



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, February 1, 2019 at 9:30 a.m.

61 Woodland Street, Htfd., CT – Board Room (ground floor)

1. Approval of Minutes
 - a. November 26, 2018 – *Page 1*
 - b. December 3, 2018 – *Page 8*

2. Consent Items
 - a. Discontinuations
 - i. Supply Chain Management – Certificate – Three Rivers CC – *Page 10*
 - ii. Lean Manufacturing – Certificate – Three Rivers CC – *Page 14*
 - iii. Child Development Associate Preparation - Certificate – Northwestern CT CC – *Page 18*
 - iv. Digital Publishing – Certificate - Northwestern CT CC – *Page 22*
 - v. Undergraduate Athletic Coaching – Certificate – Naugatuck Valley CC – *Page 26*
 - vi. Undergraduate Health Career Pathways – Certificate – Naugatuck Valley CC – *Page 30*

3. Action Items
 - a. Licensure of Academic Program
 - i. SCSU – BS Environmental Systems and Sustainability Studies – *Page 34*
 - ii. SCSU - BS Biotechnology – *Page 36*

 - b. New Programs
 - i. Social Media Specialist – Certificate – Manchester CC – *Page 41*

 - c. Spring 2019 Promotion and Tenure Recommendations – *Page 52*
 - i. SCSU – *Page 54*
 - a) Dr. Kara Faraclas
 - b) Dr. Mary Jo Archambault
 - ii. WCSU – *Page 55*
 - a) Professor Rebecca Wade-Rancourt

 - d. Institutional Accreditation – Middlesex CC – *Page 56*

4. Informational Items
 - a. CSCU Sabbatical Leaves
 - i. CCSU – *Page 63*
 - ii. ECSU – *Page 66*
 - iii. SCSU – *Page 71*
 - iv. WCSU – *Page 76*
 - v. NCCC – *Page 80*

 - b. Discussion Item: What information does ASAC need for new academic program approval? (ASAC request from 11/26/18 meeting).

c. NECHE Progress Reports

- i. Tunxis CC – *Page 81*
- ii. SCSU – *Page 87*

d. Below Threshold

- i. Health Information Fundamentals for Health Professionals – Certificate – Charter Oak State College – *Page 91*



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – November 26, 2018
1:00 p.m. – 61 Woodland Street, Hartford

MINUTES

Regents Present: Merle Harris, Naomi Cohen, Aviva Budd, Peter Rosa, William Lugo (via teleconference), Del Cummings (via teleconference)

Regents Absent: None

Staff Present: Jane Gates (via teleconference), Arthur Poole, Pat Ryiz

Other Attendees: Missy Alexander (WCSU), Terri Bennett (SCSU), Michelle Brown (SCSU), Aaron Clark (SCSU), Ilene Crawford (SCSU), David Dauwalder (CCSU), Amy Feest (TxCC), Rafaele Fierro (TxCC), Glynis Fitzgerald (CCSU), Kim Kostelis (CCSU), Lisa Lancor (SCSU), Tom McCarthy (CCSU), Steve Minkler (MxCC), Peter Morano (CCSU), Shane Murphy (WCSU), Kathy Pirog (CCSU), Robert Prezant (SCSU), Paul Resetarits (CCSU), William Salka (ECSU)

The meeting was called to order by Chair Merle Harris at 1:03 p.m.

1. Approval of Minutes from October 5, 2018

A motion to approve the minutes from the October 5, 2018 meeting was made by N. Cohen and seconded by A. Budd. A vote was taken and the minutes from the October 5, 2018 meeting were approved. Regent Peter Rosa abstained, as he was not a member of the Academic and Student Affairs Committee on the date of the last meeting, October 5, 2018.

2. Consent Items **A motion to approve the consent items was made by A. Budd and seconded by N. Cohen. A vote was taken and the consent items were unanimously approved.** Consent items were:

- a. Discontinuations
 - i. Basic Business Skills – Certificate – Three Rivers CC
 - ii. Substance Abuse – Certificate – Middlesex CC
 - iii. Juvenile Justice – Certificate - Middlesex CC

Chair Merle Harris introduced and welcomed Regent Peter Rosa, the new member of the Academic and Student Affairs Committee.

3. Action Items

a. New Programs

i. Civic Engagement – Certificate – Tunxis CC

The Tunxis CC Civic Engagement Certificate was presented and tabled at the September 7, 2018 Academic and Student Affairs Committee meeting. **Chair Harris called for a motion to remove the Tunxis CC Civic Engagement Certificate from the table. N. Cohen made the motion, seconded by A. Budd. A vote was taken to remove the Tunxis CC Civic Engagement Certificate from the table and it was unanimous. Chair Harris called for a motion to approve the Tunxis CC Civic Engagement Certificate. N. Cohen made the motion, seconded by A. Budd.** Amy Feest, Interim Dean of Academic Affairs, and Dr. Rafaele Fierro, Professor of History and Political Science presented for Tunxis CC which is seeking licensure and accreditation for their proposed new Civic Engagement 18-credit certificate program. The Civic Engagement Certificate has a multi-disciplinary curriculum designed to prepare students to communicate effectively, make sound decisions and effect change in their communities. Dean Amy Feest enumerated the ways that Tunxis improved the program proposal, incorporating the recommendations of the ASA Committee, after the September 7, 2018 meeting. The number of credits was reduced from 30 to 18. The staff worked with the TAP co-managers to align the program curriculum to the General Studies and Liberal Arts programs. The certificate will be paired with the student's Associate's degree and is compatible with eight current transfer tickets at Tunxis CC. With the Certificate and accompanying Associate's degree, students can transfer into CT State Universities offering Bachelor's degrees in applicable areas of study. The First Year Experience (FYE) faculty will now incorporate Civic Engagement courses into all FYE programs. The Civic Engagement Certificate includes a required semester-long internship, which will afford students the opportunity to gain "real world" experience. Advisors will be trained in the Civic Engagement Certificate.

Discussion centered on:

- 1) *Employment Opportunities* – What job opportunities will be available to graduates who get the certificate? Response: Employers/businesses have become interested in socially responsible graduates.
- 2) *Internships* – What type of internships will students have? Response: A 3-credit internship required for the certificate will be tailored to meet the specific needs of the student. Students have completed human services internships at the Wheeler Clinic in Plainville and the Jerome Home in New Britain. Internships may be paid or unpaid (volunteer).
- 3) *Enrollment* – What is the anticipated enrollment? Response: Program management estimates that the certificate will start with 10 students. A number of students have already committed to registering for the certificate. Prospective students have already taken some of the required courses. Students can decide at any point in their studies to add the certificate.
- 4) *Start Date* – How can the certificate be ready for a Spring 2019 start date? Response: Dean Feest stated that the certificate program can start in Fall 2019.

- 5) *Advising* – How will students be advised? Response: Dr. Fierro will be the advisor for the Civic Engagement Certificate. Students will be advised by faculty trained on TAP pathway programs. Currently the ratio of students to advisors is very high. Tunxis is trying to reduce the high ratio of students to faculty/advisors.
- 6) *Civic Engagement Activities* – How is this certificate a viable academic pursuit? Response: Provost Gates mentioned that there are national programs that award certificates/degrees in Civic Engagement, including, most recently, Trinity College in Hartford.
- 7) *Budget* – Does the budget include costs associated with the standalone certificate? Response: The courses that comprise the certificate are already held/in session. The classes will run regardless if the certificate is approved. Chair Harris noted that the Committee confronts the budgeting issue on all certificates. It is hard to figure out the true costs when classes are already offered. The budget should include the administrative cost to run one section of the internship/practicum.
- 8) *Standalone Certificate* – It was noted that the certificate folds seamlessly into an Associate’s degree, but students can just get the certificate. The Regents want to see the Civic Engagement Certificate paired with an existing degree for students who do not have a degree. The standalone certificate of 18 credits does not guarantee a job upon graduation. Dean Feest stated that the Civic Engagement Certificate can be paired with other degrees and she enumerated the eight TAP degrees that provide a pathway to a degree.
- 9) *Review* - Is there an option to review the certificate program after one year? Response: Chair Harris stated that the BOR policy is to review programs after three years in order to have enough data for a decision. All courses in the certificate program are offered by Tunxis now, except the internship/practicum.

After the general discussion, the Committee discussed a revised resolution for the Tunxis Civic Engagement Certificate. Chair Harris stated the revised resolution – **The Academic and Student Affairs Committee approves the Civic Engagement Certificate only for students enrolled in a TAP program that allows for those credits, with the program starting in Fall 2019. Chair Harris called for the substitute motion to approve the program. P. Rosa made the motion, seconded by A. Budd. A vote was taken and the Tunxis CC Civic Engagement Certificate program was approved.**

ii. Addiction Studies – MS – WCSU

Dr. Missy Alexander, Provost, Dr. Michelle Brown, Dean, Macricostas School of Arts and Sciences and Dr. Shane Murphy, Chair, Psychology Dept. presented for WCSU. **A motion to approve the WCSU Addiction Studies MS degree program was made by A. Budd and seconded by N. Cohen.** CT is in the midst of a devastating opioid crisis. There is an urgent need for more and better-trained clinicians and therapists in the substance use disorders treatment field. Graduates of the program will be prepared for certification as Licensed Alcohol and Drug Counselors (LADC), which requires a Master’s degree in a behavioral science and 300 hours of practical training, included in the MS in Addiction Studies. Substance abuse organizations, members of the WCSU Advisory Group, make all of their resources available for student internships. In addition, graduates will need two years of supervised work experience to qualify for the LADC.

The new program would benefit full-time WCSU undergraduates in Psychology, who can graduate with an MS in a year (the 4+1 program), and adults, with a BS in Psychology or associated subject area, working in the addiction field. Students who transfer to WCSU with a two-year degree are eligible to apply for the 4+1 program. No other public or private universities in CT offer an MS in Addiction Studies. Chair Harris asked about the online component of the degree and if there was a commitment at WCSU to offer more online courses. Provost Alexander responded that there is a strategy to offer more online courses at WCSU.

Chair Harris called for a vote to approve the WCSU Addiction Studies MS degree program. A vote was taken and the WCSU Addiction Studies MS degree program was approved unanimously.

iii. Supply Chain Logistics Management – MS – CCSU

Dr. David Dauwalder, Provost, Dr. Glynis Fitzgerald, Associate Vice President, Academic Affairs and Dean of Graduate Studies and Dr. Paul Resetarits, Professor, Dept. of Industrial Technology presented for CCSU. **A motion to approve the CCSU Supply Chain Logistics Management MS degree program was made by A. Budd and seconded by N. Cohen.** The MS in Supply Chain Logistics Management is a 33-credit program offered as a hybrid or 100% online. Employers are seeking to hire graduates in logistics operations with one or more professional certifications. The CCSU MS in Supply Chain Logistics Management will prepare graduates to receive five industry-recognized certifications. The program will build upon existing courses, faculty resources and expertise. The CCSU MS in Supply Chain Logistics Management will support the state's manufacturing and advanced manufacturing industries. The members of the CCSU Industrial Advisory Board (IAB) are committed sponsors of the MS in Supply Chain Logistics Management and will support the program through enrollments of their employees and through employment opportunities for new graduates. The MS in Supply Chain Logistics Management is the only master's degree program of its type in the CSCU system. Regent Cohen asked about the number of credits (33) in the MS program. Provost Gates responded that while most Master's programs have 30 credits, the Sciences, Engineering and Clinical programs are the exceptions. These programs allow for 6-9 additional credits in their programs. Regent Budd asked if there were any pre-requisites to the program. Dr. Resetarits responded that applicants are required to have a Bachelor's degree and a 2.7 GPA.

A vote was taken and the CCSU MS in Supply Chain Logistics Management program was approved unanimously.

iv. Athletic Training – BS/MS 3+2 – CCSU

Dr. Pete Morano, Assoc. Professor, Athletic Training Program Coordinator, Professor Kathy Pirog, Athletic Trainer, Physical Education and Human Performance, Assoc., and Professor Tom McCarthy, Athletic Trainer, Physical Education and Human Performance presented for CCSU. **A motion to approve the CCSU Athletic Training BS/MS 3+2 degree program was made by A. Budd and seconded by N. Cohen.** CCSU is transitioning its Bachelor's program in Exercise Science to a BS/MS 3+2 program in which students will attain a Bachelor's degree and an MS in Athletic Training. The BS/MS 3+2 program is comprised of 120 credits for the BS in Exercise Science and 60 credits for the MS in Athletic Training. 18 credits in Year 4 will satisfy requirements for

both the BS in Exercise Science and the MS in Athletic Training resulting in 162 credits combined for both degrees. The program will prepare graduates to assume the role of an entry-level athletic trainer upon graduation and successful completion of the Board of Certification exam. The Master's degree change is required by the Athletic Training Strategic Alliance. Undergraduate Athletic Training programs will no longer be able to accept students after the fall of 2022. The creation of the new program will facilitate the transfer of community college students into the Athletic Training major at CCSU. Discussion centered on the difference between CCSU's program and SCSU's, the clinical portion of the coursework and financial aid.

A vote was taken and the CCSU Athletic Training BS/MS 3+2 degree program was approved unanimously.

v. Data Science – BS – SCSU

Dr. Robert Prezant, Provost, Dr. Ilene Crawford, AVP for Academic Affairs, Dr. Lisa Lancor, Professor of Computer Science, Dr. Terri Bennett, Professor of Mathematics, and Dr. Aaron Clark, Professor of Mathematics presented for SCSU. **A motion to approve the SCSU Data Science MS degree program was made by N. Cohen and seconded by A. Budd.** The SCSU BS in Data Science is a 120-credit program, the first step in the creation of an MS and a 4+1 MS/BS degree program in Data Science. The proposed BS in Data Science program is an interdisciplinary effort between SCSU's Mathematics and Computer Science Depts. SCSU is seeking simultaneous licensure and accreditation of the proposed BS in Data Science, which will enable veterans to use VA-disbursed financial aid. In addition, in 2024, SCSU will seek external accreditation of the BS in Data Science from the Accreditation Board for Engineering and Technology (ABET), which requires programs to have graduates before accreditation. There is a demand for graduates with deep analytic skills and the ability to work with "big data". SCSU will be the first CSCU institution to offer an interdisciplinary, standalone major in Data Science. AVP Ilene Crawford indicated that the calculation for FTE was incorrect in the budget included in the agenda packet for this meeting. She distributed a revised budget.

