CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, October 2, 2020 at 9:30 a.m.
Via Videoconference

CSCU

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – September 4, 2020
9:30 a.m. – via video conference

MINUTES

Regents Present: Aviva Budd, Merle Harris, Holly Howery, Colena Sesanker

Regents Absent: Naomi Cohen

Staff Present: Jane Gates, Kevin Corcoran, Bill Gammell, Pam Heleen, Ken Klucznik, Pat Ryiz

Other Attendees: Elizabeth Allen (TRCC), Kem Barfield (TRCC), Meghan Brahm (SCSU), David Dauwalder (CCSU), Douglas Dorsey (MCC), Marianne Fallon (CCSU), Jill Flanigan (MxCC); Teresa Foley (ACC), Stephen Hegedus (SCSU), Michele Howard-Swann (ACC), Sharale Mathis (MxCC), Fatma Salman (MCC)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

Chair Harris welcomed the Regents, participants, and guests to the first meeting of the Academic and Student Affairs Committee for the 2020-2021 academic year. She thanked everyone for all the work they are doing to get the academic year started at this very difficult time. She noted that from what she observed throughout the country that there are no right answers. We must do our best and remain flexible during these trying times.

Chair Harris noted that Regent Cohen was not in attendance because she had knee surgery, but she is doing well. Chair Harris introduced Pam Heleen the new Associate Director of Board Affairs replacing Erin Fitzgerald who retired.

1. Approval of Minutes
   a. June 5, 2020
   On a motion by A. Budd and seconded by H. Howery, a vote was taken and the minutes from the June 5, 2020 BOR ASA Committee meeting were approved.

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b. July 20, 2020 – Joint Meeting of BOR HR/Administration and ASA Committees
Chair Harris noted that the BOR Academic and Student Affairs Committee and the BOR Human Resources/Administration Committee held a joint meeting on July 20, 2020 to discuss changes to Title IX by the federal government. The deadline to implement the policy changes was August 15, 2020.

On a motion by H. Howery and seconded by A. Budd, a vote was taken and the minutes from the July 20, 2020 Joint BOR ASA Committee and the Human Resources/ Administration Committee meeting were approved.

2. Consent Items
   a. Discontinuations
      i. Computer Maintenance Technology – C2 Certificate – Manchester CC
      ii. Criminal Justice – Homeland Security - C2 Certificate – Manchester CC

On a motion by A. Budd and seconded by H. Howery, a vote was taken and the consent items were approved.

3. Action Items
   a. Accreditation of a Licensed Program
      i. Registered Medical Assistant – AS – Asnuntuck CC
      Chair Harris introduced the Action Items by stating that BOR Members have a fiduciary responsibility to CSCU. Over the next two BOR Meetings, the members will be addressing serious fiscal concerns due to COVID-19. The BOR will be looking very carefully at the new programs. There should be a need for new programs and the programs should add no cost in terms of additional resources.

      Chair Harris called for a motion to approve the accreditation of the Asnuntuck CC Registered Medical Assistant AS Program. The motion was moved by H. Howery and seconded by A. Budd.
      Provost Gates introduced the Asnuntuck CC Registered Medical Assistant (RMA) program and noted that the program name was incorrect in the program documentation. The correct title of the program is the Registered Medical Assistant program. She noted that this program prepares students to sit for the American Medical Technologists (AMT) national and international certification exams. There are no curricular changes to the program.
      Dr. Teresa Foley, Interim Dean of Academic Affairs, and, Professor Michele Howard-Swan, Program Coordinator for Allied Health, presented the program for Asnuntuck CC. Dean Foley reiterated that the correct title of the program is Registered Medical Assistant. She noted that this program was moved from Continuing Education to Academic programs in 2016 and 2017. There has been steady enrollment in the RMA Certificate and AS degree programs and she anticipates steady enrollment for the next three years. 100% of ACC students have passed the AMT exam and 95% of graduates are employed in the field or have externships at doctor's offices or medical facilities. Chair Harris noted that the program enrollments don't show an increase in enrollments from the non-credit program to the credit program. Professor Howard-Swan noted that the Fall 2020 enrollment has 35 new students.
      Chair Harris called for a vote to approve the accreditation of the Asnuntuck CC Registered Medical Assistant AS degree. A vote was taken to approve the

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accreditation of the Asnuntuck CC Registered Medical Assistant AS degree and the vote was unanimous.

b. Modifications
  i. Business Administration – AS - Manchester CC [Modification of Instructional Modality]

Chair Harris called for a motion to approve the modification of the Manchester CC AS in Business Administration Program. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Fatma Salman, Interim Dean of Academic and Student Affairs, and, Douglas Dorsey, Associate Professor, Social Science, Business and Professional Careers, Manchester CC, presented the program. There was discussion on whether there is one modification to the program, the addition of an online modality to the traditional modality, or two, the addition of the online modality and the addition of an accelerated option to take courses in eight-week segments. A discussion ensued on the differences among the online modality, the traditional two-year program, and the eight-week accelerated courses. Professor Dorsey noted that the online program is completely online and the students in the accelerated eight-week courses meet in person one night per week. He noted that the courses and learning outcomes in both modalities, the traditional and online, including the eight-week courses are exactly the same. As a result of the discussion, Chair Harris agreed to encompass both changes, the addition of an online modality and the eight-week accelerated format in the approval of the program modifications.

Chair Harris called for a vote to approve the modifications to the Manchester CC AS in Business Administration including the addition of an online modality and the eight-week accelerated course format. A vote was taken to approve the two modifications to the Manchester CC AS in Business Administration and the vote was unanimous.

  ii. Health Information Management (On Ground) – AS – Middlesex CC [Significant Modification of Courses/Course Substitutions and Change in Program Title]
    a) **Includes:** Health Information Management (On Ground) – Certificate – Middlesex CC [Significant Modification of Courses/Course Substitutions and Change in Program Title]

Chair Harris called for a motion to approve the modifications to the Middlesex CC on ground Health Information Management AS and C2 Certificate degrees. The motion was moved by A. Budd and seconded by H. Howery.

Dr. Sharale Mathis, Dean of Academic and Student Affairs, and, Professor Jill Flanigan, Program Coordinator for the Health Information Management (HIM) Program presented these programs for Middlesex CC (MxCC) which is seeking the following changes to its on ground AS in Health Information Management (Parent Program) and its on ground Health Information Management Certificate:

1) Course outcomes and course descriptions as a result of changes in curriculum competency standards of its accreditation body, the Commission on Accreditation for Health Informatics and Information Management Association (CAHIIM);
2) New course number changes for HIM courses utilized by other community colleges. CAHIIM requires transfer-credit for HIM program courses only from CAHIIM-accredited institutions and unique course numbers will facilitate this;

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3) The program name change from Health Information Management to Health Information Technology-Data Management (for the AS Degree);
   a) The program name change from Health Information Management Certificate to Clinical Coding Certificate (for the C2 Certificate);
4) A CIP code change to 51.0707 Health Information Management/Medical Records Technology Technician;
   a) A CIP code change to 51.0713 Medical Insurance Coding Specialist/Coder; and,
5) Restructuring the program entry course with consideration of Guided Pathways.

