontinuation Approval (if any)	

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

<p>Narrative: WCSU has a thriving BA in Chemistry with options in Chemistry, Biochemistry, Biotechnology, and Secondary Education. We are accredited by the American Chemical Association and NCATE/CAEP.</p> <p>While the option in Biochemistry is well subscribed and is a frequent pathway to advanced degrees in medical field, the Biotechnology has had 0 enrollment for the last five years. There are only three courses related to this option, and we do not currently have a faculty member on staff that can teach them. Given the lack of demand, we feel it is best to focus our resources on Chemistry and Biochemistry.</p>
<p>Phase Out/Teach Out Strategy</p> <p>There are no students currently enrolled in this program. We move to close immediately.</p>

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program in Mathematics leading to either a Bachelor's of Arts degree or a Bachelor's of Science degree, specifically significant curricular changes to concentrations therein at Eastern Connecticut State University.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of program in Mathematics leading to either a Bachelor's of Arts or a Bachelor's of Science degree at Eastern Connecticut State University

BACKGROUNDSummary

At Eastern, the Computer and Math Department has been split into two separate departments to allow each department the agility and focus to enhance its programs. Restructuring the Mathematics degree affords ECSU opportunities to meet the specialized needs of students with five distinct curricular concentrations within two degree programs.

Rationale

By updating and enhancing its math curriculum, Eastern will be better positioned to respond to pressing workforce needs by promoting practical applications of mathematics in a variety of careers including teaching, business, actuarial science and other analytical fields. Additionally, the new concentrations have been specifically designed to meet TAP guidelines or to prepared students for graduate school.

Resources

No additional resources are required for modification of this program. Current faculty members have the ability to teach all the proposed new and revised courses.

RECOMMENDATION

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

03/28/2018 – BOR Academic & Student Affairs Committee

04/05/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION (continued)

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):

Program Discontinued: CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination

Institution's Unit (*e.g. School of Business*) and Location (*e.g. main campus*) Offering the Program: School of Arts & Sciences;
Main Campus

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional license, please identify:

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

Institutional Contact for this Proposal: Dimitrios Pachis Title: Provost
Tel.:860-465-5246 e- mail: pachis@easternct.edu

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)*

The Department of Mathematical Science proposes to realign their offerings in accordance with the Spring, 2015 Academic Performance Review Committee (APRC) recommendations. As the first step of this effort, the Computer and Math Department was split into two separate departments in May, 2016 to allow each department the agility and focus to enhance its programs. The second step of this effort is the restructuring of the degree offerings discussed in this proposal. These concentrations provide each student with a clear advising path and prepare students for a range of career or graduate school options, focusing on areas that are currently in demand.

The proposed department, shown in Table 1, offers two degrees (B.A. and B.S.). These offerings will enhance the department by:

- Highlighting offerings currently available to students
- Enhancing offerings for those with specialized needs
- Addressing pressing workforce needs
- Promoting the Eastern concept of “Liberal Arts. Practically Applied.”

Bachelor of Arts (44 credits)		Bachelor of Science (53 credits)		
MATHEMATICS Structures & Applications	MATHEMATICS Math for Teaching	MATHEMATICS Structures & Applications	MATHEMATICS Actuarial Science	MATHEMATICS Data Science
Prepares students for: • Careers in math Geared toward: • Transfer Students (aligned with TAP) • Double majors	Prepares students for: • Teaching at secondary level • Teaching at elementary level	Prepares students for: • Graduate school • More advanced mathematical careers	Prepares students for: • First two actuarial tests • VEE credit	Prepares students for: • Careers in data analytics

Table 1 Proposed Structure of Mathematical Sciences Department

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Students who graduate with a B.A. or a B.S. in Mathematics will be prepared for a variety of careers in Connecticut. Mathematicians may work in business, science, or analytical fields where they are able to use logical thinking and an understanding of mathematical concepts to solve real-world problems. Actuarial scientists are important for the insurance industry, and data scientists are in high demand in many fields, including the bioscience industry.

Secondary school mathematics teachers (Grades 7-12) continue to be in short supply in Connecticut and nationwide ([“Teach in Connecticut,”](#) February, 2017 and the [Teacher Shortages Nationwide](#) report, August, 2016). Eastern is able to provide students with both the solid content knowledge in Mathematics and the strong pedagogical skills needed to prepare Connecticut’s future teachers.

See the fourth bullet (employment prospects) for more detail on the employment prospects for candidates.

- 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?

Faculty in the Mathematical Sciences Department have the ability to teach all the proposed courses. Most of the courses in these

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR MODIFICATION OF ACCREDITED PROGRAM

concentrations are already available or are being piloted by the Mathematical Sciences Department. (Courses listed in the areas of Computer Science, Economics, or Business are also currently available.) Beyond the core disciplinary courses, however, Eastern's liberal arts focus will also provide students with the necessary analytical skills that are critical to successful understanding and application of mathematical/statistical concepts. For students focusing on teaching, Eastern also brings a strong educational program with faculty who specialize in teaching mathematical concepts.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

Two of the concentrations are specifically designed for transfer students and meet the TAP guidelines.

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

All of the four CSCU schools offer mathematics degrees, and all four schools prepare students for a career in secondary education. In addition, Central offers concentrations in Statistics and in Actuarial Science, Southern offers a concentration in Applied Science, and Western offers a concentration in Computer Science.

Degree	Concentration	Total Math Credits
--------	---------------	--------------------

Central

B.A.	Mathematics		38
B.A.	Mathematics	Actuarial Science	58
B.A.	Mathematics	Statistics	58
B.S.ED.	Mathematics	Grades 7 - 12	48

Eastern

B.A./B.S.	Mathematics		44
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Southern

B.A.	Mathematics		36
B.S.	Mathematics	Applied	40
B.S.	Mathematics	Grades 7 - 12	36

Western

B.A.	Mathematics		45
B.A.	Mathematics	Computer Science	47
B.S.	Mathematics	Secondary Education	49-51

While we are sharpening our offerings to clarify advising paths and ensure our students have all the latest skills, the Mathematics degree is not a new offering. Some of our current students are graduating as math teachers or actuaries. Others are graduating with double majors in fields such as business or economics. Some students are going directly into business or financial careers while others are going on to graduate school. Further, given the high demand in the field of STEM careers and the demand for math teachers, we believe there is sufficient demand across the state to support these programs.

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- Please provide a description/analysis of employment prospects for graduates of this proposed program

As noted above, students who graduate with a B.A. or a B.S. in Mathematics will be prepared for a variety of careers. Mathematicians may work in business, science, or analytical fields where they are able to use logical thinking and an understanding of mathematical concepts to solve real-world problems.

The Bachelor of Science is designed for students who want to go on to graduate school or want to obtain jobs in advanced fields of mathematics. Providing our students with an advanced mathematical degree will ensure they are prepared for the demands of advanced jobs and graduate education. There is a strong demand in these fields as well. According to the Occupational Outlook Handbook, the job outlook for mathematicians with a master's degree is growing at a 21% rate from 2014-2024 – a rate that is much faster than average. Further, the demand for postsecondary Mathematics faculty is predicted to grow by 16% from 2014 – 2024 (Occupational Outlook Handbook, 2015). Moreover, for several years, Fortune magazine had listed Master's in Statistics and Applied Mathematics and Ph.D.'s in Mathematics as some of the best graduate jobs, with projected double-digit growth, strong salaries, and high satisfaction. These degrees will help prepare are students for the rigor of graduate school.

For those looking at the Actuarial Science Concentration, the demand is also strong. Actuaries are important to the insurance industry, but are also starting to be sought by other fields, such as finance, marketing, and benefits, according to the Society of Actuaries. According to the Occupational Outlook Handbook, 2015, the demand for actuaries will increase by 18% between 2014 and 2024. This is much faster than the average increase in jobs. Moreover, our admissions counselors have indicated that this is a degree that is in demand with students and parents. This concentration will prepare students for entry-level actuarial jobs as well as preparing them for more advanced study.

Those pursuing the Data Science Concentration, will find a variety of industries looking for data scientists. Studies have shown that there is a significant shortage in the supply of scientists able to make sense of the data and to make business decisions based on the data (e.g. [Deloitte](#) [2016], [Accenture](#) [2014], [Gartner Group](#) [2012], [The McKinsey Global Institute](#) [2011; 2016]). According to McKinsey & Company, the United States could be facing a shortage of approximately 250,000 data analysts by 2024 (Education Week, December 8, 2016). In addition, they note, we will need approximately 1.5 million managers and analysts who can understand how to analyze and make effective decisions using the data. (Big Data, McKinsey & Company, 2011). While the exact size of the demand varies, there is general agreement that there is a shortage of mathematicians (Wanted: Math Majors, The Conference Board, 2016) and firms are challenged to find qualified data analysts (Analytic Trends 2016, Deloitte).

Moreover, it is worth noting that mathematical specialties in actuarial science and data science are not only in demand but are rated among the most satisfying, well-paying careers. Mathematician is rated sixth on the "Best Jobs of 2016" list on CareerCast.com website, while Actuary is rated tenth and Data Scientist is rated first.

As mentioned earlier, secondary school mathematics teachers (Grades 7-12) continue to be in short supply in Connecticut and nationwide ("[Teach in Connecticut](#)," February, 2017 and the [Teacher Shortages Nationwide](#) report, August, 2016). Eastern is able to provide students with both the solid content knowledge in Mathematics and the strong pedagogical skills needed to prepare Connecticut's future teachers.

Description of Modification *(Please provide a summary of the modifications to curriculum, admissions or graduation requirements ,mode of delivery etc., and concisely describe how the institution will support these changes.*

Eastern currently offers two degrees in Mathematics: a Bachelor of Arts and a Bachelor of Science. In addition, the Mathematical Sciences Department works in conjunction with the School of Education to prepare advising paths for students who want to teach, providing double majors in Math and Early Childhood, Elementary, or Secondary Education. Our math programs continue to be strong, with an average of 135 students annually over the past five years, most of whom are full-time students.

Under the proposed plan, we have updated and enhanced our curriculum to meet the needs of today's workforce and graduate programs.

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Bachelor of Arts (B.A.) (44 credits)

There are two concentrations that lead to a Bachelor of Arts in Mathematics.

The B.A. in Mathematics with a Concentration in Mathematical Structures and Applications is essentially the same as the current B.A. degree, providing a solid mathematical foundation for students who are interested in the general field of Mathematics. It prepares students for a variety of careers in business, finance, and research. In addition, it is aligned with TAP, offering an excellent plan of study for transfer students and an achievable double major, particularly attractive to economics, computer science, or business students.

For those in primary or secondary teacher education programs, the B.A. in Mathematics with a Concentration in Math for Teaching provides a similar offering while preparing students to be teachers. This concentration is also an excellent choice for double majors in Mathematics and Elementary Education. For students looking for a career in math, this offering is designed to support the steady demand for teachers in the STEM fields.

Bachelor of Sciences (B.S.) (53 credits)

The course offerings for the Bachelor of Science degrees prepare students who would like to continue on in fields requiring advanced mathematical skills and expertise. There are three concentrations under the Bachelor of Science Degree.

The B.S. in Mathematics with a Concentration in Mathematical Structures and Applications will provide upper-level electives designed to prepare students for graduate school or for careers requiring more advanced analytical skills.

The B.S. in Mathematics with a Concentration in Actuarial Science contains a series of courses that are currently recommended to students who are interested in this field. However, offering it as a concentration underscores the opportunity to our students and emphasizes advising pathways and career options. This concentration will also respond to the demand of many students who are considering attending Eastern.

The B.S. in Mathematics with a Concentration in Data Science also provides additional rigor, combining courses in computer science, statistics, and other interdisciplinary science fields that are required to prepare students for a career in the burgeoning field of data science. Data Science, sometimes referred to as "big data," is being adopted by all industries to make use of the proliferation of data that is now available.

Description of Resources Needed *(As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)*

No additional resources are required.

Other Considerations

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Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2014-15		Fall Term, Year 2015-16		Fall Term, Year 2016-17	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	12	0	10	2	2	1
New Students	39	1	30	0	41	1
Returning Students	86	5	81	4	75	2
ACTUAL Headcount Enrollment	137	6	121	6	118	4
Fall FTE accounted for by Program Majors	138.8		119.7		117.9	
Size of Credentialed Group(s) for Given Year	n/a		n/a		n/a	

Curriculum Details for a Program Modification (to be used as appropriate for specific modification request)²

Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
MAT 230 Discrete Structures		MAT 155/155P*	3	See details below by concentration		
MAT 243 Calc I w/Tech		MAT 155/155P*	4			
MAT 244 Calc II w/Tech		MAT 243	4			
MAT 310 Applied Linear Algebra		MAT 230, 243, 244	3			
MAT 315 Applied Prob & Stat		MAT 244	4			
MAT 340 Calc III		MAT 244	4			
MAT 420 Real Analysis I		MAT 230, 244, 315	4			
Core Course Prerequisites				Elective Courses in the Field		
MAT 130 / 155/155P Precalculus Math (or placement)			4/4/5	See details below by concentration		
Total Other Credits Required to Issue Modified Credential						

² Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

³ Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

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Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program, and any changes introduced)*

Students will be able to:

1. mathematically formulate problems involving the mathematics of change
2. write clear and correct mathematical proofs
3. utilize technology, such as graphing calculators and symbolic manipulation software, as an aid for solving mathematical problems
4. convert from symbolic to graphical or pictorial representations and be able to use these representations to solve mathematical problems
5. formulate models corresponding to "real-world" problems, including "ill-posed" problems, and be able to solve the mathematical problems arising from such models
6. Students will be proficient in computational and symbolic manipulation

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PROPOSED MATHEMATICAL SCIENCES OFFERINGS

SHARED CORE COURSES		
MAT 230	Discrete Structures	3
MAT 243	Calc I w/Tech	4
MAT 244	Calc II w/Tech	4
MAT 310	Applied Linear Algebra	3
MAT 315W	Applied Prob & Stat	4
MAT 340	Calc III	4
MAT 420W	Real Analysis I	4
		26

CONCENTRATIONS

Bachelor of Arts				Bachelor of Science							
Structures & Applications		Math for Teaching		Structures & Applications		Actuarial		Data Science			
MAT 320	Number Theory	3	MAT 320	Number Theory	3	MAT 320 <i>or</i>	Number Theory	3	MAT 320 <i>or</i>	Number Theory	3
MAT 380	Geometry	3	MAT 380	Geometry	3	MAT 380	Geometry	3	MAT 380	Geometry	3
MAT 400	Abstract Algebra I	3	MAT 400	Abstract Algebra I	3	MAT 421	Real Analysis II	3	MAT 342	Explor in Data Science	3
MAT 421	Real Analysis II	3				MAT 421	Real Analysis II	3	MAT 421	Real Analysis II	3
			MAT 372	Adv Math for HS Teach	3	CSC 210	Computer Sci & Prog I	3	CSC 210	Computer Sci & Prog I	3
			MAT 395	History of Math	3	CSC 305 <i>or</i>	Data Mining & Applic approved Data Mining	3	CSC 231	Computer Sci & Prog II	3
						MAT 355	Probability	3	CSC 305 <i>or</i>	Data Mining & Applic approved Data Mining	3
						MAT 342	Explor in Data Science	3			
						MAT 356	Financial Math	3			
Electives		6	Electives		3	Electives		6	Electives		9
		44			44	Electives		53	Electives		53

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CONCENTRATION ELECTIVES

Bachelor of Arts

Structures & Apps		Math for Teaching																																																																																																																			
<p>Two electives: 6</p> <p>MAT 300 and above (not MAT 362, MAT 372, or internships). CSC 210 will count.</p> <p>Courses include, but are not limited to:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>CSC 210</td><td>Computer Sci & Prog I</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 303</td><td>Mathematics for Poets</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 341</td><td>Differential Equations</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 345</td><td>Optimization</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 350</td><td>Numerical Analysis</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 353</td><td>Intro to Wavelets</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 360</td><td>Topics in Math</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 365</td><td>Praxis Topics</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 370</td><td>Operations Research</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 371</td><td>Explor. in Graph Theory</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 373</td><td>Explor. in Math. Bio</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 374</td><td>Explor. In Topic</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 375</td><td>Math Astron./Astrophysics</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 380</td><td>Geometry</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 390</td><td>Explor. in Knot Theory</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 422</td><td>Adv. Topics in Analysis</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 440</td><td>Topology</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 450</td><td>Complex Variables</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 480</td><td>Independent Study</td><td></td></tr> </table>	CSC 210	Computer Sci & Prog I	3	MAT 303	Mathematics for Poets	3	MAT 341	Differential Equations	3	MAT 345	Optimization	3	MAT 350	Numerical Analysis	3	MAT 353	Intro to Wavelets	3	MAT 360	Topics in Math	3	MAT 365	Praxis Topics	3	MAT 370	Operations Research	3	MAT 371	Explor. in Graph Theory	3	MAT 373	Explor. in Math. Bio	3	MAT 374	Explor. In Topic	3	MAT 375	Math Astron./Astrophysics	3	MAT 380	Geometry	3	MAT 390	Explor. in Knot Theory	3	MAT 422	Adv. Topics in Analysis	3	MAT 440	Topology	3	MAT 450	Complex Variables	3	MAT 480	Independent Study			<p>One elective: 3</p> <p>MAT 300 & above (not internship) 3</p> <p>CSC 210 Computer Sci & Prog I 3</p> <p>EDU-411 counts for Elem Ed majors 3</p> <p>*Courses include, but are not limited to:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>CSC 210</td><td>Computer Sci & Prog I</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 303</td><td>Mathematics for Poets</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 341</td><td>Differential Equations</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 345</td><td>Optimization</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 350</td><td>Numerical Analysis</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 353</td><td>Intro to Wavelets</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 360</td><td>Topics in Math</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 365</td><td>Praxis Topics</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 370</td><td>Operations Research</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 371</td><td>Explor. in Graph Theory</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 373</td><td>Explor. in Math. Bio</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 374</td><td>Explor. In Topic</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 375</td><td>Math Astron./Astrophysics</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 380</td><td>Geometry</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 390</td><td>Explor. in Knot Theory</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 422</td><td>Adv. Topics in Analysis</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 440</td><td>Topology</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 450</td><td>Complex Variables</td><td style="text-align: right;">3</td></tr> <tr><td>MAT 480</td><td>Independent Study</td><td></td></tr> </table>	CSC 210	Computer Sci & Prog I	3	MAT 303	Mathematics for Poets	3	MAT 341	Differential Equations	3	MAT 345	Optimization	3	MAT 350	Numerical Analysis	3	MAT 353	Intro to Wavelets	3	MAT 360	Topics in Math	3	MAT 365	Praxis Topics	3	MAT 370	Operations Research	3	MAT 371	Explor. in Graph Theory	3	MAT 373	Explor. in Math. Bio	3	MAT 374	Explor. In Topic	3	MAT 375	Math Astron./Astrophysics	3	MAT 380	Geometry	3	MAT 390	Explor. in Knot Theory	3	MAT 422	Adv. Topics in Analysis	3	MAT 440	Topology	3	MAT 450	Complex Variables	3	MAT 480	Independent Study		
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
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SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

No budgetary changes are required. Faculty, courses and other resources are adequate to accommodate this program.

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

See notes above – no additional resources are needed. The concentrations use existing resources to provide students with more targeted and marketable skills.

PROJECTED Program Revenue	Fall 20__	Fall 20__	Fall 20__
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$ -	\$ -	\$ -
PROJECTED Program Expenditures*	Fall 20__	Fall 20__	Fall 20__
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	\$ -	\$ -	\$ -

*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 narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the modification of curriculum within the Connecticut Community College Nursing Program (CT-CCNP).

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification of curriculum in the Connecticut Community College Nursing Program (CT-CCNP)

BACKGROUNDSummary

In collaboration with its academic and clinical practice partners, the faculty and leadership of CT-CCNP has examined its current curriculum as a component of its systematic evaluation process, to conduct gap analyses in ascertaining the ability of the state's nursing programs and health care settings to meet future healthcare needs. Consequently, it was decided to engage in a complete curriculum revision that embraces a concept-based approach to curricular planning.

Rationale

CT-CCNP faculty and leadership have agreed upon 41 curricular concepts based on current best practices that foster critical thinking and focus learning experiences on the most prevalent health/illness issues encountered in practice, proving a strong foundation for growth as a nurse and life-long learning. The curricular concepts are associated with exemplars to guide student learning. In addition to the modification of courses, program revisions includes re-defined course objectives, competencies and student learning outcomes.

Resources

The levels of revenue obtained by the nursing programs do not meet their expenditure levels for a number of reasons, particularly regulatory requirements. As an essential program, community college nursing is subsidized by special allocations from state appropriations, institutional general funds, foundations and other sources.

RECOMMENDATION

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

03/28/2018 – BOR Academic & Student Affairs Committee

04/05/2018 – Board of Regents

COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

*Capital Community College, Gateway Community College, Naugatuck Valley Community College,
Northwestern Connecticut Community College, Norwalk Community College, Three Rivers Community College*

To: Members of the BOR Academic and Student Affairs Committee (ASA)

From: The Connecticut Community College Nursing Program (CT-CCNP) Nursing Directors Council

RE: Program Modification Proposal

Date: March 16, 2018

Thank you for providing the opportunity for the CT-CCNP Nursing Directors Council to appear before the ASA as we seek approval of the BOR for the program modification as per materials submitted to the CSCU Academic Council last month.

The Nursing Directors Council had the opportunity to consider many levels of review as a result of the approval process. The input of college level curriculum committees, college senates, the CSCU Academic Council, and many other colleagues led to reconsideration of the plan for implementation of the proposed program modification. In response, the CT-CCNP Nursing Directors Council voted to implement the modification in fall 2019, rather than in fall 2018, pending the requisite approvals. Some of the points considered in making this decision are as follows:

1. Opportunity to more thoroughly develop the nursing courses in the plan of study.
2. The need to demonstrate competencies acquired through nursing course work to satisfy select general education core competencies in place for at least 3 colleges. This is essential in order to meet the requirements of the BOR Policy to Normalize Credit Hours for Associate and Baccalaureate Degree Programs.
3. Opportunity to develop a more detailed design of an innovative mechanism to facilitate the integration and delivery of print and digital teaching & learning resources, specifically designed for a concept-based curriculum to students.
4. Increased opportunity for additional input of communities of interest (i.e. practice/workforce, college level advisory committees).
5. Increased opportunity to engage in thorough dialogue with mandatory regulatory and accrediting bodies following approval of the program modification by the BOR

We look forward to the opportunity to discuss the proposed program modification for the CT-CCNP with members of the BOR ASA on March 28th. Please contact Linda Perfetto at lperfetto@commnet.edu or by phone at 860-723-0779 for additional information.

SECTION 1: GENERAL INFORMATION

<p>Institutions: Capital CC, Gateway CC, Naugatuck Valley CC, Northwestern CT CC, Norwalk CC & Three Rivers CC</p>	<p>Date of Submission to CSCU Office of the Provost: January 31, 2018</p>
<p>Most Recent NEASC Institutional Accreditation Action and Date: Capital CC (5/30/2017, continued), Gateway CC (12/5/2016, continued), Naugatuck Valley CC (5/3/2013, continued), Northwestern CT CC (1/23/2013, continued), Norwalk CC (4/2/2015, continued) & Three Rivers CC (4/29/2013, continued)</p>	
<p>Original Program Characteristics CIP Code No. CIP Code No. 51.3801 Title of CIP Code Nursing/Registered Nurse Name of Program: Connecticut Community College Nursing Program (CT-CCNP) Degree: Title of Award (e.g. Master of Arts) Associate in Science (A.S.) Certificate: (specify type and level) Date Program was Initiated: August 2008 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? The colleges are at liberty to implement up to 5 credits (4 courses) fully on line. They are three, one credit pharmacology courses, and one two credit course, <i>Nursing Management & Trends</i>. Choices vary by college. Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 68</p>	<p>Original Program Credit Distribution # Cr in Program Core Courses: 68 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 68 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 68</p>
<p>Type of Program Modification Approval Being Sought (mark all that apply): Licensure and Accreditation (specify whether New Certificate, Minor, Option, Concentration, or Other) <input checked="" type="checkbox"/> 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</p>	
<p>Modified Program Characteristics Name of Program: Connecticut Community College Nursing Program (CT-CCNP) Degree: Title of Award (e.g. Master of Arts) A.S. Certificate¹: (specify type and level) Program Initiation Date: August 2018 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? The colleges will be at liberty to implement up to 1 credit (1 course) fully on line. Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 65 Other:</p>	<p>Modified Program Credit Distribution # Cr in Program Core Courses: 62 # Cr of Electives in the Field: 3 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 65 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 30</p>
<p>*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.</p>	

¹ If creating a Certificate program from existing courses belonging to a previously approved baccalaureate/associate degree program, enter information about that program in the "Original Program" section.

CSCU REVIEW STATUS *(For System Office Use Only - please leave blank)*

Notes regarding Application:
Log of Steps Toward Approval:
Date of Approval:
Date for Inclusion in BOR-ASA Meeting Package:
Comments:
Conditions for Approval (if any)

SECTION 1: GENERAL INFORMATION (continued)

If program modification is concurrent with discontinuation of related program(s), please list for such program(s):
Program Discontinued: No transitioning, same CIP and OHE codes CIP: 51.3801 OHE#: CCC: 001680; GCC: 010489; NVCC: 001659; NCCC: 015596; NCC 000453; TRCC: 001762 Accreditation Date: 2008
Phase Out Period for current curriculum fall 2018-fall 2022 Date of Program Termination/Phase Out May 2019, 5 sites; December 2020, TRCC

Institution's Unit (*e.g. School of Business*) and Location (*e.g. main campus*) Offering the Program: Capital CC, Gateway CC, Naugatuck Valley CC, Northwestern CT CC, Norwalk CC and Three Rivers CC, all main campuses

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
 1. State of CT Dept. of Public Health, State Board of Examiners for Nursing (SBEN) Approval Renewal Date: 2020; notification of the SBEN will be made upon BOR approval
 2. All colleges maintain individual national accreditation through the Accrediting Commission for Education in Nursing (ACEN) Dates for re-evaluations: CCC: 2019; GCC: 2025, pending decision of ACEN Commission in April 2018; NVCC: 2025, pending decision of ACEN Commission in April 2018; NCCC: 2025, pending decision of ACEN Commission in April 2018; NCC 2022; TRCC: 2018
 3. Per ACEN requirements, substantive change reports will be submitted by all 6 colleges in early 2018
- If program prepares graduates eligibility to state/professional license, please identify: Yes, program prepares candidates for licensure as a registered nurse.

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

Institutional Contact for this Proposal: Linda Perfetto, CSCU; college level contacts: Dawn Bunting, CCC; Sheila Solernou, GCC; Carol Gabriele, NVCC; Constance Hotchkiss, NCCC; Judith Mocchiola, NCC; Edith Ouellet, TRCC.
Title: Director, System Nursing Curricular Operations (Directors/ Associate Dean of Nursing/ Allied Health Programs) Tel.: 860-723-0779 e- mail: lperfetto@commnet.edu

SECTION 2: BACKGROUND, RATIONALE AND NATURE OF MODIFICATION

(Please Complete Sections as Applicable)

Background and Rationale *(Please provide the context for and need for the proposed modification, and the relationship to the originally approved program)*

In collaboration with CT's nursing academic and clinical practice partners beginning in 2013, the faculty and leadership of the Connecticut Community College Nursing Program (CT-CCNP) examined the current curriculum as a component of its systematic evaluation process. Using the *Massachusetts Nurse of the Future Core Competencies* (MA NOF, 2010, 2016) as a framework, gap analyses were completed to ascertain the ability of CT's nursing programs and health care settings to meet the future healthcare needs of the state.

In an effort to address the gaps identified, CT-CCNP faculty and leadership engaged in work that drove the decision to engage in a complete curriculum revision. Work with a curriculum consultant led to the exploration of a concept-based approach to curricular planning and implementation based upon the work of Jean Giddens (2013). Consistent with national trends in nursing education, faculty and leadership have embraced a concept-based nursing curriculum as an effective way to manage content and information overload. A concept-based approach to nursing education incorporates the consistent application of teaching strategies designed to engage students in interactive learning within the classroom and laboratory settings. The faculty have agreed upon 41 curricular concepts that serve as the foundation for teaching and learning throughout the curriculum. Student learning outcomes and competencies evolve from the curricular

concepts and the *Massachusetts Nurse of the Future Core Competencies*.

As applicable, please describe:

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? (*Succinctly present as much factual evidence and evaluation of stated needs as possible*)

Following the gap analyses, the *Massachusetts Nurse of the Future Core Competencies* (MA NOF, 2010, 2016), were endorsed statewide to guide the education/preparation of new graduate nurses for the workforce. The gap analyses reported above were an opportunity for the academic community to discuss with the practice (workforce) community changes in performance expectations for new nurse/employees. The new curriculum is in part, based upon the outcome of this process. Dialogue continues between practice partners and the CT-CCNP through a formal *Clinical Partner Curriculum Advisory Committee* formed for the explicit purpose of continuous input at the system level. In addition, each college maintains their own advisory committee that ensures continued collaboration to meet the future healthcare needs within their individual communities across the state.

- 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?

Each nursing program will continue to draw upon the strengths of their individual institution through the integration of the General Education Core requirements. Collaboration with faculty across disciplines at each of the six colleges continuously facilitates input into the nursing curriculum and its unique community based implementations. All six colleges acknowledge the strong community partnerships essential for clinical learning and employment of graduates.

- Please describe any transfer agreements with CSCU institutions that will become instituted as a result of the approval of this program (*Please highlight details in the Quality Assessment portion of this application, as appropriate*)

While major changes are not anticipated, existing transfer agreements with BOR institutions (CCSU, SCSU & WCSU) will be evaluated for the possibility of enhancements. Emphasis upon the educational advancement of associate degree nurses is a national initiative and one that has been the focus of the CT-CCNP since inception. Since 1992, the *Connecticut Articulation Model for Nurse Educational Mobility*, has eased academic progression for all of CT's nurses through legislation. CT's articulation model, recommends the award of a minimum of 30 credits for nursing content and 30 credits for general education content from an associate degree or diploma nursing program, to a baccalaureate nursing program. Applying the articulation model, greater than a dozen pathways to the baccalaureate and higher in nursing have been negotiated for CT-CCNP graduates since 2009. These educational advancement pathways minimize duplication of educational requirements and maximize transferability of courses taken at the community colleges (see <http://www.ct.edu/academics/nursing#agreements>). In addition, based upon national best practices for registered nurse to baccalaureate in nursing programs (RN-BSN), a shared curriculum RN-BSN program model with Charter Oak State College is in the conceptual stage.