Chair Harris called for a vote to approve the SCSU BS in Data Science program. A vote was taken and the SCSU BS in Data Science degree program was approved unanimously.

b. Academic Program Review: 2018-19 Academic Year Schedule

Arthur Poole, Director of Educational Opportunity, presented Agenda Items 3. b. and c. **A motion to approve the Academic Program Review: 2018-19 Academic Year Schedule was made by A. Budd and seconded by N. Cohen.** Questions from the Committee centered on the "Means of Review" of the programs – internal, external or both. Chair Harris noted that almost all of the institutions are using exclusively internal review and emphasized the need for external review in addition to internal review. Director Poole noted that he clarified the BOR Academic Review Policy, BR 18-080 ratified August 21, 2014, for the Academic Council and stated that the ASA Committee will see more external reviews in the future. The Committee amended the resolution. **The BOR Academic and Student Affairs Committee approves the 2018-2019 Academic Program Review Schedule notwithstanding the staff report's notations regarding the "means of review". On a motion by N. Cohen, seconded by A. Budd, the amended motion was unanimously approved.**

c. Comparative Enrollments: 2014-15 Cohort of Newly Established Programs

Chair Harris called for a motion to receive the Comparative Enrollments: 2014-2015 Cohort of Newly Established Programs. The motion was made by N. Cohen and seconded by P. Rosa. The report would not be forwarded to the Board of Regents.

The Comparative Enrollments for the 2013-14 AY cohort was presented to the ASA Committee on June 11, 2018. The Committee asked for an explanation for new programs that had not met their enrollment projections.

The Committee's questions centered on:

- i. *Low or Zero Enrollments* – Why don't institutions terminate programs with low or no enrollments? Response: It was noted that when a program is approved, it is approved for three years. It takes time to get programs up and running. Institutions often make changes to the programs or consolidate them. In the community colleges, there are more part-time students than full-time students. The numbers of full-time students are decreasing and part-time students are increasing.
- ii. *Program Termination* – The ASA Committee cannot make initial decisions on program terminations. The institutions have to make programmatic decisions.
- iii. *Follow-up Report to ASAC* – BOR approval is good for three years. Institutions must report back to the ASA Committee in three years.
- iv. *Enrollment Projections* – Institutions are using a new data tool, CHIMURA JobsEQ, to determine if there is a demand for new programs. The tool looks at jobs' data state by state. Hopefully, using the new JobsEQ data tool, the projections will be more accurate, although, we won't know for another year if the program is working.

Chair Harris reiterated that the ASA Committee cannot take action on program terminations, but can ask the institutions why programs with low enrollment should not be terminated. Both Chair Harris and Regent Cohen recommended that, at the next ASA Committee meeting on February 1, 2019, a discussion item concerning new programs be placed on the agenda. The Committee will make recommendations on what kinds of information it needs on a new program proposal.

A vote was taken to accept the Comparative Enrollments: 2014-15 Cohort of Newly Established Programs report and the vote was unanimous.

d. BOR Policy Amendments

i. Academic Program Review – Low Completers

The Academic Program Review – Low Completers Review Process was tabled at the October 5, 2018 Academic and Student Affairs Committee meeting pending review of the policy by the Faculty Advisory Committee. **Chair Harris called for a motion to remove the Academic Program Review – Low Completers policy from the table. N. Cohen made the motion, seconded by A. Budd. A vote was taken to remove the Academic Program Review – Low Completers from the table and it was unanimous. Chair Harris called for a motion to approve the amendment to the Academic Program Review – Low Completers policy dated December 13, 2018. N. Cohen made the motion, seconded by P. Rosa.** Provost Gates defined Low Completer Programs. An Academic Program Review (APR) is conducted every 7 years. Revisions to the Academic Program Review – Low Completers policy were made in collaboration

with the BOR Faculty Advisory Committee (FAC). As part of APR, each institution will determine low completer programs. Institutional recommendations are submitted to the Academic and Student Affairs Committee for review. The ASA Committee can return programs to the institutions for clarification. Institutions will supply additional justification for their program recommendations for additional discussion by the ASA. **Chair Harris called for a vote to approve the Amendment of Academic Program Review Policy – Low Completer dated December 13, 2018. A vote was taken and was unanimous.**

4. Informational Items

a. 2019-2020 State Universities Sabbaticals

i. ECSU

The Committee did not take action on the item. Sabbaticals for all CSUs will be considered together at the February 1, 2019 Academic and Student Affairs Committee meeting.

b. NECHE Notification of Action Taken - Second Chance Pell Program Instructional Locations

i. Asnuntuck CC - MacDougall-Walker Correctional Center (Suffield, CT) and Osborn Correctional Institution (Somers, CT)

ii. Quinebaug Valley CC – Brooklyn (CT) Correctional Center

iii. Three Rivers CC – York Correctional Institution (Niantic, CT) and Radgowski Correctional Institution (Uncasville, CT)

c. Below Threshold

i. Teaching in Technology Education – MAT - PK-12 Specialization – CCSU

ii. Sustainable Food Systems – Certificate – Naugatuck Valley CC

The Below Threshold programs will be submitted to the Office of Higher Education.

On a motion by N. Cohen and seconded by A. Budd, the Committee voted unanimously to adjourn the meeting of the Academic and Student Affairs Committee. The meeting was adjourned at 3:40 p.m.



CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Special Meeting – December 3, 2018 at Noon
Via teleconference originating from the BOR Room (Ground Floor)
61 Woodland Street, Hartford

MINUTES

- Regents Present: Chair Merle Harris (via teleconference), Naomi Cohen (via teleconference), Aviva Budd (via teleconference), Peter Rosa (via teleconference)
- Regents Absent: William Lugo
- Staff Present: Jane Gates, Greg DeSantis (via teleconference), Erin Fitzgerald, Ken Klucznik, Pat Ryiz
- Other Attendees: Rebecca Adams (HCC), Robert Farinelli (via teleconference) (TRCC), Mark Kosinski (via teleconference) (GCC), Tanya Millner-Harlee (via teleconference) (MCC)

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

The meeting was called to order by Chair Merle Harris at Noon. **Chair Harris called for a motion to approve the resolution. The motion was moved by N. Cohen and seconded by P. Rosa**

Provost Jane Gates discussed the resolution before the Committee: the Adoption of a “Welcome to CSCU” Admissions Policy. The proposed policy, following a pilot by SCSU with Housatonic and Gateway Community Colleges, affords students denied admission to a CSCU university the opportunity to enroll at a CSCU community college of their choice – a path to earn an Associate’s degree and subsequently a Bachelor’s degree at the CSCU university of their choice. The proposal allows for supportive services by the two institutions to be implemented for participating students. Moreover, the proposed policy allows the CSCU universities and colleges to determine whether existing or alternative partnerships outside of the “A to B in CT” model are more feasible for their campus and suit their regional needs. The CSCU Council of Presidents voted in favor of the extension of the policy to all CSCU campuses.

Chair Harris called for questions on the resolution. Regent Rosa asked if students in this program would need to complete their Associates' degrees before transferring to a CT State University and if dual enrollment would be affected. Provost Gates replied that students would have to complete their Associates' degrees before they can be admitted to a CT State University and that dual enrollment will not be affected.

Chair Harris called for a vote to approve the BOR Resolution concerning the adoption of a "Welcome to CSCU" Admissions Policy. A vote was taken and the resolution was unanimously approved.

Chair Harris called for a motion to adjourn the meeting at 12:15 p.m. The motion was moved by N. Cohen, seconded by P. Rosa and unanimously approved.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 21, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Supply Chain Management (CIP Code: 52.0293 / OHE # 14944) leading to a Certificate at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Supply Chain Management leading to a Certificate at Three Rivers Community College

BACKGROUNDSummary

Due to no enrollment for several years, the program is being discontinued.

Phase-Out/Teach-Out Strategy

There are no student currently enrolled students in the program and there are no plans for future enrollment; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation 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 discontinuation of this program.

02/01/2019 – BOR Academic & Student Affairs Committee

02/21/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College (TRCC)		Date of Submission to CSCU Office of the Provost: 11/20/18
Discontinued Program: Supply Chain Mgmt Certificate CIP: 520203 OHE#: 14944 Accreditation Date: 5/19/2008 Phase Out /Teach Out Period (N/A) Expected Date of Program Termination Immediately		
Program Characteristics		
Name of Program: Supply Chain Management Certificate		
Degree: Title of Award (e.g. Master of Arts)		
Certificate: (specify type and level) Certificate		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Business&Technology/TRCC		
Institutional Contact for this Proposal: Rob Farinelli	Title: Academic Dean	Tel.: 860 215 9004 e-mail: RFarinelli@trcc.commnet.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:
 Conditions for Discontinuation Approval (if any)
 Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

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.

Reason(s) for Technology Studies: Engineering Technology Option termination recommendation:

- Insufficient enrollment / graduates for an extensive period of time.

Low annual enrollment:

Fall 14	Fall 15	Fall 16	Fall 17	Fall 18
0	0	0	0	0
Provided by TRCC IR and published on website				

Low annual graduates:

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
0	0	1	0	0
Provided by TRCC IR and published on website				

Proposed action moving forward:

Disseminate program termination internally at TRCC and follow Phase Out/ Teach Out Strategy.

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.)

Effective Date:

Additional enrollment into the Lean Manufacturing certificate will terminate upon the effective the date of program cancellation. The college's website will be updated to reflect that this degree program is no longer available.

Students Effected:

No students are currently enrolled and therefore no students will be effected.

Notice:

No students are currently enrolled and therefore no students will require notice.

Plan:

As no students are currently enrolled and no new students will be admitted, no plan is required to be in place.

Execution:

N/A.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 21, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Lean Manufacturing (CIP Code: 15.0702 / OHE # 14943) leading to a Certificate at Three Rivers Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Lean Manufacturing leading to a Certificate at Three Rivers Community College

BACKGROUNDSummary

Due to no enrollment and no completions for several years, the program is being discontinued.

Phase-Out/Teach-Out Strategy

There are no student currently enrolled students in the program and there are no plans for future enrollment; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation 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 discontinuation of this program.

02/01/2019 – BOR Academic & Student Affairs Committee

02/21/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Three Rivers Community College (TRCC)		Date of Submission to CSCU Office of the Provost: 11/20/18
Discontinued Program: Lean Manufacturing Certificate CIP: 150702 OHE#: 14943 Accreditation Date: 5/19/2008 Phase Out /Teach Out Period (N/A) Expected Date of Program Termination Immediately		
Program Characteristics		
Name of Program: Lean Manufacturing Certificate		
Degree: Title of Award (e.g. Master of Arts)		
Certificate: (specify type and level) Certificate		
Modality of Program: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Business&Technology/TRCC		
Institutional Contact for this Proposal: Rob Farinelli	Title: Academic Dean	Tel.: 860 215 9004 e-mail: RFarinelli@trcc.commnet.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:
 Conditions for Discontinuation Approval (if any)
 Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

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.

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Provided by TRCC IR and published on website				

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Proposed action moving forward:

Disseminate program termination internally at TRCC and follow Phase Out/ Teach Out Strategy.

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.)

Effective Date:

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Students Effected:

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Notice:

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Plan:

As no students are currently enrolled and no new students will be admitted, no plan is required to be in place.

Execution:

N/A.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 21, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Child Development Associate Preparation (CIP Code: 19.0709 / OHE # 014623) leading to a Certificate at Northwestern Connecticut Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Child Development Associate Preparation leading to a Certificate at Northwestern Connecticut Community College

BACKGROUNDSummary

Due to low enrollment for several years, the program is being discontinued. Moreover, the State of Connecticut is now requiring persons working in the field of early childhood to have or be in process of receiving an Associate Degree in Early Childhood Education to work in an accredited early childhood learning setting.

Phase-Out/Teach-Out Strategy

There are no student currently enrolled students in the program and there are no plans for future enrollment; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation 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 discontinuation of this program.

02/01/2019 – BOR Academic & Student Affairs Committee

02/21/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Northwestern CT Community College	Date of Submission to CSCU Office of the Provost: Fall 2018	
Discontinued Program: Child Development Associate Preparation Certificate CIP: 190709 OHE#: 014623		
Accreditation Date: Fall 2018		
Phase Out /Teach Out Period	Expected Date of Program Termination Fall 2018	
Program Characteristics		
Name of Program: Early Childhood Education		
Degree: Title of Award (e.g. Master of Arts)		
Certificate: (specify type and level) Certificate		
Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: NCCC		
Institutional Contact for this Proposal: Michele Better	Title: Early Childhood Education Program Coordinator	Tel.: (860) 738-6305 e-mail: mbetter@nwcc.commnet.edu

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

<p>Notes regarding Application:</p> <p>Log of Steps Toward Approval:</p> <p>Date of Approval:</p> <p>Date for Inclusion in BOR-ASA Meeting Package:</p> <p>Conditions for Discontinuation Approval (if any)</p> <p>Comments:</p>
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

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 Child Development Associate Preparation Certificate is no longer running at Northwestern CT Community College due to zero enrollment in the past several years. The State of Connecticut is now requiring persons working in the field of early childhood to have or are in process of receiving an Associate Degree in Early Childhood Education to work in an accredited early childhood learning setting. The Child Development Associate Preparation Certificate consisted of five ECE courses;

- 1) ECE 101: Introduction to Early Childhood Education
- 2) ECE141: Infant & Toddler Development
- 3) ECE 182: Child Development
- 4) ECE 180: CDA Credential Preparation I
- 5) ECE 181: CDA Credential Preparation II

The top three courses are required courses for the Early Childhood Education Associate Degree; (ECE 101, ECE 141 & ECE 182)

ECE 180: CDA Credential Preparation I and ECE 181: CDA Credential Preparation II, were part of the certificate to prepare the student for the final step for obtaining their CDA Associate out of Washington, DC.

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.)

There have been no students enrolled in the Child Development Associate Preparation Certificate for several years. Students in the field of Early Childhood Education want to complete the Associate Degree.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 21, 2019

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Digital Publishing Certificate (CIP Code: 50.0499 / OHE # 009746) leading to a Certificate at Northwestern Connecticut Community College, with a Phase-Out period ending Spring 2020.

A True Copy:

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

ITEM

Discontinuation of a program Digital Publishing Certificate in leading to a Certificate at Northwestern Connecticut Community College

BACKGROUNDSummary

Due to persistent low enrollment, the program is a Low Completer. Consequently, it has been decided that the institution's two graphic design based certificates will be consolidated into one certificate.

Phase-Out/Teach-Out Strategy

The currently enrolled students will be offered the required courses through the Spring semester of 2020. Afterwards, any remaining students may take required courses within the new consolidated certificate.