In addition to the changes listed above, Dean Mathis noted that Middlesex CC is the only accredited Health Information Management program in the state and has a strong transfer partnership with Charter Oak State College. Since Middlesex became a member of NC-SARA, it can now actively recruit students from outside of CT and has seen a 10% increase in enrollment. Professor Flanigan defined the Health Information Management profession as a combination of business, science and information technology and noted that HIM jobs are cross listed as healthcare and computer occupations.

Questions from the Committee included:

1) *Budget – Chair Harris noted that this is a complicated budget because it encompasses various programs that use the same faculty.* Response: Professor Flanigan noted that Middlesex CC mapped their non-credit courses to the certificate to the AS degree and merged some credit courses with non-credit courses. She stated that the HIM faculty support programs other than the HIM programs discussed here.
   What is a realistic budget? Response: MxCC has 20 students in the non-credit program; 35 new students in the certificate/degree program; and, 25 students continuing from last year. It took MxCC a while for to get accreditations and that delayed program growth. Now that the certificate and degree programs have accreditations, MxCC has three times the inquiries into the program. NC SARA will also help enrollments as there is no online enrollment cap and MxCC's is the only approved certification program in New England.
2) *Certification Exam – Are there different exams for different specialties?* Response: Yes. Students in the AS degree take the certification exam for the Registered Health Information Technician and students in the certificate program take the certification exam for the Certified Coding Specialist.
   Does the certification exam for degree students focus on data? Response: Yes. The certifying body did not change the content of the exam and the accrediting body changed the curriculum and core competencies. The two don't match at this point; but, the exam is based on core competencies which won't negatively affect students' performance on the exam.

There was an extended discussion on the budget question in general. The current Pro Forma Budget form is confusing and hard to understand. Provost Gates noted that CFO Ben Barnes is working on a new budget template that all institutions will use. Chair Harris will speak offline with Provost Gates on the proposed new pro forma budget template.

Chair Harris called for a vote to approve the modifications to the Middlesex CC on ground Health Information Management AS and C2 Certificate degrees. A vote was taken to approve the modifications to the Middlesex CC on ground Health

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Information Management AS and C2 Certificate degrees and the vote was unanimous.

   iii. Health Information Management (Online) – AS – Middlesex CC [Significant Modification of Courses/Course Substitutions and Change in Program Title/Offering Alternate Modality]
      a) **Includes:** Health Information Management (Online) – Certificate – Middlesex CC [Significant Modification of Courses/Course Substitutions and Change in Program Title/Offering Alternate Modality]

The modifications to these two programs include the changes listed above: 1) to 5) and the addition of an alternate online modality.

Chair Harris called for a motion to approve the Middlesex CC online Health Information Management AS and C2 Certificate degrees. On a motion by A. Budd and seconded by H. Howery a vote was taken to approve the Middlesex CC online Health Information Management AS and C2 Certificate degrees and the vote was unanimous.

After the four Middlesex CC Health Information Management programs were approved, Regent Budd noted that Northwestern CT CC's HIM program was not accredited and therefore students were not eligible for professional certification. Professor Flanigan noted that the HIM program was added at three campuses and Middlesex CC was the only institution that pursued accreditation for its HIM programs. Chair Harris said that the BOR ASA Committee should look into this issue. Students need to be able to take the certification exam and get jobs in the HIM profession.

  c. Replication of a College of Technology (COT) Program
    i. Technology Studies: Data Science Option – AS – Three Rivers CC
    Chair Harris called for a motion to approve the Three Rivers CC replication of the College of Technology program Technology Studies: Data Science Option AS degree. The motion was moved by H. Howery and seconded by A. Budd.
    Dr. Kem Barfield, Interim Dean of Academic and Student Affairs, and, Professor Elizabeth Allen, Mathematics, presented the program. Dean Barfield noted that Data Science is a rapidly growing field which applies to many industries. Three Rivers CC is geographically positioned close to military, defense industry and business centers all of which employ data scientists. The program already has a program coordinator and uses existing courses. Enrollment projections are for 45 students by Year 3. Professor Allen noted that this program is a replication of Northwestern CT CC's AS in Data Science with some differences between the two programs that have been approved by the College of Technology.
    Chair Harris called for a vote to approve the Three Rivers CC replication of the College of Technology program Technology Studies: Data Science Option AS degree. A vote was taken to approve the Three Rivers CC replication of the College of Technology program Technology Studies: Data Science Option AS degree and the vote was unanimous.

d. New Programs
   i. Applied Behavior Analysis – MS – Southern CT State University
   Chair Harris called for a motion to approve the new proposed MS in Applied Behavior Analysis at Southern CT State University. The motion was moved by H. Howery and seconded by A. Budd.
   Dr. Stephen Hegedus, Dean, College of Education and Dr. Meghan Brahm, Dept. of Special Education, presented the proposed new program for Southern CT State University. Provost Gates noted that there is another Applied Behavior Analysis MS program at Western CT State University; but, the WCSU program is entirely online. The SCSU program is on ground. Dean Hegedus noted that there is an error in the agenda. The name of the program is Applied Behavior Analysis, not, Applied Behavioral Analysis as noted in the agenda. Dean Hegedus said that this program is the product of several years of strategic planning between the SCSU Office of the Provost and the College of Education. There is a great need for BCBA licensed personnel and consultants in CT and the US. He noted that he hosts a quarterly School Superintendents Consortium of the greater New Haven region and the members have expressed the need for BCBA licensed personnel and consultants. Graduates have multiple opportunities for employment. There is no need for additional faculty and resources. Presently, 30 potential students have expressed interest in the program, more than projected in the budget. Dr. Brahm stated that since the onset of COVID-19, the need for certified behavior analysts has moved from a shortage to a crisis. Dr. Brahm also noted that she has been approached by three large behavior analytics companies, with staffs of over 100 employees each, looking to partner with SCSU to enable their employees to get MS degrees in Applied Behavior Analysis.
   Questions from the Committee centered on:
   a) *Is this a MS in Special Education with a certification in Behavior Analysis?* Response: This is a MS in Behavior Analysis housed in the Dept. of Special Education. *How does the certification fit in with the MS degree?* Response: The certificate is built into the MS degree program. Students must finish the MS degree to get the certificate.
   b) *Are businesses starting to use Applied Behavior Analysts?* Response: In business, these positions are Organizational Behavior Analysts (OBAs). SCSU added a three-credit Organizational Behavior Analysis course with supervision of personnel.
   c) *Is it possible to expand the degree to offer more courses in Organizational Behavior Analysis?* Response: Yes. There is a need for OBAs.
   d) *How are Applied Behavior Analysts different from psychologists and psychiatrists?* Response: The Applied Behavior Analysis field is very small but rapidly growing. Applied Behavior Analysis seesaws between psychology and education. It's the study of the psychology of learning. In educational settings, ABAs handle behavioral interventions in schools.
   Chair Harris called for a vote to approve the new Southern CT State University MS degree in Applied Behavior Analysis. A vote was taken to approve the new Southern CT State University MS degree in Applied Behavior Analysis and the vote was unanimous.

   After the vote was taken, Chair Harris reiterated that WCSU has an online MS in Applied Behavior Analysis. She asked if SCSU was considering an online MS in Applied

Behavior Analysis and what the institution would need to do to implement an online program. Dean Hegedus replied that the online MS program would need to get approved by the BOR and reaccredited by the Association of Applied Behavior Analysis. He stated that SCSU has no plans to create an online program in Applied Behavior Analysis.

ii. Civil Engineering – MS – Central CT State University
Dr. David Dauwalder, Provost & VP for Academic Affairs, stated that Central CT State University is withdrawing its application for the new MS in Civil Engineering program.