- Please indicate what similar programs exist in other institutions within the CSCU System, and how unnecessary duplication is being avoided

The demand for academic programs preparing registered nurse candidates far exceeds capacity in CT. This program modification serves to improve existing programming within the community colleges to prepare associate degree registered nurse candidates without any duplication. Within CT's public higher education system, there currently exists four baccalaureate entry programs that also prepare candidates for licensure as a registered nurse. The CSCU baccalaureate programs are CCSU, SCSU and WCSU; in addition there is a baccalaureate entry program offered at the University of CT. Without exception, each program currently receives more qualified applicants than they can admit. Among public institutions throughout CT in 2016, 1896 qualified applicants vied for 1066 seats. For the community colleges during the same period, 1084 qualified applicants competed for 594 seats. For the CSU programs, 327 qualified applicants compete to fill 216 seats.

- Please provide a description/analysis of employment prospects for graduates of this proposed program

According to the Bureau of Labor Statistics as of May 2016, CT's registered nurses earn a mean annual salary of \$78,270 and an hourly wage of \$37.63. Location quotients for employment of nurses throughout the regions of CT range from 0.79-1.35. The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average. The range of these ratios correspond to population densities and numbers of healthcare facilities available for employment within the regions of CT. Connecticut's Preschool through Twenty and Workforce Information Network (P20 WIN) securely links data between education and workforce agencies in the state. Data from P20 WIN inform that collectively, over the 3 most recent reporting periods, graduates of the CT-CCNP are employed within CT's healthcare sector at the rate of 81% (2012-13), 86% (2013-14) and 89% (2014-15) at the third quarter following graduation. As a "strictly CT" data source, these data do not capture graduates who work outside of CT, thus employment rates are most likely higher.

Description of Modification (Please provide a summary of the modifications to curriculum, admissions or graduation requirements, mode of delivery etc., and concisely describe how the institution will support these changes.)

Modifications to the curriculum are grounded in current best practices in nursing education that foster critical thinking and the development of the student's ability to "think like a nurse", or to apply clinical judgment in patient care situations. A concept based approach to nursing education focuses learning experiences on the most prevalent health/illness issues encountered in practice and provides a strong foundation to grow as a nurse and a lifelong learner. The framework of the *Massachusetts Nurse of the Future Core Competencies* enables the preparation of entry-level professional nurses prepared to adapt to a dynamic and ever-changing healthcare landscape.

Cognizant of credit normalization and student costs, the modifications to the curriculum incorporate a sensitive decrease in nursing course work by 3 credits and continue to ensure compliance with CT's nursing education regulatory requirements. A slight related decrease in faculty overload is anticipated as a result of these changes. The delivery of the curriculum maximizes options for the continued integration of clinical simulation supported by the outstanding facilities already in place at each college. Each of the six CT-CCNP colleges have determined that the curricular changes meet their individual general education core competencies.

Selective admission requirements assist CT-CCNP students to succeed in the nursing program. The completion of BIO*211 & 212 (Human Anatomy & Physiology) prior to enrollment enables the student to build upon this requisite knowledge and experience while learning how to provide safe, patient centered care from the first semester in the nursing program. The Test of Essential Academic Skills (TEAS), a national benchmark for nursing program admissions, has been shown to predict student success in nursing programs throughout the US. Computer literacy, currently an admission requirement/competency is embedded in the proposed nursing coursework. As one of 41 curricular concepts, *Informatics and Technology* is addressed in each nursing course in an effort to prepare graduates for "the application of information, communication and patient care technologies to the delivery of healthcare services" (CT-CCNP CBC, 2017). Recent data analysis in collaboration with the CSCU Office of Research and System Effectiveness, has determined that current admissions requirements (TEAS, grade in BIO*211, and Nursing GPA) are predictors of student success in the CT-CCNP. Related data collection and analysis will continue with the inception of the new curriculum to closely monitor and identify any need for alterations to the CT-CCNP admissions criteria and/or selection process.

Description of Resources Needed (As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in the next section, as appropriate)

Resources over and above those currently in place are not anticipated related to this program modification

Other Considerations

Pending approval of the BOR subsequent approvals from the CT Department of Public Health State Board of Examiners for Nursing (SBEN) and the Accrediting Commission for Education in Nursing (ACEN) will be sought.

Previous Three Years Enrollment and Completion for the Program being Modified: Aggregate, Six Colleges

ACTUAL Enrollment	Fall Term, Year 2012		Fall Term, Year 2013		Fall Term, Year 2014	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	36	360	44	375	56	396
New Students	2	32	3	37	3	49
Returning Students	30	611	27	662	27	620
ACTUAL Headcount Enrollment	68	1003	74	1074	86	1065
Fall FTE accounted for by Program Majors	673.13		720.8		724.67	
Size of Credentialed Group(s) for Given Year	451		444		449	

Curriculum Details for a Program Modification (to be used as appropriate for specific modification request)²

Course Number and Name ³	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
NUR*120 Nursing in Health & Illness I	1-10	BIO*211, BIO*212, ENG*101	9	NUR*150 Concept-Based Curriculum LPN to RN Transition I	1-10	1
NUR*125 Nursing in Health & Illness II	1-10	NUR*120, PSY*111, BIO*235	8	NUR*152 Concept-Based Curriculum LPN to RN Transition A	1-10	2
NUR*220 Nursing, Health & Illness III	1-10	NUR*125, PSY*201, SOC*101	9			
NUR*225 Nursing in Health & Illness IV	1-10	NUR*220, ENG*102 or ENG*200	8			
NUR*226 Transition to Professional Nursing Practice	2, 4, 5, 6, 7, 8, 9 & 10,	NUR*220, ENG*102 or ENG*200	1			
BIO*235 Microbiology	2, 5, 8	BIO*211/212	4			
PSY*111 General Psychology	1, 5, 6,8		3			
PSY*201 Lifespan Development	1, 4, 5, 6, 10	PSY*111	3			
SOC*101 Principles of Sociology	1, 4, 5, 6, 10		3			
ENG*102 English Comp & Lit OR	1		3			
ENG*200 level per college specific req	1					
Core Course Prerequisites				Elective Courses in the Field		
BIO*211 Anatomy & Physiology I	2, 5, 8		4	Humanities, Fine Arts OR College specific requirement	1,4, 5, 6, 10	3
BIO*212 Anatomy & Physiology II	2, 5, 8		4			
MAT*137 Intermediate Algebra (or HS competency)	2, 5, 8		0			
CHE*111 Chemistry (or HS competency)	2, 5, 8		0			
ENG*101 English Composition	1		3			
CSC*1xx: Computer Literacy (or competency) [^]	1, 3, 8, 9		0			
Total			62			3
[^] phased out as of ADY 2019-20						
Total Other Credits Required to Issue Modified Credential						

² Details of course changes for Community College institutions should be provided with enough detail to introduce necessary changes in the centralized programmatic database for that system.

³ Make any detailed annotations for individual courses as needed to understand the curricular modifications taking place

Learning Outcomes - L.O. (Please list up to seven of the most important student learning outcomes for the program, and any changes introduced) The program student learning outcomes, course objectives and competencies have been re-defined in accordance with the *Massachusetts Nurse of the Future Core Competencies* and the Concept Based framework for the design of the curriculum. Course, level and program Student Learning Outcomes (SLOs) drive course competencies. Ten curricular concepts organize the SLOs. The ten end of program SLOs, by curricular concept are provided below:

1. **Communication:** Demonstrates competency with verbal and nonverbal communication strategies that promote accurate exchange of information, prevent and manage conflict, and establish and maintain therapeutic relationships while caring for individuals, families, groups, communities, and populations within the health care system.
2. **Evidence Based Practice:** Demonstrates the integration of best practices and current evidence into clinical decision making in the provision of patient-centered care for individuals, families, groups, communities, and populations within the health care system.
3. **Informatics and Technology:** Uses information and patient care technology to communicate, differentiate, and manage patient information to mitigate error, and support clinical decision-making in the management and coordination of evidence-based care for individuals, families, groups, communities, and populations within the health care system.
4. **Leadership:** Integrates leadership and priority-setting skills into the management and coordination of safe, quality patient-centered care for individuals, families, groups, individuals, communities, and populations within the health care system.
5. **Patient Centered Care in Health & Illness:** Identifies, delivers, evaluates, and adapts nursing care to ensure that it is based upon the patient's physiological, psychological, and sociological preferences, values, and needs and is compassionate, age, and culturally appropriate for individuals, families, groups, communities, and populations.
6. **Professionalism, Policy & Economics:** Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles into the management and coordination of cost effective, standard-based nursing care for individuals, families, groups, communities, and populations within the health care system.
7. **Quality Improvement:** Uses quality improvement processes to promote the delivery of patient-centered care that supports optimum patient outcomes for the care of individuals, families, groups, communities, and populations within the health care system.
8. **Safety:** Demonstrates effective utilization of strategies to identify and mitigate near misses and errors to minimize the risk of harm and hazards, provide a safe environment, and promote a safe culture for patients, self, and others at the work unit and health care system level within the health care system.
9. **Systems-Based Practice:** Analyzes the impact of the health care system on the provision of safe, quality patient-centered care at the level of the work unit.
10. **Teamwork and Collaboration:** Collaborates with members of the interprofessional health care team to manage and coordinate the provision of safe, quality, patient-centered care of individuals, families, groups, communities, and populations within the health care system.

See Appendix 1 for Common Course Course Syllabi (Foundations)

SECTION 3: RESOURCE AND FINANCIAL CONSIDERATIONS

Two-Year Cost Effectiveness and Availability of Adequate Resources

(Please complete the Pro-Forma Budget – Projected Revenues and Expenditures on the following page. Provide any necessary annotations for the Pro-Forma Budget and other commentary regarding the cost effectiveness and availability of adequate resources for the proposed modification below:

Sample Budgets are included for a small program (NCCC), a medium program (NCC) and a large program. Budget forms for GCC, NVCC, and TRCC will be provided to Academic Council members on February 14th, 2018.

Small Program: Northwestern CT CC (NCCC) PRO FORMA Budget –
Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Spring 2019	Spring 2020	Spring 2021
Tuition (do not include internal transfers)	49,944	51,193	52,473
Program-Specific Fees	15,584	15,194	15,574
Other Revenue (College Service Fees)	5,920	6,068	6,220
Total Estimated Program Revenue	\$71,448	\$72,455	\$74,267

PROJECTED Program Expenditures*	Spring 2019	Spring 2020	Spring 2021
Administration (Chair or Coordinator)	39,216	40,562	42,792
Faculty (Full-time, total for program)	105,341	107,889	113,823
Faculty (Part-time, total for program)	149,963	155,211	160,644
Support Staff	18,527	19,546	20,621
Fringe Benefits	244,177	252,102	263,546
Library Resources Program			
Equipment (List as needed)			
Other (Supplies)	9,000	9,180	9,364
Estimated Indirect Costs (1tutor, 1counselor)	46,849	49,426	52,144
Total Estimated Program Expenditures	\$613,073	\$633,916	\$662,934

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

Assumptions:

- 32 students taking (9credits)/semester
- 2019-2021 5.5% wage increase
- 78% average fringe
- 2% increase in supplies
- 2.5% tuition/fee increase/year

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 narrative on page 4 of Application.

Medium Program: Norwalk CC (NCC) PRO FORMA Budget –
Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2018	Fall 2019	Fall 2020
Tuition (do not include internal transfers)	505,938	518,586	531,551
Program-Specific Fees	151,050	154,826	158,697
Other Revenue (Annotate in narrative) CSF	64,902	66,524	68,188
Total Estimated Program Revenue	\$ 721,890	\$739,936	\$758,436

PROJECTED Program Expenditures*	Fall 2018	Fall 2019	Fall 2020
Administration (Chair or Coordinator)	103,000	105,000	108,675
Faculty (Full-time, total for program)	601,653	621,653	643,411
Faculty (Part-time, total for program)	501,406	521,406	539,655
Support Staff	126,806	132,806	137,454
Library Resources Program			
Fringe @ 61.67%	821,978	851,579	881,385
Equipment (List as needed)			
Other (e.g. student services) Supplies/accred	40,000	40,000	40,000
Estimated Indirect Costs (e.g. student services, operations, maintenance) 70% of salaries	933,005	966,606	1,000,437
Total Estimated Program Expenditures	\$3,117,848	\$3,229,050	\$3,341,017

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

Assumptions: 160 enrolled students
Tuition/fee increases 2.5% per year
Other revenue = College service fees on 160 students
Salary changes based on contract neg.
Salary lump sum payments for FY2019 @ 2,000 for full time
Salary increase of 3.5% in FY2020
Indirect cost rate = system wide on campus rate of 70% of salaries only

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 narrative on page 4 of Application.

Large Program: Capital CC (CCC) PRO FORMA Budget –
Projected Revenues and Expenditures
(Whole Dollars Only)

PROJECTED Program Revenue	Fall 2018	Fall 2019	Fall 2020
Tuition (do not include internal transfers)	352,836	352,836	352,836
Program-Specific Fees	90,234	90,234	90,234
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	\$ 443,070 -	\$ 443,070 -	\$ 443,070 -

PROJECTED Program Expenditures*	Fall 2018	Fall 2019	Fall 2020
Administration (Chair or Coordinator)	98,608	99,989	103,489
Faculty (Full-time, total for program)	1,035,521	1,038,644	1,074,997
Faculty (Part-time, total for program)	527,409	545,868	564,973
Support Staff	74,796	75,344	77,981
Library Resources Program			
Equipment (List as needed)			
Other (e.g. student services)			
Estimated Indirect Costs (e.g. student services, operations, maintenance)			
Total Estimated Program Expenditures	\$ 1,736,334 -	\$ 1,759,845 -	\$ 1,821,440 -

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

NOTES:

Tuition is based on 12 credits and is expected to remain unchanged through FY 20.

Administration, full-time faculty and support staff are funded by State appropriations. However, In FY 18 the appropriation has been cut by \$765,683, so a portion of the cut effects the funding of the nursing program by moving expenses to the operating fund. For FY 19 and FY20, it is possible that the appropriation will be cut further.

Expenditures increase in FY 19 and FY 20 as a result of the SEBAC agreement.

Salary increase of 3.5% in FY2020

Indirect cost rate = system wide on campus rate of 70% of salaries only

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 narrative on page 4 of Application.

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Appendix 1 Common Course Syllabi Foundations

Common Course Syllabus Foundation

Course Information:

Course Number and Title: NUR*120 – Nursing in Health & Illness I

Total Credit/Contact Hours: 9.00

Clinical Credit/Contact Hours: 4.00

Theory Credit/Contact Hours: 5.00

Course Pre-requisites

Connecticut Community Colleges BIO*211, BIO*212, ENG*101

Course Co-requisites

Connecticut Community Colleges BIO*235, PSY*111

Course Description:

This course provides an introduction to the art and science of nursing using concepts of nursing practice. Concepts related to the Nursing Profession, Health and Illness, Healthcare Systems and Patient Attributes are introduced and integrated throughout the course. Learning experiences in this course assist the student to integrate knowledge from pre-and co-requisite courses into the provision of patient-centered care using the nursing process. Active learning strategies are employed in this course to introduce and develop critical thinking skills and self-directed lifelong learning.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of the course the student:

1. Demonstrates developing verbal and nonverbal communication skills and strategies that promote an effective exchange of information, and development of therapeutic and professional relationships while caring for individuals within the health care system. *Curricular Concept: Communication*
2. Identifies best practices and current evidence from scientific and credible professional resources as it relates to the provision of safe, quality, patient-centered care to individuals within the health care system. *Curricular Concept: Evidence-Based Practice*
3. Uses information and patient care technology to communicate patient information in the provision of evidence-based care for individuals within the health care system. *Curricular Concept: Informatics & Technology*
4. Identifies basic leadership and priority-setting skills to support the provision of safe, quality, patient-centered care for individuals within the health care system. *Curricular Concept: Leadership*
5. Uses critical thinking to identify fundamental nursing care that is based on the patient's physiological, psychological and sociological status, preferences, values, and needs and is compassionate, age and culturally appropriate for individuals of diverse background within the health care system. *Overarching Curricular Concept: Patient Centered Care in Health & Illness*
6. Describes standard-based nursing care and its role in the provision of professional, cost effective, ethical, and

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legal care that is consistent with regulatory guidelines for individuals within the health care system.

Overarching Curricular Concept: Professionalism, Policy & Economics

7. Identifies processes that support established quality improvement initiatives applicable to the care of individuals within the health care system. *Curricular Concept: Quality Improvement*
8. Demonstrates awareness of strategies that minimize risk of harm, provide a safe environment, and promote a safe culture for patients, self, and others within the health care system. *Curricular Concept: Safety*
9. Identifies the role of the nurse within a work unit of a healthcare system. *Curricular Concept: Systems Based Practice*
10. Identifies the members of the interprofessional health care team and their roles in the provision of safe, quality, patient-centered care of individuals within the health care system. *Curricular Concept: Teamwork & Collaboration*

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Common Course Syllabus Foundation

Course Information:

Course Number and Title: NUR*125 - Nursing, in Health & Illness II

Total Credit/Contact Hours: 8.00

Clinical Credit/Contact Hours: 4.00

Theory Credit/Contact Hours: 4.00

Course Pre-requisites

Connecticut Community Colleges NUR*120, BIO*235, PSY*111

Course Co-requisites

Connecticut Community Colleges PSY*201, SOC*101

Course Description:

This course builds upon concepts of nursing practice introduced in Nursing, Health & Illness Concepts I. The course integrates a holistic, family-centered approach to the nursing and interprofessional care of patients, families and groups across the lifespan. Emphasis is placed upon organizational skills of the nurse as a member of the interprofessional healthcare team. Learning experiences provide the student an opportunity to demonstrate critical thinking skills as course concepts are applied in the implementation of safe, patient-centered care in a variety of settings using the nursing process. Active learning strategies are employed in this course to promote the continued development of critical thinking and self-directed lifelong learning.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of the course the student:

1. Applies effective verbal and nonverbal communication skills and strategies that establish an effective exchange of information, and development of therapeutic and professional relationships while caring for individuals and families within the health care system. *Curricular Concept: Communication*
2. Identifies best practices and current evidence from scientific and other credible sources as a basis for clinical decision-making and the development of individualized patient-centered plans of care for individuals and families. *Curricular Concept: Evidence-Based Practice*
3. Uses information and patient care technology to communicate and manage relevant patient information in the provision of evidence-based care for individuals and families within the health care system. *Curricular Concept: Informatics & Technology*
4. Applies basic leadership and priority-setting skills to support the provision of safe, quality patient-centered care for individuals and families within the health care system. *Curricular Concept: Leadership*
5. Identifies and delivers nursing care that is based on the patient's physiological, psychological, and sociological preferences, values, and needs, and is compassionate, age and culturally appropriate to individuals and families within the health care system. *Overarching Curricular Concept: Patient Centered Care in Health & Illness*
6. Provides standard-based nursing care in a professional, cost effective, ethical, and legal manner while upholding established regulatory guidelines to individuals and families within the health care system. *Overarching Curricular Concept: Professionalism, Policy & Economics*

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7. Participates in processes that support established quality improvement initiatives applicable to the care of individuals and families within the health care system. *Curricular Concept: Quality Improvement*
8. Implements strategies that minimize risk of harm, provide a safe environment, and promote a safe culture for patients, self, and others within the health care system. *Curricular Concept: Safety*
9. Describes the relationship between work units within a healthcare system. *Curricular Concept: Systems Based Practice*
10. Participates as a member of the interprofessional healthcare team in the provision of safe, quality, patient-centered care of individuals and families within the health care system. *Curricular Concept: Teamwork & Collaboration*

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Common Course Syllabus Foundation

Course Information:

Course Number and Title: NUR*220 – Nursing in Health & Illness III

Total Credit/Contact Hours: 9.00

Clinical Credit/Contact Hours: 4.5

Theory Credit/Contact Hours: 4.5

Course Pre-requisites

Connecticut Community Colleges NUR*125, PSY*201, SOC*101

Course Co-requisites

Connecticut Community Colleges ENG*102 or ENG*200

Course Description:

This course is designed to further develop concepts of nursing practice introduced in Nursing, Health & Illness Concepts I & II. This course focuses on the nursing and interprofessional care of patients, families, groups and communities with a variety of complex health care needs across the lifespan. Emphasis is placed upon management and coordination of care and the related organizational skills of the nurse as a member of the interprofessional healthcare team. Learning experiences provide the student an opportunity to demonstrate clinical reasoning as course concepts are applied in the implementation of safe, patient-centered care in a variety of settings using the nursing process. Active learning strategies are employed in this course to promote the development of clinical reasoning and self-directed lifelong learning.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of the course the student:

1. Consistently applies effective verbal and nonverbal communication skills and strategies that promote accurate exchange of information, and establish and maintain therapeutic relationships while caring for individuals, families, and groups within the health care system. *Curricular Concept: Communication*
2. Demonstrates the use of best practices and current evidence that reflects clinical reasoning in the provision of patient-centered care for individuals, families, and groups within the health care system. *Curricular Concept: Evidence-Based Practice*
3. Uses information and patient care technology to communicate, manage knowledge, mitigate error, and support clinical decision-making in the management of evidence-based care for individuals, families, and groups within the health care system. *Curricular Concept: Informatics & Technology*
4. Integrates leadership and priority-setting skills into the management of safe, quality, patient-centered care for individuals, families, and groups within the health care system. *Curricular Concept: Leadership*
5. Identifies, delivers, and evaluates nursing care to ensure that care is based upon the patient's physiological, psychological, and sociological preferences, values, and needs and is compassionate, age and culturally appropriate for individuals, families, and groups within the health care system. *Overarching Curricular Concept: Patient Centered Care in Health & Illness*
6. Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles while managing cost effective, standard-based nursing care for individuals, families, and groups within the health

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care system. *Overarching Curricular Concept: Professionalism, Policy & Economics*

7. Participates in quality improvement initiatives and processes that promote the delivery of patient-centered care and support optimum patient outcomes for the care of individuals, families, and groups within the health care system. *Curricular Concept: Quality Improvement*
8. Demonstrates effective utilization of strategies to identify near misses and errors to minimize the risk of harm and hazards, provide a safe environment, and promote a safe culture for patients, self, and others at the level of the work unit within the health care system. *Curricular Concept: Safety*
9. Identifies the impact of the health care system on the provision of safe, quality, patient-centered care at the level of the work unit. *Curricular Concept: Systems Based Practice*
10. Collaborates with members of the interprofessional healthcare team to coordinate the provision of safe, quality patient-centered care of individuals, families, and groups within the health care system. *Curricular Concept: Teamwork & Collaboration*

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Common Course Syllabus Foundation

Course Information:

Course Number and Title: NUR*225 - Nursing in Health & Illness IV

Total Credit/Contact Hours: 8.00

Clinical Credit/Contact Hours: 5.0

Theory Credit/Contact Hours: 3.0

Course Pre-requisites

Connecticut Community Colleges NUR*220, ENG*102 or ENG*200

Course Co-requisites

Connecticut Community Colleges NUR*226, Humanities or Fine Arts or College specific requirement

Course Description:

This course is designed to further develop concepts of nursing practice introduced in Nursing, Health & Illness Concepts I, II & III. This course focuses upon the holistic nursing and interprofessional management and coordination of care for patients, families, groups and communities with a variety of complex health care needs across the lifespan. Emphasis is placed on the related organizational skills of the nurse as a member of the interprofessional healthcare team. Learning experiences provide the student an opportunity to demonstrate clinical judgment as course concepts are applied in the implementation of safe, patient-centered care in a variety of settings using the nursing process. In addition, a portion of clinical experiences within this course provide the student with the opportunity to demonstrate knowledge skills and attitudes (KSAs) that reflect awareness of the leadership and management roles of the nurse as a member of the interprofessional healthcare team. Active learning strategies are employed in this course to promote the development of clinical reasoning and self-directed lifelong learning.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of the course the student:

1. Uses effective verbal and nonverbal communication skills and strategies to establish, maintain, and improve caring, therapeutic, and professional relationships while caring for individuals, families, groups, communities, and populations within the health care system. *Curricular Concept: Communication*
2. Integrates best practices and current evidence to support clinical decision making in the provision of patient-centered care for individuals, families, groups, communities, and populations within the health care system. *Curricular Concept: Evidence-Based Practice*
3. Uses information and patient care technology to communicate, differentiate, and manage patient information to mitigate error and support clinical decision-making in the management and coordination of evidence-based care for individuals, families, groups, communities, and populations within the health care system. *Curricular Concept: Informatics & Technology*
4. Demonstrates the knowledge, skills, and attitudes (KSAs) to integrate leadership and priority-setting skills into the management and coordination of safe, quality, patient-centered care for individuals, families, groups, communities, and populations within the health care system. *Curricular Concept: Leadership*
5. Demonstrates the KSAs to identify, deliver, evaluate, and adapt nursing care to ensure it is based upon the patient's physiological, psychological, and sociological preferences, values, and needs and is compassionate, age, and culturally appropriate for individuals, families, groups, communities, and populations. *Overarching*

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Curricular Concept: Patient Centered Care in Health & Illness

6. Demonstrates the KSAs to integrate integrity and accountability that upholds established regulatory, legal, and ethical principles into the management and coordination of cost effective, standard-based nursing care for individuals, families, groups, communities, and populations within the health care system. *Overarching Curricular Concept: Professionalism, Policy & Economics*
7. Demonstrates the KSAs to use quality improvement processes to promote the delivery of patient-centered care that supports optimum patient outcomes for the care of individuals, families, groups, communities, and populations within the health care system. *Curricular Concept: Quality Improvement*
8. Demonstrates the KSAs for effective utilization of strategies to identify and mitigate near misses and errors to minimize the risk of harm and hazards, provide a safe environment, and promote a safe culture for patients, self, and others at the work unit and health care system level within the health care system. *Curricular Concept: Safety*
9. Demonstrates actions that reveal consideration of the influences of the healthcare system on the care of individuals, families, multiple individuals, communities, and populations. *Curricular Concept: Systems Based Practice*
10. Demonstrates the KSAs to collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality, patient-centered care of individuals, families, groups, communities, and populations within the health care system. *Curricular Concept: Teamwork & Collaboration*

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Common Course Syllabus Foundation

Course Information:

Course Number and Title: NUR*226 – Transition to Professional Nursing Practice

Total Credit/Contact Hours: 1.0

Theory Credit/Contact Hours: 1.0

Course Pre-requisites

Connecticut Community Colleges NUR*220, ENG*102 or ENG*200

Course Co-requisites

Connecticut Community Colleges NUR*225, Humanities or Fine Arts or College specific requirement

Course Description:

This course focuses on advanced concepts of nursing practice as they relate to leadership, management and interprofessional relationships at all levels of patient care. This course explores the curricular concepts communication, diversity, evidence based practice, healthcare policy and economics, leadership, patient centered care, professionalism, quality improvement, safety, systems-based practice, and teamwork and collaboration in greater depth. Emphasis is placed upon clinical judgment as it impacts clinical decision making and priority setting in a variety of settings within the healthcare system. Learning experiences assist the student to synthesize concepts in a manner that promotes quality improvement in clinical nursing practice for the benefit of patients, families, groups, communities, and populations across the lifespan. Active learning strategies are employed in this course to engage students in the development and application of nursing leadership and management skills as self-directed lifelong learners.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of the course the student:

1. Analyzes the role of the nurse to promote the integration of best practices and current evidence into quality improvement initiatives that impact the care of individuals, families, groups, communities, and populations within the health care system. *Overarching Curricular Concept: Professionalism, Policy & Economics. Curricular Concepts: Evidence-Based Practice, Leadership, Quality Improvement*
2. Analyzes the leadership and management roles of the nurse as a member of the interprofessional healthcare team. *Curricular Concepts: Leadership, Teamwork & Collaboration*
3. Analyzes the ethical, legal, and professional roles and responsibilities of the interprofessional healthcare team to minimize healthcare disparities within the healthcare system. *Overarching Curricular Concepts: Patient Centered Care in Health & Illness, and Professionalism, Policy & Economics. Curricular Concept: Systems Based Practice, Diversity.*
4. Analyzes unit and system level initiatives of a healthcare system for their impact on a safe culture. *Curricular Concepts: Safety, Systems Based Practice*
5. Demonstrates readiness to transition to practice as a registered nurse. *Overarching Curricular Concept: Professionalism, Policy & Economics*

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Course Information:

Course Number and Title: NUR*150 – Concept-Based Curriculum LPN to RN Transition I

Total Credit/Contact Hours: 1.00

Clinical Credit/Contact Hours: 1.00

Course Pre-requisites

Connecticut Community Colleges BIO*211, BIO*212, ENG*101, BIO*235, PSY*111, PSY*201, SOC* 101;
Charter Oak State College NUR 190: LPN to RN Articulation Bridge Course.