Resources

No resources are required for the discontinuation 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 discontinuation of this program.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Northwestern Connecticut Community College	Date of Submission to CSCU Office of the Provost:	
Discontinued Program: Digital Publishing Certificate CIP: 500499 OHE#: 009746 Accreditation Date: Phase Out /Teach Out Period Spring 2020 Expected Date of Program Termination Spring 2019		
Program Characteristics		
Name of Program: Digital Publishing Certificate		
Degree: Title of Award (e.g. Master of Arts) certificate		
Certificate: (specify type and level) community college		
Modality of Program:		
<input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined		
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) offering the Program: Art Department		
Institutional Contact for this Proposal: Sue Berg	Title: Professor	Tel.: 8607386342 e-mail: sberg@nwcc.commnet.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: Conditions for Discontinuation Approval (if any) Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

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.

As part of the low completer initiative and low enrollment in the digital publishing certificate we will be consolidating our two graphic design based certificates into one certificate.

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.)

There a few students still in the certificate, we will still offer the courses and teach out until Spring 2020.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 21, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Athletic Coaching (CIP Code: 13.1314 / OHE # 07624) leading to a Certificate at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Athletic Coaching leading to a Certificate at Naugatuck Valley Community College

BACKGROUNDSummary

Due to persistent low enrollment, the program is a Low Completer – there has been a five-year trend of low enrollment and low completion. Alternatively, interested individuals can obtain the State’s Coaching permit via a 45-hour online course at a cost of \$375.

Phase-Out/Teach-Out Strategy

There are no student currently enrolled students in the program and there are no plans for future enrollment; thus, there is no need for a phase-out/teach-out strategy.

Resources

No resources are required for the discontinuation 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 discontinuation of this program.

02/01/2019 – BOR Academic & Student Affairs Committee
02/21/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College		Date of Submission to CSCU Office of the Provost: 12/18/18
Discontinued Program: Athletic Coaching CIP: 131314 OHE#: 07624 Accreditation Date: 08/15/2000 Phase Out/Teach Out Period – Not Required Expected Date of Program Termination: Immediately		
Program Characteristics		
Name of Program: Undergraduate Athletic Coaching Certificate		
Degree: Title of Award (e.g. <i>Master of Arts</i>) N/A		
Certificate: (specify type and level) Certificate		
Modality of Program: X On ground Online Combined		
Institution's Unit (e.g. <i>School of Business</i>) and Location (e.g. <i>main campus</i>) offering the Program: Division of Allied Health, Nursing & Physical Education, Naugatuck Valley Community College		
Institutional Contact for this Proposal: Carol Gabriele	Title: Associate Dean of Health Sciences	Tel.: 203-596-8734 e-mail: cgabriele@nv.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: Conditions for Discontinuation Approval (if any) Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

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 Division of Allied Health, Nursing, and Physical Education faculty recommend the college discontinue the Certificate program in Athletic Coaching to a five-year trend of low enrollment and completion rate. Since 2015, no one has enrolled in this certificate program. No certificates have been awarded. The CT Department of Education requires coaching permits which can be obtained by successfully completing a 45 hour online course for \$375.

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.)

Currently, no students are enrolled in the Athletic Coaching certificate program. No additional resources are needed to terminate these certificate programs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

February 21, 2019

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Health Career Pathways (CIP Code: 51.0899 / OHE # 14563) leading to a Certificate at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Discontinuation of a program in Health Career Pathways leading to a Certificate at Naugatuck Valley Community College

BACKGROUNDSummary

Due to persistent low enrollment, the program is a Low Completer – there has been a five-year trend of low enrollment and low completion.

Phase-Out/Teach-Out Strategy

There are no student currently enrolled students in the program and there are no plans for future enrollment; thus, there is no need for a phase-out/teach-out strategy. Students interested in health careers will be advised to enroll in pre-allied health or pre-nursing courses

Resources

No resources are required for the discontinuation 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 discontinuation of this program.

02/01/2019 – BOR Academic & Student Affairs Committee

02/21/2019 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Naugatuck Valley Community College		Date of Submission to CSCU Office of the Provost: 12/18/18
Discontinued Program: Health Career Pathways CIP: 51.0899 OHE#: 14563 Accreditation Date: 06/07/2007 Phase Out /Teach Out Period - Not required Expected Date of Program Termination - Immediately		
Program Characteristics		
Name of Program: Undergraduate Health Career Pathways Certificate		
Degree: Title of Award (e.g. Master of Arts) N/A		
Certificate: (specify type and level) Certificate		
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: Division of Allied Health, Nursing & Physical Education, Naugatuck Valley Community College		
Institutional Contact for this Proposal: Carol Gabriele	Title: Associate Dean of Health Sciences	Tel.: 203-596-8734 e-mail: cgabriele@nv.edu

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

<p>Notes regarding Application:</p> <p>Log of Steps Toward Approval:</p> <p>Date of Approval:</p> <p>Date for Inclusion in BOR-ASA Meeting Package:</p> <p>Conditions for Discontinuation Approval (if any)</p> <p>Comments:</p>
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

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 Division of Allied Health, Nursing, and Physical Education faculty recommend the college discontinue the Health Careers Pathway Certificate due to a five-year trend of low enrollment and completion rate. Since 2015, the largest enrollment has been four. No certificates have been awarded. A job search reveals there are no careers requiring a health careers certificate.

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.)

Currently, no students are enrolled in the Health Careers Pathway certificate program. No additional resources are needed to terminate this certificate program. Students interested in a health careers will be advised to enroll in pre-allied health or pre-nursing courses.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Licensure of an approved Academic Program

February 21, 2019

RESOLVED: That the Connecticut Board of Regents for Higher Education approve continued licensure of a program in Environmental Systems and Sustainability Studies leading to a Bachelor of Science degree at Southern Connecticut State University until December 31, 2020.

A True Copy:

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

ITEM

Continued licensure of a program in Environmental Systems and Sustainability Studies leading to a Bachelor of Science degree at Southern Connecticut State University

BACKGROUND

During the 2011-12 academic year, Southern Connecticut State University received a three-year provisional status designation from the United States Department of Education (US DOE) because of non-compliance practices. Specifically, the non-compliance stemmed from attendance reporting and confirmation of enrollment requirements – Southern failed to report students receiving federal financial aid who had never attended class or who had stopped attending, in the manner required.

The Board of Regents approved the referenced academic program on December 3, 2015 for a three-year period that ended December 30, 2018. However, Southern could not move forward in implementing new programs under the provisional status. Students enrolled in programs not listed with US DOE are not eligible for federal and state financial aid. Southern petitioned the US DOE for permission to add new program and that petition was subsequently approved in January 2017. The referenced program was launched in Fall 2017.

In the attached letter from Southern, the institution request that licensure of the referenced program and another program – Biotechnology – be continued until December 31, 2020. This extension would afford Southern the opportunity to achieve program enrollment and other data that would warrant the programs' accreditation by the Board of Regents.

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 continued licensure of Environmental Systems and Sustainability Studies at Southern Connecticut State University until December 31, 2020.

02/01/19 – Academic and Student Affairs Committee

02/21/19 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Licensure of an approved Academic Program

February 21, 2019

RESOLVED: That the Connecticut Board of Regents for Higher Education approve continued licensure of a program in Biotechnology leading to a Bachelor of Science degree at Southern Connecticut State University until December 31, 2020.

A True Copy:

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

ITEM

Continued licensure of a program in Biotechnology leading to a Bachelor of Science degree at Southern Connecticut State University

BACKGROUND

During the 2011-12 academic year, Southern Connecticut State University received a three-year provisional status designation from the United States Department of Education (US DOE) because of non-compliance practices. Specifically, the non-compliance stemmed from attendance reporting and confirmation of enrollment requirements – Southern failed to report students receiving federal financial aid who had never attended class or who had stopped attending, in the manner required.

The Board of Regents approved the referenced academic program on May 10, 2016 for a three-year period that is scheduled to end May 30, 2019. However, Southern could not move forward in implementing new programs under the provisional status. Students enrolled in programs not listed with US DOE are not eligible for federal and state financial aid. Southern petitioned the US DOE for permission to add new program and that petition was subsequently approved in January 2017. The referenced program was launched in Fall 2017.

Southern has requested that licensure of the referenced program and another program – Environmental Systems and Sustainability Studies – be continued until December 31, 2020. This extension would afford Southern the opportunity to achieve program enrollment and other data that would warrant the programs' accreditation by the Board of Regents.

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 continued licensure of Biotechnology at Southern Connecticut State University until December 31, 2020.

02/01/19 – Academic and Student Affairs Committee

02/21/19 – Board of Regents



To: Dr. Merle Harris, Chair, CT BOR-ASA
From: Dr. Ilene Crawford, SCSU AVP for Academic Affairs *ILC*
Re: Request change in licensure period for two programs
Date: January 2, 2019
Cc: CSCU Provost Jane Gates; SCSU Provost Robert Prezant

I am writing to request a change to 2017-20 in the licensure period the ASA granted to Southern Connecticut State University for two new programs, the BS-Environmental Systems & Sustainability Studies and the BS-Biotechnology.

I am making this request to change the licensure period because SCSU's provisional status with the US Department of Education (US DOE) significantly delayed implementation of both programs. While the BOR approved these programs in 2015 and 2016, US DOE did not approve the BS-Environmental Systems & Sustainability Studies and the BS-Biotechnology as title iv federal financial aid-eligible programs until spring 2017. Consequently, SCSU did not launch the BS-ENVS and the BS-BIOT until fall 2017. Due to this delayed launch, I overlooked the December 2018 BOR deadline for accreditation of the licensed BS-ENVS program.

Is it possible for the ASA to revise the licensure period for both programs until there are three years of enrollment and credentialing data, as will be required on the BOR's application for accreditation of a licensed program? Since both the BS-ENVS and the BS-BIOT programs were launched in fall 2017, my request is to revise the licensure period for both programs to 2017-20. The application for accreditation of these programs would then be able to use AY 2017-18, 2018-19, and 2019-20 data.

Attached to this request is signed BOR resolution 15-117, approving licensure of SCSU's BS-Environmental Systems and Sustainability Studies program (BS-ENVS). The BOR approved the BS-Environmental Systems & Sustainability Studies on December 3, 2015; the program was licensed for a period of three years until December 30, 2018. Also attached is signed BOR resolution 16-052, approving licensure of SCSU's BS-Biotechnology (BS-BIOT). The BOR approved the BS-Biotechnology on May 10, 2016; the program was licensed for a period of three years until May 30, 2019.

My sincere thanks in advance for the ASA's consideration of this request, and my apologies for overlooking the accreditation deadline for the BS-ENVS. Please do not hesitate to contact me at crawfordi1@southernct.edu or 203-392-5671 with any questions or requests for additional information.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

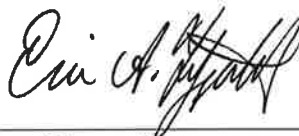
concerning

Approval of a New Program

December 3, 2015

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a new program in Environmental Systems and Sustainability Studies leading to a Bachelor of Science (BS) degree at Southern Connecticut State University for a period of three years until December 30, 2018.

A True Copy:



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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

a New Program

May 10, 2016

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Biotechnology leading to a Bachelor of Science degree at Southern Connecticut State University for a period of three years until May 30, 2019

A True Copy:

A handwritten signature in black ink, appearing to read "Erin A. Fitzgerald", is written over a horizontal line.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

New Program Approval

December 13, 2018

RESOLVED: That the Board of Regents for Higher Education approve the licensure and accreditation of a Social Media Specialist program (CIP Code: 52.1499) leading to a Certificate, requiring 22-25 course credits delivered via an on ground and/or online modality, at Manchester Community College

A True Copy:

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

ITEM

Licensure and accreditation of a new Social Media Specialist program leading to a Certificate at Manchester Community College

BACKGROUNDSummary

A Social Media Specialist is responsible for planning, implementing and monitoring a company's social media strategy in order to increase brand awareness through technology tools and marketing strategies. This certificate title aligns with CT's Department of Labor (DOL) fastest growing occupation listing of *Marketing Research Analysts and Marketing Specialist*. This occupation lists duties that includes market research, company branding and the gathering of information as a method of marketing and distribution, aligning to the offerings of this certificate. Employment in this occupation is expected to grow much faster than average, and the number of annual openings will offer long-term growth and excellent job opportunities.

Rationale

The certificate program, Social Media Specialist, has been developed to appeal to a variety of professionals and degree-seeking students who wish to enhance their knowledge of social media tools. Courses from the disciplines of technology, business and communication have been combined to equip graduates with highly sought-after digital skills for today's small and large business environments.

Resources

No new resources are required to establish the proposed program. All (multi-discipline) courses are currently offered. Four dedicated active learning classrooms are available with state-of-the art technology, collaborative learning spaces and digital communication tools.

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.

11/26/2018 – BOR Academic & Student Affairs Committee
12/13/2018 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to CSCU Office of the Provost:	
Most Recent NEASC Institutional Accreditation Action and Date:		
Program Characteristics Name of Program: Social Media Specialist Degree: Certificate Certificate: <i>(specify type and level)</i> Social Media Specialist Anticipated Program Initiation Date Fall 2019 Anticipated Date of First Graduation: May 2020 Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 50% Total # Cr the Institution Requires to Award the Credential <i>(i.e. include program credits, GenEd, other):</i> 22-25	Program Credit Distribution # Cr in Program Core Courses: 19 # Cr Pre-requisites: 3-6 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements <i>(include internship, etc.):</i> 0 <u>Total # Cr in the Program</u> <i>(sum of all #Cr above):</i> 22-25 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 22-25	
Type of Approval Action Being Sought: Licensure or <input checked="" type="checkbox"/> Licensure and Accreditation - (see NOTE below)		
CIP Code No. <i>(optional)</i> 52-1499	Title of CIP Code: Marketing, Other	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:		
Program Discontinued:	CIP:	OHE#:
Phase Out Period	Accreditation Date:	
Date of Program Termination		
Institution's Unit <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i> Offering the Program: School of Business, Paralegal and Hospitality, Manchester CT		
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 addresses the standards of the identified accrediting body or licensing agency)</i>		
Institutional Contact for this Proposal: Sandra Rimetz	Title: Professor	Tel.: 860-512-2636
		e-mail: srimetz@manchestercc.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:
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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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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)

Manchester Community College advances academic, economic, civic, personal and cultural growth by providing comprehensive, innovative and affordable learning opportunities to diverse populations.