Chair Harris reiterated the comments she made earlier in the meeting. The CSCU system is facing major budgetary issues this year. One issue is the additional costs related to new programs. The issues are not with the quality of new programs, but, rather, when additional new faculty must be hired at the onset of a new program. Institutions considering launching new programs must look at the fiscal stability of similar programs in the state.

4. Informational Items
    a. NECHE – Acceptance Letter – Housatonic CC Student Loan Repayment Rates

    b. Below Threshold
        i. Addiction Counseling - Post-Master's Certificate - Southern CT State University

On a motion by A. Budd and seconded by H. Howery, the Committee voted unanimously to adjourn the meeting of the BOR Academic and Student Affairs Committee at 10:44 a.m.

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CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 15, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in Connecticut Parenting Education Credential Levels 1-4 (CIP Code: 19.0799 / OHE #s 018092, 018093, 018094, 018095) leading to a C1 Certificate at Charter Oak State College.

A True Copy:

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

ITEM
Discontinuation of a program in Connecticut Parenting Education Credential Levels 1-4 leading
to a C1 Certificate at Charter Oak State College.

BACKGROUND
Charter Oak State College seeks to discontinue its Parenting Educator Credential, developed in
partnership with the CT Parenting Educator Network, CT-PEN. Since the program was
developed, it has had few inquiries and very few students have enrolled. Currently, the program
has an enrollment of 0. A total of 11 students have applied and received the credential in the past
five years. In 2019, one student applied, but she did not follow-through with completing the
program.

A job search showed that there are jobs for parenting educators in CT and nationally. However,
the job requirements have changed. A search of the job openings show that the current
requirements are a bachelor's degree, usually in sociology or human services, and Positive
Parenting certification or similar certification.

Since there are no students enrolled in this program, the program can be discontinued by
removing information from the college website and eliminating the applications for students to
enroll.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and
Student Affairs that the Board of Regents approve the discontinuation of this C1 Certificate.

10/02/2020 – BOR -Academic and Student Affairs Committee
10/15/2020 – 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: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 4.24.2020

Discontinued Program: CT Parenting Educator Credential (all 4 levels)

18092   Connecticut Parenting Education Credential Level 1
18093   Connecticut Parenting Education Credential Level 2
18094   Connecticut Parenting Education Credential Level 3
18095   Connecticut Parenting Education Credential Level 4

CIP: 19.0799   Human Development/Family Studies, and Related Services BOR Accreditation Date: 9/19/2017

Phase Out /Teach Out Period Summer 2020   Expected Date of Program Termination Fall 2020

Program Characteristics

Name of Program: CT Parenting Educator Credential

Degree: Title of Award *(e.g. Master of Arts)* CT Parenting Educator Credential

Degree Certificate: *(specify type and level)* **Certificate** 1

Stand-Alone Certificate: *(specify type and level)* **Yes**

Modality of Program: On ground **X** Online   Combined
Locality of Program: On Campus **X** Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: Charter Oak State College

Institutional Contact for this Proposal: Shirley Adams, PhD.	Title: Provost	Tel.: 860-515-3836; e-mail: sadams@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Charter Oak State College seeks to discontinue its Parenting Educator Credential, developed in partnership with the CT Parenting Educator Network, CT-PEN. Since the program was developed, it has had few inquiries and very few students have enrolled. Currently, the program has an enrollment of 0. A total of 11 students have applied and received the credential in the past five years. In 2019, one student applied, but she did not follow-through with completing the program.

Charter Oak State College developed the program at the request of CT-PEN. Charter Oak State College staff worked with the staff from CT-PEN to write the credential, which was supposed to be marketed jointly between Charter Oak State College and CT-PEN. While both Charter Oak State College and CT-PEN include information about the credential on their websites, there has been no additional marketing by CT-PEN to support Charter Oak State College in advertising for the credential.

During the years 2019 and early 2020, staff from Charter Oak State College attempted to reach out to the two program developers on a few occasions with no success. Our further research indicates that the non-profit is no longer active. It also appears that there are now a few parenting associations that offer national "accreditation" for parenting educators.

A job search showed that there are jobs for parenting educators in CT and nationally. However, the job requirements have changed. A search of the job openings show that the current requirements are a bachelor's degree, usually in sociology or human services, and Positive Parenting certification or similar certification.

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

Since there are not any students enrolled in this program, the program can be discontinued by removing information from the college website and eliminating the applications for students to enroll.

SECTION 3: RESOURCES

Close Out
What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
N/A

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Certificates and credentials need to be continually evaluated to ensure that they are meeting current workforce needs. Also, that joint ventures don't always succeed.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 15, 2020

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program in Paraprofessional Studies (CIP Code: 13.1501 / OHE #16817) leading to a C2 Certificate at Charter Oak State College, effective September 2021.

A True Copy:

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

ITEM

Discontinuation of a program in Paraprofessional Studies leading to a C2 Certificate at Charter Oak State College, effective September 2021.

BACKGROUND

The Certificate in Paraprofessional Studies has had limited enrollment since it was first developed. Charter Oak State College admissions office has reached out to school districts and to the CT State Department of Education and attended Paraprofessional Symposiums and CREC job fairs for paraprofessionals in an attempt to increase enrollment. While students do apply to complete the paraprofessional certificate program, they do not follow through in taking courses due to lack of financial aid to support them in paying for tuition and fees. Other students, who currently work as paraprofessionals, enroll in the early childhood education major and not the paraprofessional certificate program.

Since most interest from paraprofessionals is for a degree program, Charter Oak State College applied to the Board of Regents to offer an AS major in Paraprofessional Studies, to begin in fall 2020. The Board of Regents recently approved this new major, which allows for the elimination of this certificate program. Students in the AS in Paraprofessional Studies will be eligible to apply for Federal Financial Aid.

There are currently two students enrolled in the Certificate in Paraprofessional Studies. Both students have not registered for courses due to the lack of financial aid. The two students will have three options available to them as the college phases out this certificate:

- Register for courses and begin taking courses in either summer or fall 2020.
- Transition to the new AS in Paraprofessional Studies in fall 2020.
- Allow their application to expire naturally, which occurs after one year if no progress is made towards completing the certificate.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this C2 Certificate.

10/02/2020 – BOR -Academic and Student Affairs Committee
10/15/2020 – 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: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 5/26/2020

Discontinued Program: Certificate In Paraprofessional Studies   CIP: 13.1501   OHE#: 16817   BOR Accreditation Date: 2017

Phase Out /Teach Out Period Summer 2020   Expected Date of Program Termination Fall 2020

Program Characteristics

Name of Program: Certificate in Paraprofessional Studies

Degree: Title of Award *(e.g. Master of Arts)* Certificate in Paraprofessional Studies

Degree Certificate: *(specify type and level)*   Certificate

Stand-Alone Certificate: *(specify type and level)* Yes

Modality of Program: On ground   **X** Online   Combined
Locality of Program: On Campus **X** Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program: Charter Oak State College

Institutional Contact for this Proposal: Shirley Adams, PhD.	Title: Provost	Tel.: 860-515-3836; e-mail: sadams@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

The Certificate in Paraprofessional Studies has had limited enrollment since it was first developed. Charter Oak State College admissions office has reached out to school districts and to the CT State Department of Education, attended Paraprofessional Symposiums and CREC job fairs for paraprofessionals in an attempt to increase enrollment. While students do apply to complete the paraprofessional certificate program, they do not follow through in taking courses due to lack of financial aid to support them in paying for tuition and feeds. Other students, who currently work as paraprofessionals, enroll in the early childhood education major and not the paraprofessional certificate program.