Course Co-requisites

N/A

Course Description

This course is the final component of the Connecticut League for Nursing LPN to RN Articulation Plan for the CT-CCNP which prepares LPNs to enter the CT-CCNP in the second year of study. Students enrolling in this course have been accepted for admission into the (CT-CCNP) and have chosen the option to enter the third semester. This course integrates learning activities in the college laboratory and clinical environment to support successful transition of the LPN pursuing candidacy for licensure as a registered nurse. Emphasis is placed upon organizational skills of the nurse as a member of the interprofessional healthcare team. Learning experiences provide the student an opportunity to demonstrate critical thinking skills as CT-CCNP curricular concepts are applied in the implementation of safe, patient-centered care.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of the course students will have demonstrated the ability to:

1. Articulate the CT-CCNP mission, vision and philosophy, student and program policies and campus resources for nursing students to include but not be limited to personnel (faculty and staff), library, and nursing laboratory.
2. Apply effective verbal and nonverbal communication skills and strategies that establish an effective exchange of information, and development of therapeutic and professional relationships while caring for individuals and families within the health care system. *Curricular Concept: Communication*
3. Identify best practices and current evidence from scientific and other credible sources as a basis for clinical decision-making and the development of individualized, patient-centered plans of care for individuals and families within the health care system. *Curricular Concept: Evidence-Based Practice*
4. Use information and patient care technology to communicate and manage relevant patient information in the provision of evidence-based care for individuals and families within the health care system. *Curricular Concept: Informatics & Technology*
5. Apply basic leadership and priority-setting skills to support the provision of safe, quality, patient-centered care for individuals and families within the health care system. *Curricular Concept: Leadership*
11. Identify and deliver nursing care that is based on the patient's physiological, psychological, and sociological preferences, values and needs, and is compassionate, age and culturally appropriate to individuals and families within the health care system. *Overarching Curricular Concept: Patient Centered Care in Health & Illness*

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7. Provide standard-based nursing care in a professional, cost effective, ethical, and legal manner while upholding established regulatory guidelines to individuals and families within the health care system. *Overarching Curricular Concept: Professionalism, Policy & Economics*
8. Participate in processes that support established quality improvement initiatives applicable to the care of individuals and families within the health care system. *Curricular Concept: Quality Improvement*
9. Implement strategies that minimize risk of harm, provide a safe environment, and promote a safe culture for patients, self, and others within the health care system. *Curricular Concept: Safety*
10. Describe the relationship between work units within a healthcare system. *Curricular Concept: Systems Based Practice*
11. Participate as a member of the interprofessional healthcare team in the provision of safe, quality, patient-centered care of individuals and families within the health care system. *Curricular Concept: Teamwork & Collaboration*

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Common Course Syllabus Foundation

Course Information:

Course Number and Title: NUR*152 – Concept-Based Curriculum LPN to RN Transition A

Total Credit/Contact Hours: 2.00

Clinical Credit/Contact Hours: 2.00

Course Pre-requisites

Connecticut Community Colleges BIO*211, BIO*212, ENG*101, BIO*235, PSY*111, PSY*201, SOC* 101;
Charter Oak State College NUR 190: LPN to RN Articulation Bridge Course.

Course Co-requisites

N/A

Course Description

This course is the final component of the Connecticut League for Nursing LPN to RN Articulation Plan for the CT-CCNP which prepares LPNs to enter the CT-CCNP in the second year of study. Students enrolling in this course have been accepted for admission into the (CT-CCNP) and have chosen the option to enter the third semester. This course integrates learning activities in the college laboratory and clinical environment to support successful transition of the LPN pursuing candidacy for licensure as a registered nurse. Emphasis is placed upon organizational skills of the nurse as a member of the interprofessional healthcare team. Learning experiences provide the student an opportunity to demonstrate critical thinking skills as CT-CCNP curricular concepts are applied in the implementation of safe, patient-centered care.

Student Learning Outcomes & Related Curricular Concepts:

At the completion of the course students will have demonstrated the ability to:

1. Articulate the CT-CCNP mission, vision and philosophy, student and program policies and campus resources for nursing students to include but not be limited to personnel (faculty and staff), library, and nursing laboratory.
2. Apply effective verbal and nonverbal communication skills and strategies that establish an effective exchange of information, and development of therapeutic and professional relationships while caring for individuals and families within the health care system. *Curricular Concept: Communication*
3. Identify best practices and current evidence from scientific and other credible sources as a basis for clinical decision-making and the development of individualized, patient-centered plans of care for individuals and families within the health care system. *Curricular Concept: Evidence-Based Practice*
4. Use information and patient care technology to communicate and manage relevant patient information in the provision of evidence-based care for individuals and families within the health care system. *Curricular Concept: Informatics & Technology*
5. Apply basic leadership and priority-setting skills to support the provision of safe, quality, patient-centered care for individuals and families within the health care system. *Curricular Concept: Leadership*
6. Identify and deliver nursing care that is based on the patient's physiological, psychological, and sociological preferences, values and needs, and is compassionate, age and culturally appropriate to individuals and families within the health care system. *Overarching Curricular Concept: Patient Centered Care in Health & Illness*

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7. Provide standard-based nursing care in a professional, cost effective, ethical, and legal manner while upholding established regulatory guidelines to individuals and families within the health care system. *Overarching Curricular Concept: Professionalism, Policy & Economics*
8. Participate in processes that support established quality improvement initiatives applicable to the care of individuals and families within the health care system. *Curricular Concept: Quality Improvement*
9. Implement strategies that minimize risk of harm, provide a safe environment, and promote a safe culture for patients, self, and others within the health care system. *Curricular Concept: Safety*
10. Describe the relationship between work units within a healthcare system. *Curricular Concept: Systems Based Practice*
11. Participate as a member of the interprofessional healthcare team in the provision of safe, quality, patient-centered care of individuals and families within the health care system. *Curricular Concept: Teamwork & Collaboration*

Medium Program: Three Rivers CC (TRCC) PRO FORMA Budget –
Projected Revenues and Expenditures (Full academic year)
 (Whole Dollars Only)

PROJECTED Program Revenue	Fall 2018	Fall 2019	Fall 2020
Tuition (do not include internal transfers)	\$710,253.00	\$728,009 .00	\$746,209.00
Program-Specific Fees(\$211,981.00	\$217,280.00	\$222,712.00
Other Revenue (Annotate in narrative) CSF	\$66,000.00 (below)	\$50,000.00	\$50,000.00
Total Estimated Program Revenue	\$988,234.00/semester	\$995,289.00/semester	\$1,018,921.00/semester

PROJECTED Program Expenditures*	Fall 2018	Fall 2019	Fall 2020
Administration (Chair or Coordinator)	\$106,098.97	\$106,098.97	\$106,098.97
Faculty (Full-time, total for program)	\$874,358.10	\$898,358.10	\$904,960.63
Faculty (Part-time, total for program)	\$625,741.35	\$625,741.35	\$625,741.35
Support Staff	\$122,367.00	\$122,367.00	\$122,367.00
Library Resources Program			
Fringe @ ___%	\$1,191,492.00	\$1,191,492.00	\$1,218,730.40
Equipment (List as needed)			
Other (e.g. student services) Supplies/accred	\$4,075.00	\$4,075.00	\$4,075.00
Estimated Indirect Costs (e.g. student services, operations, maintenance) 70% of salaries			
Total Estimated Program Expenditures	\$2,924,131.40	\$2,926,131.40	\$2,981,972.30

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

Assumptions: ___213___enrolled students (170 FT and 43 PT)
 Tuition/fee increases 2.5% per year
 Other revenue = College service fees on __213_ students
 Salary changes based on contract neg. None published at this time
 Salary lump sum payments for FY2019 @ 2,000 for full time
 Salary increase of 3.5% in FY2020
 Indirect cost rate = system wide on campus rate of 70% of salaries only

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 narrative on page 4 of Application.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program leading to a Masters in Teaching degree at Southern Connecticut State University for a period of three years.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program leading to a Masters of Arts in Teaching degree at Southern Connecticut State University

BACKGROUNDSummary

The proposed program will allow candidates with bachelor's degrees the opportunity to simultaneously become certified to teach and obtain their Master's degree. A flexible method of delivery will allow maximum access for the institution's student body, including underrepresented populations. The program is particularly designed to be attainable and affordable for the general public; and places a special focus on the preparation of teachers for major shortage areas such as the Sciences, Special Education and Bilingual Elementary Education.

Rationale

There is a wealth of experienced individuals who do not choose education degrees as undergraduates but later want to pursue that calling. The proposed program will also be attractive to paraprofessionals, substitute teachers and others changing careers. A flexible schedule will accommodate part-time students currently working. A new scholarship program will provide tuition assistance to SCSU undergraduates for graduate study. Southern is particularly interested in closing the gap between the percentages of minority students and minority teachers in urban school districts. Its commitment to producing and mentoring minority teacher candidates is considered an institutional strength.

It is estimated that the program will attract an enrollment of 23 new full-time students and 67 new part-time students in its first year and grow to an enrollment of 52 full-time students and 157 part-time student in its third year.

Resources

The majority of courses in the proposed program already exist as does the full-time faculty to teach them. Additional adjunct faculty and a part-time coordinator will be added to the Education department for the new program. Its projected revenue will far exceed its projected expenditures.

RECOMMENDATION

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

03/28/2018 – BOR Academic & Student Affairs Committee

04/08/2018 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 31 Jan 2018	
Most Recent NEASC Institutional Accreditation Action and Date: 5 th – Year Interim Report accepted February 2017		
Program Characteristics Name of Program: Master of Arts in Teaching (MAT) Degree: Title of Award (e.g. <i>Master of Arts</i>) Master of Arts Certification: (specify type and level) Initial Certification Anticipated Program Initiation Date: Fall 2019 Anticipated Date of First Graduation: May 2021 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 7% Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other):	Program Credit Distribution # Cr in Program Core Courses: 14 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 9 <u>Total # Cr in the Program</u> (sum of all #Cr above): 42.5 - 53 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 39.5 - 50	
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below)		
CIP Code No. (optional) 13.0101 Title of CIP Code Education, General.		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. <i>School of Business</i>) and Location (e.g. <i>main campus</i>) Offering the Program: School of Education, main campus		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: CAEP, 2021 • If program prepares graduates eligibility to state/professional license, please identify: Initial teaching certification (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. Robert S. Prezant	Title: Provost and VP for Academic Affairs	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:

NOTE: Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:

a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or

b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths.

New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

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Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

This proposed Master of Arts in Teaching (MAT) program directly addresses the mission of the SCSU School of Education and its role in the greater community. The MAT will allow candidates with a bachelor's degree the opportunity to get certified to teach and also to obtain their Master's degree—which they will ultimately need to advance their certification. Southern has traditionally catered to non-traditional students and we seek to serve underrepresented populations. We are also an institution of access. So, while other private schools in the state offer programs like this, our MAT will be attainable and affordable for the general population. Additionally, the other state school that offers a similar program, CCSU, offers it as a cohort program with prescribed days and times. Our flexible method of delivery will allow maximum access for our student population.

The proposed MAT program also aligns with the SCSU School of Education's role in producing teachers to meet the needs and demands of the state. SCSU's MAT program will prepare candidates to teach in major shortage area subjects such as the Sciences and Special Education. It will also help address the shortage of qualified, Bilingual Elementary Educators that exists in Connecticut (http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/el_databulletin_aug2015.pdf). The School of Education also has funds available to help incentivize the program for new students, such as the new Shea Scholarship that will provides tuition assistance for 25 undergraduates at \$2500 per year and pay for 15 graduate courses per year.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/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)*

Public education programs like the proposed MAT address both workforce needs and the wellbeing of communities. SCSU is one of the largest preparers of public school teachers in the state and this program will be an important component for people who want to get certified at the graduate level. Public schools in Connecticut are in urgent need of well-trained, certified teachers in many shortage areas, including sciences (Biology, Chemistry, Physics, Earth Science), special education, and bilingual classrooms, to name a few. The state document referenced above outlines the dire need for candidates in these area.

The proposed SCSU MAT program is essential because there is a wealth of experienced individuals who did not choose education degrees as undergraduates and now want to pursue that calling. This MAT program will be attractive to, among others, paraprofessionals and substitute teachers who do not hold licensure but need it in order to seek jobs in public schools, as well as, those who are changing careers.

A needs assessment was conducted in which area school districts were asked to respond to a survey of hiring needs. One question asked them to rate the needs of their district; the three certification areas that elicited the highest responses were Special Education (65% listed in highest needs), Bilingual Education (60%), and Science Education (59%). It is important to note that all three of these areas are part of the SCSU MAT Program. Additionally, the school districts were asked if it would be helpful if some the para-professionals who worked in the district could become certified through our MAT program; 58% of respondents either agreed or strongly agreed.

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

The proposed MAT program will be housed in the Department of Curriculum and Learning within the School of Education. The faculty who will be involved in this program are experts in all phases of teacher preparation. All our initial certification programs are nationally recognized. Our MAT program will benefit from the expertise of the various faculty in these nationally recognized programs. Additionally, the program will serve the areas of greater New Haven, where the demand of highly qualified licensed teachers is high.

Another strength of Southern is its commitment to producing and mentoring minority teacher candidates. According to the state document, *Minority Teachers in Connecticut: A Durational Shortage Area Technical Report*, in Connecticut's

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APPLICATION FOR NEW PROGRAM APPROVAL

three largest urban districts, upwards of 85% of the students are minorities, while less than 30% of the teachers are. This difference is staggering, and one that Southern is working to rectify. This MAT program will help in this mission.

- Please describe any transfer agreements with other CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

n/a

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

CCSU offers a cohort model MAT program. SCSU's proposed MAT program will be flexibly scheduled to accommodate part-time students who are currently working and interested in obtaining an MAT that enables them to earn licensure. While there are benefits to a cohort model, we have found that many graduate students need the flexibility of a more traditional model. The proposed MAT will accommodate working individuals and non-traditional students as well as traditional students.

No other CSCU institutions offer graduate certification in Bilingual Education. SCSU's proposed MAT would be the state's first graduate Bilingual Education program at a public institution (and only the second overall).

Cost Effectiveness and Availability of Adequate Resources

(Please complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form.)

The cost-effectiveness of this program stems from the fact that many of the resources needed are already in place on campus. The majority of the concentrations in the MAT program existed previously as content master's degree programs paired with undergraduate level initial teaching certification programs. As part of a broad initiative to comply with new title iv (financial aid) regulations for teacher certification programs, these initial teaching certification programs were transitioned from undergraduate to post-baccalaureate level certification programs in the past year. The MAT will go a step further, embedding the initial teaching certification into the master's degree program and making the content area of the degree a concentration. Thus, the majority of courses in the proposed MAT already exist as do the full-time faculty to teach them. Present adjunct faculty numbers will not change and new faculty hires will be able to contribute to the proposed program.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in 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. Candidates will use best practices in effectively dealing with typical and atypical students, as well as English Language Learners (ELLs).
2. Candidates will differentiate teaching to accommodate the varied needs of students.
3. Candidates will use best practices in classroom management and effectively display these practices in supervised settings to ensure that they are classroom ready.
4. Candidates will successfully complete a semester-long student teaching placement.
5. Candidates will integrate best practices to teach their specialty-area subject matter and effectively reach each learner in their classroom.

Note that these learning outcomes cross various courses in the program as required by our national accrediting council, CAEP, and the professional associations for individual subject areas.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

There will be a coordinator for the MAT program who will be responsible for the oversight and operation of the program. S/he will be involved in admissions, advising, and scheduling courses. The coordinator will be a faculty member who will receive 3-6 credits of release time.

Admissions procedures and applications will be finalized by the Office of Dean of Education by staff dedicated to such work in collaboration with the Graduate School.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

We will not need to hire any additional faculty to begin offering the MAT program. Each of these certification areas already has a post-baccalaureate stand-alone program, a post-baccalaureate program leading to a master's degree, or a master's degree with certification program. These faculty will now teach in the proposed MAT.

What percentage of the credits in the program will they teach? 95%

What percent of credits in the program will be taught by adjunct faculty? <5%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: The minimum qualifications for teaching all common, 500-level courses in the MAT will be a sixth-year diploma. The minimum qualifications for any adjunct teaching a 400-level methods course would be an MS degree.

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. Please include these resources in the Resources and Expenditures Projections spreadsheet)*

n/a

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Curriculum

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)*

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs
Program Core Courses			
SED 481: Introduction to Exceptional Individ	1,2		3
EDU 471: Supporting English Learners *	1		2
SED 550: Developmental Differences	1,3		3
EDU 591: Special Project – Capstone		All courses except student teaching & seminar	3
EDU 509: Student Teaching Seminar	1-5	All MAT courses	3
General Pedagogy Courses			
EDU 508: Introduction to Teaching *	2,3		3
EDU 592: Research in Education	5		3
EDU 544: Classroom Management	3	EDU 508	3
RDG 470: Literacy in Content Areas	1		1.5
Student Teaching			
EDU 450: Student Teaching	1-5	All MAT courses	9
Content-Specific Pedagogy Courses w/i each concentration			
Elementary			
EDU 504: Mathematics in the Elem School	1,2,5	EDU 508	3
EDU 534: Curriculum in the Elem School	1,2,5	EDU 508	3
EDU 506: Language Arts in the Elem Sch	1,2,5	EDU 508	3
RDG 566: Dev. Rdg & Lng Arts: EI Ed	1,2,5	EDU 508	3
Elementary/ Bilingual			
EDU 504: Mathematics in the Elem School	1,2,5	EDU 508	3
EDU 534: Curriculum in the Elem School	1,2,5	EDU 508	3
EDU 506: Language Arts in the Elem Sch	1,2,5	EDU 508	3
RDG 566: Dev. Rdg & Lng Arts: EI Ed	1,2,5	EDU 508	3
TSL 315: Foundations of Bilingual Education	1,2,5	EDU 508, RDG 566	3
TSL 321: Assessment for ELLs	1,2,5	EDU 508, RDG 566	3
TSL 418: ESL Methods in Content Instruct	1,2,5	EDU 508, RDG 566	3

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

* EDU 508 new course proposal has been approved. Modification to EDU 471 has been approved to increase from 1.5 to 2 credits.

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Content-Specific Pedagogy Courses (continued)			
Early Childhood			
EDU 533: Curr Des/Meth for N-Grade 3	1,2,5	EDU 508	3
RDG 566: Dev. Rdg & Lng Arts: EI Ed	1,2,5	EDU 508	3
SED 551: Parent-Professional Relationships	1,2,5	EDU 508	3
SED 553: Assessment & Intervention in EC	1,2,5	EDU 508	3
SED 559: Clinical Experience in EC Spec Ed	1,2,5	EDU 508	3
EDU 319: Math, Sci, Technology for EC	1,2,5	EDU 508	3
Science (7-12) (Biology, Physics, Chemistry & Earth Sciences)			
SCE 490: Science in the Secondary Sch	1,2,5	EDU 508	3
SCE 572: Recent Develop in Sci Education	1,2,5	EDU 508	3
SCE 573: Tech in the Science Classroom	1,2,5	EDU 508	3
Special Education			
SED 512: Curriculum Methods for ASD	1,2,5		3
SED 517: Introduction to Adaptive Tech	1,2,5		3
RDG 520: Fundamentals of Lang & Literacy	1,2,5		3
SED 554: At-Risk Child in Early Elem Grades	1,2,5	SED 481, RDG 520	3
SED 535: Programming for LD: MS and Sec	1,2,5	SED 481	3
SED 527: Positive Behavior Supports	1,2,5	SED 481	3
SED 691: Single subject Research Methods	1,2,5	SED 481	3
SED 519: Clinical Pract in Dev Disabilities	1,2,5	All MAT courses prior to Student Teaching	3

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example:*

All concentrations within the MAT program meet state requirements for initial teacher certification. The special project that students complete in the EDU 591 capstone course, along with their fieldwork experiences and student teaching placement will be specific to the curricular area they are getting certified to teach.

Admission and Pre-requisites

Admission requirements and prerequisite courses are based on State of Connecticut teacher certification regulations:

- The first of these is a minimum GPA of 2.7. Students between 2.7 and 3.0 will be conditionally admitted to the School of Graduate Studies and School of Education only through a waiver process approved by the Dean of Education.
- Another requirement is that all certification students need to have taken a course in U.S. History.
- Students looking to get their certification in sciences (Biology, Physics, Chemistry & Earth Science) will also need to have a bachelor's degree or a minimum of 39 credits in their subject area (a candidate for the MAT program with a concentration in Biology 7-12 will need a bachelor's degree in Biology or 39 credits in Biology). Candidates wishing

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to pursue the Early Childhood, Elementary Education, and Special Education certification will need to have a bachelor's degree and a minimum of 39 credits in general academic courses.

- Additionally, per State of Connecticut regulations, all candidates will need to have taken a course in five of the six curricular areas listed below:
 - English
 - Natural Science
 - Math
 - Social Studies
 - Foreign Language
 - Fine arts

Course Sequence

Core Courses (14 Credits)

Note that there are no electives or substitutions in the course sequence.

3-Credit Courses

- SED 481: Introduction to Exceptional Individuals
- SED 550: Developmental Differences
- EDU 509: Student Teaching Seminar
- EDU 591 – Special Project - Capstone

2-Credit Courses

- EDU 471: Supporting English Learners

General Pedagogy Courses (0 - 10.5 Credits)

- EDU 508: Curriculum and Instruction
- EDU 592: Research and Assessment in the Classroom
- RDG 470: Literacy in the Content Area
- EDU 544: Classroom Management

Special Education: none of these general pedagogy courses are needed. The content is embedded in their content pedagogy (0 CR)

Early Childhood: EDU 508, EDU 592 (6 CR)

Elementary Education & Elementary/Bilingual: EDU 508, EDU 592, EDU 544 (9 CR)

Sciences: EDU 508, EDU 592, EDU 544, RDG 470 (10.5 CR)

Student Teaching (9 Credits)

- EDU 450: 16-week student teaching placement

Content-Specific Pedagogy (9 – 24 Credits)

The State of Connecticut requires all certification candidates at the graduate level to have fieldwork experiences in three semesters. Elementary education, Early Childhood, and all Science Education candidates will perform clinical field experiences in EDU 508 and in at least one of their content-specific pedagogy courses listed below. The last clinical field experience will come during student teaching.

The following lists the content-specific pedagogy courses in each of the certification areas:

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- Sciences (9 credits): SCE 490, SCE 572, SCE 573
- Early Childhood (18 credits): EDU 319, EDU 533, SED 551, SED 553, SED 559, RDG 566
- Elementary (12 credits): EDU 504, EDU 506, EDU 534, RDG 566
- Special Education (24 credits): SED 512, SED 517, SED 519, SED 527, SED 535, SED 554, SED 691, RDG 520
- Elementary/Bilingual (21 credits): EDU 504, EDU 506, EDU 534, RDG 566, TSL 315, TSL 321, TSL 418

Note the difference in the number of credits is due to the experience students bring into the program. For example, science candidates are already coming in with the content necessary to teach; they need to know best practices for incorporating that content into pedagogical practice. Early childhood, elementary education, and special education candidates, on the other hand, need to be exposed to additional content and skills necessary to teach at their respective levels.

TOTAL CREDITS IN PROGRAM:

Sciences (Biology, Physics, Chemistry, Earth Sciences): 42.5

Elementary: 44

Special Education, Early Childhood: 47

Elementary / Bilingual (Dual): 53

NB. All the tracks contain at least 30 credits that counts towards the awarding the Master's degree. Please note that per the SCSU School of Graduate Studies, Innovation, and Research, students are allowed to use up to two undergraduate courses at the 300- or 400-level towards the awarding of their graduate degree.

Sciences (10 courses, 30 credits): SED 481, SED 550, EDU 508, EDU 592, EDU 544, EDU 509, EDU 591, SCE 490, SCE 572, SCE 573

Elementary (11 courses, 33 credits): SED 481, SED 550, EDU 508, EDU 592, EDU 544, EDU 509, EDU 591, EDU 504, EDU 506, EDU 534, RDG 566

Special Education (12 courses, 36 credits): SED 481, EDU 509, EDU 591, SED 512, SED 517, SED 519, SED 527, SED 535, SED 550, SED 554, SED 691, RDG 520

Early Childhood (11 courses, 33 credits): EDU 508, EDU 592, EDU 533, EDU 319, EDU 591, EDU 509, SED 481, SED 550, SED 551, SED 553, SED 559, RDG 566

Courses Lists and Credits

Elementary Education		Early Childhood		Special Education	
Course	Credits	Course	Credits	Course	Credits
SED 481	3	SED 481	3	SED 481	3
SED 550	3	SED 550	3	EDU 509	3
EDU 508	3	EDU 591	3	SED 512	3
EDU 592	3	EDU 508	3	SED 517	3
EDU 544	3	EDU 509	3	SED 519	3
EDU 509	3	EDU 471	2	SED 527	3
EDU 471	2	EDU 592	3	SED 535	3
EDU 504	3	SED 551	3	EDU 471	2

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EDU 534	3		SED 553	3		SED 550	3
EDU 506	3		SED 559	3		SED 554	3
RDG 566	3		EDU 319	3		SED 691	3
EDU 591	3		EDU 533	3		RDG 520	3
EDU 450	9		RDG 566	3		EDU 591	3
TOTAL	44		EDU 450	9		EDU 450	9
			TOTAL	47		TOTAL	47

Elementary / Bilingual Education			Science Ed ((Bio, Physics, Chem & Earth Sciences)	
Course	Credits		Course	Credits
SED 481	3		SED 481	3
SED 550	3		SED 550	3
EDU 508	3		EDU 508	3
EDU 592	3		EDU 592	3
EDU 544	3		EDU 544	3
EDU 509	3		EDU 471	2
EDU 471	2		RDG 470	1.5
EDU 504	3		EDU 509	3
EDU 534	3		SCE 490	3
EDU 506	3		SCE 572	3
RDG 566	3		SCE 573	3
EDU 591	3		EDU 591	3
EDU 450	9		EDU 450	9
TSL 315	3		TOTAL	42.5
TSL 321	3			
TSL 418	3			
TOTAL	53			

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

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Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members 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)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Beena Acchpal, Ph.D.	University of Connecticut	Early Childhood Development	
Laura Bower-Phipps, Ph.D.	University of Nevada	Curriculum & Instruction	
Adam Goldberg, Ed.D.	Teachers College, Columbia University	Mathematics Education	Department Chairperson
Angela Lopez-Velazquez, Ph.D.	University of Illinois, Urbana	English Language Learners	
Helen Marx, Ph.D.	University of Connecticut	Global Education	Undergraduate Coordinator
J. Gregory McVerry, Ph.D.	University of Connecticut	Literacy	Graduate Coordinator
Jessica Powell, Ph.D.	University of North Carolina	Early Childhood	
Carrie-Anne Sherwood, Ph.D.	University of Michigan	Science Education	
Christine Villani, Ed.D.	Fordham University	Curriculum & Instruction	
Louise Shaw, Ph.D.	Hofstra	Literacy	
Regine Randall, Ph.D.	University of Connecticut	Content-Area Literacy	Coordinator, Graduate Reading Program
Yan Wei, Ph.D.	University of Connecticut	Special Education	
Meghan Brahm, BCBA	National University of Ireland, Galway	Special Education/ASD/ABA	
Louise Spear-Swerling, Ph.D.	Yale University	Learning Disabilities	Area Coord., MS Concentration in LD
Kimberly Bean, Ed.D.	Nova Southeastern University	Special Education/ASD/OD	Area Coord., MS Concentrat. in ASD/OD
Kara Faraclas, Ed.D.	Teachers College, Columbia University	Special Education	Area Coord., MS Concentrat. in EBD

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PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year FY 2020						Second Year FY 2021						Third Year FY 2022					
	Fall 2019 Semester		Spring 2020 Semester		Summer 2020		Fall 2020 Semester		Spring 2021 Semester		Summer 2021		Fall 2021 Semester		Spring 2022 Semester		Summer 2022	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	23.00	67.00	23.00	67.00		29.00	46.00	134.00	52.00	128.00		55.00	52.00	157.00	46.00	136.00		55.00
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year¹	23.00	67.00	23.00	67.00		29.00	46.00	134.00	52.00	128.00		55.00	52.00	157.00	46.00	136.00		55.00
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	80,822	274,164	80,822	274,164		81,158	161,644	548,328	182,728	523,776		170,500	182,728	728,376	161,644	564,696		170,500
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	354,986		354,986		81,158		709,972		706,504		170,500		911,104		726,340		170,500	
PROJECTED Program Expenditures ³	First Year						Second Year						Third Year					
	First Year		Second Year		Third Year		First Year		Second Year		Third Year		First Year		Second Year		Third Year	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Administration (Chair or Coordinator) ⁴	37,084		74,170		74,170													
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	15,865		47,596		47,596													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵ (i.e., advertising)	10,000		10,000		10,000													
Estimated Indirect Costs ⁶	11,332		23,717		23,717													
Total Expenditures per Year	74,281		155,483		155,483													

NOTE: Existing regulations require that: "an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

- 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- 2 Revenues from all courses students will be taking.
- 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.
- 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Early Childhood Education program leading to an Associate of Science degree at Charter Oak State College for a period of three years.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program leading to an Associate of Sciences degree in Early Childhood Education at Charter Oak State College

BACKGROUNDSummary

In order for early child care facilities to meet accreditation requirements, personnel in instructional roles must be working on either an associate or bachelor's degree. The state's Office of Early Childhood Education (ECTC) has established a timeline during which instructional personnel in state-funded early childhood programs must pursue postsecondary education in order to maintain their jobs and for the facility to obtain national accreditation. It is estimated that only 25% of the state's 1,449 center-based childcare programs in the state currently hold national accreditation. An online associate's degree program in early childhood education would afford early childhood workers and others an additional option to meet this mandate.

Rationale

The proposed program has been approved by the ECTC's Early Teacher Credentialing program enabling completers to work in state-funded school readiness programs as assistant teachers. However, completers would not be qualified to become certified teachers in the state's public schools.

It is estimated that the program will attract an enrollment of 3 full-time students and 13 part-time students in its first year and have an enrollment of 5 full-time students and 14 part-time student in its third year.

Resources

Offering this program would require Charter Oak to develop four new courses and revise another to emphasize teacher training and development for work in early childhood education. Projected revenue for the proposed program exceeds projected expenditures by nearly a 2 to 1 ratio for its first three years.

RECOMMENDATION

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

03/28/2018 – BOR Academic & Student Affairs Committee
04/08/2018 – Board of Regents

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Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: March 2017 (Renewal)		
Program Characteristics Name of Program: Early Childhood Education Degree: Title of Award (e.g. <i>Master of Arts</i>) Associate of Science Certificate: (specify type and level) N/A Anticipated Program Initiation Date: Fall 2018 Anticipated Date of First Graduation: May 2020 Modality of Program: On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 61	Program Credit Distribution # Cr in Program Core Courses: 30 # Cr of Electives in the Field: 30 Gen Ed including Cornerstone # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 6 credit internship <u>Total # Cr in the Program</u> (sum of all #Cr above): 61 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 52	
Type of Approval Action Being Sought: <input checked="" type="checkbox"/> Licensure or <input type="checkbox"/> Licensure and Accreditation - (see NOTE below)		
CIP Code No. (optional) Title of CIP Code		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination		
Institution's Unit (e.g. <i>School of Business</i>) and Location (e.g. <i>main campus</i>) Offering the Program: Charter Oak State College, 55 Paul Manafort Drive, New Britain, CT 06053		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Shirley Adams, PhD.	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application: Log of Steps Toward Approval: Date of Approval: Date for Inclusion in BOR-ASA Meeting Package: Comments:

NOTE: Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:

a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or

b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous licensure and accreditation is generally sought for new degree and certificate programs that are closely related

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APPLICATION FOR NEW PROGRAM APPROVAL

to a set of already existing programs and aligned with institutional strengths.