The certificate program, Social Media Specialist, has been developed to appeal to a variety of professionals or degree seeking students who wish to enhance their knowledge of social media tools. Courses from the disciplines of technology, business and communication have been combined to equip graduates with highly sought-after digital skills for today's small and large business environments. Also, MCC's commitment to offering programs of a shorter duration that focus on developing and strengthening occupational skills aligns directly with this certificate's offerings.


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)*

A Social Media Specialist is responsible for planning, implementing and monitoring a company's social media strategy in order to increase brand awareness through technology tools and marketing strategies. This certificate title aligns with CT's Department of Labor (DOL) fastest growing occupation listing of *Marketing Research Analysts and Marketing Specialist*. This occupation lists duties that includes market research, company branding and the gathering of information as a method of marketing and distribution, aligning to the offerings of this certificate.

Fastest Growing Occupations in Connecticut All Levels

Select from job titles below for detailed career descriptions

Employment Projections			1Q 2017 Wages		
2014	2024	Percent Change	Hourly	Annual	
Market Research Analysts and Marketing Specialists	7,171	8,501	18.5%	\$35.12	\$73,052



According to the JobsEQ Occupation Report for Market Research Analysts and Marketing Specialists in Connecticut, total employment for *Market Research Analysts and Marketing Specialists* in Connecticut for Q3 of 2018 was 8,951. Over the past three years, this occupation shed 45 jobs in the region and is expected to increase by 825 jobs over the next seven years, or at an annual average rate of 1.3%. Hartford CT is one of the top counties for these positions.

Other searches in this area resulted in a 2.3% growth for Advertising and Promotion Managers and a 5.9% growth for Public Relations Managers – job titles associated with Social Media Specialists.

Additionally, The Projections Managing Partnership (PMP), in partnership with the U.S. Department of Labor, Employment & Training Administration and the Bureau of Labor Statistics (<http://www.projectionscentral.com/>), supports these projections of occupational employment growth for the state of Connecticut and the nation as a whole. Employment in this occupation is expected to grow much faster than average, and the number of annual openings (1.9%) will offer long term growth and excellent job opportunities as presented in this projection for 2016-2026.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

STFIPS	Area Name	Occupation Code	Occupation Name	Base Year	Base	Proj Year	Proj	Change	%Change	AvgAnnualOpenings
9	CT	13-1161	Market Research Analysts and Marketing Specialists	2016	7860	2026	9580	1720	21.9	1000

A recent search on the job placement site, internship.com, a website dedicated to finding students internships and job opportunities, returned over 20 opportunities in the Hartford, CT area over the past 6 months and another popular job website, indeed.com, returned over 50 job openings related to this area of expertise.

- 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?

This certificate’s coursework supports an interdisciplinary track using our existing Communication/Marketing/Technology courses that have a record of success, transferability and job placement for our program graduates.

Degree-seeking students can complement or expand upon their disciplines with this certificate to make them more marketable in the workplace. Working professionals can build upon existing skills or retrain for new career opportunities.

Coursework in this certificate will prepare students for social marketing certification through social media platforms such as Hootsuite and Hubspot.

Our faculty have hands-on experience in delivering coursework using state-of-the-art tools to accommodate on-line and on-ground delivery so there is no training needed to sustain this certificate.

Active learning classrooms provide students with state-of-the-art technology to apply their skillsets, perform hands-on activities and collaborate on a variety of topics.

- 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. None offered

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.)

Development of this certificate is at no additional cost to the institution. No new full-time resources are required. The students participating in the certificate will be enrolled as full or part-time. This certificate is targeted to training students for placement directly into entry-level positions in the workforce after 2-3 semesters.

Four dedicated active learning classrooms are available to hold courses in this certificate providing students with state-of-the-art technology (desktop and mobile), relevant software programs, collaborative learning spaces and digital communication tools. Full-time faculty will be teaching the courses.

Recruitment for this program will be through the MCC marketing channels (website, social media, press releases, etc.). In addition, info sessions and the launch of a Social Media Student club is planned for fall 2019.

Both the MCC Career Services and Cooperative Education offices have expressed interest in job placements for students with this skill set. Faculty will continue to work closely with them.

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

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)*

Graduates of this program will:

1. Build and execute social media strategies through competitive research, data interpretation, benchmarking, messaging, and audience identification.
2. Implement and maintain an organization's social media strategy, developing brand awareness and boosting product adoption.
3. Maintain a website and use related content management tools.
4. Report on the process of applying various social media tactics using digital and media tracking tools.
5. Develop social media marketing campaigns.
6. Demonstrate professionalism and positive work habits necessary for success in today's business world.

Assessment methodologies: This hands-on certificate utilizes computer labs and active learning classrooms. Students will demonstrate proficiency via:

- Examinations, Quizzes
- Hands-On lab evaluation
- Software Simulation training and exams
- Website creation
- Development of a Social Media Marketing Plan
- Integrated Projects and Course Capstones

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)*

Professor Sandra Rimetz teaching coursework includes:

- Introduction to Computer Science
- Web Design & Development I & II
- Web Essentials/Internet
- Introduction to Software Applications
- Management Information Systems
- Social Media for Everyone (Continuing Ed)
- Mobile Device Apps & Training (Continuing Ed)
- Facebook for Business (Continuing Ed)

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?

0

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

0

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

0

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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

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)*

Four dedicated active learning classrooms are available providing students with state-of-the-art technology (desktop and mobile), relevant software programs, collaborative learning spaces and digital communication tools. Full-time faculty will be teaching the courses. Faculty have been trained on equipment and active learning teaching methodologies.

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

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*		
CST*114 Web Essentials	1, 2	None	3			
COM*113 Social Media in Contemporary Society	2, 6	Eligibility for ENG*101	3			
BMK*201 Principles of Marketing OR COM*201 Introduction to Public Relations	1, 2	ENG*101, ACC*115 (for BMK*201 only)	3 (3-6)			
CST*150 Web Design & Development I	3	Any CSA, CST, CSC or DGA*111 course ¹	3			
CST*201 Management Information Systems	1, 4	Eligibility for ENG*101	3			
CST*205 Project Management	5, 6	ENG*101	4 (3)			
Total Core			19 (3-6)			
Core Course Prerequisites				Elective Courses in the Field		
ENG*101 (3 credits) and ACC*115 (3 credits) for BMK*201						
¹ CST*114 meets this prerequisite						
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						

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)*
 The Social Media Specialist certificate’s six courses align directly with our Management Information Systems, A.S. degree. Select courses in this certificate align with the Accounting and Business Administration Transfer, A.S. and Marketing A.S. degrees. Upon completion of the program, students will work with MCC’s Career Services for job placement.

***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.

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

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
Professor Sandra Rimetz	Teachers College, Columbia University,	Information Technology, Web Design, Social Media Trainer, User Experience,	
Professor Susan Barzottini	University of Connecticut	Project Management, Management Information Systems	Interim Division Director, Social Science, Business and Professional Careers
Associate Professor Brion van Over	University of Massachusetts	Communications	
Professor Theresa Janeczek	University of Hartford	Business, Marketing	Department TAP Coordinator

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)	0	4	0	5	0	2	0	8	0	5	0	3	0	8	0	5	0	3
New Students (first time matriculating)	0	4	2	4	0	1	2	9	2	7	0	2	4	8	3	9	0	2
Continuing Students progressing to credential	0	0	0	7	0	1	2	10	2	15	0	5	2	15	2	13	0	5
Headcount Enrollment	0	8	2	16	0	4	4	27	4	27	0	10	6	31	5	27	0	10
Total Estimated FTE per Year¹	0	4	2	8	0	2	4	13.5	4	13.5	0	5	6	15.5	5	13.5	0	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 ²	\$0.00	\$8,888.00	\$4,444.00	\$17,776.00	\$0.00	\$4,444.00	\$8,888.00	\$29,997.00	\$8,888.00	\$29,997.00	\$0.00	\$11,110.00	\$13,332.00	\$34,441.00	\$11,110.00	\$29,997.00	\$0.00	\$11,110.00
Tuition from Internal Transfer ²	0	\$3,872.00	\$0.00	\$3,872.00	\$0.00	\$968.00	\$0.00	\$8,712.00	\$0.00	\$6,776.00	\$0.00	\$1,936.00	\$0.00	\$7,744.00	\$0.00	\$8,712.00	\$0.00	\$1,936.00
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	\$8,888.00		\$22,220.00		\$4,444.00		\$38,885.00		\$38,885.00		\$11,110.00		\$47,773.00		\$41,107.00		\$11,110.00	

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

PROJECTED Program Expenditures ³			
	First Year	Second Year	Third Year
Administration (Chair or Coordinator) ⁴	0	0	0
Faculty (Full-time, total for program) ⁴	100% full time	100% full time	100% full time
Faculty (Part-time, total for program) ⁴	0	0	0
Support Staff (lab or grad assist, tutor)	0	0	0
Library Resources Program	0	0	0
Equipment (List in narrative)	0	0	0
Other ⁵ (marketing)	\$500.00	\$500.00	\$500.00
Estimated Indirect Costs ⁶	0	0	0
Total Expenditures per Year	\$500	\$500	\$500

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

Connecticut State Universities' Recommended Promotion and Tenure

February 21, 2019

RESOLVED: That the Connecticut Board of Regents for Higher Education approve the following Connecticut State Universities' January 2019 promotion and tenure recommendations by the institutional presidents:

Southern Connecticut State University – Kara Faraclas (Tenure)

May Jo Archambault (Tenure)

Western Connecticut State University – Rebecca Wade-Rancourt (Tenure)

A True Copy:

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

ITEM

CSU institutional recommendations for promotion and/or tenure

BACKGROUND

Pursuant to the Collective Bargaining Agreement between the Connecticut State Universities American Association and the Connecticut Board of Regents for Higher Education; Article 4.11.14, each CSU provost, in consultation with the president, shall make recommendations for promotion and tenure to the Board.

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 referenced granting of promotion and/or tenure to the following faculty members:

Southern Connecticut State University - Kara Faraclas (Tenure)
Mary Jo Archambault (Tenure)
Western Connecticut State University - Rebecca Wade-Rancourt (Tenure)

02/01/19 – Academic and Student Affairs Committee

02/21/19 – Board of Regents

November 27, 2018

Mr. Mark Ojakian
President, Board of Regents for Higher Education
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105-2237

Dear Mr. Ojakian:

The following are my recommendations for Tenure, which will be effective January 22, 2019:

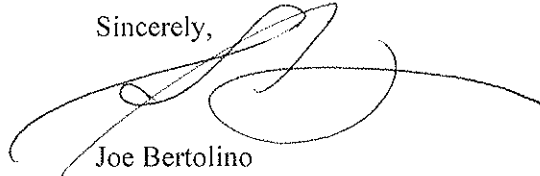
TENURE

Dr. Kara Faraclas (Special Education)

Dr. Mary Jo Archambault (Recreation, Tourism and Sports Management)

Please let me know if you have any questions.

Sincerely,




Joe Bertolino
President

cc: R. Prezant, Provost and Vice President for Academic Affairs



OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark 

Date: December 11, 2018

Re: Tenure Recommendation

I support and concur with Provost Missy Alexander's recommendation that Professor Rebecca Wade-Rancourt from our Social Work Department be awarded tenure.

c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
B. Eckert, WCSU School of Professional Studies Dean
D. Harris, WCSU Social Work Department Chair
W. Petkanas, WCSU Promotion & Tenure Committee Chair

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Institutional Accreditation for

Middlesex Community College

February 21, 2019

RESOLVED: That the Connecticut Board of Regents for Higher Education accept NECHE actions of September 21, 2018 regarding the regional accreditation of Middlesex Community College and grant continued state accreditation of Middlesex Community College until April 30, 2024

A True Copy:

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

ITEM

Institutional Accreditation of Middlesex Community College

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

The Board of Regents last accredited Middlesex Community College on August 21, 2014 until April 30, 2019 when it accepted the New England Association of Schools & Colleges (NEASC) granting continued accreditation of Middlesex after reviewing its ten-year comprehensive evaluation.

In accepting the institution's Fall 2018 interim (fifth-year) report, the successor to NEASC – the New England Commission of Higher Education (NECHE) continued its regional accreditation of Middlesex Community College at its September 21, 2018 meeting. The Commission found that Middlesex responded to its concerns raised in letters of April 22, 2014 and October 10, 2014; and addressed each of the nine standards of NECHE's *Standards for Accreditation*, including a reflective essay for Standard 8: Educational Effectiveness on student learning and success.

The Commission scheduled Middlesex Community College's next ten-year comprehensive evaluation for Fall 2022. In doing so, the Commission requires Middlesex to develop a self-study in advance of that evaluation that give emphasis to the institution's success in:

1. continuing to ensure the effectiveness of its governance structures and processes, including any changes that may result from the possible reconfiguration of the community colleges by the Connecticut State Colleges and Universities system; and
2. assessing its General Education outcomes, including an update on the possible acquisition and implementation of the Aqua system for assessment;

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

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents accept the action of the New England Commission of Higher Education (NECHE) in accepting the interim (fifth-year) report submitted by Middlesex Community College and grant the State of Connecticut's accreditation of Middlesex Community through April 30, 2024.