Since most interest from paraprofessionals is for a degree program, Charter Oak State College applied to the Board of Regents to offer an AS major in Paraprofessional Studies, to begin in Fall 2020. The Board of Regents recently approved this new major, which allows for the elimination of this certificate program. Students in the AS in Paraprofessional Studies will be eligible to apply for Federal Financial Aid.

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

There are currently two students enrolled in the Certificate in Paraprofessional Studies. Both students have not registered for courses due to the lack of financial aid The two students will have three options available to them as the college phases out this certificate:
- Register for courses and begin taking courses in either summer and fall 2020.
- Transition to the new AS in Paraprofessional Studies in fall 2020.
- Allow their application to expire naturally, which occurs after one year if no progress is made towards completing the certificate.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

Since all of the courses will continue to be offered as part of the new AS in Paraprofessional Studies, there are no expenses to discontinue this program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Paraprofessionals do not earn an income that allows them to pay for a certificate program on their own depriving them of the chance to earn an education that will make them a better paraprofessional and allow them to move up the career ladder. In the future, it is important to consider how students will pay for certificate programs without the availability of financial aid prior to developing new programs.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Discontinuation

October 15, 2020

RESOLVED: That the Board of Regents for Higher Education approve the immediate discontinuation of a program in After School Education (CIP Code: 13.9999 / OHE #15443) leading to a C2 Certificate at Charter Oak State College.

A True Copy:

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

ITEM
Discontinuation of a program in After School Education (CIP Code: 13.9999 / OHE #15443) leading to a C2 Certificate at Charter Oak State College.

BACKGROUND
Charter Oak offers a credential in After School Education (ASE) as well as a concentration in Child and Youth Development. The credential comprises courses in the concentration. The credential is 13-15 credits, depending if the student is employed in the field. If the student is not employed in the ASE field, they complete a 3-credit practicum instead of a 1-credit practicum. Since its development in 2009, 84 students enrolled in the credential and 22 graduated. The credential is not eligible for financial aid, therefore students either have to pay themselves or have their place of employment pay, thus making it unattractive since these positions are often not highly paid and are often part-time.

There are no students currently enrolled in the program and we are not admitting any students into the program.

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the discontinuation of this C1 Certificate.

10/02/2020 – BOR -Academic and Student Affairs Committee
10/15/2020 – 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: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 6/4/2020

Discontinued Program: CIP: 13.9999   OHE#: 15443   BOR Accreditation Date: 10/14/09 Phase Out /Teach Out Period Fall 2020   Expected Date of Program Termination Fall 2020

Program Characteristics

Name of Program: After School Education

Degree: Title of Award *(e.g. Master of Arts)*

Degree Certificate: *(specify type and level)* **C2**

Stand-Alone Certificate: *(specify type and level)* **Credential**

Modality of Program: On ground **X** Online   Combined
Locality of Program: On Campus   Off Campus   Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Shirley M. Adams	Title: Provost	Tel.: 860-515-3836 e-mail: sadams@charteroak.ed

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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.

Charter Oak offers a credential in After School Education (ASE) as well as a concentration in Child and Youth Development. The credential is comprised of courses in the concentration. The credential is 13-15 credits, depending if the student is employed in the field. It the student is not employed in the ASE field; they complete a 3-credit practicum instead of a 1-credit practicum. Since its development in 2009, 84 students enrolled in the credential, and 22 graduated. Currently, there are no students in the program. The credential is not eligible for financial aid, therefore students either have to pay themselves or have their place of employment pay, thus making it unattractive since these positions are often not highly paid and are often part-time.

Phase Out/Teach Out Strategy

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

There are no students currently enrolled in the program and we are not admitting any students into the program.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?

There is no cost to discontinue to the program.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is <u>knowledge</u> or <u>understanding</u> gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s); that can be **beneficially** shared with / taken into account by current and future programs?

The program was originally offered at the request of members of the ASE association. It was thought that the schools and organizations offering ASE programs would move to requiring a credential in that field. That never happened. The credential is being eliminated after many discussions with both faculty as well as the CT After School Association since the goal in after school programs tends to be training and not credentialing for those working as staff.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

October 15, 2020

RESOLVED: That the Board of Regents for Higher Education approve the modification of a degree program – Education: Instructional Technology Option (CIP Code: 13.0101 / OHE# TBD), specifically the addition of online modality to traditional program delivery – leading to a Master of Science at Western Connecticut State University.

A True Copy:

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

ITEM
Program modification to the Education: Instructional Technology Option, specifically the addition of online modality to traditional program delivery leading to a Master of Science at Western Connecticut State University.

BACKGROUND
The revised Master of Science in Education Degree: Instructional Technology Option is a 30 credit M.S. created by reallocating content from existing graduate courses to create a 6-course technology sequence. This program revision also includes a new focus on online pedagogy, which is the primary reason for changing the format to an online modality. Given the recent COVID-19 crisis, the online option is imperative to the development of good pedagogical practices among K-12 teachers. The new format would also allow working teachers and candidates from other states to enroll in the program.

While WCSU does not anticipate a significant change in the financials of this program, by moving online, WCSU has reviewed what the earnings will be with cohorts of 12. Assumptions were that tuition and salaries would increase annually at the rate of 4.5% and that the attrition rate for each cohort would be 10%. Current staffing includes two full professors (of three total), with very high (85%) fringe rates. Nevertheless, revenue generated by the completion of year 3 (when two cohorts are running simultaneously) is projected to be $5,802 after expenses.

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

10/02/2020 – BOR -Academic and Student Affairs Committee
10/15/2020 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY	
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 6/9/2020
Name of Program: **Master of Science in Education: Option in Instructional Technology** Type of Credential **Graduate Degree, MS** CIP Code Number 13.0101 Title of CIP Code Education: General OHE# 00173	
ORIGINAL: Modality of Program - **x** On-ground	
MODIFIED: Modality of Program **x** Online	
Explanation / Justification: *(Provide a concise rationale for the change request.)* The revised Master of Science in Education Degree: Instructional Technology Option is a 30 credit M.S. created by reallocating content from existing graduate courses to create a 6-course technology sequence. This program revision also includes a new focus on online pedagogy, which is the primary reason for changing the format to an online modality. Given the recent COVID-19 crisis, the online option is imperative to the development of good pedagogical practices among K-12 teachers. The new format would also allow working teachers and candidates from other states to enroll in the program.	
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) While we do not anticipate a significant change in the financials of this program, by moving online, we have reviewed what the earnings will be with cohorts of 12. Assumptions were that tuition and salaries would increase annually at the rate of 4.5% and that the attrition rate for each cohort would be 10%. Current staffing includes two full professors (of three total), with very high (85%) fringe rates. Nevertheless, revenue generated by the completion of year 3 (when two cohorts are running simultaneously) is projected to be $5,802 after expenses.	