New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

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Connecticut State Colleges & Universities APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The mission of Charter Oak State College is to provide adults with alternative ways to earn their degrees. The college's mission is to validate learning through both traditional and nontraditional means, including testing, assessment for prior learning and its own courses. The role and scope of Charter Oak State College is to provide adults with opportunity to earn degrees that are of equivalent quality and rigor to those earned at other institutions of higher learning.

The college's mission aligns with the Connecticut State Colleges and University (CSCU) systems mission to increase the number of students completing an academic program for personal and professional reasons. Offering degree programs to students that want to enhance their skills for current or future employment opportunities supports both Charter Oak's and the CSCU systems' mission.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/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)*

Changing Family Dynamics

The last several decades have brought changes to family dynamics and what we know about the long-term benefits of early childhood education. With more single parent families and dual-wage earners in homes, the need for quality early childhood services has increased, thereby necessitating the need for more directors, teachers and assistant teachers working in the field. Further, with new research being published on the effects of early childhood education on child growth and development, and with economists validating this research and how it impacts future growth and learning, there is a need to increase the education of the childcare workforce to keep up with the increasing demands of the field.

'Not only does high-quality early childhood education benefit a child's development, but it also supports parents who are struggling to balance work and family obligations. The share of parents reporting work-family conflict has increased over the past 40 years, and almost half of all working parents have turned down a job they felt would interfere with their family obligations. By providing high-quality care, early childhood programs can strengthen parents' attachments to the labor force and increase their potential earnings (1). Higher labor force participation and earnings has benefits to CT society in terms of both economic gains as well as general family quality of life.

Accreditation of Early Childhood Programs

According to Child Care Aware (2), (an agency whose mission is to advance a childcare system in our nation that serves all children and families, undertakes research, and leads projects that increase the quality and availability of childcare), there are currently 1,449 center-based childcare programs in CT, with only 25% of these centers currently holding a national accreditation (2017). Demands for accreditation are now on the rise, with both federally-funded Head Start and state-funded School Readiness programs currently requiring 100% of their programs to achieve accreditation. Parents utilizing privately-funded, for-profit centers also know of the value of sending their children to accredited centers, and are increasingly asking for accreditation when opting to enroll their children for care. In order to meet accreditation requirements, teachers must be working on either associate or bachelor degrees.

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Office of Early Childhood Requirements for Teachers in State-Funded Programs

The CT Office of Early Childhood (OEC) has established a timeline for teachers and assistant teachers to obtain degrees in order to continue to work in state-funded centers. Teachers and assistant teachers working in state-funded programs must meet 'Qualified Staff Member' (QSM) requirements in order to maintain their jobs. The goal is for all QSM's in each classroom to have a bachelor's degree within the next five years, with assistant teachers working to achieve associate's degrees. Having an online associate's degree in early childhood will allow students interested in completing their requirements another option and it will assist OEC in meeting its goals.

Currently Charter Oak doesn't offer an associate's degree in child studies or early childhood. Students can take early childhood courses as part of their associate's degree, but the degree just states an 'associate of science' degree. This puts them at a disadvantage because some employers will only hire and/or pay for the degree if it is specific to early childhood education.

In conclusion, the change from offering a general studies associate's degree with courses in early childhood education to offering an associate's degree in early childhood education benefits Connecticut society and communities by:

- Contributing to workforce productivity as parents are more likely to be successful in their work when they know that the needs of their children are being met;
- Advancing the knowledge base of the early childhood workforce in caring for and educating young children under the age of five who ultimately will need to be prepared for kindergarten entry;
- Raising the qualification levels of teachers working in state-funded programs or private-sector programs as the need for accreditation continues to grow.

Sources:

1. The Economics of Early Childhood Investment (2014). Retrieved from https://obamawhitehouse.archives.gov/sites/default/files/docs/the_economics_of_early_childhood_investments.pdf
2. Child Care Aware: 2017 State Child Care Facts in the State of Connecticut. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/07/CT_Facts.pdf

- **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?**

Resources

Because Charter Oak State College is an online institution, the program will continue to use its distinctive character to attract students that may benefit from its alternative learning format. Many adults who decide to work in early childhood education are career-changers and they have competing family/professional career goals. They want to study, yet also want the flexibility afforded by Charter Oak State College to be available when necessary for their families. Charter Oak State College is sensitive to the demands adult learner/career-changer seeking to earn a degree. Studying online means that students can be available to their families and work at times of the day or night that work for them. This is a strength of Charter Oak State College programs.

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COSC also looks at prior learning and the experiences of the students, and awards credits where appropriate to enable students to complete degrees in a timely manner. This is another attractive feature to students, and a strength of the institution. Charter Oak State College is unique in that the work is done via technology. Systems are user-friendly and support the working adult. While other colleges or universities may offer online courses, COSC is 100% dedicated to its mission of offering learning to students in nontraditional formats.

Curriculum

The AS Early Childhood degree program will be an Office of Early Childhood (OEC) approved ECTC (Early Childhood Teacher Credentialing) program. It is not a program for students that desire to obtain certification to teach in CT public schools but instead will prepare students to work in CT State-Funded School Readiness Programs. The AS Early Childhood degree program will consist of courses that are already offered as part of the Charter Oak State College Child Studies concentration. Offering this new degree program will require the development of four new courses and a revision to one course to emphasize teacher training and development for work in early childhood education. These courses will also be taken by students pursuing the bachelor of science degree.

The program makes use of the strengths of the institution by continuing its collaboration with other CT Colleges and Universities, CT State Department of Education and the Office of Early Childhood (OEC) to ensure standards for programs are consistently met. All changes to the curriculum will be reviewed by the Office of Early Childhood and aligned with what is offered in the CSCU system.

Faculty

The college will also continue to use the expertise of its faculty, who come from regionally accredited colleges and universities or are professionals with advanced degrees working in their area of expertise, to ensure that high standards for curriculum quality are met. Further, all faculty is required to complete annual training to keep up-to-date on best practices in the fields of both online education and early childhood education.

Sources:

3. Standards for Early Childhood Educator Professional Preparation (2010).
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf>

- 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?

Resources

Because Charter Oak State College is an online institution, the program will continue to use its distinctive character to attract students that may benefit from its alternative learning format. Many adults who decide to work in early childhood education are career-changers and they have competing family/professional career goals. They want to study, yet also want the flexibility afforded by Charter Oak State College to be available when necessary for their families. Charter Oak State College is sensitive to the demands adult learner/career-changer seeking to earn a degree. Studying online means that students can be available to their families and work at times of the day or night that work for them. This is a strength of Charter Oak State College programs.

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Curriculum

The AS Early Childhood degree program will consist of courses that are already offered as part of the Charter Oak State College Child Studies concentration. Offering this new degree program will require the development of four new courses and a revision to the practicum course to emphasize teacher training and development for work in early childhood education. These courses will also be taken by students pursuing the bachelor of science degree.

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4. Standards for Early Childhood Educator Professional Preparation (2010).

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf>

- Please describe any transfer agreements with other CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

Articulation is key to supporting the early childhood workforce in degree attainment (Office of Early Childhood, 2015). Charter Oak State College will use the CT ECTC Program Articulation for Transfer Students to develop courses in its proposed early childhood degree programs (4). Standards align with the ECTC requirements, as well as with the NAEYC Standards for Educator Professional Preparation (3). The college supports all transfer and articulation agreements from Connecticut Community Colleges to Connecticut State Universities and to Charter Oak State College. Though the goal would be to retain students from this associates degree to the bachelor degree program, the college recognizes that students may enter the program at any time and may desire to complete their bachelor's degree at another institution.

Retention in the CSCU system is the ultimate goal. To that end, the college will honor all existing agreements and work to develop future agreements where they can support the CT student.

Source:

1. CT ECTC Program Articulation for Students Transferring from a Two-Year to Four-year Institution. Retrieved from: www.ct.gov/oec/lib/oec/earlycare/workforce/ectc/section_2a.doc
2. Transfer and articulation: Retrieved from <http://www.ct.edu/initiatives/tap>

Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being

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avoided.

There are many programs offered in the CSCU system that focus on early childhood education. The community colleges offer associate of science degrees in early childhood and are approved by the Office of Early Childhood to prepare students for the ECTC (Early Childhood Teacher Credential). Only Eastern CT State University and Charter Oak State College currently offer a bachelor of science degree to prepare students for the ECTC at the bachelor's level. Charter Oak State College will be the only school offering both levels of preparation for the ECTC, and students will benefit from being able to complete 100% of their degree program online. Students in areas of the state that currently do not offer the ECTC at the bachelor degree level can enroll at Charter Oak for the Associate of Science degree and continue to the bachelor's degree, without needing to change schools.

Cost Effectiveness and Availability of Adequate Resources

(Please complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form.)

Projections of Program Enrollment and Graduation

Charter Oak State College already has a successful early childhood education program. The proposed addition of an associate's degree will improve educational options for students who are generally working a full-day, raising families and needing flexibility in their college scheduling in order to fulfill employer mandates for degrees.

The CT Office of Early Childhood published a February 2016 report that indicated a workforce registry of 19,409 teachers, teachers, assistant teachers, directors, trainers and consultants. There have been well over 757 individuals receiving scholarship assistance to remain enrolled in degree programs to meet program requirements for NAEYC accreditation (7). In fact, NAEYC accreditations in CT have increased from 429 centers in 2014 to 488 centers in 2017. Each newly accredited center requires additional training for its teachers to meet the degree requirements for its teaching staff.

Revenue and Expenses

Charter Oak State College expects revenue to grow as new populations of students are expected to be recruited into the program. Expenses will consist of the development of four new courses and revision to the current 300 level practicum course. All of the new courses will be taken by students in both the associate's and bachelor's degree programs. The revision to the practicum course will be for students enrolled in only the associate's degree program while students at the bachelor level will take a practicum course appropriate to their educational level. Please see budget page of this application for more concise information regarding proposed revenue and expenses.

Enrollment

COSC has increased its enrollment in General Studies ECE Concentrations significantly from 2012-2017. There was a slight drop in enrollment during 2017 that may be due to changes to OEC Scholarship Funding that may be reflective of state budget constraints. However, COSC sees this associate's degree as an opportunity to expand upon its offerings to better serve the early childhood teaching and administrative populations within CT community and school-based programs. By offering the associate's degree in early childhood education as a feed-in to a bachelor's degree program, students will be able to complete their program in a timely manner, considerate of the nontraditional ways in which its students enter and receive credits at COSC, to better support CT communities.

Because faculty is paid for coursework at a per-student rate, and support services for the degree program are

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already in place, there are no major cost implications expected beyond the development of proposed new courses.

Cost for developing and revising courses is approximately \$3,000 per course.

Enrollment Growth Projections

Through extensive marketing for this new degree program, 10-15 new students are expected to enroll in this program for each of the next three years. This can be further divided to 5-8 expected new students each fall and spring semester. Proposed enrollment growth is based on new outreach efforts to the early childhood community.

The new program will be marketed to the following groups of early childhood programs:

- CT Office of Early Childhood licensed Family Child Care Providers
- CT Office of Early Childhood School Readiness Programs
- CT Birth-Three Providers
- American Montessori Society Programs
- Department of Defense Child Development Programs
- Private Sector Programs

Although marketing has supported programs in the past, new marketing efforts will include outreach to program administrators to discuss program offerings and how they can benefit these various groups of early childhood professionals.

Source:

7. http://www.ct.gov/oec/lib/oec/ct_oec_data_at-a-glance_february_24_2016.pdf

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in 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)*

The learning outcomes for this program align with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation. The NAEYC standards reflect: 1) knowledge of child development and learning, 2) the importance of building family relationships, 3) observing, reflecting and assessing to support young children and families, 4) using developmentally effective approaches to connect with children and families, 5) using content knowledge to build meaningful curriculum and 6) becoming a professional.

The following program outcomes are reflective of these standards. Although a portion of these standards are also reflected in the proposed bachelor's degree program, assignments for students are developed for the educational level of the student that the course is designed to address.

Students in this degree program will learn how to:

1. Develop curriculum & lesson plans that reflect understanding of developmentally-appropriate practices and promote child development and learning (NAEYC, Standard 1);
2. Establish partnerships with families in order to foster the growth and development of each child (NAEYC, Standard 2);
3. Utilize a variety of assessment tools to observe & document children's development for the purpose of informing instruction to meet the needs of each learner (NAEYC, Standard 3);
4. Design a safe, healthy and purposeful learning environment with lead or co-teachers to support inclusionary & culturally pluralistic learning environment for young children (NAEYC, Standard 1 & 2, 4)
5. Support teachers or co-teachers in building a meaningful curriculum that is student-centered and takes into account the active and multimodal nature of young children's learning (NAEYC, Standard 5);
6. Engage in reflective practice (NAEYC, Standard 6);

Assessment Methodologies

1. This degree will be assessed as part of the program review process of the BOR. It will also be assessed against key performance indicators that will be approved by the Office of Early Childhood as part of the application process for the Early Childhood Teacher Credential (ECTC) at the associate's degree level.
2. Students will submit course evaluations at the completion of each course. Course evaluations allow for faculty self-reflection as well as for the program coordinator and director of undergraduate programs to mentor faculty when doing so can benefit both the student and faculty member. Respect for academic freedom is supported as long as faculty goals align with program outcomes as they relate to the NAEYC Professional Educator standards.
3. New courses must meet certain levels of quality and they will go through a review process for both content and pedagogy. Each new faculty member is required to complete a faculty orientation. Once approved for teaching, the faculty member is monitored the first time that he/she teaches a course.
4. Current instructor satisfaction rates demonstrate student satisfaction with instructors as well as course content at approximately 95%. Charter Oak State College intends to maintain this rate of student satisfaction in this new degree program.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

The proposed administrator for the program, Maureen Hogan, PhD., has both pedagogical and business leadership

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experience. She has over twenty-five years of experience as a teacher, program director & administrator of NAEYC (National Association for the Education of Young Children) accredited centers. She also has served as higher education faculty for over six years in CAEP (Council for Accreditation of Teacher Education) accredited programs in both CT & New York. She has experience teaching at the associate, bachelor and master degree level, and in developing courses for both on-ground and online formats. Additionally, she has seven years of online teaching experience.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

How many new full-time faculty members, if any, will need to be hired for this program? N/A

What percentage of the credits in the program will they teach? N/A

What percent of credits in the program will be taught by adjunct faculty? 95%; The other 5% will be taught by the program director.

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

Faculty will be required to hold at least a Master's Degree in social sciences or another field of study related to early childhood education. Faculty will have practical experience in working in the field of early childhood education. New adjunct faculty will be mentored by the program coordinator for the first two courses that the faculty member may teach.

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. Please include these resources in the Resources and Expenditures Projections spreadsheet)*

N/A

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Curriculum

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)*

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
ECE 101- Intro to Early Childhood Education*	1, 2, 3, 4, 5, 6		3			
ECE 176 Health, Safety and Nutrition	2		3			
ECE 2XX Curriculum for Young Children: Methods & Techniques (proposed new) or ECE 261: Infant/Toddler Care: Methods and Techniques*	1, 3		3			
ECE 2XX Diversity in Early Care and Education*	2, 4		3			
ECE 210- Observation & Assessment in Early Childhood Programs	1, 3		3			
ECE 247- Child Development: Birth-Eight*	5		3			
ECE 2XX- The Exceptional Child*	4		3			
ECE 2XX- Early Language & Literacy Development*	1, 3		3			
ECE 299-ECTC Practicum **	1, 2, 3, 6		6			
Total			30			
Core Course Prerequisites				Elective Courses in the Field		
PSY 101- Introduction to Psychology (prior to 200 level courses)			3			
			33			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p>Program Outline <i>(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. For example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")</i></p>						

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical*

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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affiliations, internships, and practical or work experience.) The proposed plan of study for students new to the degree program will be:

Term 1:

- Cornerstone Seminar (3)
- Introduction to Early Childhood Education (3)

Term 2

- Health, Safety and Nutrition (3)
- English Composition 1 (3)

Term 3

- Introduction to Psychology (3)
- English Composition II (3)

Term 4

- Math Gen Ed (3)
- Diversity and Ethics in Early Care and Education (3)

Term 5

- Child Development- Birth-Eight (3)
- Literature/Fine Arts Gen Ed (3)

Term 6

- Science Gen Ed (3)
- Observation and Assessment in Early Childhood Programs (3)

Term 7

- Early Language and Literacy Development (proposed new) (3)
- Science Gen Ed with Lab (4)

Term 8

- History or Non U.S. History and Culture Gen Ed (3)
- Exceptional Learner (3)

Term 9

- Oral Communication Elective (3)
- Curriculum for Young Children: Methods and Techniques (3)

Term 10

- Student Teaching Practicum (6)

Notes:

Students will have options for taking the approved Pathways Exams in place of courses for Introduction to Early Childhood Education, Child Development Psychology, Infant/Toddler Development and Early Language and Literacy (total of 12 possible credits offered by exam). Due to the flexibility in learning at Charter Oak State College, students may extend their time in learning across additional semesters, if desired.

* New Courses ** Course revision

ECE 299- ECTC Practicum must be taken in the last two semesters and must have advisor approval for students to register.

***Special Requirements** include co-curriculum activities – structured learning activities that complement the formal curriculum- such as internships, innovation activities and community involvement.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

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Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members 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)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Maureen Hogan, PhD.	Capella University	Early Childhood Education/	ECE Program Coordinator / ECE Speech and Language and Capstone Courses
Patrice Farquharson, PhD.	Nova Southeastern University	Early Childhood Education	Charter Oak State College Core Faculty and Adjunct Faculty
Regina Miller, PhD.	University of Kansas	Early Childhood Education	Adjunct Faculty
Mary Ellen Galante-DeAngelis, MA	University of Connecticut	Early Childhood Education	Adjunct Faculty
Deborah Watson, MS.	Central Connecticut State University	Early Childhood Education	Adjunct Faculty
Pamela Giberti, M.Ed.	Antioch/ New England Graduate School	Early Childhood Education	Adjunct Faculty
Carmelita Valencia-Daye, M.Ed.	University of North Carolina, Chapel Hill	Early Childhood Education	Adjunct Faculty
Margaret Dana-Conway, MS.	Hunter College	Early Childhood Education	Adjunct Faculty
Carole Weisberg, MA.	Concordia University	Early Childhood Education	Adjunct Faculty

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PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	2	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4	1	4
Continuing Students progressing to credential	0	0	2	8	0	2	3	9	3	9	1	2	4	10	4	10	1	3
Headcount Enrollment	3	12	3	12	1	6	4	13	4	13	2	6	5	14	5	14	2	7
Total Estimated FTE per Year¹	11.0						13.0						14.8					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition & Fees ²	3,969	7,653	11,337	22,389	3,969	11,337	15,462	24,942	15,462	24,942	7,878	11,670	19,862	27,686	19,862	27,686	8,126	13,994
Tuition & Fees from Internal Transfer ²	7,653	15,021	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program Specific Fees (lab fees, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	83,328						100,356						117,216					
PROJECTED Program Expenditures ³	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Administration (Chair or Coordinator) ⁴	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty (Full-time, total for program) ⁴	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty (Part-time, total for program) ⁴	43797	51760	58928															
Support Staff (lab or grad assist, tutor)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Library Resources Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Equipment (List in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other ⁵	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Estimated Indirect Costs ⁶	3941	4658	5303															
Total Expenditures per Year	47,738						56,418						64,231					

NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”

1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
2 Revenues from all courses students will be taking.
3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.
4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.
5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Early Childhood Education program leading to a Bachelor of Science degree at Charter Oak State College for a period of three years.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program leading to a Bachelor of Science degree in Early Childhood Education at Charter Oak State College

BACKGROUNDSummary

In order for early child care facilities to meet accreditation requirements, personnel in instructional roles must be working on either an associate or bachelor's degree. The state's Office of Early Childhood Education (ECTC) has established a timeline during which instructional personnel in state-funded early childhood programs must pursue postsecondary education in order to maintain their jobs. It is estimated that only 25% of the state's 1,449 center-based childcare programs in the state currently hold a national accreditation. An online bachelor's degree program in early childhood education would afford early childhood workers and others an additional option to meet this mandate.

Rationale

The proposed program has been approved by the ECTC's Early Teacher Credentialing program enabling completers to work in state-funded school readiness programs as teachers. The program would also offer curricular tracks in Program Administration & Leadership, Infant/Toddler, Preschool and Montessori Education. These other specialized tracks would prepare completers to meet the state's workforce needs in other aspects of early childhood education.

It is estimated that the program will attract an enrollment of 21 full-time students and 86 part-time students in its first year and have an enrollment of 23 full-time students and 93 part-time student in its third year.

Resources

Offering this program would require Charter Oak to develop five new courses, three of which will be taken in both the proposed associate degree program and the new bachelor's degree program. Projected revenue for the proposed program significantly exceeds projected expenditures in each year for the first three years of the program.

RECOMMENDATION

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

03/28/2018 – BOR Academic & Student Affairs Committee

04/08/2018 – Board of Regents

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SECTION 1: GENERAL INFORMATION

Institution:	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date: March 2017 (Renewal)		
Program Characteristics	Program Credit Distribution	
Name of Program: Early Childhood Education	# Cr in Program Core Courses: 27	
Degree: Title of Award (e.g. Master of Arts) Bachelor of Science	# Cr of Electives in the Field: varies by track	
Certificate: (specify type and level) N/A	# Cr of Free Electives:	
Anticipated Program Initiation Date: Fall 2018	# Cr Special Requirements (include internship, etc.): 28 credits of general education	
Anticipated Date of First Graduation: May 2022	<u>Total # Cr in the Program</u> (sum of all #Cr above): 120	
Modality of Program: On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/>	From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 120	
If "Combined", % of fully online courses?		
Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120		
Type of Approval Action Being Sought: Licensure or Licensure and Accreditation - (see NOTE below)		
CIP Code No. (optional)	Title of CIP Code	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:		
Program Discontinued: <input checked="" type="checkbox"/>	CIP:	OHE#: Accreditation Date:
Phase Out Period: 2018	Date of Program Termination: SU 2018	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Charter Oak State College, 55 Paul Manafort Drive, New Britain, CT 06053		
Other Program Accreditation:		
<ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional license, please identify: 		
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
Institutional Contact for this Proposal: Shirley Adams, PhD.	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.edu

CSCU REVIEW STATUS (For System Office Use Only - please leave blank)

Notes regarding Application:
 Log of Steps Toward Approval:
 Date of Approval:
 Date for Inclusion in BOR-ASA Meeting Package:
 Comments:

NOTE: Institutions shall seek approval of new programs either as *Licensure* or simultaneous *Licensure and Accreditation*:

- a. *Licensure*, normally granted for a period of three years, authorizing the enrollment of students and their advancement toward the completion of degree requirements; or
- b. *Licensure and Accreditation*, simultaneously authorizing the enrollment and award of credentials to students. The accreditation action is considered renewed with each regional accreditation of the institution. Simultaneous licensure and accreditation is generally sought for new degree and certificate programs that are closely related to a set of already existing programs and aligned with institutional strengths.

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New degree programs are normally submitted for licensure only, to be accredited after three years. Certificates normally are licensed and accredited simultaneously.

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SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The mission of Charter Oak State College is to provide adults with alternative ways to earn their degrees. The college's mission is to validate learning through both traditional & nontraditional means, including testing, assessment for prior learning & its own courses. The role & scope of Charter Oak State College is to provide adults with opportunity to earn degrees that are of equivalent quality & rigor to those earned at other institutions of higher learning.

The college's mission aligns with the Connecticut State Colleges & University (CSCU) systems mission to increase the number of students completing an academic program for personal & professional reasons. Offering degree programs to students that want to enhance their skills for current or future employment opportunities supports both Charter Oak's & the CSCU systems' mission.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/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)*

Changing Family Dynamics-

The last several decades have brought changes to family dynamics & what we know about the long-term benefits of early childhood education. With more single parent families & dual-wage earners in homes, the need for quality early childhood services has increased, thereby necessitating the need for more directors, teachers & assistant teachers working in the field. Further, with new research being published on the effects of early childhood education on child growth & development, & with economists validating this research & how it impacts future growth & learning, there is a need to increase the education of the childcare workforce to keep up with the increasing demands of the field.

Not only does high-quality early childhood education benefit a child's development, but it also supports parents who are struggling to balance work & family obligations. The share of parents reporting work-family conflict has increased over the past 40 years, and almost half of all working parents have turned down a job they felt would interfere with their family obligations. By providing high-quality care, early childhood programs can strengthen parents' attachments to the labor force & increase their potential earnings (1). Higher labor force participation & earnings has benefits to CT society in terms of both economic gains as well as general family quality of life.

Accreditation of Early Childhood Programs

According to Child Care Aware (2) (an agency whose mission is to advance a childcare system in our nation that serves all children & families, undertakes research, & leads projects that increase the quality & availability of childcare), there are currently 1,449 center-based childcare programs in CT, with only 25% of these centers currently holding a national accreditation (2017). Demands for accreditation are now on the rise, with both federally-funded Head Start & state-funded School Readiness programs currently requiring 100% of their programs to achieve accreditation. Parents utilizing privately-funded, for-profit centers also know of the value of sending their children to accredited centers, & are increasingly asking for accreditation when opting to enroll their children for care. In order to meet accreditation requirements, teachers must be working on either associate or bachelor degrees.

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Office of Early Childhood Requirements for Teachers in State-Funded Programs

The CT Office of Early Childhood (OEC) has established a timeline for teachers & assistant teachers to obtain degrees in order to continue to work in state-funded centers. Teachers and assistant teachers working in state-funded programs must meet 'Qualified Staff Member' (QSM) requirements in order to maintain their jobs. The goal is for all QSM's in each classroom to have a bachelor's degree within the next five years. Having an online bachelor's degree in early childhood will allow students interested in completing their requirements another option and it will assist OEC in meeting its goals.

Currently Charter Oak doesn't offer a bachelor's degree in child studies or early childhood. Students can take child studies courses as part of their bachelor's degree, but the degree just states a 'bachelor of science' degree. Although the college does offer a concentration in child studies with four different foci (child studies, early childhood studies, ECTC, & Montessori Studies), not having a bachelor's degree in early childhood education puts students at a disadvantage because some employers will only hire & or pay for the degree if the degree is in early childhood.

In conclusion, the change from offering a bachelor's degree with courses in childhood studies to offering a bachelor's degree in early childhood education benefits Connecticut society & communities by:

- Contributing to workforce productivity as parents are more likely to be successful in their work when they know that the needs of their children are being met;
- Advancing the knowledge base of the early childhood workforce in caring for & educating young children under the age of five who ultimately will need to be prepared for kindergarten entry;
- Raising the qualification levels of teachers working in state-funded programs or private-sector programs as the need for accreditation continues to grow.

Sources:

1. The Economics of Early Childhood Investment (2014). Retrieved from https://obamawhitehouse.archives.gov/sites/default/files/docs/the_economics_of_early_childhood_investments.pdf
2. Child Care Aware: 2017 State Child Care Facts in the State of Connecticut. Retrieved from https://usa.childcareaware.org/wp-content/uploads/2017/07/CT_Facts.pdf

- 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?

Resources

Because Charter Oak State College is an online institution, the program will continue to use its distinctive character to attract students that may benefit from its alternative learning format. Many adults who decide to work in early childhood education are career-changers and they have competing family/professional career goals. They want to study, yet also want the flexibility afforded by Charter Oak State College to be available when necessary for their families. Charter Oak State College is sensitive to the demands adult learner/career-changer seeking to earn a degree. Studying online means that students can be available to their families and work at times of the day or night that work for them. This is a strength of Charter Oak State College programs.

COSC also looks at prior learning and the experiences of the students, and awards credits where appropriate to

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enable students to complete degrees in a timely manner. This is another attractive feature to students, and a strength of the institution. Charter Oak State College is unique in that the work is done via technology. Systems are user-friendly and support the working adult. While other colleges or universities may offer online courses, COSC is 100% dedicated to its mission of offering learning to students in nontraditional formats.

Curriculum

The BS Early Childhood degree program will be an Office of Early Childhood (OEC) approved ECTC (Early Childhood Teacher Credentialing) program. It is not a program for students that desire to obtain certification to teach in CT public schools but instead to prepare students to work in CT State-Funded School Readiness Programs. The Early Childhood degree programs will consist of many courses that are already offered as part of the Charter Oak State College General Studies Degree Programs. The college currently offers four foci in Childhood Studies, & these foci will continue to be embedded within the new degree program offerings though the format for offerings will change.

The Child Studies concentration with the Early Childhood Teacher Credential (ECTC) focus has already been approved by the Office of Early Childhood & its outcomes align with the National Association for the Education of Young Children (NAEYC) standards for Educator Professional Preparation. All changes to the ECTC from a concentration to a degree program are being sent to the Office of Early Childhood for approval (currently in-process). Dr. Adams at the Office of Early Childhood has suggested that since the current ECTC concentration at COSC is up for renewal next year, that COSC can reapply now since these changes are in process. The new approval for the ECTC will be done simultaneously with the proposed change to degree programs. All recommendations of the Office of Early Childhood will be followed.

Offering the Bachelor's degree will require minor revisions to existing courses & the development of five new courses, three of which will also be offered in the associate's degree program. These changes will strengthen the offerings to better align the program with the degree programs offered in the CSCU system.

Faculty

The college will also continue to use the expertise of its faculty, who come from regionally accredited colleges & universities or are professionals with advanced degrees working in their area of expertise, to ensure that high standards for curriculum quality are met. Further, all faculty is required to complete annual training to keep up-to-date on best practices in the fields of both online education and early childhood education.

In conclusion, the program makes use of the strengths of the institution by continuing its collaboration with other CT Colleges & Universities, CT State Department of Education & the Office of Early Childhood (OEC) to ensure standards for programs are consistently met.