02/01/19 – Academic and Student Affairs Committee

02/21/19 – Board of Regents



December 17, 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 New England Commission of Higher Education's letter of December 3, 2018 to President Steven Minkler notifying him of the action taken by the Commission at its September 2018 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

BEB/jm

Enclosure

cc: Dr. Steven Minkler

DAVID QUIGLEY, Chair (2021)
Boston College

GEORGE W. TETLER, Vice Chair (2019)
Worcester, MA

HARRY E. DUMAY (2019)
College of Our Lady of the Elms

JEFFREY R. GODLEY (2019)
Groton, CT

COLEEN C. PANTALONE (2019)
Northeastern University

MARIKO SILVER (2019)
Bennington College

KASSANDRA S. ARDINGER (2020)
Trustee Member, Concord, NH

RUSSELL CAREY (2020)
Brown University

FRANCESCO C. CESAREO (2020)
Assumption College

F. JAVIER CEVALLOS (2020)
Framingham State University

RICK DANIELS (2020)
Cohasset, MA

DONALD D. DEHAYES (2020)
University of Rhode Island

PAM Y. EDDINGER (2020)
Bunker Hill Community College

THOMAS S. EDWARDS (2020)
Thomas College

KIMBERLY M. GOFF-CREWS (2020)
Yale University

MARTIN J. HOWARD (2020)
Boston University

SUSAN D. HUARD (2020)
Manchester Community College (NH)

JEFFREY S. SOLOMON (2020)
Worcester Polytechnic Institute

ELEANOR BAKER (2021)
Falmouth, ME

KATHERINE BERGERON (2021)
Connecticut College

PETER L. EBB (2021)
Trustee Member, Boston, MA

GREGORY W. FOWLER (2021)
Southern New Hampshire University

DENNIS M. HANNO (2021)
Wheaton College

LILY S. HSU (2021)
Johnson & Wales University

ELLEN L. KENNEDY (2021)
Berkshire Community College

ABDALLAH A. SFEIR (2021)
Lebanese American University

NEIL D. STEINBERG (2021)
Providence, RI

JOHN M. SWEENEY (2021)
Providence College

President of the Commission
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Vice President of the Commission
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Vice President of the Commission
PAULA A. HARBECKE
pharbecke@neasc.org



December 3, 2018

Dr. Steven Minkler
Interim President
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

Dear President Minkler:

I am pleased to inform you that at its meeting on September 21, 2018, the New England Commission of Higher Education considered the interim (fifth-year) report submitted by Middlesex Community College and voted to take the following action:

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

that the College inform the Commission when it has finalized a longer-term lease arrangement for its Meriden location;

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 success in:

1. continuing to ensure the effectiveness of its governance structures and processes, including any changes that may result from the possible reconfiguration of the community colleges by the Connecticut State Colleges and Universities system;
2. assessing its General Education outcomes, including an update on the possible acquisition and implementation of the Aqua system for assessment;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of community colleges by 2023 and informs Middlesex Community College that the advancement of those plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

DAVID QUIGLEY, Chair (2021)
Boston College

GEORGE W. TETLER, Vice Chair (2019)
Worcester, MA

HARRY E. DUMAY (2019)
College of Our Lady of the Elms

JEFFREY R. GODLEY (2019)
Groton, CT

COLEEN C. PANTALONE (2019)
Northeastern University

MARIKO SILVER (2019)
Bennington College

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Assumption College

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Southern New Hampshire University

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Berkshire Community College

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Lebanese American University

NEIL D. STEINBERG (2021)
Providence, RI

JOHN M. SWEENEY (2021)
Providence College

President of the Commission
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Vice President of the Commission
PAULA A. HARBECKE
pharbecke@neasc.org

The interim (fifth-year) report submitted by Middlesex Community College (MxCC) was accepted because it responded to the concerns raised by the Commission in its letters of April 22, 2014 and October 10, 2014 and addressed each of the nine standards, including a reflective essay for Standard 8: *Educational Effectiveness* on student learning and success.

The Commission commends Middlesex Community College for its candid and comprehensive interim report. We note the College's revised mission and new vision statements that emerged from the strategic planning process that reflect Middlesex's commitment to "putting students first." We appreciate that MxCC, through an inclusive, participatory process, developed a new strategic plan – "Forging a Path Forward" – with four clear goals to guide the College. The Commission notes with favor Middlesex's progress in restructuring its shared governance system and its ongoing commitment to evaluating the effectiveness of the new system to ensure it will "accomplish the important work of the College." The Commission acknowledges that Middlesex Community College follows the standards of the National Alliance of Concurrent Enrollment Partnerships for its dual enrollment courses. In addition, we commend MxCC for its continued progress in academic advising, including the creation of an advising center, increased advisor training, and piloting the use of paid advising during the summer. We are pleased to learn that the College returned to a positive net asset balance in 2017 (\$504,000) and has been successful in "diversifying its faculty and staff," hiring 5 faculty and staff of color. Finally, the Commission also takes favorable note of the creation of the Learning Commons and Pegasus Green, an innovative teaching and learning space which brings together library resources, the academic success center, and distance learning/educational technology services for use by students as well as for faculty and staff professional development.

In its reflective essay, Middlesex Community College effectively demonstrated that it is engaging in a systematic process to define and assess student learning at the course, program, and institutional level. We note with favor that the College's new mission helped focus the work of evaluating educational effectiveness in four areas and appreciate the thoughtful description, analysis, and projection in each area. The Commission commends MxCC for its success in completing 19 program reviews between Fall 2013 and Spring 2018, and for bringing 27 of its 29 programs, disciplines, and services into compliance with Board of Regents policy. The Commission is also pleased to learn of the institution's progress in assessing student work using the general education core competencies and analyzing and sharing results with stakeholders. We note with favor that the lessons learned "will be used to improve the second round of assessment activities during the 2018-2019 academic year." The Commission appreciates Middlesex's candor in discussing the mixed results from analysis of the initial developmental education success data. We note that pass rates for developmental math students who took a college-level math course rose progressively in Fall 2014 and 2015, while pass rates for English students rose in 2014 and then fell the following year; yet understand that the College's combined success rate rose from 51% in Fall 2010 to 63% in Fall 2014. Lastly, we acknowledge that, through the assessment of student work, areas of improvement related to the mission-appropriate student outcomes were identified and that "plans are underway to strengthen instruction" in those areas.

The Commission was pleased to learn of the lease agreement renewal for the College's Meriden location. We also appreciate that instruction librarians visit classes and that tutoring is available at the site. At the time the interim report was submitted, the College was close to finalizing a longer-term lease arrangement for its Meriden location and we look forward to being informed when that is finalized. The Commission is guided here by its standard on *The Academic Program*:

If the institution depends on resources outside its direct control (for example, classrooms, information resources, information technology, testing sites), a written agreement ensures the reasonable continued availability of those resources. Clear descriptions of the

circumstances and procedures for the use of such resources are readily available to students who require them (4.10).

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 matters related to our standards on *Organization and Governance*, *Institutional Resources*, and *Educational Effectiveness*.

As noted above, the Commission was gratified to learn of MxCC's progress in developing and implementing a new system of governance as well as its commitment to assessing the effectiveness of the new system. We recognize, as was noted in the interim report, that the proposed consolidation of the 12 community colleges in Connecticut will have an impact on the current governance structure. We anticipate being apprised, in the self-study prepared for MxCC's comprehensive evaluation in Fall 2022, of both the continued progress evaluating the effectiveness of the College's governance system as well as the impact of any consolidation of the community college system. We are guided here by our standard on *Organization and Governance*:

In multi-campus systems organized under a single governing board, the division of responsibility and authority between the system office and the institution is clear. Where system and campus boards share governance responsibilities or dimensions of authority, system policies and procedures are clearly defined and equitably administered (3.6).

The effectiveness of the institution's organizational structure and system of governance is improved through periodic and systematic review (3.19).

The College's reflective essay highlighted the significant progress Middlesex has made in assessing four areas of educational effectiveness. The Commission, as noted above, is pleased by this progress but also understands, as identified in the essay, that this work is ongoing. The Fall 2022 comprehensive evaluation will provide an opportunity for the institution to update the Commission on its continued progress in assessing the General Education outcomes, as well as an update on the possible acquisition and implementation of the Aqua system for assessment. Our standards on *Institutional Resources* and *Educational Effectiveness* are relevant here:

The institution uses information technology sufficient to ensure its efficient ability to plan, administer, and evaluate its program and services (7.26).

The institution demonstrates its effectiveness by ensuring satisfactory levels of student achievement on mission-appropriate student outcomes. Based on verifiable information, the institution understands what its students have gained as a result of their education and has useful evidence about the success of its recent graduates. This information is used for planning and improvement, resource allocation, and to inform the public about the institution. Student achievement is at a level appropriate for the degree awarded (*Educational Effectiveness*, Statement of the Standard).

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of the community colleges by 2023. Such a re-organization could result in a change in the schedule of monitoring of Middlesex Community College.

The Commission expressed appreciation for the report submitted by Middlesex Community College and hopes its preparation has contributed to institutional improvement. It appreciates

Dr. Steven Minkler
December 3, 2018
Page 4

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 and the head of the state system on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark E. Ojakian. 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 Quigley

DQ/jm

Enclosure

cc: Mr. Matt Fleury
Mr. Mark E. Ojakian



Central Connecticut State University

MEMORANDUM

To: Mark E. Ojakian
President, Connecticut Board of Regents for Higher Education

From: Zulma R. Toro *ZRT*
President, CCSU

Date: December 17, 2018

Re: Sabbatical Leaves for 2019-2020

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2019-2020 academic year.

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Don	Adams	Professor	Philosophy	Socratic Charity (agapé) and Sincerity - as Opposed to Irony - in Plato's pre-Republic Dialogues.	AY 2019-2020
Clifford	Anderson	Associate Professor	Engineering	Evaluation and Design of Stable Erosion Covers to Address the Impacts of Abandoned Uranium Mine Contamination in the Navajo Nation	AY 2019-2020
Rebecca	Boncoddio	Associate Professor	Psychological Science	Assessment, redesign and development of action and gesture training for pre- and in-service K-12 math teachers	Fall 2019
Mathew	Foust	Associate Professor	Philosophy	The Bloomsbury Philosophy of the Americas Reader	Fall 2019

Leah	Glaser	Professor	History	Love and War: America's Conflicted Relationship and History with Trees - Sub-project: When a Tree Falls...Response, Recovery and Resiliency after the Storm	Spring 2020
Julia	Kara-Soteriou	Professor	Literacy, Elementary, and Early Childhood	The Integration of Content Knowledge and New Literacies Through the Use of One-To-One Technologies in Middle and High Schools	Fall 2019
Elena	Koulidobrova	Professor	English	Cross-linguistic examination of bilingual linguistic development by deaf/hard of hearing learners of sign languages	AY 2019-2020
Stan	Kurkovsky	Professor	Computer Science	Scrum and agile: increasing proficiency in modern software engineering approaches	Fall 2019
Sadie	Marjani	Associate Professor	Biology	General audience directed book evaluating the scientific evidence of the safety of genetically engineered food (GMOs)	Spring 2020
Sarah	Maurer	Assistant Professor	Chemistry & Biochemistry	RNA functionality in non-aqueous solutions	AY 2019-2020
Yunliang	Meng	Associate Professor	Geography	Schools Near Toxic Sites; An Environmental Justice Study for Schoolchildren in Boston, MA	Spring 2020
Edward	Moore	Associate Professor	Engineering	Predicting Success in Graduate Education	Spring 2020
Maria	Passaro	Professor	Modern Languages	A Selection of Italian Renaissance Literary Texts	AY 2019-2020
A. Fiona	Pearson	Professor	Sociology	The Making of a Politician: Women, Culture and Politics	Spring 2020
Heather	Prescott	Professor	History	Planned Parenthood in America: A Cultural History	Fall 2019
Christopher	Pudlinski	Professor	Communication	Interpersonal Communication in the Age of Social Media	Spring 2020

Jared	Ragusett	Associate Professor	Economics	Understanding the Great Recession; A Pluralist Approach to the US Economy in the 21st Century	Spring 2020
Julie	Ribchinsky	Professor	Music	"Bach and the Modern World: A Series of Six Lecture Performances" is to pair The Six Suites of J.S. Bach with selected modern works from the solo cello repertoire of the twentieth and twenty-first centuries.	Fall 2019
Rachel	Schwell	Associate Professor	Mathematical Sciences	Advancing the Use of Inquiry-Based Learning	Fall 2019
Nimmi	Sharma	Professor	Physics & Engineering Physics	Design, Construction and Testing of a Novel Two Laser Scientific Instrument for Air Pollution and Climate Studies	Spring 2020
Fumilayo	Showers	Assistant Professor	Sociology	Immigrants Who Care: West Africans and Labor in the United States of America	Fall 2019
Nghi	Thai	Associate Professor	Psychological Science	Moving Toward Mastery	Spring 2020
Renata	Vickrey	Associate Librarian	Special Collections	Professional Development and Scholarship Advancement – Lessons from New Zealand	Spring 2020
Ewa	Wolynska	Librarian	Special Collections	Eliza Talcott (1836-1911): Pioneer Missionary and Connecticut Original	Fall 2019

/sm



EASTERN CONNECTICUT STATE UNIVERSITY
A Liberal Education. Practically Applied.

Office of the President

November 2, 2018


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

Dear President Ojakian:

Attached are my recommendations for the 2019 - 2020 sabbatic leaves for instructional faculty. As the brief project descriptions show, the leaves are requested to pursue a variety of scholarly and creative endeavors that strengthen the professional competence of faculty or enrich their teaching. I am confident that these sabbatic leaves will bring merit to the University.

The recommendations are submitted for your information and that of the Board of Regents.

Sincerely,



Elsa Núñez
President

EMN/hjr

Attachment

cc: Dr. Jane McBride Gates, Provost & Senior VP Academic & Student Affairs, BOR
Mr. Steven Weinberger, Vice President for Human Resources, BOR
Ms. Erin Fitzgerald, Associate for Board Affairs, BOR
Dr. William M Salka, Interim Provost and Vice President for Academic Affairs
Dr. Carmen Cid, Dean, School of Arts and Sciences
Dr. Elizabeth Scott, Dean, School of Education and Professional Studies

Eastern Connecticut State University
Sabbatical Recommendations for Instructional Faculty
For Academic year 2019-2020

1. Dr. Amy Groth
Biology Department
Spring 2020

Dr. Groth will continue her research into the important, evolutionarily conserved odd-skipped transcription factors. She will use the microscopic worm, *C. elegans*, to study the expression patterns of *odd-1/odd-2*, effects of the gene *fos-1* on the expression of *odd-2*, and the effect of expressing *odd-2* in the germline. She will also create figures and written material for publication, present work at the Allied Genetics Conference and work with Eastern students, who will gain valuable research skills. Eastern's reputation will benefit from the publication of the work and presentations made by Dr. Groth and her students.

2. Dr. Sukeshini Grandhi
Business Administration Department
Spring 2020

This proposal requests sabbatical leave to further Dr. Grandhi's scholarship and professional goals with two specific objectives. First, to write three manuscripts for publication on social media use and design, for which data collection is complete, and in-depth qualitative analysis is required. Second, to develop a research agenda for a new project to investigate the social use of personal genomics information from genetic testing services such as *23andMe*. These activities will contribute foundational research to the literature, as well as opportunities to foster competitive cross-disciplinary undergraduate research and new teaching modules at Eastern.

3. Dr. Matthew Graham
Biology Department
Fall 2019

Camel spiders are an important group of desert arachnids that are notoriously difficult to study. Dr. Graham and a colleague were recently awarded over a million dollars from the National Science Foundation to revolutionize our understanding of camel spiders in North America, train students in marketable biological skills from genomics, and assess how geo-climatic changes influence camel spiders and their fragile desert ecosystems. A sabbatic leave will allow Dr. Graham to spend time in the field and lab working on this project. This project will benefit Eastern with new equipment, a postdoctoral scholar, and student training in genomics.