Institutional Contact for this Request: Dr. Catherine O'Callaghan	Title: Chair, Education and Education Psychology	Tel.: 203-837-3267 e-mail: ocallaghan@wcsu.edu
Institution's Unit: School of Professional Studies, WCSU		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

Raouf Mama

October 15, 2020

WHEREAS,   The faculty at Eastern Connecticut State University through its CSU Professor Advisory Committee has recommended Dr. Raouf Mama for the title of Connecticut State University Professor; and

WHEREAS,   The President of Eastern Connecticut State University, Elsa Nunez, has endorsed the committee's recommendation to award the title to Professor Mama and Connecticut State Colleges and Universities President Mark E. Ojakian has concurred; and

WHEREAS,   Professor Mama, a highly distinguished teacher, prolific scholar and renowned academic with an international reputation, has served Eastern Connecticut State University since 1990 and is currently a tenured Professor of English; and

WHEREAS,   Professor Mama has been recognized as a Distinguished Professor at Eastern Connecticut State University and has received international awards for his storytelling of African and Caribbean oral traditions and publications that sustain the cultural heritage of Benin; and

WHEREAS,   Professor Mama has published seven books with leading university presses as well as fourteen articles; and

WHEREAS,   Professor Mama has been recognized by the Connecticut Commission of the Arts as a Master Teaching Artist; and

WHEREAS,   Professor Mama has served as a consultant to the U.S. State Department as a Senior English Specialist; and

WHEREAS,   Professor Mama received Benin's Kwabo Trophy of Excellence and Merit in Literature in 2009; and

WHEREAS, Professor Mama in 2019 received the Benin National Teachers of English Association Outstanding Storytelling and Service to English Teaching Award; therefore, be it

RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Raouf Mama of Eastern Connecticut State University effective October 15, 2020, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further

RESOLVED, That Professor Mama be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

ITEM
Award of the title Connecticut State University (CSU) Professor to Elliott Mama of Eastern Connecticut State University

BACKGROUND
In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

> The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

> CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

> Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

RECOMMENDATION
President Elsa Nunez endorses the recommendation of Eastern's nominating committee and requests that the Board of Regents award the title CSU Professor to Raouf Mama of the Department of English. The System President Mark E. Ojakian and Provost Jane M. Gates concur with this recommendation. President Nunez's letter of recommendation is attached.

10/02/2020 – BOR Academic & Student Affairs Committee
10/15/2020 – Board of Regents

Office of the President

September 11, 2020

Dr. Jane Gates
Provost & Senior Vice President for Academic and Student Affairs
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

RE: CSU Professor

Dear Dr. Gates,

This past spring semester the CSU Professorship Advisory Committee at Eastern Connecticut State University received multiple high-quality nominations of faculty for the title of CSU Professor. From those nominations, the committee enthusiastically endorses Professor Raouf Mama of the English Department for this appointment. Based on Professor Mama's distinguished career, I believe he admirably fulfills the requirements for the position of CSU Professor. Pursuant to Article 5.6 of the CSU Collective Bargaining Agreement between the Board of Regents and the American Association of University Professors, I am pleased to endorse the committee's recommendation, and further request that it be effective as soon as possible.

When the Board endorses this recommendation, Dr. Mama will serve as one of three CSU Professors at Eastern Connecticut State University. Professor Kirchmann in the History Department and Professor Bacholle in the World Languages and Cultures Department will be our other CSU Professors.

Dr. Mama is a distinguished faculty member and a renowned academic with an international reputation as a charismatic storyteller of African cultural traditions. He is a prolific scholar who has balanced his creative and professional activity with his teaching and service to Eastern and to his department. His letters of support from colleagues at Eastern and outside letters from scholars in Benin and Panama attest to his work and international reputation.

Dr. Mama joined the English faculty at Eastern in 1990 as an Assistant Professor and has achieved the rank of Full Professor. He has been recognized as a Distinguished Professor at Eastern and has received international awards for his storytelling of African and Caribbean oral

traditions and publications that sustain the cultural heritage of Benin. He is also proficient in six languages.

Scholarly Works
Since beginning his career at Eastern, Dr. Mama has published seven books with leading university presses, several of which have been released in both English and French. He has published fourteen articles, and remains current with the literature on storytelling as a reflection of culture. He is currently working on a new novel, while collaborating on a book of Beninese riddles, and also translating several Beninese stories into French.

His storytelling has given unique life to oral cultural traditions that would otherwise have been lost, and he shares his scholarly pursuits with the public and academe through numerous workshops, visiting professorships, and invited presentations. He is also an active scholar in African literature and folklore, and English as a second language, reflecting his Ph.D. in both English and Education. Letters written in support of Dr. Mama provide further testament to his academic contributions, his ability to enthrall audiences, and the impact his efforts have on his students and others he encounters.

Contributions to the Profession
Like his scholarly work, Dr. Mama's contributions to the profession extend from Willimantic to the national and international communities. He has been recognized by the Connecticut Commission on the Arts as a Master Teaching Artist, and he has served as a consultant to the U.S. State Department as a Senior English Language Specialist. In 2019, he received the Benin National Teachers of English Association Outstanding Storytelling and Service to English Teaching Award. Additionally, Dr. Mama received Benin's Kwabo Trophy of Excellence and Merit in Literature in 2009, Benin's highest award, which was described in one supporting letter as the equivalent to the Presidential Medal of Freedom in the U.S. In his thirty-year career, he totals more than 200 performances, workshops, lectures, and speeches on four continents.

Professor Raouf Mama is an eminent scholar of international reputation, clearly representing the high quality and continuous professional excellence indicative of the CSU Professor title. His accomplishments clearly demonstrate that he has a significant body of scholarly work that is recognized internationally. He has published in multiple academic presses and has contributed immensely to his varied scholarly fields. Based on these considerations, I fully recommend Professor Mama to the Board of Regents for the title of CSU Professor.

Sincerely,

Elsa M. Núñez
President

c: Mr. Mark E. Ojakian, President
        Board of Regents for Higher Education

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CSCU Accessibility Policy for Electronic Information and Technology

October 15, 2020

WHEREAS Connecticut State Colleges and Universities (CSCU) provides equal opportunity to its educational and administrative services, programs and activities in accordance with federal and state law;

WHEREAS CSCU is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, digital instructional content, services, and resources ("electronic information and technology" or "EIT");

WHEREAS Digital information, websites, technology, coursework, and email need to be accessible by all in an understandable way in accordance with federal and state laws including the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, Section 508 of the 1973 Rehabilitation Act as amended and the State of Connecticut's Universal Website Accessibility Policy for state websites; and

WHEREAS The purpose of this policy is to establish standards for the accessibility of EIT considered necessary to ensure compliance with applicable local, state and federal regulations and laws;

NOW, THEREFORE, BE IT RESOLVED: That the Board of Regents for Higher Education approves the CSCU Accessibility Policy for Electronic Information and Technology.

A True Copy:

_____

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

ITEM
Approval of the CSCU Accessibility Policy for Electronic Information and Technology.

BACKGROUND

In January 2019, a system-wide Accessibility Advisory Council with representation from all 17 institutions and various roles within those institutions was formed. The purpose of this council is to champion the efforts of inclusive and equitable learning opportunities for all.

While the Americans with Disabilities Act, Section 504 and Section 508 are in force federally, CSCU does not have any policy or procedures in place to guide faculty, staff and administrators in creating accessible digital learning experiences. The CSCU Accessibility Policy for Electronic Information and Technology introduces accessibility standards that guide us towards not only meeting federal requirements, but also meeting the Students First goals of equitable and inclusion education.