Sources:

3. Standards for Early Childhood Educator Professional Preparation (2010).
<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-St&ards.pdf>
- Please describe any transfer agreements with other CSCU institutions that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

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Articulation is key to supporting the early childhood workforce in degree attainment (Office of Early Childhood, 2015). Charter Oak State College will use the CT ECTC Program Articulation for Transfer Students to develop courses in its proposed early childhood degree programs (4). Standards align with the ECTC requirements, as well as with the NAEYC Standards for Educator Professional Preparation (3). The college supports all transfer & articulation agreements from Connecticut Community Colleges to Connecticut State Universities & to Charter Oak State College. The goal is to support all articulation agreements for students transferring from two year colleges to COSC.

Retention in the CSCU system is the ultimate goal. To that end, the college will honor all existing agreements & work to develop future agreements where they can support the CT student.

Source:

4. CT ECTC Program Articulation for Students Transferring from a Two-Year to Four-year Institution. Retrieved from: www.ct.gov/oec/lib/oec/earlycare/workforce/ectc/section_2a.doc
 5. Transfer & articulation. Retrieved from <http://www.ct.edu/initiatives/tap>
- Please indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.

There are many programs offered in the CSCU system that focus on early childhood education. The community colleges offer associate of science degrees in early childhood and are approved by the Office of Early Childhood to prepare students for the ECTC (Early Childhood Teacher Credential). Only Eastern CT State University and Charter Oak State College currently offer a bachelor of science degree to prepare students for ECTC at the bachelor's level. Charter Oak State College will be the only school offering both levels of preparation for the ECTC, and students will benefit from being able to complete 100% of their degree program online. Students in areas of the state that currently do not offer the ECTC at the bachelor degree level can enroll at Charter Oak for the Associate of Science degree and continue to the bachelor's degree, without needing to change schools

Cost Effectiveness and Availability of Adequate Resources

(Please complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form.)

Projections of Program Enrollment and Graduation

Charter Oak State College already has a successful early childhood education program. The proposed changes to the degree programs will improve educational options for students who are generally working a full-day, raising families and needing flexibility in their college scheduling in order to fulfill employer mandates for degrees.

The CT Office of Early Childhood published a February 2016 report that indicated a workforce registry of 19,409 teachers, teachers, assistant teachers, directors, trainers and consultants. There have been well over 757 individuals receiving scholarship assistance to remain enrolled in degree programs to meet program requirements for NAEYC accreditation (7). In fact, NAEYC accreditations in CT have increased from 429 centers in 2014 to 488 centers in 2017. Each newly accredited center requires additional training for its teachers to meet the degree requirements for its teaching staff.

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Enrollment History

The degree in General Studies, with concentrations in Child Studies, has produced the following enrollments:

	1213	1314	1415	1516	1617
Child & Youth Development	11	24	26	18	16
Child Studies	105	167	89	75	94
Early Childhood Studies (XXECS)	52	64	0	0	0
Child Studies - Early Childhood Studies (CHIEC)	0	0	89	74	65
Child Studies - ECTC	0	0	91	98	86
Child Studies - Montessori (CHIMS)	0	0	4	3	1
Child Studies: Montessori (XXSMF)	2	2	0	0	0
Grand Total	170	257	299	268	262

Note: The ECTC was only approved in 1415, so enrollment numbers shifted from the Child Studies concentration to reflect a more even distribution between both the child studies concentration and the ECTC concentration in 1415. This Child Studies concentration will remain a separate concentration and will not be a part of this new degree program.

COSC has increased its enrollment in ECE programs significantly from 2012-2017. There was a slight drop in enrollment during 2017 that may be due to changes to OEC Scholarship Funding that may be reflective of state budget constraints. However, COSC sees this as an opportunity to expand upon its offerings to better serve the early childhood teaching and administrative staff within CT community and school-based programs. By offering the associate's degree in early childhood education as a feed-in to a bachelor's degree program, students will be able to complete their program in a timely manner, considerate of the nontraditional ways in which its students enter and receive credits at COSC, to better support CT communities.

Enrollment Growth Projections

Through extensive marketing for this new degree program, the following new student enrollment goals are expected per concentration.

Track	18/19			19/20			20/21		
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
ECTC	5	5	2	6	6	2	7	7	2
Program Administration & Leadership	5	5	2	5	5	2	5	5	2
Infant/Toddler	1	1		1	1		1	1	
Preschool	1	1		1	1		1	1	
Montessori	5	5	2	3	3	2	3	3	2
Totals	17	17	6	16	16	6	17	17	6

New Student Enrollment growth is expected as follows:

- Year one- 40 students
- Year two- 38 students
- Year three- 40 students

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- Please see budget for detailed revenue/expenses for this program.

Rationale for New Enrollment growth:

Charter Oak State College expects revenue to grow as new populations of students will be recruited into this degree program. The new program will be marketed to the following groups of early childhood programs:

- CT Office of Early Childhood licensed Family Child Care Providers
- CT Office of Early Childhood School Readiness Programs
- American Montessori Society Programs
- Department of Defense Child Development Programs
- Private Sector Programs

Although marketing has supported programs in the past, new marketing efforts will include outreach to program administrators to discuss program offerings and how they can benefit these various groups of early childhood professionals.

Revenue and Expenses

Course Development:

Expenses for this new program will consist of the development of five new courses, three or which will be taken by all students in both the bachelor's degree and associate's degree early childhood programs. There will be no additional expenses since faculty is paid at a per-student-rate per course. Cost is approximately \$3000 per course.

Source:

7. http://www.ct.gov/oec/lib/oec/ct_oec_data_at-a-glance_february_24_2016.pdf

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in 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)*

The learning outcomes for this program align with the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation. The NAEYC standards reflect: 1) knowledge of child development and learning, 2) the importance of building family relationships, 3) observing, reflecting and assessing to support young children and families, 4) using developmentally effective approaches to connect with children and families, 5) using content knowledge to build meaningful curriculum and 6) becoming a professional.

The following program outcomes are reflective of these standards. Although a portion of these standards are also reflected in the proposed associate's degree program, course assignments and assessments will reflect the rigor expected in a 4-year degree program.

Students in this degree program will learn how to:

1. Develop curriculum & lesson plans that reflect understanding of developmentally-appropriate practices and promote child development and learning (NAEYC, Standard 1);
2. Establish partnerships with families in order to foster the growth and development of each child (NAEYC, Standard 2);
3. Utilize a variety of assessment tools to observe & document children's development for the purpose of informing instruction to meet the needs of each learner (NAEYC, Standard 3);
4. Use content knowledge to design effective approaches and strategies for working with families to positively influence child development and learning (NAEYC, Standard 4);
5. Design a safe, healthy, supportive, inclusionary, & culturally pluralistic learning environment for young children (NAEYC, Standard 1 & 2, 4)
6. Use content knowledge to build a meaningful curriculum that is student-centered and takes into account the active and multimodal nature of young children's learning (NAEYC, Standard 5);
7. Engage in reflective practice (NAEYC, Standard 6);
8. Design a culminating research project by identifying a topic, collecting & analyzing data and providing recommendations to the field for the purpose making positive changes to practice & becoming more reflective as practitioners (NAEYC, Standard 1, 2, 3, 4, 5, 6).

Assessment Methodologies

1. This degree will be assessed as part of the program review process of the BOR. It will also be assessed against key performance indicators that will be approved by the Office of Early Childhood as part of the application process for the Early Childhood Teacher Credential (ECTC) at the associate's degree level.
2. Students will submit course evaluations at the completion of each course. Course evaluations allow for faculty self-reflection as well as for the program coordinator and director of undergraduate programs to mentor faculty when doing so can benefit both the student and faculty member. Respect for academic freedom is supported as long as faculty goals align with program outcomes as they relate to the NAEYC Professional Educator standards.
3. New courses must meet certain levels of quality and will go through a review process for both content and pedagogy. Each new faculty member is required to complete a faculty orientation. Once approved for teaching, the faculty member is monitored the first time that he/she teaches a course.
4. Current instructor satisfaction rates demonstrate student satisfaction with instructors as well as course content at approximately

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95%. Charter Oak State College intends to maintain this rate of student satisfaction in this new degree program.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

The proposed administrator for the program, Maureen Hogan, both pedagogical and business leadership experience. She has over twenty-five years of experience as a teacher, program director & administrator of NAEYC (National Association for the Education of Young Children) accredited centers. She also has served as higher education faculty for over six years in CAEP (Council for Accreditation of Teacher Education) accredited programs in both CT & New York. She has experience teaching at the associate, bachelor and master degree level, and in developing courses for both on-ground and online formats. Additionally, she has seven years of online teaching experience.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

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

N/A

What percentage of the credits in the program will they teach?

N/A

What percent of credits in the program will be taught by adjunct faculty?

95%; The other 5% will be taught by the program director.

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

Faculty will be required to hold at least a Master's Degree in social sciences or another field of study related to early childhood education. Faculty will have practical experience in working in the field of early childhood education. New adjunct faculty will be mentored by the program coordinator for the first two courses that the faculty member may teach.

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. Please include these resources in the Resources and Expenditures Projections spreadsheet)*

N/A

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Curriculum

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk ** Please modify this format as needed)*

Course Number and Name	L.O. # ¹	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
ECE 101- Intro to Early Childhood Education	1, 4, 6		3	Please see program outline below for related/special requirements for the various concentrations within this degree program		
ECE 247- Child Development Birth-8	5		3			
ECE 176- Health, Safety and Nutrition	2,		3			
ECE 2XX- Diversity and Ethics in Early Care & Education	2, 4		3			
ECE 210- Observation and Assessment	1, 3		3			
ECE 2XX- Early Language and Literacy	5		3			
ECE 2XX- The Exceptional Learner	2, 3		3			
PSY 301- Psychology of Play	1, 5		3			
SOC 350- Children, School & Community	4,		3			
IDS-101 – Cornerstone Seminar (required prior to taking any other courses);			3			
PSY 101- Introduction to Psychology (required prior to taking ECE 247)			3			
SOC 101- Introduction to Sociology (required prior to taking ECE 2XX- Diversity and Ethics in Early Care & Education			3			
Total			36			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
Program Outline <i>(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. For example: "</i>						
<p>The Bachelor of Science in Early Childhood Education major includes 24 core credit requirements from the disciplines of early childhood education, psychology, sociology and ethical decision-making. 6 of these credits will support students in meeting General Education requirements. In addition to these core requirements, students in this degree program will chose one of five tracks to complete that relates to their specific area of interest in early childhood education. The five tracks include:</p> <ul style="list-style-type: none"> - Early Childhood Teacher Credential (ECTC) (Office of Early Childhood approved program) - Program Administration and Leadership - Infant/Toddler Care - Preschool Care - Montessori <p>Special requirements are determined based on the track chosen by the student and are delineated as follows:</p> <ul style="list-style-type: none"> - ECTC track- 12 credit practicum - Program Administration and Leadership -3 or 6 credits (dependent on student experience) - Infant/Toddler Care- 6 credit practicum and 3 credit capstone - Preschool Care- 6 credit practicum and 3 credit capstone - Montessori- 6 credit practicum in Montessori Education 						

¹ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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Students must maintain a GPA of 2.5 in order to remain enrolled in the program.

EARLY CHILDHOOD EDUCATION
DEGREE PLAN OF STUDY
Track: Early Childhood Teacher Credential

The ECTC track will meet approval by the Connecticut Office of Early Childhood (OEC). Students enrolling in this concentration take courses approved by the OEC to complement the degree requirements. This option is for students in CT who seek to be the primary teacher responsible for a classroom of children in any CT State Funded Early Childhood Program. Two 6-credit field experience/practicum courses are required for this option. Students completing this concentration will qualify for the ECTC, Track B for Bachelor Degree recipients. The ECTC credential is awarded by the Office of Early Childhood at completion of the degree.

COURSE CODE	DEGREE CORE REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 101	Introduction to Early Childhood Education	3	3	
ECE 247	Child Development	3	3	
ECE 176	Health, Safety and Nutrition	3	3	
ECE 2XX	Diversity & Ethics in Early Care and Education	3	3	
ECE 210	Observation & Assessment	3	3	
ECE 2XX	Early Language & Literacy	3	3	
ECE 2XX	The Exceptional Child	3	3	
PSY 301	Psychology of Play	3		3
SOC 350	Children, School & Community	3		3
	Degree Core Totals	27	21	6

COURSE CODE	TRACK REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 215	Behavior Management in Early Childhood	3	3	
ECE 261	Infant/Toddler Care: Methods & Techniques	3	3	
ECE 2XX	Curriculum for Young Children: Methods & Techniques	3	3	
ECE 304	Advanced Language & Literacy: Infant & Toddler	3		3
ECE 335	Adv. Methods ECE/ECSE	3		3
ECE 321	Math, Science & Technology	3		3
ECE 299	ECTC Practicum	6		6
ECE 490	Culminating Practicum & Capstone Course	6		6
	Concentration Totals	30	9	21

Prerequisites				
IDS 101	Cornerstone Seminar	3	3	
PSY 101	Introduction to Psychology	3	3	
SOC 101	Introduction to Sociology	3	3	

Total Credits: 27 Required + 30 Concentration = 57

- PSY 101 must be taken prior to ECE 247;
- SOC 101 must be taken prior to any 300 level courses.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

DEGREE PLAN OF STUDY (CPS) FORM
EARLY CHILDHOOD EDUCATION
DEGREE PLAN OF STUDY

Track: Program Administration & Leadership

The **Program Administration & Leadership Track** is for students who currently work as program directors or assistant directors; or, for teachers or other professionals that would like to advance to program director positions. By taking courses in this track, students will understand the many facets of leadership that encompass the early childhood director's job. Students will gain an understanding of early childhood curriculum and how to work with families, as well as the human resource and fiscal responsibilities of program directors. Students will take a 6-credit Culminating Practicum and Capstone Course for this concentration where they will work under the guidance of a mentor leader. Students who already qualify as NAEYC administrator's, or directors that have at least four years of administrative experience, will take a three-credit course and document their experiences in the form of an individualized professional portfolio.

Course instructors will work with students to create a practicum experience that is respective of the student's time, current work obligations, as well as prior experiences in early childhood administrative or leadership roles. Students will also earn their CT Director Credential at the standard level.

COURSE CODE	DEGREE CORE REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 101	Introduction to Early Childhood Education	3	3	
ECE 247	Child Development	3	3	
ECE 176	Health, Safety and Nutrition	3	3	
ECE 2XX	Diversity & Ethics in Early Care and Education	3	3	
ECE 210	Observation & Assessment	3	3	
ECE 2XX	Early Language & Literacy	3	3	
ECE 2XX	The Exceptional Child	3	3	
PSY 301	Psychology of Play	3		3
SOC 350	Children, School & Community	3		3
Degree Core Totals		27	21	6

COURSE CODE	CONCENTRATION REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 261	Infant/Toddler Care: Methods & Techniques	3	3	
ECE 2XX	Curriculum for Young Children: Methods & Techniques	3	3	
ECE 250	Admin & Supervision of ECE Programs	3	3	
ECE 325	Program Management in Programs for Young Children	3		3
ECE 3XX	Finance in Programs for Young Children	3		3
ECE 351	Advanced Leadership in ECE	3		3
ECE 4XX	Culminating Practicum & Capstone in Program Administration and Leadership	3 or 6		3 or 6
Concentration Totals		21-24	9	12-15

Prerequisites				
IDS 101	Cornerstone Seminar	3	3	
PSY 101	Introduction to Psychology	3	3	
SOC 101	Introduction to Sociology	3	3	

Total Credits: 27 Required + 21-24 Track = 48-51

- PSY 101 must be taken prior to ECE 247;
- SOC 101 must be taken prior to any 300 level courses.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL
EARLY CHILDHOOD EDUCATION
DEGREE PLAN OF STUDY
Track: Infant/Toddler

Infant/Toddler: This track is designed for students who desire to work with infants/toddlers or currently serve as teachers or assistant teachers in infant/toddler classrooms. A 6-credit student teaching practicum is required. Students enrolled in this concentration may work private early childhood centers, family child care homes or military child development centers. The purpose of this track is to ensure those working with the 0-3 population are knowledgeable of best practices in the care and education of this unique population of children.

COURSE CODE	DEGREE CORE REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 101	Introduction to Early Childhood Education	3	3	
ECE 247	Child Development	3	3	
ECE 176	Health, Safety and Nutrition	3	3	
ECE 2XX	Diversity & Ethics in Early Care and Education	3	3	
ECE 210	Observation & Assessment	3	3	
ECE 2XX	Early Language & Literacy	3	3	
ECE 2XX	The Exceptional Child	3	3	
PSY 301	Psychology of Play	3		3
SOC 350	Children, School & Community	3		3
	Degree Core Totals	27	21	6

COURSE CODE	CONCENTRATION REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 215	Behavior Management in ECE	3	3	
ECE 261	Infant/Toddler Care: Methods & Techniques	3	3	
ECE 304	Advanced Language & Literacy: Infants/Toddlers	3		3
PSY or SOC	Electives	3		3
ECE 299	Child Studies Practicum	6	6	
ECE 499	Child Studies Capstone	3		3
	Concentration Totals	21	12	9

Prerequisites				
IDS 101	Cornerstone Seminar	3	3	
PSY 101	Introduction to Psychology	3	3	
SOC 101	Introduction to Sociology	3	3	

Total Credits: 27 Required + 21 Concentration = 48

- PSY 101 must be taken prior to ECE 247;
- SOC 101 must be taken prior to any 300 level courses.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL
EARLY CHILDHOOD EDUCATION
DEGREE PLAN OF STUDY
Track: Preschool

Preschool: This track is designed for students who desire to work as preschool teachers or currently serve as teachers or assistant teachers in private or non-funded preschool classrooms. Students enrolled in this concentration may work private early childhood centers, family child care homes or military child development centers. A 6-credit student teaching practicum is required.

The purpose of this track is to prepare teachers to work with children ages 3-5 so that they understand developmentally appropriate practices in preschool education.

COURSE CODE	DEGREE CORE REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 101	Introduction to Early Childhood Education	3	3	
ECE 247	Child Development	3	3	
ECE 176	Health, Safety and Nutrition	3	3	
ECE 2XX	Diversity & Ethics in Early Care and Education	3	3	
ECE 210	Observation & Assessment	3	3	
ECE 2XX	Early Language & Literacy	3	3	
ECE 2XX	The Exceptional Child	3	3	
PSY 301	Psychology of Play	3		3
SOC 350	Children, School & Community	3		3
	Degree Core Totals	27	21	6

COURSE CODE	TRACK REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 215	Behavior Management in ECE	3	3	
ECE 2XX	Curriculum for Young Children: Methods & Techniques	3	3	
ECE 335	Advanced Methods: ECE/SPED Pre k-K	3		3
PSY or SOC	Elective		3	3
ECE 399	Student Teaching Practicum	6	6	
ECE 499	Child Studies Capstone	3		3
	Concentration Totals	21	15	9

Prerequisites				
IDS 101	Cornerstone Seminar	3	3	
PSY 101	Introduction to Psychology	3	3	
SOC 101	Introduction to Sociology	3	3	

Total Credits: 27 Required + 21 Concentration = 48

- PSY 101 must be taken prior to ECE 247;
- SOC 101 must be taken prior to any 300 level courses.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

EARLY CHILDHOOD EDUCATION
DEGREE PLAN OF STUDY

Track: Montessori Education

The **Montessori Track** is designed for students who work or desire to work in Montessori Programs. Students may specialize in Montessori infant/toddler, preschool or elementary education. The practicum experience is embedded within the Montessori training & is therefore is not required as an additional practicum for this concentration.

COURSE CODE	DEGREE CORE REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
ECE 101	Introduction to Early Childhood Education	3	3	
ECE 247	Child Development	3	3	
ECE 176	Health, Safety and Nutrition	3	3	
ECE 2XX	Diversity & Ethics in Early Care and Education	3	3	
ECE 210	Observation & Assessment	3	3	
ECE 2XX	Early Language & Literacy	3	3	
ECE 2XX	The Exceptional Child	3	3	
PSY 301	Psychology of Play	3		3
SOC 350	Children, School & Community	3		3
	Degree Core Totals	27	21	6

COURSE CODE	TRACK REQUIREMENTS	MINIMUM REQUIRED CREDITS	Number & Level of Credits Proposed	
			Lower	Upper
	The American Montessori Society (AMS) credential and the American Montessori International (AMI) credential have been approved through the CT Credit Assessment Program. Based on student training, a total of 21-27 credits are offered for this track requirement. Includes 6 credit Montessori internship.	21-27	15-21	6
	Social Science Electives			15
ECE 499	Child Studies Capstone	3		3
	Concentration Totals	21-27	12-13	24

Prerequisites				
PSY 101	Introduction to Psychology*	3	3	
SOC 101	Introduction to Sociology *	3	3	

Total Credits: 27 Required + 24 Concentration = 51

- PSY 101 must be taken prior to ECE 247;
- SOC 101 must be taken prior to any 300 level courses.

Students in the Montessori track will have credits evaluated for transfer based on their Montessori credentialing agency. Credit distributions have been assessed for prior learning and are available on the Charter Oak State College website.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

***Special Requirements** include co-curriculum activities – structured learning activities that complement the formal curriculum – such as internships, innovation activities and community involvement.

NOTE: The PRO FORMA Budget on the last page should provide reasonable assurance that the proposed program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the “Cost Effectiveness ...” narrative on page 2.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NEW PROGRAM APPROVAL

Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members 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)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Maureen Hogan, PhD.	Capella University	Early Childhood Education	ECE Program Coordinator / ECE Speech & Language & Capstone Courses
Patrice Farquharson, PhD.	Nova Southeastern University	Early Childhood Education	Charter Oak State College Core Faculty / ECE Leadership & Sociology courses
Regina Miller, PhD.	University of Kansas	Early Childhood Education	Adjunct Faculty
Mary Ellen Galante-DeAngelis, MA	University of Connecticut	Early Childhood Education	Adjunct Faculty
Deborah Watson, MS.	Central Connecticut State University	Early Childhood Education	Adjunct Faculty
Pamela Giberti, M.Ed.	Antioch/ New England Graduate School	Early Childhood Education	Adjunct Faculty
Carmelita Valencia-Daye, M.Ed.	University of North Carolina, Chapel Hill	Early Childhood Education	Adjunct Faculty
Margaret Dana-Conway, MS.	Hunter College	Early Childhood Education	Adjunct Faculty
Carole Weisberg, MA.	Concordia University	Early Childhood Education	Adjunct Faculty

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

PROJECTED Enrollment	First Year						Second Year						Third Year						
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Internal Transfer (from other programs)	18	72	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	3	14	3	14	1	5	2	14	2	14	1	5	3	14	3	14	1	5	5
Continuing Students progressing to credential	0	0	18	73	9	39	20	75	20	77	10	40	20	79	20	81	10	43	43
Headcount Enrollment	21	86	21	87	10	44	22	89	22	91	11	45	23	93	23	95	11	48	48
Total Estimated FTE per Year¹	80.3						83.8						87.5						
PROJECTED Program Revenue	First Year						Second Year						Third Year						
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Tuition & Fees ²	11,337	26,073	77,649	160,539	37,125	81,333	83,718	169,038	83,718	172,830	42,006	85,614	90,278	182,210	90,278	186,122	43,334	94,190	94,190
Tuition & Fees from Internal Transfer ²	66,597	132,909	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Program Specific Fees (lab fees, etc.)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Annual Program Revenue	593,562						636,924						686,412						
PROJECTED Program Expenditures ³																			
	First Year		Second Year		Third Year		First Year		Second Year		Third Year		First Year		Second Year		Third Year		
Administration (Chair or Coordinator) ⁴	0		0		0		0		0		0		0		0		0		
Faculty (Full-time, total for program) ⁴	0		0		0		0		0		0		0		0		0		
Faculty (Part-time, total for program) ⁴	319,722		333,658		348,390		319,722		333,658		348,390		319,722		333,658		348,390		
Support Staff (lab or grad assist, tutor)	0		0		0		0		0		0		0		0		0		
Library Resources Program	0		0		0		0		0		0		0		0		0		
Equipment (List in narrative)	0		0		0		0		0		0		0		0		0		
Other – Course development ⁵	15,000		0		0		15,000		0		0		15,000		0		0		
Estimated Indirect Costs ⁶	30,125		30,030		31,355		30,125		30,030		31,355		30,125		30,030		31,355		
Total Expenditures per Year	364,847		363,688		379,745		364,847		363,688		379,745		364,847		363,688		379,745		

NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”

- 1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
- 2 Revenues from all courses students will be taking.
- 3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- 4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff.
- 5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- 6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Naugatuck Valley Community College

April 5, 2018

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NEASC actions of November 16, 2017 regarding the interim (fifth-year) report of Naugatuck Valley Community College and grant continued state accreditation of Naugatuck Valley Community College until April 30, 2023

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Institutional Accreditation of Naugatuck Valley Community College

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education accept NEASC actions regarding the interim (fifth-year) report of Naugatuck Valley and grant state accreditation of Naugatuck Valley Community College from May 1, 2018 to April 30, 2023

BACKGROUND

Public institutions of higher learning in Connecticut require accreditation by the Board of Regents for Higher Education in order to operate and award degrees (C.G.S. 10a-34(a)). The Board shall accept regional or, where appropriate, national accreditation, in satisfaction of the requirements for accreditation unless Board finds cause not to rely upon such accreditation (C.G.S. 10a-34(d)).

RATIONALE

Naugatuck Valley Community College was last accredited by the Board of Regents for Higher Education in September 19, 2013 until April 30, 2018, following the acceptance of the college's ten-year comprehensive evaluation by the New England Association of Schools and Colleges (NEASC) Commission on Higher Education, the institution's regional accreditor.

NEASC continued its regional accreditation of Naugatuck Valley Community College at its November 16, 2017 meeting where it accepted the institution's interim (fifth-year) report, finding that it responded to the concerns raised by the Commission in its letters of May 3, 2013, October 10, 2014, June 8, 2016 and July 12, 2017 and addressed each of the nine standards of the NEASC's *Standards for Accreditation*.

In issuing its evaluation, NEASC commended the college for a "comprehensive and well-written interim report that highlights the College's achievements over the past five years." Notable achievements are:

- growth of foundation assets and the acquisition of grants that add to College's financial stability
- securing funds for deferred maintenance and equipment needs
- staffing to support institutional research to assess student learning outcomes and institutional effectiveness
- updating institution's dual enrollment policy to ensure compliance with the Commission's policy
- completion of a strategic plan

The Commission scheduled Naugatuck Valley Community College's ten-year comprehensive evaluation for Fall 2022. In doing so, the Commission requires Naugatuck Valley to develop an evaluative report in advance of that evaluation that give emphasis to the institution's success in:

1. maintaining financial stability with attention to the status of the College's reserves;

2. developing initiatives to meet its retention and completion goals and using data analytics to inform decision making;

The Commission expressed its appreciation for the institution's cooperation with its effort to provide public assurance of the quality of higher education and its hope that the evaluative process has contributed to institutional improvement.

03/28/18 – Academic and Student Affairs Committee

04/05/18 – Board of Regents



Founded in 1885

OFFICE OF BOARD AFFAIRS

MAR - 6 2018

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TALA KHUDAIRI
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February 23, 2018

Mr. Matt Fleury, Chairman
Board of Regents for Higher Education
Office of Board Affairs
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the Commission on Institutions of Higher Education's letter of February 12, 2018 to President Daisy Cocco De Filippis notifying her of the action taken by the Commission at its November 2017 meeting. It is being sent to you in keeping with the Commission's policy to routinely inform board chairs of such actions.

Sincerely,

Barbara E. Brittingham
Barbara E. Brittingham

BEB/jm

Enclosure

cc: Dr. Daisy Cocco De Filippis



NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
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Vice President of the Commission
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February 12, 2018

Dr. Daisy Cocco De Filippis
President
Naugatuck Valley Community College
Kinney Hall, Room K703B
750 Chase Parkway
Waterbury, CT 06708-3089

Dear President De Filippis:

I am pleased to inform you that at its meeting on November 16, 2017, the Commission on Institutions of Higher Education considered the interim (fifth-year) report submitted by Naugatuck Valley Community College and voted to take the following action:

that the interim (fifth-year) report submitted by Naugatuck Valley Community College be accepted;

that the College submit a report for consideration in Fall 2019 that gives emphasis to the institution's success in:

- 1. assessing its general education competencies;
2. implementing its plans to assess the efficacy of the advising services offered at both of the College's campuses;

that the comprehensive evaluation scheduled for Fall 2022 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2022 evaluation give emphasis to the institution's continued success in:

- 1. maintaining financial stability with attention to the status of the College's reserves;
2. developing initiatives to meet its retention and completion goals and using data analytics to inform decision making;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution and informs Naugatuck Valley Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Naugatuck Valley Community College was accepted because it responded to the concerns raised by the Commission in its letters of May 3, 2013, October 10, 2014, June 8, 2016, and July 12, 2017, and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Naugatuck Valley Community College (NVCC) for a comprehensive and well-written interim report that highlights the College's achievements over the past five years. The growth of foundation assets and the acquisition of grants that have added to the College's financial stability is notable, as is the progress the College has made in securing funding for deferred maintenance and equipment needs. In particular, the \$44 million renovation of Founders Hall to create a Center for Health Sciences is impressive, and we are gratified to learn about the annual state bonding revenue of \$1.5 million for the capital equipment fund to support upgrades in classroom technology. The addition of 1.5 FTE to support institutional research is evidence of NVCC's commitment to the assessment of student learning outcomes and institutional effectiveness. The report assures that the College's dual enrollment program policy has been updated to ensure consistency with the Commission's policy on dual enrollment programs; we further note with approval that the College will be conducting professional development in this area. As documented in the report, enrollment at the Danbury campus has increased 56% between AY2012 and AY2017, far exceeding projections. We appreciate learning that NVCC has supported this growth with additional offices, teaching and laboratory space, student support services, and capital equipment. Further evidence that Naugatuck Valley continues to meet the *Standards for Accreditation* includes: reaffirmation of the institution's mission in AY2016; completion of its Strategic Plan 2016-2026: *Toward a Splendid College*; and implementation and evaluation of multiple institutional plans (e.g., master plans; academic, enrollment, and management plans; technology, institutional research, and facilities plans). Appropriate governance structures are in place and appear to operate with vibrancy and collaboration; the results of academic program reviews inform curricular changes; and there are sufficient appropriately qualified faculty to support programs. We are heartened to learn that NVCC is one of 25 community colleges nationwide to be recognized by the U.S. Department of Education for its success in educating low-income students, further demonstrating the College's attention to student support services and commitment to student achievement.