4. Dr. Bryan Oakley
Environmental Earth Science
Fall 2019

This proposal seeks sabbatic leave to allow Dr. Oakley to summarize the results of two on-going, externally funded projects into manuscripts, while moving a third project forward for future engagement with Eastern students both in class and as part of student research experiences. These projects involve various aspects of shoreline change, sediment deposition, and the impact

of shoreline engineering structures and will inform current, science based management of these valuable resources. The results of this sabbatical offers several tangible benefits to Eastern. The resulting publications, conference presentations and future grants will allow multiple venues to showcase the breadth and depth of research being conducted by the students and faculty at Eastern, and further Dr. Graham's ability to mentor students in high-quality, impactful undergraduate research.

5. Dr. Maureen McDonnell
English Department
2019-2020 Academic Year

This project will allow Dr. McDonnell to develop scholarship on dramatic embodiment of underrepresented communities, and to present that work to both academic and public audiences. The first project is a book-length manuscript on the production and reception of American Sign Language (ASL) on stage and film. The second project includes public humanities work for The Shakespeare Center of Los Angeles, contributions that vary from producing webinar lectures to collaborating with faculty in their teacher training program. Both projects contribute to Eastern's scholarly and community profiles and to Dr. McDonnell's own professional development, thereby enriching her teaching.

6. Dr. Meredith Clermont-Ferrand
English Department
Spring 2020

This sabbatic leave is intended to allow Dr. Clermont-Ferrand to finish her book, "Queer Spaces, Identity, and Poetry of the Early Fifteenth Century: The Poetry of Thomas Hoccleve," and submit it for publication to Boydell & Brewer who have requested chapter samples. The book builds on the extensive research and conference presentations she has done on queer and disability literary theory and its application to the poetry of Thomas Hoccleve (1368-1426). When published, the book will contribute to both Eastern's reputation for excellence in scholarship and showcase Eastern's inclusivity and pluralism.

7. Professor William (Andy) Jones
Art and Art History Department
Fall 2019

A semester-long sabbatical will allow Professor Jones to accomplish several objectives. First, to complete two large-scale studio paintings (4' x 6') of the Blue Ridge Mountain range in western North Carolina. Second, to develop a new painting technique based on the renowned Hudson River School. Third, to submit new work for the 2020 Faculty Exhibition and juried exhibitions throughout the U.S. Fourth, to incorporate new painting methods in advanced painting courses, especially ART 314 Landscape Painting, and inspire students by demonstrating how established artists continue to evolve their subjects and techniques.

8. Dr. Mehdi Khorami
Mathematical Sciences Department
Spring 2020

This project is an interdisciplinary research collaboration between Mathematics and Performing Arts with the goal of applying concepts from Mathematical Knot Theory to create novel choreography. The project is in collaboration with Mary Percy from the University of Connecticut, Department of Dramatic Arts, and it has already revealed a deep connection between two seemingly unrelated fields. This project has two main objectives. One, to use the existing knowledge from Knot Theory to create novel sequences of harmonized movements in space that feel "right" in the body of the performer. Two, to investigate the purely mathematical questions in Knot Theory that arise from this connection. The expected outcomes include publication of two papers and related conference presentations, as well as new topics for undergraduate research projects.

9. Dr. Jennifer Leszczynski
Psychology Department
Fall 2019

Dr. Leszczynski is requesting sabbatic leave to work on two manuscripts for publication in peer-reviewed journals. She has worked with eleven undergraduate research assistants to collect data for two projects. The first project examined love, romance, and gender stereotypes across the lifespan. The second project investigated generational differences in gender and beliefs about feminism. Dissemination of this work will benefit her as a researcher and a scholar, but will also benefit her students to have an instructor who remains active within the discipline.

10. Dr. Jeff Calissi
Performing Arts Department
Spring 2020

Dr. Calissi intends to compose a sinfonia concertante for a percussion duo and accompaniment based on the voyage of General Rochambeau and the music of Colonial America. He will research Rochambeau and his historic march through Connecticut and arrange several pieces from the Colonial Period, as the sinfonia concertante form was popular in the Classical era with composers such as Mozart. The outcome will be a performance ready multi-movement programmatic composition for Dr. Calissi and adjunct instructor Matthew Bronson, as percussion soloists accompanied by the ensembles of the Eastern Music Program and the Windham community.

11. Dr. Bradley Davis
History Department
2019-2020 Academic Year

Dr. Davis' project uses archival and ethnographic research to examine how political projects in Vietnam have attempted, and failed, to control various forms of life. During the nineteenth century, the imperial Vietnamese state developed knowledge practices related to plants, non-human life, and human beings that influenced later French colonial and postcolonial nationalist

efforts to regulate, control, and predict time and space. Through an environmental humanities approach, "Empire of Life" elucidates the contours of these political projects and places the language of imperial rule into a critical conversation with present-day understandings of development, animality, and ethnic diversity.

12. Dr. Raouf Mama
English Department
Fall 2019

This proposal seeks to complete and prepare for publication a novel entitled *Burning Candles*. Owing to two successive CSU Summer Research Grants in 2016 and 2017, Dr. Mama has made considerable headway in writing the novel. At present, his agent is sending queries to various publishers along with a sample of the manuscript. Dr. Mama anticipates completing the second half of *Burning Candles* and working with his agent to refine the whole manuscript and get it published.

13. Dr. David Frye
History Department
Fall 2019

Dr. Frye is proposing to undertake a historical investigation into the subject of creativity. This will be an interdisciplinary project looking at how external factors, as opposed to innate ones, have affected artists, authors, architects, philosophers, filmmakers, composers, and other individuals in creative fields. The sabbatical will provide time to initiate research on what could become an important book, filling a significant gap in our understanding of a topic viewed as profoundly important in contemporary society.

14. Dr. Christopher Torockio
English Department
Fall 2019

This project seeks to complete a draft of a novel, tentatively titled *Summerhill*. The novel, set primarily in Dublin, Ireland, seeks to explore the struggles of aging, the presence of violence in contemporary America, and the quiet confusion of despair—and, hopefully, subtly suggest that despair may, at times, be redemptive. The completion of this project will further Dr. Torockio's reputation as a novelist on the national level.



December 19, 2018

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

Dear Mr. Ojakian:

I am granting sabbatical leaves for the following faculty during the 2019 – 2020 academic year:

Full Year at Half Pay

August 2019 – May 2020

Elizabeth Kalbfleisch, Associate Professor, English

Rank 22

I am seeking a year-long sabbatical to work on my book which is a cultural history that locates crucial origins or our contemporary unrest-the fight over free-speech, the rise of "post-truth" and white identity politics, the surfacing of White supremacy, the election of Donald Trump-in radical changes to academia throughout the 1980's that eventually became the focus of a media spectacle known as the Canon Wars.

Aukje Lamonica, Associate Professor, Public Health

Rank 6

The current opioid crisis is like no other experienced in recent history Over the past two years, I have worked on the Suburban Opioid Study (SOS) which focuses on examining opioid and heroin use initiation, trajectories, settings, situations, and risk practices in three geographic locations. During my sabbatical leave, I will analyze the coded qualitative data (n=180) and write/submit a peer-reviewed research article on the use of fentanyl and harm reduction strategies. Secondly, I will write a renewal grant proposal (NIH) focusing on mothers and opioid use.

Michael Rogers, Professor, Anthropology

Rank 1

The African origin of our species, Homo sapiens, and subsequent expansion across the Old World, replacing other archaic "humans," are among the most remarkable events in the human career. However, we still have a poor understanding of the H. sapiens population representing the last common ancestors of all living people today, due to the relative paucity of well-dated archaeological sites and hominin fossils in Africa between 120,000-50,000 years ago. Intensive fieldwork, lab analysis, and high-profile publication of the human fossil and archaeological remains at the Y AS-1 Middle Stone Age site at Gona, Ethiopia, will help to fill this knowledge gap.

C. Michele Thompson, Professor, History

Rank 2

Smallpox is the only human disease to have been eradicated, outside the laboratory, through vaccination. Worldwide, when vaccination was introduced it provoked controversies shaped by local factors. The history of smallpox offers information on social factors which molded responses to vaccination. Southeast Asia offers an interesting twist to this story because these societies had a safe and effective preventive for smallpox, Chinese style inoculation. This study will offer information on historic and current controversies regarding vaccination for epidemic diseases. This proposal requests a year of sabbatical to produce a monograph on the history of vaccination for smallpox in Southeast Asia.

Kelly Bordner, Associate Professor, Psychology

Rank 5

We now know that the behavior of both women AND men goes on to affect future offspring. This is especially important since alcohol use in both sexes has been shown to increase the risk of alcohol use disorders in subsequent generations. This project is designed to assess mechanisms by which paternal alcohol exposure influences drinking behavior in offspring. Brain tissue collected in F'2016 will be dissected and opioid receptor expression analyzed. The results of this work, which will be prepared for manuscript submission, will explore consequences of paternal drinking as they relate to alcohol use disorders in future generations.

Miranda Dunbar, Associate Professor, Biology

Rank 4

The changing weather that accompanies seasons influences mammalian reproduction, food/water balance strategies, and population distribution. Resulting seasonal adaptations are most pronounced during dry vs. rainy seasons in tropical and neotropical mammals. My work regarding ecophysiology of neotropical bats has yielded a great number of quality deliverables; however, I've yet to have opportunity to collect and compare data across seasons. I aim to investigate changes in life history, energy-saving strategies and population distribution of neotropical bats during the dry season in Belize. My results will be the first of their kind, presented at conferences and drafted into manuscripts for publication.

Jess Gregory, Associate Professor, Education Leadership & Policy Studies

Rank 20

This sabbatical will be used to provide the dedicated time to collect data, write reports for participating districts and one peer-reviewed journal article. Specifically, this project seeks to apply a business model for customer satisfaction, SERVQUAL, to the p-21 settings that have been compelled to monitor parents. The State Department of Education Surveys have provided data to districts, but districts struggle to use these data. The proposed project will provide operationalizable data to districts and insight into the gaps (if any) between parent expectations of their children's school and the services they feel they receive.

Steven Judd, Professor, History

Rank 7

The Umayyads: When Syria Ruled the World will be a comprehensive history of the Umayyad dynasty (r. 661-750), which ruled the largest empire in Islamic history. The Umayyads represent an integral, but overlooked chapter in Islamic and Middle Eastern history. During the sabbatical semester, I will complete additional research for the project and will formulate the general outline of the book, culminating in a book proposal ready to send to publishers by the end of the sabbatical. Completion of The Umayyads will require significant additional work after the sabbatical. I anticipate a publication date of 2024.

Elizabeth Lewis Roberts, Associate Professor, Biology

Rank 8

Proposed experiments will test the impact of plant growth promoting bacteria isolated from *Epichloe* spp. infected tall fescue seeds on the health of the plant. Data collected from these experiments will be added to a previous data set which requires analysis. Experiments will be conducted in the microbial ecology lab at SCSU and the plant pathology greenhouse at the CT Agricultural Experiment Station. At the end of the sabbatical, all analyzed data will be drafted into a new peer-review manuscript on tall fescue seed endophytes. In addition, two previously completed projects will also be written up into manuscripts for peer-review.

Cassi Meyerhoffer, Associate Professor, Sociology

Rank 17

The purpose of this sabbatical is to write a monograph illustrating how the cultural context in which slavery and Jim Crow segregation were able to flourish created the racial foundation on which we now operate. This manuscript will be divided into three major sections: 1) Slavery and Reconstruction; 2) Creating the Modern Ghetto; 3) and Mass Incarceration and the Policing of the (Iconic) Ghetto. There already exists a rich scholarship connecting one or more of these issues; "From the Old Jim Crow to the New" will directly link the roots of slavery and subsequent reconstruction to the current racial order-including racial residential segregation, police brutality, and mass incarceration.

Kaia Monroe-Rarick, Associate Professor, Theatre

Rank 23

Since graduate school I have had a copy of an historical document that is attributed to Stella Adler and the time she spent studying with Konstantin Stanislavsky. It is a hand drawn flow chart of the process by which an actor gains technique. My sabbatical plan is to verify the authenticity of the document at UT Austin where her papers are stored, take an advanced acting class at the Stella Adler School in New York City, write an article that addresses the impact this information could have on curricular planning in undergraduate and graduate programs, and submit the article to two journals.

Giuseppina Palma, Professor, World Languages & Literatures

Rank 10

My first project entails co-editing the book-length manuscript *A century of Italian War Narratives: Outsiders and Anti-Heroes*. With my co-editor from Monash U (Australia), we have collected eleven articles on Italian World War I and II authored by international scholars. The articles focus on outcasts and anti-heroes whose actions redefine the social, political and moral contradictions that shape warfare rhetoric. My second project entails drafting the first chapter for my book-length manuscript *Pontano at the Court of Aragon: The Neapolitan Renaissance*. The three papers I have already researched, written, delivered and received feedback on, form the basis of this chapter.

Vivian Shipley, Professor, English

Rank 15

For a thirteenth book of poetry, *Remnants*, I'll revise poems I've written and do research to draft new poems that will explore social justice issues involving persistent contemporary problems of poverty, violence and terror that plague our world like poems in my twelfth book, *Archaeology of Days* (forthcoming early 2019, Negative Capability Press). I'll write ekphrastic poems like those in *Perennial* (2015). To create a balance between positive and negative subjects, I'll continue to write poems like those in *The Poet* (2015) based on personal experiences, my Appalachian heritage and the lives of women who achieved recognition in non-traditional roles.

Meredith Sinclair, Assistant Professor, English

Rank 21

This qualitative research project investigates using hermeneutic phenomenology the phenomenon of becoming anti-racist literacy educators by following a small cohort of novice secondary English teachers as they enter the profession. The project seeks to understand the process of developing and implementing critical, anti-racist classroom practices including barriers to engaging in such a practice and the supports that make such a practice possible. Data collected will include field observations, transcripts of critical friends meetings, and participants' writings. Project outcomes include a peer-reviewed article and book prospectus.

Kenneth Walters, Associate Professor, Psychology

Rank 11

This proposal concerns research on an emerging condition called sluggish cognitive tempo (SCT). SCT represents an attentional disorders distinct from attention-deficit hyperactivity disorder (ADHD). Symptoms include daydreaming, difficulty staying awake and alert, lethargy, underactivity, apathy, social withdrawal, and slow task completion. SCT is much understudied, with fewer than 50 published articles on the condition. The goals for this sabbatical leave include: (a) cleaning and analysis of a large data set, (b) updating my review of SCT and ADHD literature, (c) writing and submitting two manuscripts for publication in peer-reviewed journals, and (d) presenting results at an international conference.