As we expand online and remote learning options, the need for accessible learning experiences is critical and the risk for non-compliance also grows. The policy and standards are informed by national best practices and recent institutional settlements.

The policy was developed by an Accessibility Advisory Council subcommittee with representation from two-year and four-year institutions as well as faculty and staff. The policy has been vetted through the 40+ member council as well as their connected constituent groups. An opportunity for institutional feedback was presented and all feedback received was evaluated for inclusion. CSCU Legal Affairs has reviewed each policy iteration.

RECOMMENDATION
That the Board of Regents for Higher Education adopts the proposed resolution concerning the CSCU Accessibility Policy for Electronic Information and Technology.

09/02/2020 – BOR -Academic and Student Affairs Committee
09/15/2020 – Board of Regents

CSCU Accessibility Policy for Electronic Information and Technology

Background and rationale

The Connecticut State Colleges and Universities ("CSCU") provides equal opportunity to its educational and administrative services, programs and activities in accordance with federal and state law. CSCU is committed to ensuring equal access to information, programs, and activities through its information technologies, web pages, web-based applications, operating system-based applications, digital instructional content, services, and resources ("electronic information and technology" or "EIT"). Therefore, digital information, websites, technology, coursework, and email need to be accessible by all in an understandable way. This is in accordance with federal and state laws including the Americans with Disabilities Act of 1990 (ADA), and the Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973, Section 508 of the 1973 Rehabilitation Act as amended and the State of Connecticut's Universal Website Accessibility Policy for state websites.

Purpose of the Policy

The purpose of the CSCU Accessibility Policy for EIT ("CSCU Accessibility Policy" or "Policy") is to establish standards for the accessibility of EIT considered necessary to ensure compliance with applicable local, state and federal regulations and laws. CSCU is committed to designing, developing, and procuring EIT that is accessible to all individuals with disabilities.

Implementation of the Policy

CSCU Institutions are required to develop local procedures to implement, monitor and ensure compliance to the established standards in this Policy.

Enforcement of the Policy

Enforcement of this Policy is the responsibility of institutional and system leadership.

Compliance of the Policy

All CSCU administrators, faculty, staff, and students are responsible for fulfilling the requirements of the Policy.

Non-compliance may result in barriers that impact students' ability to succeed within our institutions as well as faculty or staff members' ability to successfully complete their duties. If those actions are deemed in violation of applicable laws, the responsible individual, institution, or system may be at risk for litigation or loss of federal funding.

Policy Statement

This Policy extends to the electronic information and technologies used in administrative services and in and out of the classroom, and applies to their procurement, design, development, implementation, ongoing maintenance and use. Providing equal and effective electronic information and technology access is the responsibility of all CSCU administrators, faculty, staff and students.
The review of this Policy will occur biennially.

Definitions

"Accessible" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

"Archived EIT" refers to EIT developed, maintained, procured, materially revised, or hosted by the institution before this Policy's effective date and is retained by the institution solely for informational or regulatory purposes.

"CSCU" or "CSCU institution(s)" includes the CSCU System Office, the four constituent Connecticut State Universities, Charter Oak State College, and twelve Connecticut State Community Colleges.

"Disability" means a physical or mental impairment that substantially limits one or more major life activities.

"Electronic information and technology" or "EIT" includes information technology and any equipment or interconnected system or subsystem of equipment that is used in the creation, conversion, or duplication of data or information. The term includes, but is not limited to, the internet and intranet websites, content delivered in digital form; including, but not limited to, word processing documents, PDFs, presentations, publications, and spreadsheets which are scanned, uploaded, posted, or otherwise published or distributed electronically, electronic books and electronic book reading systems, search engines and databases, learning management systems, classroom technology and multimedia, and personal response systems ("clickers"). It also includes any equipment or interconnected system or subsystem of equipment that is used in the automatic acquisition, creation, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. This term includes telecommunication products (such as telephones), information kiosks, Automated Teller Machines (ATMs) transaction machines, computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources. In cases where multiple telecommunication devices exist within the same location (and it is not reasonable to ensure all devices meet Policy standards), at least one telecommunication device must be accessible. Experimental electronic information and technology in a production environment are not exempt from this Policy.

"Equally effective" means that the alternative format or medium communicates the same information in as timely a fashion as does the original format or medium.

"Legacy EIT" refers to EIT developed, maintained, procured, materially revised, or hosted by the institution before this Policy's effective date and that remains in active use. Legacy EIT must be updated to be in compliance with the applicable standards and guidelines described in the Procedures section of this Policy, or the content must otherwise be made available in an equally effective accessible format and in a timely manner to any individual requesting access. The unit responsible for its maintenance must make it compliant with the applicable standards or provide an equally effective accommodation.

Each college, department, program, or unit must establish its own priorities and timetables for updating legacy EIT; or plan for its transition to archival status or its removal. Priority must be given to creating accessible EIT for core institutional information such as course work, registration, advising, admission, and catalogs; and student, faculty, and staff information.

"New EIT" refers to EIT developed, maintained, procured, materially revised, or hosted by the institution after this Policy's effective date.

Responsible Persons

CSCU Executive Leadership has overall responsibility for the implementation of this Policy. CSCU faculty, staff, and administrators all share in the CSCU responsibility for accessible EIT. Each shall execute this Policy and undertake reasonable efforts to bring EIT developed, maintained, revised, procured, or hosted within their purview into compliance with applicable state and federal law and the technical standards specified above as well as outlined within the procedures section. Creators of any digital content are responsible for meeting accessibility standards.

Technical Standards

CSCU's technical standards for measuring accessibility are those published by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C). CSCU will endeavor to follow the most current published version of the Web Content Accessibility Guidelines (WCAG), however, the minimum technical standards are (a) WCAG 2.1 Level AA for Web-based EIT and (b) Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies (WCAG2ICT). These technical standards may be updated as needed to remain current with the most recent WCAG guidelines or compliant with applicable law. CSCU will also look for guidance to applicable provisions of the United States Access Board's Electronic and Information Technology Accessibility Standards under Section 508 of the Rehabilitation Act of 1973 as well as State of Connecticut's Universal Website Accessibility Policy for State Websites.

Standards

1. Standards: Document and Media Accessibility

1.1 Electronic Documents

1.1.1 Scope

These standards apply to all electronic documents produced and maintained by all CSCU institutions as well as documents and media produced by third parties. Electronic documents include, but are not limited to, word processing documents, PDFs, presentations, publications and spreadsheets which are scanned, uploaded, posted, or otherwise published or distributed electronically. Documents not currently in use must be made accessible when used or upon request, if the document sought is not currently accessible.

1.1.2 Standards

Electronic documents, optional and required, must be accessible. Electronic interaction with CSCU policies, procedures, notifications, and other documents must be as effective and usable for persons

with disabilities as it is for persons without disabilities. Electronic documents must meet the standards outlined in the WCAG Guidelines (as defined in the **Technical Standards** section).

1.1.3 Roles

All Faculty, Staff, Administrators, Contractors, and Vendors:
- Implement procedures for ensuring that electronic documents produced, maintained or distributed by the department are accessible to individuals with disabilities.

Libraries:
- Implement procedures for ensuring that materials digitized or hosted by the library are accessible to individuals with disabilities.

1.1.4 Resources

Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters:

- Provide accessible document instruction and support for campus community members.