The thoughtful reflective essay Naugatuck Valley Community College included with its report highlights the College's progress in the area of assessment, including the use of programmatic accreditation and internal program reviews. We note with approval that NVCC also regularly uses data related to retention, graduation, and transfer-out rates; student satisfaction; workforce preparedness; and civic engagement to inform student success plans and strategies. According to the Data First forms included with the report, retention rates for first-time full-time students remained steady at 60% or above between AY2014 and AY2016, and it is the College's goal to exceed the national averages for fall-to-fall, first-time full-time and first-time part-time retention. In addition, while IPEDS graduation rates have increased from 13% in AY2014 to 16% in AY2016, when other measures of student success are factored in the success rate of certificate- and degree-seeking students averaged about 60% over the last three years. The essay presents well the multiple perspectives by which the College observes and directs learning, addressing not only the objective measures of academic effectiveness, but also offering a developmental view of the student at different junctures of maturity and learning. We also appreciate that the essay discussed the College's assessment work in the context of the Connecticut system as well as the Multistate Collaborative Assessment Initiative, giving the Commission insight into the complexity of the assessment process and an understanding of the deep commitment the College has made to institutional improvement.

The items the institution is asked to report on in Fall 2019 are related to our standards on *The Academic Program; Educational Effectiveness; Students; and Teaching, Learning, and Scholarship*.

According to the interim report, and we note with approval, Naugatuck Valley Community College established a General Education Assessment Curriculum Committee (GEACC) comprising faculty experts from across the institution, and the committee has completed mapping the Connecticut 11 Transfer and Articulation Program (TAP) competencies to existing NVCC courses. We further understand that the College began assessing General Education competencies in AY2014 and anticipates the first assessment cycle to be completed in AY2019. The GEACC is exploring ways to increase assessment efficacy through the use of software from Task Stream for the next cycle that is scheduled to begin in AY2019. In keeping with our standards on *The Academic Program* and *Educational Effectiveness*, we look forward, in the Fall 2019 report, to learning of the institution's success in assessing its general education competencies:

Graduates successfully completing an undergraduate program demonstrate competence in written and oral communication in English; the ability for scientific and quantitative reasoning, for critical analysis and logical thinking; and the capability for continuing learning, including the skills of information literacy. They also demonstrate knowledge and understanding of scientific, historical, and social phenomena, and a knowledge and appreciation of the aesthetic and ethical dimensions of humankind (4.15).

The general education requirement is coherent and substantive. It embodies the institution's definition of an educated person and prepares students for the world in which they will live. The requirement informs the design of all general education courses, and provides criteria for its evaluation, including the assessment of what students learn (4.16).

Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff (8.3).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

We note with approval that, over the last five years, NVCC has established a "comprehensive, systematized advisement process" through its Center for Academic Planning and Student Success to ensure an effective advising system "regardless of the location of instruction or the mode of delivery." We are gratified to learn that the results of a recent Community College Survey of Student Engagement indicate that students' use of advising has increased significantly since 2011, and we note positively that NVCC will develop a way to assess advising efficacy at both campuses – Waterbury and Danbury – through end-of-semester satisfaction surveys for students and faculty advisors, and that the results from these surveys will be used to direct future advisor training and student outreach efforts. We welcome, in the Fall 2019 report, an update on the College's success in implementing its plans to assess the efficacy of the advising services offered at both of the College's campuses as evidence that NVCC's "system of academic advising meets student needs for information and advice compatible with its educational objectives, [and] [t]he quality of advising is assured regardless of the location of instruction or the mode of delivery" (6.19). Our standards on *Students* and *Teaching, Learning and Scholarship* are also relevant here:

The institution provides advising and academic support services appropriate to the student body. The institution's faculty and professional staff collectively have sufficient interaction with students outside of class to promote students' academic achievement and provide academic and career guidance (5.10).

The institution periodically evaluates the sufficiency of and support for academic staff and their effectiveness in teaching and advising, scholarship, service, and as appropriate to institutional mission, research and creative activity. The results of these evaluations are used to enhance fulfillment of the institution's mission (6.14).

The scheduling of a comprehensive evaluation in Fall 2022 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The items the Commission asks to be given special emphasis within the self-study prepared for the comprehensive evaluation are two matters related to our standards on *Institutional Resources* and *Educational Effectiveness*.

We are assured through the interim report that NVCC has operated with a balanced budget since 2012 and it has also "significantly grown its Unrestricted Net Assets (UNA) to over \$4.8M." While we acknowledge with favor that the College is "committed to streamlining and economizing to assure financial stability," we ask that the self-study submitted in advance of the Fall 2022 comprehensive evaluation include evidence that the institution is maintaining financial stability with attention to the status of its reserves. We are guided here by our standard on *Institutional Resources*:

The institution preserves and enhances available financial resources sufficient to support its mission. It manages its financial resources and allocates them in a way that reflects its mission and purposes. It demonstrates the ability to respond to financial emergencies and unforeseen circumstances (7.4).

The institution is financially stable. Ostensible financial stability is not achieved at the expense of educational quality. Its stability and viability are not unduly dependent upon vulnerable financial resources or an historically narrow base of support (7.5).

The institution's financial planning, including contingency planning, is integrated with overall planning and evaluation processes. The institution demonstrates its ability to analyze its financial condition and understand the opportunities and constraints that will influence its financial condition and acts accordingly. It reallocates resources as necessary to achieve its purposes and objectives. The institution implements a realistic plan for addressing issues raised by the existence of any operating deficit (7.14).

As noted positively above, NVCC has focused its efforts on improving student success over the last five years and, through the interim report, the College confirms its commitment to continue to "design and implement strategies that contribute to improving student persistence, completion, and graduation rates." We understand, for example, that NVCC will implement Degree Works and distribute dashboards more widely so that "multiple perspectives between Academic Affairs and Student Services will inform analysis and generate subsequent strategies." The Commission recognizes that these matters do not lend themselves to rapid resolution and will require NVCC's continued attention over time; hence, we ask that the Fall 2022 self-study include evidence of the institution's success in developing initiatives to meet its retention and completion goals and using data analytics to inform decision-making. Our standard on *Educational Effectiveness* (cited above and below) will inform this section of the self-study:

The institution defines measures of student success and levels of achievement appropriate to its mission, modalities and locations of instruction, and student body, including any

specifically recruited populations. These measures include rates of progression, retention, transfer, and graduation; default and loan repayment rates; licensure passage rates; and employment (8.6).

The results of assessment and quantitative measures of student success are a demonstrable factor in the institution's efforts to improve the learning opportunities and results for students (8.8).

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system to merge the current twelve community colleges into a single institution and informs Naugatuck Valley Community College that the advancement of those or similar plans may result in changes to the scheduled monitoring of the College.

The Commission expressed appreciation for the report submitted by Naugatuck Valley Community College and hopes the evaluation process has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution's constituencies. It is Commission policy to inform the chairperson of the institution's governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,



David P. Angel

DPA/jm

Enclosures

cc: Mr. Matt Fleury

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Nominations for Honorary Degrees

April 5, 2018

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

Honorary Degree Nominations for 2018 Commencements

<u>Institution</u>	<u>Nominee</u>	<u>Commencement Date</u>
Central Connecticut State University	Charles T. Fote	May 19, 2018
Charter Oak State College	Brenda York	June 3, 2018
Housatonic Community College	Juanita T. James	May 24, 2018
Manchester Community College	Michael Polo	May 24, 2018
Naugatuck Valley Community College	Nicholas (Nick) M. Donofrio	May 24, 2018
Southern Connecticut State University	John DeStefano, Jr.	May 18, 2018
Eastern Connecticut State University	Elinore McCance-Katz	May 15, 2018

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Approval of Nominations for Honorary Degrees

BACKGROUND

Granting of Honorary Degrees will be conferred at commencements. Identification of recipients is under the supervision of the presidents, with the approval of the Academic and Student Affairs Committee and the Board of Regents.

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

RATIONALE

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

RECOMMENDATION

The following list contains the 2018 nominees for conferral of an honorary degree. The presidents' explanatory letters are attached:

Institution	Nominee	Commencement Date
Central Connecticut State University	Charles T. Fote	May 19, 2018
Charter Oak State College	Brenda York	June 3, 2018
Housatonic Community College	Juanita T. James	May 24, 2018
Manchester Community College	Michael Polo	May 24, 2018
Naugatuck Valley Community College	Nicholas (Nick) M. Donofrio	May 24, 2018
Southern Connecticut State University	John DeStefano, Jr.	May 18, 2018
Eastern Connecticut State University	Elinore McCance-Katz	May 15, 2018

03/28/2018 – BOR Academic & Student Affairs Committee

04/05/2018 – Board of Regents



February 23, 2018

Mr. Mark Ojakian, President
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Central Connecticut State University seeks approval from the Board of Regents to award an Honorary Doctoral Degree of Humane Letters to Mr. Charles T. Fote, in recognition of his significant professional accomplishments and steadfast support of the School of Business, the University, and the students served.

A Hartford native, Mr. Fote attended Central Connecticut College from 1969-1971. While he did not complete his degree, he went on to become a leader of the electronic banking industry. I have attached a more detailed biography of Mr. Fote for your review.

The faculty of the Department of Management and Organization, the Dean of the School of Business, the Provost, and I unanimously support the proposal to award Mr. Fote an Honorary Doctoral Degree of Humane Letters. Thank you for considering this proposal, which we hope you will support as well.

Sincerely,

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

Zulma R. Toro
President

NOMINATION OF CHARLES T. FOTE, FORMER CHAIRMAN AND CHIEF EXECUTIVE OFFICER OF FIRST DATA CORP

The faculty of the Department of Management and the Dean of CCSU's School of Business nominate Charles T. Fote to be the recipient of an Honorary Doctoral Degree in Humane Letters. Mr. Fote has had a remarkable career as an entrepreneur, manager, and executive, one deserving of the honorary degree recommended herein.

Mr. Fote retired as Chairman and CEO of First Data Corp. in 2005 after 30 years in various ascending roles at the Fortune 250 electronic payments company. Through his leadership, he spearheaded double-digit growth at this global firm, dramatically expanding First Data and Western Union around the world through aggressive growth strategies and acquisitions such as TeleCash in Germany, Cashcard in Australia, Europrocessing International, and First Data Hellas in Greece.

Mr. Fote joined First Data in 1975. He became vice president of finance and planning with the American Express Money Order Division in 1981 and executive vice president of American Express Travel Related Services' Data Based Services Group in 1985. He served as president of First Data's Integrated Payment Systems subsidiary from 1989 until 1991, when he became executive vice president of First Data. In 1998, he was named president and chief operating officer of First Data. During his tenure, he helped First Data grow from an \$11 million U.S. division to a \$12 billion global payments powerhouse. In the late 1980s, he helped create MoneyGram. Under Mr. Fote's leadership, First Data merged with First Financial Management in 1995, owner of a bankrupt Western Union, and grew the global money transfer company into a \$4 billion business unit. Prior to joining First Data, Mr. Fote was Vice President of Operations for Framingham Trust.

In 2009 Mr. Fote established the Fotec Group to continue to revolutionize the payment industry. He holds several innovative patents and is an entrepreneur within the payment industry.

Mr. Fote has served on numerous boards of directors over the years. He currently is Chairman of the Board of Accretive Technologies Inc. and Payfone. In addition, he serves on the boards of Lending Point and nCourt. He is head of the Fote family foundation. He also serves on the board of Project C.U.R.E., a nonprofit, humanitarian relief organization that delivers donated medical supplies, equipment and services to medical professionals and the patients under their care in developing countries. Mr. Fote has been an active member of The Business Council, a voluntary association of national business leaders exchanging ideas to generate greater understanding of major public policy issues and to create consensus for solutions.

Mr. Fote's appreciation for education and its importance in social mobility reconnected him with CCSU. He has served as a guest lecturer in the School of Business and has volunteered his expertise as a panel member, discussing entrepreneurship and global business issues. Mr. Fote has a named scholarship fund at CCSU. The Fote Family Scholarship provides annual and renewable scholarships to full-time, matriculated undergraduate and graduate students majoring in any discipline within the School of Business. Mr. Fote has received an honorary letter from

CCSU's Department of Intercollegiate Athletics. In 2017, the CCSU Alumni Association awarded Mr. Fote its prestigious Friend of the University award.

Mr. Fote has a distinguished record of recognition within the finance and technology industry and a dedication to the importance of people and technology in the modern business environment. We believe that Mr. Fote deserves this recognition for his exemplary accomplishments as a business leader, and for his visionary support of Central Connecticut State University.



Central Connecticut State University

MEMORANDUM

TO: Dr. Zulma Toro
President

FROM: Dr. Susan Pease, Interim Provost and Vice President
Academic Affairs

DATE: February 22, 2018

SUBJECT: Honorary Doctorate Recommendation

A handwritten signature in black ink, appearing to be "SP", is located to the right of the "FROM:" field.

I am pleased to endorse the attached recommendation to award an Honorary Doctorate to Charles T. Fote. The Distinguished Service Award Committee has also endorsed this nomination.

I submit this recommendation for your consideration.

/ml



MEMORANDUM

TO: Susan Pease, Interim Provost

FROM: Kenneth Colwell, Dean, School of Business; ^{GB}Gregory Berry, Chair, Management and Organization Department *JK*

SUBJECT: Recommendation to award Honorary Degree (Doctor of Humane Letters) to Charles T. Fote

DATE: February 21, 2018

The School of Business would like to nominate Charles "Charlie" T. Fote for the Honorary Degree, Doctor of Humane Letters. Mr. Fote has had a remarkable career as an entrepreneur, manager, and executive, one deserving of the honorary degree recommended herein. Our decision to put forth his name for consideration is prompted by Mr. Fote's significant professional accomplishments and steadfast support of the School of Business, the University, and the students served.

Mr. Fote retired as Chairman and CEO of First Data Corporation in 2005 after 30 years in various ascending roles at the Fortune 250 electronic payments company. Through his leadership, he spearheaded double-digit growth at this global firm, dramatically expanding First Data and Western Union around the world through aggressive growth strategies and acquisitions such as TeleCash in Germany, Cashcard in Australia, Europrocessing International, and First Data Hellas in Greece.

Mr. Fote joined First Data in 1975. He became vice president of finance and planning with the American Express Money Order Division in 1981 and executive vice president of American Express Travel Related Services' Data Based Services Group in 1985. He served as president of First Data's Integrated Payment Systems subsidiary from 1989 until 1991, when he became executive vice president of First Data. In 1998, he was named president and chief operating officer of First Data. During his tenure, he helped First Data grow from a \$1.2 billion U.S. division to a \$12 billion global payments powerhouse. In the late 1980s, he helped create MoneyGram. Under Mr. Fote's leadership, First Data merged with First Financial Management in 1995, owner of a bankrupt Western Union, and grew the global money transfer company into a \$4 billion business unit. Prior to joining First Data, Mr. Fote was Vice President of Operations for Framingham Trust.

In 2009 Mr. Fote established the Fotec Group to continue to revolutionize the payment industry. He holds several innovative patents and is an entrepreneur within the payment industry.

Mr. Fote has served on numerous boards of directors over the years. He currently is Chairman of the Board of Accretive Technologies Inc. and Payfone. Additionally, he serves on the boards of Lending Point and nCourt. He is head of the Fote family foundation. He also serves on the board of Project C.U.R.E., a nonprofit, philanthropic relief organization that delivers donated medical supplies, equipment and services to medical professionals and the patients under their care in developing countries. Mr. Fote is actively involved member of The Business Council, a voluntary association of national business leaders exchanging ideas to generate greater understanding of major public policy issues and to create consensus for solutions.

Mr. Fote attended Central Connecticut State College from 1969-1971. While he did not complete his degree, he went on to become a leader of industry. Mr. Fote's appreciation for education and its importance in social mobility reconnected him with CCSU. He has served as a guest lecturer in the School of Business and has volunteered his expertise as a panel member, discussing entrepreneurship and global business issues. Mr. Fote has a named scholarship fund at CCSU. The Fote Family Scholarship provides annual and renewable scholarships to full-time, matriculated undergraduate and graduate students majoring in any discipline within the School of Business. Mr. Fote has received an honorary letter from CCSU's Department of Intercollegiate Athletics. In 2017, the CCSU Alumni Association awarded Mr. Fote its prestigious Friend of the University award.

Mr. Fote has a distinguished record of recognition within the finance and technology industry and a dedication to the importance of people and technology in the modern business environment. His global business impact and extensive humanitarian activities make him highly deserving of this honor.

Upon reviewing Mr. Fote's credentials and discussing his appointment with the Management Department, we support the recommendation to award a Doctor of Humane Letters to Charles T. Fote.

Cc: Christopher Galligan, Vice President Institutional Advancement.

**MEMORANDUM**

TO: Susan Pease, Interim Provost

FROM: Dr. David Fearon, Professor of Management & Organization Emeritus
School of Business

SUBJECT: Recommendation to award Honorary Degree to Charles T. Fote

DATE: February 8, 2018

I offer a view of Charles Fote from memory, for I retired from teaching Management in 2016. It is a testimony for Charlie, as he prefers to be called, that my recollections of his time here, nearly seven years ago, are so vivid. He is one of a kind. The best kind of innovative business leader.

Charlie came from Denver to be a special executive in residence. This was in conjunction with our homecoming, so he was here four days. I was his faculty host for the School of Business and the University. He wanted to experience our classes, so he met with my Management classes and several others. It was a norm for my students to have guests each week leading from a variety of positions and career stages in business. All were fine role models who captured the students' attention and imaginations. Charlie was uniquely different. My students got to interact with a genuine pioneer of digital technologies and global business models revolutionizing merchant financial services.

Charlie sat at a table at the front of the room and tasked the students to ask away. No speeches from this down to earth, pragmatic fellow. Of course, I was tempted to take the students off the hook by starting an interview. No. Charlie knew what he expected from his hundreds of reports at First Data – courage to speak up and ask the boss. He wanted to test our undergrads for proactive questioning. Fortunately, the questions sprung up from all points of the rooms, and they and Charlie had a ball. He said, you ask me and I'll ask you right back. He wanted to grasp what they were learning and how they intended to become business professionals. Those 75-minute classes flashed by. The students drew out his remarkable story and he drew out theirs. Mutual appreciation.

I wanted our students to visualize their business futures from the vantage points of our guests. With Charlie, they had a prophetic vision of the digital revolution that has since changed nearly every way we organize, perform in, and manage enterprise. I could tell by what the students said and wrote in reflections on those sessions that Charlie inspired the notion that each of them could also be pioneering their roles in the digital society to come. It was a gift of foresight he gave them that I am quite sure is paying off now, seven years later, as they move along in their early careers.

Charlie also held a seminar with our School of Business faculty. Again, no speech; he asked the same of us – to lead him to where our curiosities about how this founder of First Data accomplished so much. He said two things that particularly stuck with us. Data was not just the name of the

company; it was a 24 x 7 flow of financial data that he expected himself and every manager to turn into useful knowledge. He provided the tools. They had to make constant sense of the patterns of literally billions of money transactions from across the globe. I think we were all impressed that he studied performance summaries on the corporate dashboard early each morning, then held a global conference call to start every business day. He expected sharp questions and pointed answers both ways. Data at First Data was king. He predicted the big data trend; indeed, in his own right, he led it.

The other point was innovation. He had retired from First Data not long before he came to us. We learned that he rested only briefly, then formed a team to identify the most promising software tools to work on cell phones for electronic merchant money exchange for merchants anywhere in the world. He spoke of the owners of tiny shops in remote areas who, once the internet reached them, would become better off. He insisted his fellow venture capitalists – The Fote Group - join him ahead of the curve. Back then, it was high risk; but we know today it paid off. We video recorded an interview during that visit that would bring Charlie's rather unique style into today's picture. There was no boasting. Just palpable certainty that what he set his brilliant mind to do would happen, come Hell or high water.

Here is one more fond memory of his time with us back then. He played in our Homecoming golf tournament. His mother attended. While Charlie was out on the links, I got to hear about his early days. His parents were Italian immigrants, settling in the Hartford South End, raising athletic sons who loved competition. Charlie's dad was a shoemaker who was also a violinist in the Hartford Symphony. His gift in music may have come to Charlie as his natural affinity for thinking with complex mathematics and his prodigious work ethic. I realized his generous heart came from a proud mom.

Should Central Connecticut State University confer an honorary doctorate on Charles Fote, we are recognizing a Hartford native who started out like most of our students; rooted in the love and strong work ethic of an immigrant family who sacrificed for the goal that all their children would rise as high as their aspirations. Charlie's dreams took him a mile high in Denver to become CEO of First Data, rising to the very top of his specialized branch of banking; and now, with the Fote Group, he rises higher still.

Very sincerely,



David S. Fearon, Ph.D.

Professor of Management & Organization Emeritus

Charlie Fote

Chairman & Chief Executive Officer

Fotec CEO Charlie Fote retired as Chairman and CEO of First Data in 2005 after 30 years in various ascending roles at the global electronic payments company.

While CEO at First Data, he was responsible for the overall strategy and operations of the Fortune 250 company, including its primary business areas:

- Payment Services: Western Union Financial Services, MoneyGram, Orlandi Valuta and ValueLink
- Merchant Services: First Data Merchant and Debit Services, the STAR Network, Primary Payment Systems, TeleCash and Cashcard
- Card Issuing Services: First Data Resources, First Data Healthcare and First Data Hellas

Fote joined First Data in 1975. During his tenure, he served in an assortment of roles, helping to grow First Data from a \$1.2 billion U.S. spinoff from American Express to a more than \$10 billion global payments powerhouse. In the late 1980s, he created MoneyGram. Under Fote's leadership, First Data merged with First Financial Management in 1995, owner of Western Union, and grew the global money transfer company into a \$4 billion business unit.

Prior to joining First Data, Fote was Vice President of Operations for Framingham Trust. He attended Central Connecticut State University.

Fote has served on numerous boards of directors over the years. He currently is Chairman of the Board of Accretive Technologies Inc. and Payfone. In addition, he serves on the boards of Lending Point and nCourt. He is head of the Fote family foundation. He also serves on the board of Project C.U.R.E., a nonprofit, humanitarian relief organization that delivers donated medical supplies, equipment and services to medical professionals and the patients under their care in developing countries. Fote also has been an active member of The Business Council, a voluntary association of national business leaders exchanging ideas to generate greater understanding of major public policy issues and to create consensus for solutions.

Fote and his wife, Kaye Lynn, live in Colorado with children and grandchildren in Denver, Chicago, Houston and Paxton, Nebraska.

Staff Report: Approval of Candidate for Honorary Doctoral Degree Charter Oak State College

Background Information

The Selection Committee for this year's Honorary Doctorate committee was the Charter Oak Executive team.

The Committee has been planning to offer our honorary doctorate to **Brenda York** for the past three years. The moment for that nomination is now and the Committee offers Brenda York as this year's honorary doctorate candidate. As you will see from her narrative, the York family has taken fuller advantage of the Charter Oak State college toolset than any other family in our 45 year history. That use was orchestrated by Mrs. York over the course of over 40 years. And it included not just her eight children, but herself as well.

Charter Oak was created to offer adult students an efficient path to degree completion. Its early history consisted of creating processes that permitted adults to bring their learning, from whatever its source of origin, to a Charter Oak degree. The tools of that learning transfer include credit transfer, testing for credit, and portfolios. Across its history, the College has had individuals who used these non-traditional options to complete a degree for a total cost of less than \$10,000. The York family has achieved an even more remarkable success than that. I will let Mrs. York explain their strategy in her own words:

A Brief Summary of our Non-traditional Approach to Education

The beginning of our non-traditional approach to education began in 1979 when my husband, David, and I decided to teach our oldest child to read. She was only 4 years old, but we wanted her to read well by the time she entered school. Our reasoning was that this should help her to be more proficient in learning other subject matter. We had never heard of home education.

As she finished first grade, we were given a book entitled, "Teach Your Own" by the educator, John Holt. It profoundly affected our thinking. Holt encouraged parents to take on the responsibility of educator of their children, to encourage their natural creativity and love of learning. His premise was that most children are natural, creative, and enthusiastic learners. Sometimes those positive traits are discouraged in a more traditional educational setting. Some of his ideas were more radical than we could embrace, but the general idea was sown in our thinking. We eventually home educated all of our 8 children through high school. Our goal was for them to become confident, creative learners and problem solvers for the rest of their lives. We also placed a strong emphasis on developing good character, such as perseverance and courage.

We had always wanted our children to have an accredited college degree, but we couldn't figure out a solution to the enormous debt that they would incur. Since the focal point of our family was music, particularly vocal and piano performance, we had many opportunities for them to develop their skills through private teachers and performance situations. However, just as our oldest daughter was thinking of getting married, we heard of Charter Oak State College. We were thrilled!

She was able to use testing, classes, and portfolios to earn her degree in 1 ½ years. Our next two daughters had much the same experience. Their advisors and other staff at COSC were amazingly helpful and supportive.

When our first son began his studies at COSC, he was able to take the required credits he needed to be accepted into a distance learning law school. Four years later, he passed the California bar exam and has been working since as the CEO of two different companies. He is now working again on his undergraduate degree with COSC.

Three of our last four children have graduated from COSC using various methods, but primarily testing. All of them are using their undergraduate degrees as a springboard for their graduate degrees. One is working on a Speech Pathology degree, one on Counseling, and one on a Seminary degree. The last of our children is planning for a June, 2019 graduation from COSC.

My story is a more classic COSC story. I left college after 4 years and 133 credit hours without having earned a degree, to marry and raise a family. Through COSC, I was able to obtain a waiver for the Oral Communications course, test out of 9 general education credits, and complete the Cornerstone and Capstone courses last year. I was able to use enough credits from my previous schooling to completely fulfill my concentration credits. We have been so grateful to have Charter Oak State College in helping our family achieve our educational goals!

York Family Graduates:

Charissa York Glazner – 2004
Erin York Burgoyne – 2005
Danielle York Miller – 2006
Alicia York – January 2012
Joel York – August 2012
Ethan York – June 2016
Brenda York – 2017

Attendees:

Adam York
Caitlin York Bethepu

Doris G. Cassidy Award winners:

Danielle, Joel, Alicia, and Ethan

This amazing record of family commitment to education and self-reliance was the direct product of Brenda's energy, self-education, and patience. Each of her children was educated and developed as a musician. All of their curriculum was delivered by Brenda. Each of them went on to higher education success (the final degree aspirant is almost finished), and then Brenda finished her degree.

This commitment to education is as outstanding as any we have ever encountered. The Charter Oak Honorary Doctorate Committee, after reviewing Mrs. York's accomplishments, leadership, and commitment to higher education, recommend that she receive the 2018 Doctor of Humane Letters honorary degree from Charter Oak State College at our June 3rd graduation.

Action Recommended

That the Board of Regents approve the selection of Brenda York for the 2018 Doctor of Humane Letters honorary degree from Charter Oak State College.

BRENDA YORK

11330 W Whitaker Ave
Greenfield, WI 53228
byork@charteroak.edu

EXPERIENCE

- Organized and hosted numerous events for up to 150 guests
- Designed home for effective people flow and efficient work areas
- Decorated interior of home, created window treatments and refinished furniture
- Constructed over 200 garments including men's wear and over 20 formal dresses
- Educated my eight children from K-4 through high school in a sequentially progressive curriculum 1982-2012
- Taught 7 different series of Bible studies for women 1998-2012
- Supervised and instructed a mother/daughter group covering various spiritual and practical topics 2008-2012
- Mentored 10 women in home education and home management 1992-2012

EDUCATION

- Current school – Charter Oak State College August 2017
- Trinity College: Hours earned 31 1969-1970
- Huntington College: Hours earned 16 ½ 1970-1971
- Western Michigan University: Hours earned 101 1971-1973



HOUSATONIC COMMUNITY COLLEGE

Office of the President

March 5, 2018

Dear ASA Committee:

I am so very pleased to nominate Juanita T. James, President & CEO of the Fairfield County Community Foundation (FCCF) for the Board of Regents Honorary Degree. Ms. James has been President & CEO of the Fairfield County Community College Foundation since 2011. She previously served as chief marketing and communications officer for Pitney Bowes Inc. Prior to Pitney Bowes, she held key roles at Time Warner, Inc. and Bertelsmann, Inc.

Juanita is a director of the Asbury Automotive Group and Rockefeller Philanthropy Advisors, a corporator for First County Bank, a trustee of the University of Connecticut and Lesley University in Cambridge, and a trustee emerita of Princeton University. Her long history of leadership and volunteer service with local and national nonprofits has been recognized with numerous awards, including the NAACP "100 Most Influential Blacks in Connecticut," the Stamford Public Education Foundation "Excellence in Education," Moffly Media "Light a Fire," and Stamford "Citizen of the Year."

Ms. James holds a Master's Degree in business policy from Columbia University's Graduate School of Business Program, and a Bachelor's Degree in romance languages from Princeton University.

- Juanita was instrumental in bringing Family Economic Security Program (FESP) to our system -- Norwalk, Housatonic and now at Gateway.
 - FESP at Housatonic Community College is built on a proven model and offers an expanded set of wraparound supports including workforce preparation, benefits screening, and financial services. The program helps students overcome challenges that many face; these challenges have the potential to derail students balancing the pressures of day-to-day living and attending college. This expanded iteration of FESP is open to students pursuing Associate Degrees or credit bearing certificates that lead to middle skills jobs. Students pursuing Associate Degrees are geared towards marketable degrees that lead to family sustaining careers. FESP students retain at a 30% higher rate than the non-FESP HCC students. Students in the program also successfully complete courses at a ten percent higher rate.
- Friend to **all community colleges** in the Fairfield county area.
 - Multiple scholarships have been created and managed by the Foundation named for our students at Norwalk, Housatonic, and Naugatuck Valley.
- College Student Success Symposium hosted by FCCF at Housatonic.
 - Raising awareness of test student success programs and administrative/policy reforms enabling Connecticut community college student success was paramount. How Connecticut employers can effectively partner with community colleges to meet their current and future labor market challenges was also highlighted.