Half Year at Full Pay

Spring Semester

January 2020 – May 2020

Gregory Adams, Associate Professor, Sociology

Rank 9

Much of the social scientific research that addresses sexual abuse by clergy attempts to estimate its scope or to explain the conditions contributing to such abuse. Research with survivors of clergy abuse focuses on mental health consequences, such as long-term depression and PTSD. There is little sociological research that explores the lived experiences of adult survivors coping with stigmatization, including research that could be of benefit to the population. The proposed dual-method study seeks to systematically explore how adult survivors understand their experiences with stigmatization, as well as strategies they use for coping.

Steven Amerman, Professor, History

Rank 12

I would use this sabbatical to continue my study of the history of the Green Corn ceremony (also referred to as the "Wigwam Festival") of the Mohegan Indian tribe of Connecticut. By continuing my research into local, state, and tribal archives-as well as continuing to meet with Mohegan people themselves-and by having a special focus on the 20th and 21st centuries, this project will help fill a gap in scholars' knowledge of recent American Indian history in New England. It also promises to be of some use to the education of the general public in Connecticut and even to the Mohegan people themselves. The goal is that this research will lead to conference papers, journal articles, and, possibly, a monograph.

Peter Bodo, Professor, Economics & Finance

Rank 19

I intend to improve two innovative but somewhat inaccurate instruments, the Economic Complexity Index and the product space, that economists use to assess nations' economic development level. To better these tools, I am going to apply a machine learning technique, the Latent Dirichlet Allocation, in conjunction with a new network building technique called noise corrected network backboning. These procedures filter out a significant part of the data noise and make these instruments more accurate. I will show that the application of the improved tools leads to more realistic assessment of nations' economic development levels and to more efficient economic policies.

Vincent Breslin, Professor, Environment, Geography & Marine Studies

Rank 13

My laboratory has produced a comprehensive sediment metal database for Connecticut coastal harbors. This sabbatical project will use this database to examine the physical characteristics of sediments responsible for controlling the spatial trends in harbor sediment contamination. Contour maps will be prepared showing the trends in sediment grain-size, organic carbon and contaminant metals for each Connecticut harbor. Additionally, ICP-OES analytical protocols will be developed for the determination of contaminant metals in harbor digest solutions expanding our analytical capabilities. Outcomes of this project will be useful for scientists and decision-makers concerning future harbor dredging activities, coastal/shellfish habitat restoration and harbor management.

Steven Burian, Professor, Biology

Rank 14

Mayflies are important to freshwater ecosystems, but mayfly diversity is not easily documented. In northeastern North America some species have not been observed for 100 years leading to speculation that they may be extinct. Part 1 is to try and determine the status of some of these species by searching for previously unknown specimens in museum collections in US and Canada and using information on the type locality attempt to find these species in the wild.

Part 2 involves species of the genus *Rhithrogena*, an important water quality indicator group. Aquatic nymphs of this genus can't reliably be identified to species. I have been working to recollect and rear all 8 species known from northeastern North America to producing a new taxonomic key to the nymphs. I have reared 6 of the 8 species. Two species remain, *R. amica* from NY and *R. gaspeensis* from the Gaspé Peninsula, Quebec. I plan to collect and rear these last two remaining species. Once nymphs of these species have been associated with the adult male stage constructing a key for nymphs of northeastern *Rhithrogena* would be possible.

Louisa Foss-Kelly, Professor, Counseling & School Psychology

Rank 16

The purpose of this sabbatical is to continue research on Screening, Brief Intervention, and Referral to Treatment (SBIRT) in school counseling. It is based on an 8-month pilot study of SBIRT to be launched in October, 2018 in a local high school. Aims of the study are as follows: create SBIRT developmental guidance lessons; train school counselors in SBIRT/delivery of SBIRT guidance lessons; and assess student knowledge about substance use and SBIRT components. The sabbatical will be used to interpret data, develop and submit manuscripts for publication and proposals for conferences, design follow-up research, and submit grant applications.

David Levine, CSU Professor, Art

Rank 3

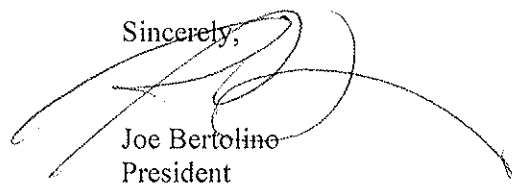
My project examines the history and cultural significance of a prized mandolin once owned by the American Gilded-Age adventurer Mary Hitchcock (1849-1920). Produced in Naples, Italy in 1886, the instrument accompanied Hitchcock on a storied expedition to the Klondike during the 1898 gold rush. Rescued from a junk shop years later, it now provides a compelling passageway into a transformational bygone era. My planned book, an "object biography," will investigate ways in which Mary's mandolin collects and expresses meanings, how it evokes its rich past, and how it elides distant places and times.

Luisa Piemontese, Professor, World Languages & Literatures

Rank 18

I plan to complete a textbook for teaching Spanish at the Novice through Intermediate levels for health professionals. The textbook will include units on a variety of health related specializations and fields; activities using technology; interactive exercises; practical and relevant real-life situations and scenarios; and activities showcasing products, perspectives, and processes of culture related to the Spanish speaking world and areas of healthcare. The approach will be student-centered and will include authentic content, real tasks, and oral, aural, and written proficiency based activities to ensure that students acquire the necessary skills to communicate with Spanish speaking patients and clients.

Sincerely,

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


Joe Bertolino
President

cc: R. Prezant, Provost and Vice President of Academic Affairs
M. Rozewski, Executive Vice President, Finance and Administration
D. Mazza, Director, Human Resources



OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

To: Mark E. Ojakian
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark 

Date: December 20, 2018

Re: Sabbatical Leaves 2019-2020

Below you will find my recommendations for the 2019-2020 sabbatical leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Galina Bakhtiarova
Department of World Languages & Literature
Fall 2019

This research project, *Hispanic Heritage in the U.S. and American Identity: Beyond the Barbeque, Rodeo and Spanish Colonial Revival Architecture*, will allow Dr. Bakhtiarova the opportunity to recover and examine the often-unexplored Spanish influence on the history of U.S. Hispanic heritage. This research on the history of Spain in the development of U.S. cultural tradition will prove to be a tremendous value to the Department of World Languages and Literature and the University.

Kelli Custer
Writing, Linguistics & Creative Process Department
Spring 2020

Dr. Custer, Professor in the Writing Department and Coordinator of the Writing Center, plans to research and expand the affective dimension of peer tutoring. She plans to apply her research to strengthen tutor training not only at WCSU's Writing Center but also in other university programs that rely on peer tutors. With the current emphasis on student retention, this project will be an important factor in student success.

Stuart Dalton
Department of Philosophy & Humanistic Studies
Spring 2020

Dr. Dalton is currently researching a book on Soren Kierkegaard with the intention to publish his work. This sabbatical leave will allow him the time to focus primarily on the researching and writing of a full-length manuscript. Dr. Dalton has already written several previously published articles on the philosophical work of Kierkegaard, which will be included in his final manuscript. This publication will not only further the recognition of Western but will also directly enhance his teaching instruction and provide a better resource to his students and department.

Mark E. Ojakian
December 20, 2018
Page 2

Marcia Delcourt
Education & Educational Psychology Department
Spring 2020

Dr. Delcourt's research project, *Integrating Inquiry Practices in Schools and Classrooms*, will explore the impact of inquiry-oriented instruction on student learning. These findings will identify the best practices for preparing our undergraduate and graduate candidates in inquiry-based instruction. This project will also provide university faculty with numerous methods for integrating inquiry into their own coursework and programs.

Donald Gagnon
Department of Theatre Arts
Fall 2019

Dr. Gagnon's project is a full-length academic study/book on the American politics of Oscar Hammerstein II. This research and writing is in perfect alignment with the goals of the Department and our musical theatre program and will further enhance our reputation for academic excellence as well as performative excellence. This publication has the potential of creating a significant reference work for the study of the history of musical theatre.

Bernard Gee
Psychology Department
Spring 2020

Dr. Gee will use his sabbatical leave to develop his research program on spatial reasoning resulting in the projection and submission of a major article to a top-ranked psychology journal. He plans to examine how task and environmental conditions influence our perceptual understanding of three-dimensional objects, and how we interact with them in the world. This project will strengthen the University's active scholarly reputation by contributing original research in an important field of human behavior

Christine Hegel-Cantarella
Social Sciences Department
Fall 2019 & Spring 2020

This project, entitled *Participatory Design as a Tool for Applied and Basic Anthropological Research*, has three interconnected goals: 1) examine community sustainability efforts in Brooklyn, NY of everyday labor of canners who earn money by salvaging and redeeming returnable cans and bottles; 2) apply her finding to develop and implement a participatory process with these stakeholders to design new structures and infrastructures that facilitate their labor; and 3) test whether these processes are useful as part of the ethnographic tool. This project allows Dr. Hegel-Cantarella to offer a model of qualitative and community-based research for her students and has a particular potential for replicating in Danbury given the large number of individuals engaged in salvaging returnables.

L. Fernando Jimenez
Music Department
Spring 2020

During his sabbatical, Dr. Jimenez plans to develop his skills and knowledge of current methods of conducting and write a conducting textbook to be used by faculty and students in the basic and instrumental classes at the undergraduate level. In addition to the basic conducting fundamentals, Dr. Jimenez, as a dyslexia sufferer himself, will have a special feature dedicated to helping students with dyslexia learn to conduct. By further developing, updating and refining his knowledge and skills, he will prove to be more effective in the classroom teaching the latest techniques on the subject.

Michelle Monette
Biological & Environmental Sciences Department
Fall 2019

During her sabbatical, Dr. Monette proposes to complete the analysis of past research projects on salt and water balances in fishes and to submit a grant proposal to the National Science Foundation to support her future research projects. This sabbatical leave will allow her the necessary time to compose a competitive NSF grant application, increase her professional expertise in her field, and provide valuable hands-on learning opportunities for our students

Helena Prieto
Department of Chemistry & Biochemistry
Fall 2019

Dr. Prieto's plans to spend the semester in Germany working with Dr. Barbara Conradt at the Technical University of Munich and with Dr. Katja Becker at the Justus Liebig Universität in Giessen. This experience will enhance the malaria research currently being conducted in her laboratory and expand her focus to an additional parasitic disease, Babesia. Not only will Dr. Prieto's research students benefit from this study, but all our students will as she integrates this state-of-the-art knowledge into her biochemistry courses.

Jeffrey Schlicht
Health Promotion & Exercise Sciences Department
Fall 2019

During his sabbatical, Dr. Schlicht has been invited to work with Dr. Maria Fiatarone Singh at the University of Sydney. Dr. Fiatarone Singh is a respected researcher with an international reputation in the field of high intensity physical activity for older adults. This project will provide Dr. Schlicht the insight and experience into new protocols and approaches in this discipline further enhancing his impact as a researcher and publisher.

Divya Sharma
Division of Justice & Law Administration
Spring 2020

Dr. Sharma has secured a contract from a publisher to research and submit for publication a manuscript tentatively titled *Ethics in Social Research*. This project will deal with the issues of ethical dilemmas and methodological challenges that researchers face while studying violence and justice across cultures. This project will not only strengthen her scholarship, research competence and teaching, but will also further the recognition of Western.

Edwin Wong
Biology & Environmental Sciences Department
Spring 2020

During his sabbatical, Dr. Wong proposes two goals to be accomplished: complete a study evaluating the effectiveness of 'flipped classrooms' in a non-major science class, BIO 100; and complete a study investigating the correlation between toxin-producing genes and toxin concentration in cyanobacterial population and produce a manuscript for submission to a scientific journal. The results of this 'flipped classrooms' study will provide valuable insight and guidance on whether such teaching strategies should be used in our biology courses particularly for our large non-major science course. Publication of his work will have a significant impact on science teaching at Western along with other institutions and increase the reputation and visibility of the department and the University.


- c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
E. Fitzgerald, CSCU Associate Director for Board Affairs
J. Lupinacci, WCSU Academic Leave Committee Chair
S. Weinberger, CSCU V.P. for Human Resources



OFFICE OF THE PRESIDENT

January 15, 2019

To: Mark Ojakian, President, Connecticut State Colleges and Universities

From: Michael A. Rooke, Ph.D., President, 

Re: Sabbatical Leave Recommendation, Academic Year 2019-2020

I am recommending the following sabbatical leave application for Prof. Tara Jo Holmberg from Northwestern CT Community College for AY 2019-2020 for a full-time half-year sabbatical.

Prof. Holmberg will use this sabbatical, if approved, to complete her doctoral degree and write 2-3 scholarly articles on her research, as well as research standard procedures on managing social media in a community college environment. Prof. Holmberg is the college's social media manager, on top of her extensive commitments in teaching and as a department chair.

Both of these activities are key to NCCC's success and I am confident that both the college and the system will gain invaluablely from Prof. Holmberg's leave, and therefore I strongly support her application.



December 17, 2018

Mr. Matt Fleury
Board Chair
Connecticut Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

Enclosed for you is a copy of the New England Commission of Higher Education's letter of December 5, 2018 to President James P. Lombella notifying him of the action taken by the Commission at its September 2018 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

BEB/jm

Enclosure

cc: Dr. James P. Lombella

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Worcester, MA

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College of Our Lady of the Elms

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December 5, 2018

Dr. James P. Lombella
Interim President
Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032-3187

Dear President Lombella:

I write to inform you that at its meeting on September 21, 2018, the New England Commission of Higher Education considered the report submitted by Tunxis Community College and took the following action:

that the report submitted by Tunxis Community College be accepted;

that a focused evaluation be scheduled for Fall 2019 and the report prepared in advance of that evaluation give emphasis to the institution's success in:

1. assuring the sufficiency of resources and personnel, including faculty, to support academic programs and student services in light of the number of shared positions and consolidation efforts;
2. implementing planned initiatives to improve retention and graduation rates;

that the College include with the Fall 2019 report the Data First Forms for Standard 8: *Educational Effectiveness*;

that the comprehensive evaluation scheduled for Fall 2021 be confirmed;

that the Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of community colleges by 2023 and informs Tunxis Community College that the advancement of those plans may result in changes to the scheduled monitoring of the College.

The Commission gives the following reasons for its action.