1.2. Digital Media Accessibility and Captioning

1.2.1 Scope

Media resources used in all CSCU programs and activities must be accessible. This includes, but is not limited to, media that is instructional, informational, marketing, and promotional as well as institution-wide, live-streaming events. CSCU events that are live streamed through third party platforms are not subject to this Policy. However, events streamed on a third-party platform but embedded within a CSCU website are within the scope of the Policy.

1.2.2 Standards

All video content created and produced by CSCU and posted on an external-facing CSCU website must provide, at the time of posting, captioning that is 99% accurate, synchronous, complete, and properly placed, or is otherwise consistent with industry standards. Audio resources must be transcribed and be 99% accurate. This includes any CSCU Massive Open Online Courses (MOOCs).

Upon request from any member of the public, all audio or video content created and produced at CSCU and posted on a CSCU website prior to October 2020 must be captioned within five business days of the request.

All such requests are encouraged to be submitted via the "Report a Web Accessibility Concern" form (See Section 6.3). Any such requests received through another channel should be entered into this form by a member of the CSCU community upon receipt.

1.2.3 Roles

All Faculty, Staff, Administrators, Contractors, and Vendors:
- Purchase only captioned versions of audio/visual media whenever possible. Caption all other media that will be used on the web or in instruction.
- Purchase only transcribed versions of audio media whenever possible.
- Update any non-transcribed audio and any non-captioned video upon use.

Libraries:

- Maintain collections that include transcribed audio and captioned video resources.
- Obtain collections that include transcriptions/captioning. In instances where collections consist of non-transcribed audio and non-captioned media, seek out accessible alternatives for transcription and captioning.

IT:
- Continuously assess classroom and presentation equipment to ensure caption-compatibility.

Communications/Marketing:
- Produce all multimedia communications and promotional materials that are captioned or transcribed.
- Produce all digital communications including emails, newsletters, social media posts and website announcements that meet accessibility standards.
- Assess and update existing inaccessible communications and promotional materials upon use.

1.2.4 Resources

Libraries:
- Serve as a resource for faculty seeking to identify materials that are captioned prior to purchase.

Centers for Teaching/Faculty Development:
- Incorporate captioning and media accessibility information into training.
- Provide assistance in creating videos and coordinating captioning services.

Accessibility/Disability Services:
- Coordinate captioning services on behalf of students registered with Accessibility/Disability Services.
- Provide guidance for establishing account(s) with third-party captioning vendors.
- Provide assistance to faculty who have students registered with Accessibility/Disability Services in their classes.

Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters

- Maintain and continue to provide instructions on media accessibility (such as captioning media and transcribing audio) as well as how to show captioned media in classrooms.
- Incorporate accessibility into faculty training on AV equipment.
- Ensure digital media services provide for closed captioning and audio description services.

2. Standards: External-Facing EIT

2.1 Web Accessibility

2.1.1 Scope
These standards apply to all Connecticut State College and University (CSCU) institution web pages and programs in digital format, including all digital instructional material, made publicly available. The scope covers all content produced internally or through a 3rd party.

A "CSCU website" has four elements:

1. It is a "website or web-based application;"

2. It is "external-facing;"

3. It resides "within a CSCU-controlled domain;"

4. It is "used to conduct CSCU business by CSCU faculty or staff."

To the extent that any digital material does not meet all four requirements, it is not a CSCU website subject to the requirements of the Policy.

2.1.2 Standards
Web pages, websites, digital instructional material, and web-based software published, hosted, and/or linked to by all CSCU institutions are to meet the standards and guidelines outlined in the applicable WCAG Guidelines (as defined in the **Technical Standards** section).

Roles
All Faculty, Staff, Administrators, Contractors, and Vendors:
- Comply with the web accessibility standards (as defined in the **Technical Standards** section) when creating web content, sites, and programs.

IT, Webmasters, Media, Communications, Content Owners

- At least bi-monthly, run accessibility checks on external-facing websites and provide content owners with details for remediation or correct issues if feasible.

2.1.4 Resources
Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters:

- Provide instruction and support for campus community members creating CSCU institutional websites, website pages and content so that individuals who author web content can be trained according to these standards.
- Recommend that any digital content authoring tool or platform proposed and supported by central IT conform to WCAG and ATAG standards.

3. Standards: Internal-Facing EIT

3.1 Instructional Materials Accessibility

These procedures apply to digital instructional materials (including but not limited to websites, documents, media, syllabi, textbooks, presentations, and handouts). This includes digital instructional materials delivered within the institution's learning management system, in face-to-face classes, or in an

alternate fashion (email, blogs, etc.) and electronic instructional activities (online collaborative writing, web conferencing, etc.).

3.1.2 Standards

Internally facing digital instructional materials, optional and required, must be accessible and as effective and usable **upon request** for persons with disabilities as they are for persons without disabilities. Instructional materials must meet applicable WCAG standards and guidelines as outlined in these procedures and be made available to all students at the same time. If the materials cannot be identical, an equivalent alternative must be provided.

3.1.3 Roles

All Faculty, Staff, Administrators, Contractors, and Vendors:

- Provide instructional materials that comply with all requirements outlined in these procedures.
- Maintain physical and virtual classrooms that use and deliver accessible information and communication technology.
- Ensure assistive technologies such as screen reading software and screen magnification in computer labs provided for student use.
- Check that applications developed on campus (web, desktop, etc.) are accessible according to principles of WCAG 2.1 AA level, WAI-Aria 1.1, and ATAG 2.0 standards (extrapolated as needed for non-web environments).

Faculty and Instructional Staff:

- Create and present instructional material that can be made readily accessible.

IT:

- Facilitate the hosting of online activities in an accessible learning management system and related hosted systems (such as web conferencing) that are accessible.
- Use accessible information and communication technology in IT-designed and supported Technology Classrooms.
- Monitor informational IT web pages and implement accessible software and procedures found on those pages.

Libraries:

- Provide an accessible tool for searching across all library collections, including, but not limited to, eJournals, databases, and eBooks.
- Ensure all digital collections, including but not limited to databases, eBooks, and eJournals, meet accessibility standards.
- At least bi-monthly, coordinate accessibility scans to ascertain whether any posted content is inaccessible. The Library will notify content authors if corrections to pages are needed and of reasonable timelines for corrections to be made. The Library will note if corrective action has been taken during the next monthly scan.

3.1.4 Resources

Faculty and Staff involved in Centers for Teaching and Learning, Course Design, Distance Education, Accessibility/Disability Services, Information Technology, Webmasters:

- Provide instruction and support for campus community members creating online courses and online instructional content.
- Coordinate support for non-central IT and campus units needing assistance with accessibility in departmentally supported technology classrooms.

Accessibility/Disability Services Office:

- Serve as a clearing house for information about assistive technology and modifications recommended.
- Provide students with assistive technology software and hardware and instruct them how to install and use it.

4. Standards: Software, Hardware and Systems Accessibility

4.1 Scope

Software, hardware and systems purchased, developed, and maintained must be accessible and must produce accessible products. Accessible, in this context, means compatible with assistive technology. Examples of software, hardware and systems include, but are not limited to, learning, library, and content management systems, communication and administrative management systems such as email, finance, registration and human resources, and all software, hardware and software services used for student services. Software includes freeware, shareware, desktop, enterprise, subscription and remotely-hosted options.