Sincerely,

Paul Broadie II, Ph.D.
President

900 Lafayette Boulevard, Bridgeport, CT 06604-4704 203.332.5222 Fax: 203.332.5247



MANCHESTER
COMMUNITY
COLLEGE

Office of the President

Gena Glickman

tel: 860.512.3100

fax: 860.512.3101

e-mail: gglickman@commnet.edu

March 6, 2018

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

Dear Academic and Student Affairs Committee:

Enclosed please find our request for an honorary degree for Michael Polo.

Mr. Polo is not only a strong community partner to MCC but he, and his organization, AdChem Manufacturing Technologies, Inc., support numerous initiatives throughout the Greater Hartford region.

In honor of Michael's commitment to community service and engaging in strong public-private partnerships, Manchester Community College would like to honor him with an honorary degree at the 54th commencement ceremony.

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

Sincerely,

Gena Glickman, Ph.D.
President

Manchester Community College 2018 Honorary Degree Candidate

Michael Polo, President and CEO, AdChem Manufacturing Technologies, Inc.

Mr. Polo is the Founder, President and CEO of AdChem Manufacturing Technologies, Inc., a Manchester-based manufacturer and part of the aerospace supply chain in Connecticut. Prior to founding AdChem, he was the Vice President of Sales at FMI Chemical Corporation. As a successful business owner, Mr. Polo is passionate about growing the Connecticut workforce as well as contributing to and advocating for the manufacturing industry in the U.S.

Mr. Polo has worked closely with MCC on workforce development initiatives, particularly in the manufacturing sector. Numerous advanced manufacturing students have been placed in internships and found paid positions at AdChem. Mr. Polo has also recognized the value of custom training offered via MCC's Corporate and Community Training Center, hiring them to bring much-needed skills training and industry-related workshops to his incumbent workforce. In an era where manufacturing companies are clamoring for qualified entry-level workers who can take over for an aging workforce, Mr. Polo has recognized the very real value that collaborating with Manchester Community College can provide.

The relationship with Mr. Polo is truly a partnership. The college benefits from his commitment and expertise, as well. He serves on MCC's manufacturing program advisory board, providing critical insight on workforce needs and trends to the faculty developing curricula, and also has participated in a number of panel discussions at the college, including at its regional economic summit geared toward employers, civic leaders, legislators and educators. As manufacturing in Connecticut transforms itself, Mr. Polo is at the forefront, and he is committed to sharing what he learns with the college and its students.

Mr. Polo's contributions to the local community and MCC are exceptional. It is for that reason that he is being recommended for an honorary degree.



Office of the President

March 6, 2018

Mark E. Ojakian
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

It is a pleasure to submit for your consideration and that of the Board of Regents the nomination of Nicholas (Nick) M. Donofrio as a recipient of an honorary associate of science degree from Naugatuck Valley Community College (NVCC.) We hope to present Mr. Donofrio with an honorary degree at our upcoming commencement scheduled for May 24, 2018.

Mr. Donofrio is a long-time friend and supporter of NVCC and I offer below a summary of his qualifications and contributions to Naugatuck Valley Community College and the greater Waterbury and Danbury regions.

Nicholas M. Donofrio

Biography

Mr. Donofrio is a 44-year IBM veteran who held the coveted position of Executive Vice President Innovation and Technology and was also selected as an IBM Fellow, the company's highest technical honor. He is a Life Fellow of the Institute for Electrical and Electronics Engineers, a Fellow of the U.K.-based Royal Academy of Engineering, a member of the U.S.-based National Academy of Engineering (NAE), a Fellow of the American Academy of Arts and Sciences, a member of the CT Academy of Science and Engineering, the New York Academy of Science, Sigma Xi, Tau Beta Pi, Eta Kappa Nu and the Society of Women Engineers.

Mr. Donofrio is also a member of the Board of Directors of APTIV, AMD, Sproxil, Quantexa, HYPR Biometrics, the New York Genome Center, the National Association of Corporate Directors and the Peace Tech Lab. He also serves on the Board of Trustees of Syracuse University and the MITRE Corporation. He served on the Boards of Liberty Mutual, the Bank of New York Mellon, O'Brien & Gere, the New York Hall of Science, the CT Board of Regents for Higher Education, NACME, INROADS, Clarkson University and RPI. He is an Executive in Residence at the Columbia University School of Professional Studies.

Contributions to NVCC and the Community At-Large

As the former Chairman of the Board of Regents, Mr. Donofrio has been a strong supporter of NVCC, our students and our journey toward a splendid college. He took every occasion to visit both of our

campuses, attending multiple events including our annual Leadership/Legislative Breakfast in January and annual Community Event in June. He did not miss an NVCC Commencement, and his remarks were always a crowd favorite. In April 2016, Mr. Donofrio participated in a symposium at NVCC's Waterbury Campus and presented an intellectually invigorating presentation on *Making Value for America*, which was well-attended by NVCC faculty, staff, and management. His presentation led to a discussion on the role higher education and public libraries play in transforming the United States economy from one in which ideas are generated to one in which those ideas produce long-term value.

Mr. Donofrio championed the expansion of NVCC's Danbury Campus and connected the College with valuable community partners in Danbury and the surrounding community. As a result, NVCC's relationship with Danbury Hospital is thriving, creating opportunities for our students and their employees. In addition, Mr. Donofrio connected NVCC faculty and administration with The Aldrich Contemporary Art Museum in Ridgefield, CT. The College now has a collaborative partnership with the museum, allowing our art students access to the museum and its exhibits.

In December of 2017, he generously established the Donofrio Jobs on Campus Project at NVCC in support of underrepresented minority women who are in pursuit of an associate of science or associate of arts degree at NVCC and then planning to matriculate at one of the four Connecticut State Colleges and Universities (CSCU) universities or Charter Oak State College. The project matches students into on-campus positions that support their academic goals, allowing students to gain both valuable work experience and support through mentoring by faculty and staff. Mr. Donofrio strongly believes that these A.L.I.C.E. (Asset Limited, Income Constrained, Employed) students will persist to completion of their degrees with the additional financial support and mentoring provided by the program. This is an investment in NVCC students, future CSU/Charter Oak students and the state of Connecticut.

Thank you for your consideration of this request. I understand that this nomination is confidential until such time as approval is received from the Board of Regents.

Sincerely,


Daisy Cocco De Filippis, Ph.D.
President

cc: Jane Gates, Ph.D., Provost & Senior VP Academic & Student Affairs

February 27, 2018

Mr. Mark Ojakian, President
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2337

Dear Mr. Ojakian,

I wish to submit the name of John De Stefano, Jr., New Haven's longest-serving mayor, as the recipient of an honorary doctorate from Southern Connecticut State University.

Elected to office 10 times, Mr. DeStefano served as the 49th Mayor of New Haven from 1994 through 2013, introducing a number of major initiatives that raised the Elm City's profile on a national stage and reversed decades of declining fortunes.

During his tenure he led New Haven's nationally acknowledged school reform initiative 'New Haven School Change.' This was a collaborative effort involving parents, the American Federation of Teachers, community-based and business organizations and Yale University, the principal funder of New Haven Promise, the City's merit-based, full college scholarship program. Mr. DeStefano also chaired the Citywide School Construction Program, a \$1.5 billion effort that rebuilt or built as new, almost every school building in the city.

New Haven experienced robust economic growth throughout this period as the city solidified its position as a major educational and medical center. Collateral growth in life science and entrepreneurial business continue to flourish in the city as a result. Currently, New Haven experiences the lowest vacancy rates in the nation for commercial occupancies.

Mr. De Stefano's tenure was also characterized by a commitment to social justice. During his time in office the City undertook a number of immigration initiatives including the Elm City Resident Card. Commencing in 2007, the card was made available to all residents of the city for identification and to access city services, irrespective of immigration status. The city also initiated a Living (minimum) Wage program, a Domestic Partner benefits initiative and the state's first public financing program for elected officials during his tenure.

During his time in office Mr. DeStefano served as both the President of the Connecticut Conference of Municipalities and the National League of Cities, the oldest and largest association of America's cities and towns. The National Civic League named New Haven an All-America City three times during this period.

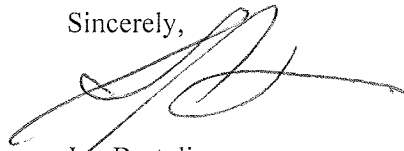
M. Ojakian
2/27/18
page 2

Mr. DeStefano is currently Executive Vice President of Start Bank of New Haven. He was an incorporating director and continues to serve on the board of this locally owned, governed and managed community development financial institution. A life-long resident of New Haven and the son of a city police officer, he is also a lecturer in the Political Science Department at Yale University.

Mr. DeStefano has had a longstanding commitment to public higher education and was a regular speaker at our Commencements and on other ceremonial occasions. His wife, Kathy, also earned a graduate degree from Southern. Recently, he has donated both his official papers and personal collection of news clippings, photographs books and various other artifacts to the university, where they will be displayed in Buley Library.

For his lifelong commitment to public service and his record of vision and accomplishment as leader of Connecticut's second-largest city, I believe that John De Stefano, Jr., would be a worthy recipient of an honorary doctorate of humane letters from Southern. The doctorate would be awarded at our Undergraduate Commencement ceremony on May 18 - a familiar and fitting setting for Mr. DeStefano to receive this honor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joe Bertolino', with a long horizontal flourish extending to the right.

Joe Bertolino
President



EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

March 14, 2018

Mr. Mark Ojakian, President
Connecticut State Colleges and Universities
Board of Regents for Higher Education
61 Woodland Street
Hartford, CT 06105

Dear President Ojakian:

Eastern Connecticut State University wishes to award an honorary doctorate to Dr. Elinore McCance-Katz, Assistant Secretary, Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (DHHS), as the honorary degree recipient at Eastern Connecticut State University's 2018 Commencement Exercises, to be held Tuesday, May 15, 2018, at the XL Center in Hartford, Connecticut. Dr. McCance-Katz's distinguished career as a tenured professor, combined with her exemplary leadership in the field of mental health and addiction, truly aligns her with Eastern's core values and makes her an appropriate and worthy candidate as the 2018 Honorary Degree recipient.

Dr. Elinore McCance-Katz '78 has enjoyed an extraordinary career in medicine, psychiatry, academic achievement, and public administration that has culminated with her appointment as Assistant Secretary for Mental Health and Substance Use for the U.S. Department of Health and Human Services (HHS) in the summer of 2017. Confirmed by the U.S. Senate on August 3, 2017, Dr. McCance-Katz assumed her position in September. Her appointment makes her the first Assistant Secretary-level director of the Substance Abuse and Mental Health Services Administration (SAMHSA).

Before her DHHS appointment, Dr. McCance-Katz was the Chief Medical Officer at the Rhode Island Department of Behavioral Health, Developmental Disabilities and Hospitals from 2015–2017. Prior to that, she worked as SAMHSA's Chief Medical Officer for two years.

After earning a B.A. in Biology from Eastern in 1978, Dr. McCance-Katz went on to earn a Ph.D. at Yale University in Infectious Disease Epidemiology in 1984, and later earned her M.D. from the University of Connecticut in 1987.

After completing a residency in psychiatry, Dr. McCance-Katz did a fellowship at Yale University in clinical neuropsychopharmacology, and was a Professor of Psychiatry at the Yale School of Medicine from 1991–1998. She was a Professor of Psychiatry and Human Behavior at Brown University and a tenured professor at Virginia Commonwealth

University, and also has held teaching positions at the University of California, San Francisco, the University of Texas and the Albert Einstein College of Medicine.

Prior to her first position with SAMHSA, Dr. McCance-Katz was the State Medical Director for the California Department of Alcohol and Drug Programs from 2007–2013 and Medical Director and Chief Operating Officer of the Virginia Health Practitioners Intervention Program from 2003–2007.

Dr. McCance-Katz has published numerous articles on clinical pharmacology, the development of medications for substance abuse disorders, addiction psychiatry and the treatment of HIV infection in drug users. McCance-Katz and her husband Michael Katz hold a patent for a method used to prevent urine specimen substitution in substance use screening. She also has conducted substantial research into opioid addiction.

“For the first time ever, a medical professional who is laser focused on addiction and mental health will be in the top echelon of HHS,” wrote Connecticut Sen. Chris Murphy in announcing Dr. McCance-Katz’s confirmation. “We created this position to elevate these important issues and improve coordination so that people coping with a mental illness or substance abuse disorder can access the care and treatment they need,” added Murphy, who helped write the bill that created her new position.

As a top medical professional, strong advocate for addiction and mental health issues and long-time educator, Dr. McCance-Katz is a worthy candidate to receive the honorary degree at Eastern Connecticut State University’s 2018 Commencement Exercises.

Eastern seeks approval from the Board of Regents to award Dr. Elinore McCance-Katz the Doctor of Science honorary degree at its 2018 Commencement.

Sincerely,



Elsa M. Núñez
President

CC: Ms. Victoria Thomas, Administrative Assistant, President’s Office
Ms. Patricia Ryiz, Administrative Assistant, Academic and Student Affairs
Dr. Dimitrios S. Pachis, Provost/VP for Academic Affairs

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Acceptance of Selectees for Board of Regents Faculty Awards

April 5, 2018

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 2017-18 academic year, and

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2017-18 academic year.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Acceptance of the Board of Regents Faculty Awards

RECOMMENDED MOTIONS FOR FULL BOARD

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 2017-18 academic year.

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 2017-18 academic year.

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 CSU 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 2017-18 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted 23 of a possible 49 nominations within the five award categories, for the Board's consideration. Subsequently, the five selection committees 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:

03/28/18 – BOR-Academic and Student Affairs Committee

04/05/18 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS

2017-18 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^{1&2}

(Connecticut State Universities)

Teaching Awards^{1&2}

(Connecticut Community Colleges)

Research Awards^{1&2}

(Connecticut State Universities)

Scholarly Excellence Awards^{1&2}

(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards³

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

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Mark Cistulli	Associate Professor, Literacy, Management Information Systems
Southern	Dr. Richard Zipoli	Associate Professor, Communication Disorders

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. Richard Zipoli
Southern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Capital	Ira Hessmer	Assistant Professor, Business & Technology
Gateway	Dr. Eric Meyers	Associate Professor, Biology
Housatonic	Robin Avant	Assistant Professor, Biology & Molecular Biology
Middlesex	Dr. Andrea Levy	Assistant Professor, Psychology
Naugatuck Valley	Mariangeli Zerbi	Associate Professor, Mathematics
Norwalk	Andrea Pizone	Associate Professor, Mathematics
Quinebaug Valley	Jakob Spjut	Associate Professor, Engineering
Tunxis	Deborah Bradford	Associate Professor, Academic Strategies

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)

Robin Avant
Housatonic Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central	Dr. Reza Ghodsi	Associate Professor, Engineering
Southern	Dr. Chelsea Harry	Associate Professor, Philosophy
Western	Dr. Rachel Prunier	Associate Professor, Biological and Environmental Sciences

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. Chelsea Harry
Southern Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Awards

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Naugatuck Valley	Megan Boyd	Assistant Professor, Dance
Norwalk	Heather DeDominicis	Associate Professor, Academic Enrichment & First-Year Experience
Three Rivers	Dr. Todd Barry	Assistant Professor, English

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. Todd Barry
Three Rivers Community College

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Marilyn Kain – Western Connecticut State University

Adjunct Professor - Justice and Law Administration

&

Arthur Simoes – Tunxis Community College

Adjunct Lecturer - Visual Art and Design

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 nominees were:

<u>Institution</u>	<u>Campus Nominee</u>	<u>Faculty Rank / Discipline</u>
Central Connecticut State University	Alice Luster	Adjunct Faculty, Special Education and Interventions
Charter Oak State College	Dr. Hamid El Khalfi	Adjunct Faculty, General Education
Middlesex Community College	Janet D'Onofrio	Adjunct Lecturer, Allied Health, Business and STEM
Norwalk Community College	Yumi McCarthy	Adjunct Faculty, Humanities
Quinebaug Valley Community College	Tracy Smith-Michnowicz	Adjunct Faculty, Early Childhood Education

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:

Celeste Arrieta Three Rivers Community College	Dr. Jane Carey Quinebaug Valley Community College	Amely Cross Asnuntuck Community College
Dr. Megan DeLivron Gateway Community College	Dr. James Diller Eastern Connecticut State University	Amy Feest Tunxis Community College
Dr. Nicholas Greco Western Connecticut State University	Dr. Jess Gregory Southern Connecticut State University	Dr. Christine Hegel- Cantarella Western Connecticut State University
Health Hightower Quinebaug Valley Community College	Dr. Eva Jones Middlesex Community College	Elizabeth Keefe Gateway Community College
Dr. Marie McDaniel Southern Connecticut State University	Dr. Maureen McDonnell Eastern Connecticut State University	Dr. Martin Mendoza- Botelho Eastern Connecticut State University
Rachel Milloy Norwalk Community College	Dr. Michelle Monette Western Connecticut State University	Linda Reeder Central Connecticut State University
Dr. Nicolas Simon Eastern Connecticut State University	Dr. Monica Sousa Western Connecticut State University	Dr. Melissa Talhelm Southern Connecticut State University
Laura Turiano Housatonic Community College	Dr. Christine Unson Southern Connecticut State University	Jennifer Wittke Tunxis Community College

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

April 5, 2018

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the Selection Committee for the CSU-AAUP Faculty Research Grants for the 2018-19 program year.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

CSU-AAUP Faculty Research Grants

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education approve the funding recommendations of the CSU-AAUP Faculty Research Grants' Selection Committee for the 2018-19 program year.

BACKGROUND

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

RATIONALE

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

RESOURCES

A total of \$911,887 has been allocated for the 2018-19 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of \$17,927 in residual funds from previous years is available for distribution this year. A grand total of \$929,814 is available for research projects to be recommended for funding during the 2018-19 program year.

RECOMMENDATION

The CSU institutions received a total of 250 proposals, including 24 partnership applications, from a total of 275 individual faculty members; requesting funds totaling \$1,241,612; \$311,798 or 33.5 percent more than what is available for distribution. Each proposal is reviewed and scored on a scale of 1 (poor) to 5 (excellent) by faculty members from other CSU institutions. Selection Committee members at the awarding institutions employ those scores as the basis for their funding recommendations. The Selection Committee's recommendations are contained in the attached roster by CSU institution.

03/28/18 – BOR Academic and Student Affairs Committee

04/05/18 – Board of Regents

****CCSU** CSU-AAUP Faculty Research Grants Applications – Spring 2018 Competition**

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Associate Professor	Ciotto	Carol	Physical Education and Human Performance	The Effects of Before and After School Physical Activity on Academic Performance and Social and Emotional Learning	\$4,559
				(see above)	\$4,559
Assistant Professor	Leong	Chee Hoi	Physical Education and Human Performance	Effect of an 8-Week Resistance Training Program on Anterior Pelvic Tilt, Hamstrings-to-Quadriceps Ratio, and Vertical Jump Performance in Healthy Females	\$5,000
				(see above)	\$5,000
Associate Professor	Morano	Peter	Physical Education and Human Performance	The Impact of Vigorous Exercise and Caloric Restriction on Cognitive Function	\$4,919
				(see above)	\$4,918
Assistant Professor	Singhai	Rahul	Physics and Engineering Physics	Study the electrochemical behavior of CuS/graphene nanocomposite for applications to supercapacitors	\$5,000
				(see above)	\$5,000
Professor	Abdollahzadeh	Fatemeh	Computer Science	Distributed Processing Environment for Computational Medicine	\$600
Assistant Professor	Amaya-Bower	Luz	Engineering	Research, Design, & Prototyping of a Portable Water Generation System	\$5,000
Associate Professor	Bailliesteanu	Mihai	Mathematical Sciences	Geometric Methods to Study MEMS (micro-electromechanical systems)	\$4,000
Professor	Barrington	Candice	English	Chaucer Behind the Iron Curtain	\$5,000
Associate Professor	Basim	Swamy	Engineering	Comparison of Plasticity Characteristics of fine grind soils by Traditional Percussion Apparatus and Cone Penetrometer Methods	\$5,000
Professor	Benfield	Richard	Geography	Biological Hot spots, Tourism and the preservation of biodiversity	\$5,000
Assistant Professor	Boncoddio	Rebecca	Psychological Sciences	Collaborative Meeting for Research Related to The Impact of Varied Practice on Students' Arithmetic Learning	\$5,000
Assistant Professor	Bragg	Caleb	Psychological Sciences	Convergence of Careless Responding Indicators in an Employed Sample	\$3,140
Assistant Professor	Bray	Alicia	Biology	Evaluation of Southern Pine Beetle Establishment and Range Expansion into Connecticut	\$2,784
Assistant Professor	Bray	Alicia	Biology	Measuring the effects of variable flower resources on European honey bee hive health	\$2,216
Assistant Professor	Chakraborty	Sourav	Chemistry and Biochemistry	A Mechanistic Insight into Priming Trees using Phytohormone Methyl Jasmonate against Chewing Insects: A Case Study Involving Emerald	\$4,981
Associate Professor	Chase	Daniel	Biomolecular Sciences	Dopamine signaling mechanisms in the ASH neuron of <i>C. elegans</i>	\$5,000

Assistant Professor	Chen	Sixia	Computer Science	Enhanced Data Migration Plans for Large Scale Heterogeneous Storage Systems	\$5,000
Associate Professor	Cohen	Diana	Political Science	"Uneasy Alliances: Evaluating Peer-to-Peer Relationships in Women's Professional Sports"	\$2,500
Professor	Collins	Mary	English	Why are Danish Trans Children and Their Families Doing Better than Their Counterparts in US?	\$4,950
Professor	Davis	Michael	Biomolecular Sciences	Isolation and Characterization of Bacterial Collections as Sources of Drugs to Target Problematic Pathogens	\$4,880
Associate Professor	Dhar	Paramita	Economics	A comparative study of the obesity epidemic in US and Spain	\$4,000
Associate Professor	Dharavath	Haji Naik	Computer Electronics and Graphics Technology	Effect of Substrate Properties in the Digital Color Reproduction (DCR) of Multicolor Inkjet Printing in a Color Managed Workflow (CMW)	\$5,000
Associate Professor	Dobbs-McAuliffe	Betsy	Biomolecular Sciences	Detailing apoptosis and autophagy during tissue maintenance and regeneration of planarian worms	\$3,618
Professor	Dowling	Robert	English	A Place in Time: The Life and Work of Sam Shepard	\$5,000
Associate Professor	Efremoff	Theodore	Art	A Refugee's Guide to Rome	\$5,000
Professor	Evans	Mark	Geological Science	Structural and Fluid History of the Anthracite Coal Basin in the Appalachian fold-and-thrust belt of Eastern Pennsylvania	\$3,414
Associate Professor	Foust	Mathew	Philosophy	Daoism and American Philosophy	\$4,846
Professor	Gallagher	Sean	Art	Portraying Our Students, Learning from Past Portraits: Irish Residencies, Museums, and the Land Which Defines	\$4,992
Assistant Professor	Gichiru	Pauline Wangari	Educational Leadership, Policy and Instructional Technology	Secondary School Teacher Leaders' Leadership Experiences in Post-Conflict Rwanda: An Examination of Challenges and Policy Options	\$4,990
Associate Professor	Gilmore	Susan	English	"Language of the Unheard": Riot on the American Cultural Stage	\$2,500
Assistant Professor	Givens	Eugena	Criminology and Criminal Justice	Childhood victimization and its relation to developmental trajectories of adolescent problem behavior and delinquency	\$4,950
Professor	Glagovich	Neil	Chemistry and Biochemistry	Controlling the Regiochemistry of Imine Formation	\$4,990
Professor	Gotchev	Ivan	Mathematical Sciences	Cardinality Bounds Involving the Weak Lindelöf Degree	\$5,000
Professor	Halkin	Sylvia	Biology	Does Experience with Pilferage Influence the Development of Squirrels' Tendency to Cache Preferred Items in Open Areas?	\$450
Associate Professor	Hammad	Khaled	Engineering	Inflow Conditions and the Mass Transfer Behavior of Blood in a Separated Flow Region	\$5,000

Assistant Professor	Hapeman	Paul	Biology	Development of a Long-Term Monitoring Protocol for American Marten (<i>Martes americana</i>) to Assess the Impact of Forest Management	\$5,000
Associate Professor	Hartwig	Heidi	English	G. K. Chesterton: Modernist Conversion Narratives and Apologetics	\$2,500
Professor	Hermes	Katherine	History	“Indigenous Concepts of Justice and the Colonial Reaction in Eastern North America and New Zealand, 1650-1850”	\$5,000
Assistant Professor	Holt	Reginald	Counselor Education and Family Therapy	Teaching Contemplative Practices to Counselors-in-Training: Exploring the Experiences of Students Enrolled in a Mindfulness-Based	\$2,500
Professor	Hoopengardner	Barry	Biomolecular Sciences	RNA editing in silver springtails: phylogenetic and molecular details	\$4,800
Professor	Iannone	Abel	Philosophy	Inquiry and Imagination in Philosophy, the Arts, and Sciences	\$2,500
Associate Professor	Jackson	Mark	Biology	Neuroactive Steroid Modulation of Crayfish Neuromuscular GABAergic Neurons	\$5,000
Professor	Jarrett	Jeremiah	Biology	The Role of Population Connectivity in the Recovery of Overfished Populations of the Sea Cucumber <i>Holothuria mexicana</i> in the Caribbean	\$5,000
Assistant Professor	Johnson	Steven	Engineering	Studies on the Mechanical Consolidation, and Solid/Transient Liquid State Densification on Al and Mg Alloy Powders	\$5,000
Associate Professor	Jones	Shelly	Mathematical Sciences	Teachers knowledge and use of culturally relevant instructional strategies and curriculum in mathematics	\$4,720
Professor	Jones	Mark	History	"An Outbreak of Emotion: Romantic Love and Middle Class Formation in 1921 Japan"	\$5,000
Associate Professor	Kapper	Martin	Biomolecular Sciences	The Role of Phosphofructokinase in High Salinity Adaptation in Ribbed Mussels	\$4,967
Assistant Professor	Keazer	Lindsay	Mathematical Sciences	Developing Mathematical Modeling Tasks to Foster Students' Interest in STEM-Careers	\$5,000
Assistant Professor	Kim	Yeojin	Communication	A Study of Cognitive, Emotional, and Behavioral Constructs of Cyberbullying in Social Media Contexts	\$4,450
Professor	King	Thomas	Biomolecular Sciences	Confirming a gene assignment for the mouse cw mutation	\$5,000
Professor	Kurkovsky	Stan	Computer Science	Smart Intrusion Detection System	\$5,000
Professor	Kyem	Peter	Geography	Africa's Food Security and the GMO Foods Debate: Is Africa's choice the vital missing link?	\$4,450
Professor	Lee	Lee	Management and Organization	Developing Leadership Models in the Cross-sectional Contingencies: Administrative versus Change-oriented Leadership Styles	\$3,800
Professor	Liard-Muriente	Carlos	Economics	Occupational Differentials in terms of Wages and Employment from the Exodus of Puerto Ricans to Florida	\$4,500

Assistant Professor	Liu	Yan	Educational Leadership, Policy & Instructional Technology	Teachers' Professional Development and the Impact on Teachers' Self-Efficacy for Teaching - Multi-Level Structural Equation Model Using the TALIS 2013	\$5,000
Professor	Mahony	Mary Ann	History	Research on the environmental history of Brazil's Atlantic Forest, 1800-1930	\$4,830
Assistant Professor	Marjani	Sadie	Biology	Methylome Profiling of bovine gametes and in vivo pre-implantation embryos by scBS-Seq	\$4,860
Professor	Martin	Kathy	Biomolecular Sciences	Construction of a Transposon Mutagenized E. coli library	\$3,824
Assistant Professor	Meng	Yunliang	Geography	Multiple Sclerosis Death Rates and County-level Contextual Characteristics: A Case Study in New England Region	\$3,500
Associate Professor	Menoche	Charles	Music	Dimensional Brass: an Electrobrass Duo for Trumpet and Live Electronics	\$4,596
Professor	Mione	Thomas	Biology	Nectar Studies of Wild Relatives of the Tomato	\$4,171
Professor	Mitchell	Damon	Criminology and Criminal Justice	Refining a Screening Instrument for Prisoner Sexual Assault	\$5,000
Professor	Mitrano	John	Sociology	New Old (or Old New?) Business: Collecting the Stories of Route 66's "Custodial Entrepreneurs"	\$3,987
Assistant Professor	Mongillo	Maria Boeke	Educational Leadership, Policy & Instructional Technology	How Do Leaders Support Early Childhood Programs?	\$3,570
Professor	Mulrooney	James	Biomolecular Sciences	Follow the Leader! Characterizing the leader cell in parietal endoderm migration	\$4,687
Associate Professor	Nagpal	Pankaj	Accounting	Factor structure and financial implications of IT security	\$4,500
Professor	Naoumov	Vlatcheslav	Engineering	Combustion of Pure Bio-Derived Fuels and Fuels with Additives in the Lab-Scale Hybrid Propellant Rocket Engine at the Increased Flow Rates of Oxidizer: Study of the Combustion of Pure Bees Wax and Paraffin Wax Enriched by Aluminum Power	\$4,872
Professor	Nicholson	Barbara	Biology	Metallomic Investigation of Nutrient Absorption by Asian Earthworms	\$4,349
Assistant Professor	Orange	Matthew	Physical Education and Human Performance	Eccentric Training to Improve Upper Body Muscular Endurance in Females	\$4,933
Assistant Professor	Oyewumi	Oluyinka	Geological Science	Evaluating the Impact of Human Activities on the Concentrations of Polycyclic Aromatic Hydrocarbon (PAH), Trace and Major Elements within Naugatuck River Drainage System, Connecticut	\$5,000
Professor	Penniman	Clayton	Biology	Population Biology of Vertebrata Ianosa in New England, an Obligate Epiphytic Seaweed with Limited Hosts	\$5,000