The report submitted by Tunxis Community College (TCC) was accepted because it was generally responsive to the concerns raised by the Commission in its letters of February 8, 2017 and July 18, 2017.

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The Commission appreciates the update provided by Tunxis Community College about its progress in addressing the two matters specified for attention in the report: the sufficiency of resources and personnel to support programs and services and the implementation of initiatives to improve retention and graduation rates. We understand that TCC currently shares four leadership positions with Asnuntuck Community College (ACC): president; executive assistant to the president; dean of workforce development, continuing education, and marketing; and dean of strategic initiatives, enrollment management, and institutional assessment, who also serves as the interim dean of administration at ACC. The two colleges also share eight additional management positions, including the director of institutional research and the acting director of information technologies. We note that for the Fall 2017 semester the institutions also shared a dean of academics but because “the complexities of managing two schools’ academic divisions proved too difficult for one person to manage,” each College appointed its own chief academic officer. The report notes the benefits that have resulted from sharing positions with ACC, including \$1.0 million in savings, but also candidly acknowledges the challenges that have resulted from these arrangements as well as from staffing losses in information technology where “staffing has grown thin” and the business office where the loss of five full-time positions in the past two years has caused remaining staff to “struggle” to meet students’ needs. We are pleased to learn that a system-wide IT initiative is expected to “streamline processes and system support” and that the business office was recently given approval to hire two full-time clerical positions. TCC has also reorganized reporting relationships between departments and deans to enhance effectiveness and has hired three additional full-time staff in enrollment management and financial aid as well as four new faculty members. With those new faculty hires, the College has filled 54 of the 63 full-time faculty positions it has available.

The report submitted by Tunxis Community College also candidly describes the institution’s challenges with respect to enrollment and finances, with enrollment declines from 2014-2017 and net assets of -\$1.8 million in FY2017. We note with favor that, following these three years of declining enrollment and revenue, FTE enrollment increased for both Fall 2017 and Spring 2018 thanks to an “aggressive marketing campaign” and provided resources to support the new faculty and staff hires described above. We understand that an increased allocation from the state will enable the College to have a balanced budget in FY2019 and that longer-term budget relief is expected to come from the anticipated transition to a “one-college model” for the 12 community colleges in Connecticut.

With respect to retention and graduation rates, the report submitted by Tunxis Community College describes seven continuing programs and 12 new initiatives designed to address student persistence. Some of these – the Transfer Articulation Project and the degree normalization policy, for example – are system-wide efforts while others, such as programming changes, enhanced student services, and “Project Graduation,” are specific to the institution. TCC is “optimistic” that these many initiatives will result in increases in full- and part-time retention rates and graduation rates, most recently at 60%, 46%, and 17%, respectively.

The Commission asks that Tunxis Community College undergo a focused evaluation in Fall 2019 to assess its continued progress in addressing the two matters specified for attention in the Fall 2018 progress report. While we appreciate that TCC has “taken every effort possible to shield students from budget impacts,” we are concerned that the long-term effects of reductions in staffing and the number of shared positions with Asnuntuck Community College may compromise the College’s ability to provide high-quality academic programs and services to students, especially if enrollment continues to increase. The Fall 2019 evaluation will afford the institution an opportunity to assess the effectiveness of the shared positions and services and to provide evidence that these arrangements are consistent with the expectations articulated in the Commission’s standards on *Organization and Governance*; *Students*; *Teaching, Learning, and Scholarship*; and *Institutional Resources*:

The board appoints and periodically reviews the performance of the chief executive officer whose full-time or major responsibility is to the institution (3.10).

The chief executive officer, through an appropriate administrative structure, effectively manages the institution so as to fulfill its purposes and objectives and establishes the means to assess the effectiveness of the institution. The chief executive officer manages and allocates resources in keeping with institutional purposes and objectives and assesses the effectiveness of the institution. The chief executive officer assures that the institution employs faculty and staff sufficient in role, number, and qualifications appropriate to the institution's mission, size, and scope (3.12).

The institution offers an array of student services, including physical and mental health services, appropriate to its mission and the needs and goals of its students. It recognizes the variations in services that are appropriate for residential students, at the main campus, at off-campus locations, and for distance education programs as well as the differences in circumstances and goals of students pursuing degrees (5.9).

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 ensures that individuals responsible for student services are qualified by formal training and work experience and organizationally placed to represent and address the needs of students effectively. Personnel, facilities, technology, and funding are adequate to implement the institution's student services policies and procedures (5.17).

There are an adequate number of faculty and academic staff, including librarians, advisors, and instructional designers, whose time commitment to the institution is sufficient to assure the accomplishment of class and out-of-class responsibilities essential for the fulfillment of institutional mission and purposes. Responsibilities include instruction, accessibility to students, and the systematic understanding of effective teaching/learning processes and outcomes in courses and programs for which they share responsibility; additional duties may include, e.g., student advisement, academic planning, and participation in policy-making, course and curricular development, research, and institutional governance (6.2).

The institution employs sufficient and qualified personnel to fulfill its mission (7.1).

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 multi-year financial planning is realistic and reflects the capacity of the institution to depend on identified sources of revenue and ensure the advancement of educational quality and services for students (7.6).

We also look forward to learning, through the Fall 2019 focused evaluation, of the success of initiatives described in the progress report in improving retention and graduation rates. At the time the Fall 2018 report was submitted, it was too soon to assess the effectiveness of many of these efforts; hence, we seek an update in Fall 2019. Tunxis Community College is requested to include the Data First Forms for Standard 8: *Educational Effectiveness* with its report to provide further information, including trends over time, about its retention and graduation rates and other measures of student success. Our standards on *Students* and *Educational Effectiveness* are relevant here:

The institution's goals for retention and graduation reflect institutional purposes, and the results are used to inform recruitment and the review of programs and services (5.6).

The institution uses a variety of quantitative and qualitative methods and direct and indirect measures to understand the experiences and learning outcomes of its students, employing external perspectives including, as appropriate, benchmarks and peer comparisons (8.5).

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 institution uses additional quantitative measures of success, such as further education, civic participation, religious formation, and others, as appropriate to its mission, to understand the success of its recent graduates. Information from students and former students is regularly considered (8.7).

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).

Finally, the scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years.

The Commission notes the proposal by the President of the Connecticut State Colleges and Universities system regarding a possible reconfiguration of the community colleges by 2023. Such a reorganization could result in a change in the schedule of monitoring of Tunxis Community College.

The Commission expressed appreciation for the report submitted by Tunxis Community College and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with 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 and the head of the system on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark E. Ojakian. 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.

Dr. James P. Lombella
December 5, 2018
Page 5

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

Sincerely,


David Quigley

DQ/jm

Enclosure

cc: Mr. Matt Fleury
Mr. Mark E. Ojakian



December 18, 2018

Mr. Matt Fleury
Connecticut Board of Regents
61 Woodland Street
Hartford, CT 06105

Dear Mr. Fleury:

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Sincerely,


Barbara E. Brittingham

BEB/sjp

Enclosure

cc: President Bertolino

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December 5, 2018

Dr. Joseph Bertolino
President
Southern Connecticut State University
501 Crescent Street
New Haven, CT 06515-0901

Dear President Bertolino:

I write to inform you that at its meeting on September 21, 2018, the New England Commission of Higher Education considered the report submitted by Southern Connecticut State University and took the following action:

that the report submitted by Southern Connecticut State University be accepted;

that the University provide an update on the status of its approval for Title IV funding with the U.S. Department of Education after the Department takes action in Spring 2019;

that the visit to assess implementation of the joint MBA and MS in Coastal Resilience degree programs scheduled for Fall 2019 be confirmed;

that the visit to assess implementation of the Doctor of Social Work program scheduled for Fall 2020 be confirmed;

that the comprehensive evaluation scheduled for Fall 2021 be confirmed;

that, in addition to the information included in all self-studies, the Fall 2021 self-study give emphasis to the University's continued success in addressing the three areas specified for attention in the Fall 2018 progress report.

The Commission gives the following reasons for its actions.

The report submitted by Southern Connecticut State University (SCSU) was accepted because it was generally responsive to the concerns raised by the Commission in its letter of February 2, 2107. As documented in the report, SCSU has made notable progress in implementing its plans to reinstate the undergraduate program review process after a "planned hiatus". Specifically,

a newly developed process that aligns undergraduate program reviews with graduate program external accreditation reviews will launch in AY2018-2019. We are also gratified to learn of the steps the University has taken toward achieving its goal to “transform academic advising.” The University has established cross-divisional teams that focus on the use of technology and the development of new structures to support academic advising, and we note with approval that to enhance the “day-to-day” effectiveness of professional advising, a Faculty Director of Undergraduate Advising and a Director of Academic Advising have been assigned to “support the delivery of high quality advising through development of policies and procedures, materials and resources, and training and development.”

We understand that Southern Connecticut State University, in partnership with Financial Aid Services of Atlanta, has implemented a number of changes to resolve the issues that led to SCSU being placed on provisional approval for Title IV funding by the U.S. Department of Education. For example, to date, the University has redefined the roles of staff members in the Financial Aid office, conducted an assessment of the office structure, conducted a desk audit of each employee, provided training for several staff members, developed and funded professional development plans, and implemented a new phone system. We also concur with the institution’s candid recognition that “investing in staff and technology, changing business practices, and ensuring the campus community shares in the collective work to address these [financial aid] challenges is on-going activity.” According to the report, SCSU is “actively preparing” for the submission of a new application to the U.S. Department of Education in December 2018 and the Department will review the application at its March 2019 meeting. As evidence that SCSU “observes the spirit as well as the letter of applicable legal requirements” (9.4), we ask that the University provide an update on its status with the U.S. Department of Education after the Department takes action on the institution’s application in Spring 2019.

The Commission confirms the on-site evaluation to assess implementation of the University’s joint MBA and MS in Coastal Resilience degree programs scheduled for Fall 2019 as well as the on-site evaluation to assess implementation of its Doctor of Social Work program in Fall 2020. We refer you to the Commission’s letters of October 31, 2017 which specify matters to receive attention in the reports prepared for these visits.

The scheduling of a comprehensive evaluation in Fall 2021 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The University is asked, in the Fall 2021 self-study, to give emphasis to its continued success in addressing the three areas specified for attention in the Fall 2018 progress report. The Commission recognizes that these matters do not lend themselves to rapid resolution and will require the institution’s sustained attention; hence, we ask that further information be provided in the self-study.

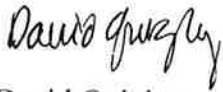
The Commission expressed appreciation for the report submitted by Southern Connecticut State University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation with the effort to provide public assurance of the quality of higher education in New England.

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 and the head of the state system on its accreditation status. In a few days we will be sending a copy of this letter to Mr. Matt Fleury and Mr. Mark Ojakian. 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.

Dr. Joseph Bertolino
December 5, 2018
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If you have any questions about the Commission's action, please contact Barbara Brittingham,
President of the Commission.

Sincerely,

A handwritten signature in black ink that reads "David Quigley". The signature is written in a cursive style with a large, prominent "D" and "Q".

David Quigley

DQ/sjp

Enclosures

cc: Matt Fleury
Mark Ojakian

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 9/28/18
Characteristics of Below-Threshold Offering Name of Offering: Health Information Fundamentals for Health Professionals Type of Offering (e.g. Grad Certificate, Minor, Option) Certificate Anticipated Initiation Date: Spring 2019 Anticipated Date of First Completion (if applicable): Modality of Program: On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses?	Credit Distribution of the Offering # Cr in Core Courses: 4 # Cr of Electives: # Cr of Other: # Cr Special Requirements (e.g. internship): Total # Cr the Institution Requires to Award the Credential 12
CIP Code No. (if applicable) 51.0706 Administration/Administrator	Title of CIP Code Health Information/Medical Records
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program:	
Description of Offering, Context and Justification (Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)	
<p>Program rationale: Charter Oak State College was approached by the Health Information Management (HIM) Director for Hartford Health Care (HHC) about her need to provide training to administrative level staff in the HIM department at HHC. She noted that she had a number of employees at this administrative level whom she thought could benefit from some professional development and training in specific HIM and health care topics. The Vice President of Talent Acquisition for HHC noted recently in a Hartford Business Journal article that support services staff who manage revenue are in high demand and on their priority need list of employees. Both stated that there is a need for additional staff in the HHC system to be more fluent with HIM concepts so they can take on additional tasks. This certificate would help fill that gap by training the incumbent workforce at HCC as well as at other health care facilities. HCC is estimating that they currently have 40-50 staff who could use the training. If that estimate were extrapolated across the state, the estimate would be about 1500. DOL does not have an exact job categories for staff in these positions, but there is a 16.6% growth in jobs for medical secretaries and a 15.2% growth in medical and health service managers predicted from 2016-2026 in Connecticut. Since this certificate is offered totally online, it can reach a national market.</p> <p>The certificate is comprised of four existing courses: All will fit into either the HCA or HIM degree program. HCA 101 Health Care Systems and Administration HCA 105 Medical Terminology</p>	

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. Most CSUs and COSC cases will only require the completion of Section 1. **All Community College programs require the completion of detailed course information in Section 2.**

The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new minors, concentrations/options, specializations or certificate programs, outlined above, i.e.:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - ii. a new baccalaureate minor of 18 or fewer semester credit hours,
 - iii. a new undergraduate option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) programs that do not qualify students to become eligible for federal financial aid.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

HIM 115 Principles of Health Information Management
HIM 205 Reimbursement Methodologies

Certificate Student Outcomes:

1. Discuss the U.S. health care system and the various health care settings
2. Identify the wide variety of healthcare providers and their roles and specialties
3. Use and apply basic medical terminology
4. Explain health information management and the various roles/positions/job functions that are part of an Health Information Management department
5. Describe how coding and billing are impacted by varying health insurance plans
6. Explain the revenue cycle and it's direct impact on the health care organizations budget and financial success

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

Since the certificate uses existing courses, there is no cost for course development. Existing staff will do the advising and recruiting. The only cost will be additional adjunct faculty, if needed. That cost is offset by tuition.

Institutional Contact for this Proposal: Shirley M. Adams

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:

Approved CIP Code No. *(if applicable)*:

Title of CIP Code:

Log of Steps Toward Approval:

Date of Approval:

Date for Inclusion in BOR-ASA Meeting Package:

Comments:

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW-THRESHOLD NEW ACADEMIC OFFERING INFORMATION REPORT FORM

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
Prerequisites						
Total Other Credits Required to Issue Credential						

Other Details

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

- 1.
- 2.
- 3.