Professor	Perdomo	Oscar	Mathematical Sciences	Solving difficult equations with applications to helicopter theory and MEMS	\$5,000
Professor	Pope-Portelinha	Cynthia	Geography	Medical Care Access and Migration Amongst Cubans in the U.S.: The influence of non-traditional hosting locations on stress	\$5,000
Professor	Pozorski	Aimee	English	I read about you: Joan Gilling, The Bell Jar, and the Limits of the Law	\$1,010
Professor	Prescott	Heather	History	Finding Common Ground: Feminist Health Activism and Reproductive Health Policy in the United States since the 1980s	\$4,381
Associate Professor	Reeder	Linda	Manufacturing & Construction Management	Colter's First Three Buildings: Design Process and Construction Techniques	\$5,000
Associate Professor	Rimzhim	Anurag	Psychological Sciences	Orthographic and Phonological Constraints on Visual Word Recognition in Hindi	\$5,000
Associate Professor	Robinson	Christina	Economics	Enjoyment of Physical Activity and Childhood Obesity	\$5,000
Professor	Saha	Krishna	Mathematical Sciences	Analysis of Correlated Binary Data in Split-Cluster Designs with an Application to a Split-Mouth Trial	\$5,000
Assistant Professor	Schenck	Samantha	Economics	Labor Market Impacts of State-Level Paid Family Leave Programs	\$4,945
Professor	Sharma	Nimmi	Physics and Engineering Physics	Increasing Understanding of Atmospheric Characteristics over a Premier National Oceanic and Atmospheric Administration Global Monitoring Site through Fusion of Electromagnetic Measurements	\$5,000
Professor	Shen	Xiaoping	Geography	Spatial Analysis of Liver Cancer Mortality and Area Factors in China	\$5,000
Assistant Professor	Showers	Fumilayo	Sociology	"'Africa Rising' or in the Depth of an Abyss?: An Exploration of Aspiring and Return Migrants in Ghana"	\$4,000
Assistant Professor	Small	Ivan	Anthropology	Migrant-Scapes: Southeast Asian American Domestic Mobilities - New England, California and the South	\$5,000
Assistant Professor	Sohn	Young Moo	Engineering	Conditions of Heat Straightening Repair on Damaged Steel Beam Bridges in New England	\$3,900
Associate Professor	Sweeny	Darren	Journalism	Severe Weather and Social Media: How Information Seeking and Disseminating Behavior During Hurricane Irma Can Inform and Improve Communication Between Meteorologists and the Public	\$1,626
Associate Professor	Wang	Haoyu	Manufacturing & Construction Management	Using Eye Tracking to Assist Robot Virtual Reality Tele-operation	\$4,985
Professor	Warshauer	Mathew	History	9/11 Generation	\$5,000
Professor	Westcott	Barry	Chemistry and Biochemistry	Lanthanide elements in bacteria: isolation and bioinorganic modeling	\$4,875
Assistant Professor	Williams	Chad	Computer Science	Machine Learning Methods for Cyber Security Intrusion Detection	\$2,530

Professor	Wizevich	Michael	Geological Science	Three-Dimensional Reconstruction and Interpretation of Inverted Paleochannel Deposits, East-Central Utah	\$5,000
Associate Professor	Zhou	Bin	Engineering	Economic Impacts of Regional and Local Transportation Investment on Downtown New Britain	\$4,950

****ECSU** CSU-AAUP Faculty Research Grants Applications – Spring 2018 Competition**

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Associate Professor	Idjadi	Joshua	Biology	Hidden puppeteers and coral reef recovery: Are gut microbes driving herbivorous fish grazing behavior?	\$4,954
Assistant Professor	Graham	Matthew	Biology	(see above)	\$4,953
Assistant Professor	Larose	Chantal	Mathematical Sciences	Using Learning Analytics to Model Student Academic Practices and Performance in Foundational Math Courses	\$2,500
Associate Professor	Ward	Kim	Mathematical Sciences	(see above)	\$2,500
Professor	Liu	Xing	Education	Fitting Proportional Odds Models for Ordinal Response Variable in Educational Research: A Comparison of Multiple Packages in R	\$4,840
Professor	Koirala	Hari	Education	(see above)	\$4,840
Professor	Aidoo	Anthony	Mathematical Sciences	Enhancing Chest Radiographs with Single-Scale Retinex Improvement to Hybrid Total Variation and Undecimated Wavelet Transform	\$5,000
Associate Professor	Balcerski	Thomas	History	"Siamese Twins: The Intimate World of James Buchanan and William Rufus King"	\$5,000
Assistant Professor	Bataille	Amy	Health Sciences	Development of cell culture for examination of urate secretion in the renal proximal tubule and for the Health Sciences labs	\$4,983
Professor	Cavarkapa	Branko	Business Administration	The Role of Leadership in Global Marketplace	\$5,000
Assistant Professor	Cochran	Timothy	Performing Arts - Music	Reflexive Fictions: Musical Sincerity and Transcendence in Film	\$4,500
Associate Professor	Dancik	Garrett	Computer Science	Development of a <i>Cancer Publication Portal</i> for searching and summarizing cancer-related literature	\$4,700
Professor	Donaghy	Daniel	English	<i>Between Better Days: A Collection of Original Poems</i>	\$5,000
Assistant Professor	Doyle	Maeve	Art & Art History	Picturing Male Devotion in Medieval Manuscripts	\$5,000
Professor	Drzwewiecki	Peter	Biological & Environmental Sciences	Tectonic, Sea-Level, and Paleocological Controls on Cretaceous Carbonate Reef Facies Distribution Patterns, South-central Pyrenees, Spain	\$4,930
Assistant Professor	Farace	Stefanie	Business Administration	Consumer Message Sharing in Social Media	\$4,880
Professor	Fraustino	Lisa	English	<i>Cursefrogs on the Road: or, Journey to the West: Researching and Writing an Animal Fantasy Novel for Young Readers</i>	\$5,000
Professor	Fugere	Madeleine	Psychology	The Relative Importance of Physical Unattractiveness and Negative Personality Characteristics to the Mate Choices of Women and Their Parents	\$3,328

Assistant Professor	Funes-Maderey	Ana Laura	Political Science, Philosophy, and Geography	Bodily Self-Awareness in Indian Philosophy: The Function of Prāna in the <i>Yuktidīpikā</i> and Abhinavagupta's <i>Parā-trīśikā-vivarana</i>	\$5,000
Professor	Gelburd	Gail	Art & Art History	Gaia's Art: A Collaborative Installation Designed at Skopelos Foundation for the Arts	\$5,000
Professor	Gomez	Jaime	Communication	Immersive Digital Media Production: A virtual reality and 360-video documentary in an indigenous ecological environment	\$5,000
Assistant Professor	Grandhi	Sukeshini	Business Administration	Hand in Hand: An interdisciplinary approach to understanding the user experience of gestural interactions with technology	\$5,000
Associate Professor	Groth	Amy	Biology	Utilizing CRISPR Genetic Engineering and RNA Interference to Study and Important Family of Transcription Factors	\$5,000
Assistant Professor	Halladay	Brianna	Economics	Gender Differences in Effort Attribution Decisions: Evidence from the Laboratory	\$5,000
Assistant Professor	He	Kedan	Physical Sciences	Exploring the therapeutic applications of naturally extracted borneol as a drug molecule using computer-aided drug discovery method	\$5,000
Assistant Professor	Hulvey	Jonathan	Biology	Genomics of Fungicide Resistance in <i>Venturia inaequalis</i> , Causal Agent of Apple Scab	\$5,000
Professor	Hyatt	James	Environmental Earth Science	Photogrammetric mapping, modeling, and measuring of Dinosaur track sites in Rocky Hill, CT	\$4,530
Professor	Jones	William	Art & Art History	Blue Ridge Paintings, Appalachian Mountains	\$5,000
Associate Professor	Khorami	Mehdi	Mathematical Sciences	Creating a Geometric Model for Higher Chromatic Twisted K-theory	\$2,500
Assistant Professor	Li	Boya	Art & Art History	<i>Mythotopia - The Realm of Mythical Creatures</i>	\$5,000
Assistant Professor	Lucin	Kurt	Biology	Investigating Mechanisms by which Reduced Beclin 1 Impairs Phagocytosis	\$5,000
Professor	Malenczyk	Rita	English	"Passing: Gender and Ability in Karin Slaughter's Crime Fiction"	\$3,330
Professor	Mama	Raouf	English	"The Perforated Jar" - An original bilingual book	\$5,000
Associate Professor	Mattingly	William Brett	Biology	The role of agricultural legacies in mediating consumer effects on plant diversity	\$5,000
Associate Professor	McDonnell	Maureen	English and Women's Gender Studies	Early Modern Writers and Contemporary Controlling Images: Cyprus conference participation and its scholarly and curricular benefits	\$5,000
Associate Professor	Morgan	Kristen	Performing Arts	Documentary Trailer Production for <i>Women+ in Technical Theatre and Design: Reconceptualizing Our View of Women+ in Theatre</i>	\$4,966
Assistant Professor	Murdoch	Barbara	Biology	The Scorpion Microbiome - Insights from the Unculturables	\$5,000

Assistant Professor	Pakdil	Fatma	Business Administration	Implementing Statistical Process Control in Monitoring Healthcare Processes with Lean Management Perspective	\$4,850
Associate Professor	Pandey	Niti	Business Administration	Women and the Early American Labor Movement	\$5,000
Professor	Perez	Ricardo	Sociology, Anthropology, Criminology, & Social Work	A New Framework for Cuban Tourism: Prospects and Challenges of U.S.-Cuba Normalization	\$5,000
Assistant Professor	Rahmanifar	Afarin	Art & Art History	<i>"I am the Women of Shahameh"</i>	\$5,000
Assistant Professor	Sokolovskaya	Anya	Performing Arts	Creating an exhibit "Sidonia Thread: A Daughter's Perspective of Her Mother's Style from Holocaust to High Fashion"	\$5,000
Professor	Szczys	Patricia	Biology	Quantifying patterns of variability in <i>Clock</i> genes associated with migratory behavior: the first study of long-distant migrant seabirds	\$4,937
Professor	Toles-Patkin	Terri	Communication	Identify and Intersectionality in Board Games	\$5,000
Professor	Torockio	Christopher	English	<i>The Lifespan of Elephants: A Novel</i>	\$5,000
Assistant Professor	Veerappan	Vijaykumar	Biology	Characterization and linkage mapping of mutants defective in symbiotic nitrogen fixation and enhanced anthocyanin accumulation in the model legume plant <i>Medicago truncatula</i>	\$5,000

****SCSU** CSU-AAUP Faculty Research Grants Applications – Spring 2018 Competition**

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Assistant Professor	Arafeh	Sousan	Educational Leadership and Policy Studies	Behind Opportunity's Door: Experiences and Perspectives of Graduates of a College of Access	\$5,000
Associate Professor	Marchant-Shapiro	Theresa	Political Science	(see above)	\$2,500
Professor	Durwin	Cheryl	Psychology	Investigating the Effect of Interleaved Practice on Word Learning in Kindergarteners	\$2,750
Associate Professor	Moore	Dina	(see above)	(see above)	\$2,750
Associate Professor	Fede	Marybeth	Exercise Science	The effects of before and after school physical activity on children's' academic performance and social and emotional learning	\$4,559
Assistant Professor	Berei	Catherine	(see above)	(see above)	\$4,559
Professor	Forbus	Robert	Marketing	Shiny on the Outside: How Issue Advocacy Advertisements Influence Voters	\$5,000
Associate Professor	Marchant-Shapiro	Theresa	Political Science	(see above)	\$2,500
Associate Professor	Generali	Margaret	Counseling and School Psychology	Targeting Substance Use Risk: Screening, Brief Intervention, and Referral to Treatment (SBIRT) for the High School Counselor	\$3,500
Professor	Foss-Kelly	Louisa	(see above)	(see above)	\$3,500
Professor	Kwak	Lynn	Marketing	Customer reviews in description- and experience-based rating formats	\$3,334
Assistant Professor	Kim	Younjun	Economics and Finance	(see above)	\$3,333
Assistant Professor	Yoon	Sang Won	(see above)	(see above)	\$3,333
Professor	Liu	Yan	Information and Library Sciences	Are University Library Websites Accessible to Americans with Disabilities?	\$5,000
Associate Professor	Bielefield	Arlene	(see above)	(see above)	\$5,000
Professor	Purdy	Mary	Communication Disorders	The effect of intense auditory stimulation on auditory processing and language in individuals with neurological impairment	\$3,500
Professor	McCullagh	Jennifer	(see above)	(see above)	\$3,500
Associate Professor	Risisky	Deborah	Public Health	Meeting the Health and Wellness Needs of Youth with Disabilities through Recreation	\$5,000
Associate Professor	MacGregor	James	Recreation, Tourism & Sport Management	(see above)	\$5,000

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Assistant Professor	Sinclair	Meredith	English	Becoming Accomplices: Supporting Beginning Teachers in Developing Anti-Racist Pedagogy	\$5,000
Assistant Professor	Powell	Jessica	Curriculum and Learning	(see above)	\$5,000
Assistant Professor	Smoyer	Amy	Social Work	Incarcerated Butch Lesbians: Understanding Structural & Interpersonal Violence Supports	\$5,000
Associate Professor	Harvey	Rebecca	Marriage and Family Therapy	(see above)	\$5,000
Associate Professor	Weinbaum	Jonathan	Biology	Excavation of a Late Triassic Bonebed in the southwestern United States	\$5,000
Assistant Professor	Knell	Michael	Geology	(see above)	\$5,000
Professor	Weiss	Deborah	Communication Disorders	A naturalistic peer mentor program to support college students with ASD	\$5,000
Assistant Professor	Cook	Barbara	(see above)	(see above)	\$5,000
Assistant Professor	Zigmont	Victoria	Public Health	A Mixed Methods Exploration of College Student Food Insecurity	\$5,000
Professor	Gallup	Peggy	(see above)	(see above)	\$5,000
Professor	Abd El-Raouf	Amal	Computer Science	Improving Big Data Streaming Performance: Better Memory Management in Spark	\$5,000
Professor	Andoh	Samuel	Economics	Economic Development in Ghana and Malaysia: A Comparative Study	\$5,000
Associate Professor	Baraw	Charles	English	William Wells Brown: Current Debates & The Anti-Slavery Style of Authorship	\$2,500
Assistant Professor	Barboza	Meghan	Biology	Love at first smell: First ever examination of the gross and microscopic anatomy of the vomeronasal organ of a gray seal	\$5,000
Associate Professor	Bordner	Kelly	Psychology	Prenatal marijuana: Investigation of behavioral effects following exposure to the THC in the womb	\$5,000
Associate Professor	Bower-Phipps	Laura	Curriculum and Learning	Expanding Calls to Diversify the Teaching Force	\$4,200
Assistant Professor	Brady	Steven	Biology	Rapid evolutionary changes in amphibians caused by roads and runoff pollution	\$5,000
Professor	Brancazio	Lawrence	Psychology	Statistical Cognition and Intuition	\$5,000
Professor	Breslin	Vincent	Environment, Geography and Marine Sciences	Characterization and Quantification of Microplastics in Wastewater Treatment Facility Effluent	\$5,000
Professor	Brownell	Mia	Art	Baroque Float	\$5,000
Assistant Professor	Budnick	Christopher	Psychology	Fear of Missing Out at Work: Influences on employee behavior, stress and wellbeing	\$3,500
Associate Professor	Cardone	Resha	World Languages & Literatures	The Basta! Anthologies: Feminist Literary Activism from Chile to the Global Arena	\$5,000
Assistant Professor	Chandler	Jeremy	Art	Night Moves: Creating and Exhibiting New Photographs and Video	\$5,000

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Professor	Chrissidis	Nikoloas	History	Russian Pilgrimage to the Holy Land in the Modern Period	\$5,000
Associate Professor	Coca	Adiel	Chemistry	Antimicrobial and Chemical Properties of Oxazaborolidine Derivatives	\$5,000
Professor	Coron	Cynthia	Earth Sciences	Ash Fall-Induced Climate Change: Archival Lake Records from Lamentation Mountain	\$4,980
Professor	Crawford	Sarah	Biology	Use of Brain "Organoids" to Study Brain Development and Tumor Formation	\$5,000
Professor	DeJarnette	Glenda	Communication Disorders	On-line Research Lab for the study of pragmatic and social communication behavior in children of African descent	\$5,000
Assistant Professor	Dunbar	Miranda	Biology	The effect of climate change on distribution and water balance in Neotropical bats	\$5,000
Associate Professor	Edgington	Nicholas	Biology	Sequencing, assembly and publication of one of the few known natural pathogens of the nematode <i>C. elegans</i>	\$5,000
Assistant Professor	Eilderts	Luke	World Languages & Literatures	Constructions of Regional Identity: How the French Region of Brittany avoided Reorganization	\$5,000
Professor	Ellis	Scott	English	John Burroughs, Theodore Roosevelt, and Narratives of Environmental Conservation	\$5,000
Assistant Professor	Finch	Leon	Physics	Continuing Work on Symmetry Violation Experiments at Brookhaven Lab	\$4,491
Assistant Professor	Fisher	Michael	Biology	Creating a New Surveillance System for Antimicrobial Drug Resistance	\$5,000
Professor	Fluhr	Nicole	English	Losing My Religion: Literary Responses to the Victorian Crisis of Faith	\$2,500
Associate Professor	Grace	Sean	Biology	A documented phase-shift on temperate reefs in Long Island Sound: from kelp to turf dominance	\$5,000
Assistant Professor	Green	Cheryl Ann	Nursing	Growing a Stronger Institution while Promoting Civility at Southern Connecticut State University	\$800
Associate Librarian	Hardenberg	Wendeline	Library Science	Literary Translation Research in Europe	\$5,000
Associate Professor	Harry	Chelsea	Philosophy	Function, Flourishing, and Fair Treatment: An Aristotelian argument for non-human animal well-being and a proposal for its practical application, Stage 2	\$5,000
Assistant Professor	Hooper	Jennifer	Political Science	Changing the Debate: Presidential Leadership, Media Coverage, and Health Care	\$3,210
Assistant Professor	Jeffrey	Rachel	Biology	Characterization of synapse morphology after enriched environment exposure	\$5,000
Professor	Johnson	Brian	English	Painting at the Met (Poems)	\$3,324
Assistant Professor	Kalbfleisch	Elizabeth	English	End of Center: The Canon Wars and the Loss of our Common Ground	\$5,000
Assistant Professor	Kearns	James	Chemistry	Does Heavy Metal Contamination Affect Agave Fluid Products and Create Potential Health Problems?	\$5,000

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Professor	Kim	Hak Joon	Information and Library Sciences	Bullying Among Library Employees	\$2,500
Professor	Lavin	Terrence	Art	Digital Craft: Infusing Traditional Craft Practices with Digital Production Methodologies	\$2,500
Professor	Lesley	Melvin	Chemistry	The Synthesis and Characterization of Second-Generation Tamoxifen Derivatives	\$5,000
Professor	Marsoobian	Amen	Philosophy	Continuity and Rupture: Vernacular Photography in Ottoman Anatolia	\$5,000
Professor	McCullagh	Jennifer	Communication Disorders	The Relationship Between Central Auditory Processing, Phonological Processing, and Reading Abilities in Children	\$5,000
Professor	Neverow	Vara	English	Resistance Patriarchy: Virginia Woolf, Feminism and Sexual Politics	\$5,000
Professor	Olney	Patricia	Political Science	Democratic Transitions and the Erosion of Sovereignty: The Significance of Yucatecan Stability and Michoacan's State Failure in Mexico	\$4,190
Professor	Palma	Pina	World Languages & Literatures	Pontano and the Renaissance at the Court of Aragon	\$5,000
Assistant Professor	Pang	Yulei	Mathematics	Identification of Human Activity Change using Time Series Analysis	\$5,000
Assistant Professor	Perumbilly	Sebastian	Social Work	Critical Factors to Consider When Treating Moral Injury Among Veterans: An Ethnographic Study	\$5,000
Assistant Professor	Petrovic	Kimberly	Nursing	Application of New Knowledge about Taekwondo to Undergraduate Student Learning Outcomes	\$2,500
Professor	Pinciu	Val	Mathematics	Graph Colorings and Relaxations of Planarity	\$5,000
Professor	Purdy	Mary	Communication Disorders	Improving reading comprehension in persons with aphasia	\$3,300
Associate Professor	Randall	Regine	Special Education and Reading	Teaching and Learning the Literacies of Stewardship and Sustainability in High School Agricultural Science and Technology Programs	\$4,500
Associate Professor	Rodriguez-Keyes	Elizabeth	Social Work	Dialoguing Across Differences: Diversity Discussions in the Supervisor/Supervisee Dyad	\$4,300
Professor	Rogers	Michael	Anthropology	Continued Investigation of Middle Stone Age (MSA) and Later Stone Age (LSA) archaeology and early modern human fossil remains at Gona, Afar, Ethiopia	\$5,000
Assistant Professor	Ryder	Todd	Chemistry	Isolation and Characterization of Novel Antibiotics	\$5,000
Assistant Professor	Savelli	Melanie	Communication	Applying the Integrative Model of Intentional Behavior to Going to Therapy	\$5,000
Professor	Schmitt	Elena	World Languages & Literatures	When theory meets practice: Approaching grammar from two theoretical perspectives	\$5,000
Professor	Serchuk	Camille	Art	When Artists Made Maps: An Exhibition of Medieval and Early Modern Large-Scale Cartography	\$5,000

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Assistant Professor	Sherwood	Carrie-Anne	Curriculum and Learning	Preservice Elementary Teachers' Pedagogical Design Capacity for Planning and Teaching Science Lessons	\$5,000
Professor	Shiple	Vivian	English	Writing and Revising Poems for a New Book, <i>Archaeology of Days</i>	\$5,000
Associate Professor	Silady	Rebecca	Biology	Does AvrXol cause plant disease by inhibiting photosynthesis?	\$3,100
Professor	Skoczen	Kathleen	Anthropology	Intergenerational Care in France: Testing the Grandmother Hypothesis	\$5,000
Professor	Slomba	Jeff	Art	Sculpture as a Strange Loop: the removal of form from material and its retractable return	\$5,000
Professor	Vu	Thuan	Art	Translating Vietnamese Imagery	\$5,000
Assistant Professor	Walters	Kenneth	Psychology	Social Support Moderates Internalizing Problems and Quality of Life Among College Students with Attention-Deficit/Hyperactivity Disorder	\$2,500
Assistant Professor	Wei	Yan	Special Education and Reading	Motivation Interventions for Students with Learning Disabilities in Transition Planning	\$5,000
Assistant Professor	Weng	Miaowei	World Languages & Literatures	Internationalization of Spanish and Chinese National Cinemas: A Comparative Study of Pedro Almodovar and Zhang Yimou	\$5,000
Professor	Yacher	Leon	Geography	Thailand's new capital city: A geographic study of the latest Forward City	\$5,000
Associate Professor	Yang	Chulguen	Management/MIS	"Mindfully Green": Exploring the Impacts of Contemplative and Art-Based Practices on the Cultivation of the Sustainability Mindset	\$5,000

****WCSU** CSU-AAUP Faculty Research Grants Applications – Spring 2018 Competition**

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Professor	Barrett	Daniel	Psychology	Improving Personal Protective Measures for Tickborne Disease Prevention	\$5,000
Associate Professor	Connally	Netta	Biological & Environmental Science	(see above)	\$5,000
Assistant Professor	Rivas	Bitá	Education & Educational Psychology	Are Mental Health Professionals Ready to Testify as a Witness in Court?	\$5,000
Professor	Lomas	Gabriel	(see above)	(see above)	\$5,000
Associate Professor	Stewart	Tricia	Education & Educational Psychology	College Access and Rural Students: Readyng the Rural for the Future	\$5,000
Assistant Professor	DeRonck	Nicole	(see above)	(see above)	\$5,000
Assistant Professor	Aloni	Maya	Psychology	The Effect of Dietary Restrictions on Impressions of and Attraction to Romantic Partners	\$2,850
Professor	Astrup	Margaret	Music	<i>Hansel and Gretel</i> CD Recording	\$5,000
Professor	Bakhtiarova	Galina	World Languages & Literature	Hispanic Heritage in the U.S. and American Identity: Beyond the Narbeque, Rodeo and Spanish Colonial Revival Architecture	\$5,000
Professor	Bandhauer	Carina	Social Sciences	The Modern Anti-Immigrant Movement	\$5,000
Professor	Boily	James	Biological & Environmental Science	Individual Predisposition to Mass Loss in Mice as a Result of a Change in Diet	\$5,000
Associate Professor	Boyle	James	Physics, Astronomy & Metrology	Performance of Experiments at a Salt-Water Tank Facility to Support Development of Data Processing Algorithms for an Ocean-Going Buoy	\$5,000
Associate Professor	Cordeira	Joshua	Biological & Environmental Science	Examining the Physiology Underlying Exercises-Induced Changes in High Fat Food Consumption	\$5,000
Associate Professor	Eckstein	Jessica	Communication	Establishing and Strengthening the Psycholetric Properties of a Newly Created Measure of Technology-Mediated Abuse (TMA) in Intimately Violent Relationships: An Extension Study of External Reliability and Convergent/Divergent Validity Across Multiple Sample Groups	\$4,944
Professor	Gadkar-Wilcox	Wynn	History & Non-Western Culture	An Intellectual History of Modern Vietnamese Buddhism, 1802-Present	\$5,000
Professor	Gallucci	Nicholas	Psychology	The Identification of the Five Personality Factors with the MMPI-2	\$5,000
Assistant Professor	Gee	Bernard	Psychology	The Importance of Eye Movements During Spatial Reasoning	\$4,000
Assistant Professor	Giamanco	Kristin	Biological & Environmental Science	Elucidating the Role of the Cell Cycle Genes: Cyclin D1 and Cyclin D2 in the Modulation of Neural Progenitor Divisions	\$5,000
Associate Professor	Gustafson	Robin	Psychology	Brief Introduction to Cognitive Science	\$5,000

Faculty Rank	Last Name	First Name	Department	Project Title	Request Amount
Associate Professor	Han	Xiaoqi	Marketing	How Selective Processing vs. Comparative Processing Influences the Effect of Enriched Attributes	
Professor	Hawkins	S. Alba Skar	World Languages & Literature	Poetry Translation	\$5,000
Associate Professor	Huang	Carol	Finance	On the Persistence and Seasonality in Mutual Fund Performance	\$5,000
Professor	Jordan	Kathleen Casey	Justice and Law Administration	A Qualitative Analysis of Mass Murder Post-Columbine (1999-2019)	\$5,000
Assistant Professor	Kraybill	Jessica	Psychology	Infant Attention and the Cohesion of Preschool Executive Function	\$2,500
Assistant Professor	Marino	Kim	Justice and Law Administration	Incorporating Prison Tours in an Introductory Criminal Justice Course as a Method of Experiential Learning	\$5,000
Assistant Professor	Monette	Michelle	Biological & Environmental Science	Gill Transcriptome Response Following Multiple Stressors in Atlantic Salmon Smolts	\$5,000
Professor	Monette	Michelle	Biological & Environmental Science	Applied Pre-Class Activities Improve Student Self-Efficacy, Engagement and Course Performance	\$5,000
Professor	Owoye	Oluwole	Social Sciences/ Economics	The Political Economy of the United States in an Era of Partisan Polarization	\$5,000
Professor	Oumlil	A. Ben	Marketing	Consumer Self-Concept and Store Attribute Importance in A cross-Cultural Context	\$5,000
Professor	Pan	Zuohong	Social Sciences	U.S. Global Value Chain Participation and Its Impact on Employment	\$5,000
Associate Professor	Pinou	Theodora	Biological & Environmental Science	Does Rehabilitation Alter Normal Sea Turtle Behavior?	\$5,000
Associate Professor	Prieto	Judith	Chemistry	Characterization of Malaria Proteins Involved in Drug Resistance Pathways	\$5,000
Associate Professor	Prunier	Rachel	Biological & Environmental Science	Self-Fertilization in Protea Plants: The Effects of Pollinators on Mating System and Genetic Diversity	\$5,000
Professor	Qi	Shouhua	English	Total Heroism: Chinese Adaptation of Jean-Paul Sartre's <i>Morts sans sepulture</i> (The Victors)	\$5,000
Assistant Professor	Reynolds	Hannah	Biological & Environmental Science	Soil-Based growth and Gene Expression of a Major Wildlife Pathogen (White-Nose Syndrome)	\$5,000
Assistant Professor	Robertson	Forest	Chemistry	Synthesis of 1,4-Dithianes and 1,3-Oxathiolanes	\$5,000
Associate Professor	Sharma	Divya	Justice and Law Administration	Forced Migrants and Refugees: Resettlement, Rights and Citizenship in India	\$5,000
Associate Professor	Wong	Edwin	Biological & Environmental Science	Survey of Blue-Green Algae (Cyanobacteria) Toxins in Candlewood Lake and Lake Zoar	\$5,000

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Recipient of the CSCU Shared Governance Award

April 5, 2018

WHEREAS, Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Council (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions; and

WHEREAS, Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions; and

WHEREAS, CSCU established the Shared Governance Award as an annual recognition of an individual CSCU college or university, in the spirit of the 1966 Statement on Government of Colleges and Universities, jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges; therefore, be it

RESOLVED, The 2017-18 CSCU Shared Governance Award is conferred upon Southern Connecticut State University by the FAC and the BOR. Southern Connecticut State University has demonstrated the dual advancement of the mission and goals of the institution, and the mission, vision, and goals of the Connecticut BOR; the effects of which can be seen on the campus and throughout the CSCU system.

A True Copy:

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

CSCU Shared Governance Award

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the 2017-18 CSCU Shared Governance Award is conferred upon Southern Connecticut State University by the FAC and the BOR. Southern Connecticut State University has demonstrated the dual advancement of the mission and goals of the institution, and the mission, vision, and goals of the Connecticut BOR; the effects of which can be seen on the campus and throughout the CSCU system.

BACKGROUND

On April 7, 2016 the Board of Regents for Higher Education, in conjunction with the Faculty Advisory Committee established the CSCU Shared Governance Award to annually recognize a CSCU institution for its outstanding contribution to shared governance within CSCU.

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Committee (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance within the CSCU System and its individual institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff and students which advance excellence in the operations of institutions of higher education and their governing bodies.

SELECTION PROCESS

The FAC and the BOR will jointly select one CSCU institution annually for the Shared Governance Award from the pool of applicants received during the academic year. Applications will be reviewed by a four-member Selection Committee consisting of current members of the FAC and the BOR. The awardee will be announced at the annual Faculty Advisory Committee Conference on Shared Governance and Student Success, usually scheduled for the spring semester.

RECOMMENDATION

For the 2017-18 academic year, the Selection Committee has reviewed and assessed all applicants and chose Southern Connecticut State University as the recipient of the Shared Governance Award.

03/28/18 – BOR Academic and Student Affairs Committee

04/05/18 – Board of Regents