4.2 Standards
The following standards and guidelines are to be used to assess accessibility:
- US Access Board's Guide 508 Standards - Software Applications and Operating Systems
- How to Meet WCAG (Quick Reference)

Procurement
Section 508 of the Rehabilitation Act (29 U.S.C. § 794d), as amended by the Workforce Investment Act of 1998 (P.L. 105-220) requires federal agencies to develop, procure, maintain and use information and communications technology (ICT) that is accessible to people with disabilities - regardless of whether or not they work for the federal government.

The US Access Board established the Section 508 standards that implement the law and provides the requirements for accessibility.

Since CSCU receives federal funding, it must adhere to the revised Section 508 standards during the selection and procurement of ICT.

All Departments, Programs, Instructors, Employees, Contractors, and Vendors:
- Check that software, hardware, local interfaces and modifications and electronic systems are accessible.
- Check that all applications locally developed (web, desktop, etc.) are accessible according to principles of WCAG 2.1, WAI-ARIA 1.1, and ATAG 2.0 standards (extrapolated as needed for non-web environments).
- Alert appropriate staff members about any confirmed issues that a student reports regarding any software or hardware maintained by the institution.
- Follow established Procurement protocols in selecting/purchasing accessible digital content and tools.
  - The **Accessibility Requirements Tool** (ART) provides an automated tool and pre-determined requirements and solicitation language for standard ICT procurement categories.
  - **Partnership on Employment and Accessible Technology** (PEAT) offers a step-by-step guide to selecting and purchasing accessible technology.

Disability Services Office:
- Make assistive technologies readily available to students working in campus labs or on publicly accessed campus computers.
- Provide students information on how to use assistive technologies on-campus computers and on their personal computers if they prefer to use them.

Human Resources:
- Make assistive technologies available in a timely manner for all employees, including student employees.

IT:
- Coordinate campus processes for providing campus software, hardware and software system accessibility.

4.4 Resources

IT

- Evaluate vendor documentation that certifies the product meets this Policy's accessibility standards

- Evaluate product functionality related to accessibility

Vendors

- Provide documentation, such as a VPAT, that certifies the product meets this Policy's accessibility standards

HR/Office of Diversity/Equity/Inclusion

- Provide guidance on faculty and staff needs in relation to vendor product where appropriate

Accessibility Services

- Provide guidance on student needs in relation to vendor product where appropriate

Distance Education/Educational Technology

- Provide guidance on faculty and student needs in relation to vendor product where appropriate

5. Standards: Procurement

5.1 Scope

This process applies to all Electronic Information and Technology (EIT) content, software, hardware and services purchased for use by two or more people.

5.2 Standards

5.2.1 Purchase Orders & Contracts

When CSCU institutions purchase EIT including but not limited to content, software, hardware, and services, it must be accessible. This includes required course materials, like iClickers or MatLab. Purchase orders and contracts for EIT must include the following clause:

"Contractor agrees that no institutional funds may be expended for the purchase of EIT including, but not limited to content, software, hardware, and services for use by employees, program participants, or members of the public unless it provides equal and effective access to all individuals in accordance with federal and state laws and regulations, including, but not limited to the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and Section 508 of the 1973 Rehabilitation Act."

5.2.2 RFPs (Request for Proposals)

The following language is necessary to include in RFPs:

"Please confirm in this proposal that the product/service conforms to the Web Content Accessibility Guidelines (WCAG) 2.1 (minimum Level AA conformance), or the most recent WCAG guidelines, whichever is the current standard, and describe how this compliance has been verified by providing a Voluntary Product Accessibility Template (VPAT) and written description of compatibility of the product/service with commonly used assistive technology products, such as screen readers, and a description of the process used to evaluate such compatibility."

In some cases, a fully compliant EIT is not available. In this case, RFPs should include the following language:

"Please include in any proposal that the product/service conforms to the guidelines for accessibility as set forth in Web Content Accessibility Guidelines (WCAG) 2.1 (minimum Level AA

conformance) or the most recent WCAG guidelines, whichever is the current standard. If the product/service is not in compliance, please describe plans and a timeframe for achieving compliance by providing a VPAT and written description of compatibility of the product/service with commonly used assistive technology products, such as screen readers, and a description of the process used to evaluate such compatibility. A vendor providing electronic information and technology products or services to CSCU is required to promptly respond to and resolve any complaint regarding the accessibility of its platform."

5.2.3 Open Source/Free EIT

In the case of open-licensed/sourced and/or free EIT, there may not be a VPAT, statement of compliance, or a person to contact regarding the accessibility of the software. It is the responsibility of the person who procures this product to confirm its compliance with the CSCU Accessibility Policy or seek out appropriate staff to assist in the accessibility review of the product.

5.3 Roles

All Departments, Programs, Instructors, Employees, Contractors, and Vendors:

- Must meet accessibility standards and requirements for all EIT purchases regardless of dollar value.
- Purchase or otherwise acquire accessible EIT, in accordance with these procedures.
- Purchasing guidelines have been revised to record that accessibility factors have been considered.
- Provide written justification where accessibility criteria are not met.

5.4 Resources

Accessibility Services, IT, Instructional Designers, Webmasters, Digital Accessibility Compliance Committee

- Serve as a resource for EIT purchases and other acquisitions for compliance with accessibility requirements.
- Provide guidance on WCAG Guidelines

6. Standards: Accessibility Web Presence/Link

6.1 Scope

CSCU Accessibility Policy requires that all Colleges and Universities have a centralized accessibility web link located on the footer of each webpage. This will assist with having a centralized location for accessibility services on campus.

6.2 Standards/Required Information

The accessibility link should provide comprehensive information on accessibility on campus.

The following should be included:

- o CSCU Accessibility Policy
- o Website Accessibility Statement
- o Accessibility Services for Students
- o Accessibility Services for Staff/Faculty
- o Accessibility Services for Visitors
- o Campus ADA Contact Information
- o Campus Disability/Accessibility Services Contact Information
- o Reporting an Accessibility Barrier
- o Link to "Report a Web Accessibility Concern" form
(See Harvard University example)
- o Any other relevant policies and/or information.

6.3 Reporting and Responding to Accessibility Issues

The CSCU Accessibility Policy expects CSCU websites to indicate commitment to accessibility by including a link to this Policy from each website. The "Report a Web Accessibility Concern" form will be linked to from the Policy page, providing the primary means for users to submit requests or express concern about a particular CSCU website.

Each CSCU institution will designate a responsible individual to triage requests submitted via this form and route them to the relevant webmaster and campus Disability/Accessibility Services Contact or Compliance Specialist for follow-up. Webmasters who learn of a user accessibility issue through other channels also should submit the issue using the "Report a Web Accessibility Concern" form so that all such concerns can be catalogued centrally. Webmasters should ensure that prompt efforts are undertaken to address any reported barriers to access. If webmasters are unable to address the issue promptly, the webmaster and the Disability/Accessibility Services Contact or Compliance Specialist should contact the campus ADA Contact to discuss options for an accommodation.

6.4 Roles
IT, Webmasters, Communications

- Provide and maintain a website/page/link dedicated to this Policy's web presence standard

Accessibility Services/HR/Diversity/Equity/Inclusion

- Provide timely and relevant information related to the policy's web presence standard

6.5 Resources
Webmasters, IT

- Provide guidance and support on the creation of a web presence
- Create Website Accessibility Statement page following the template provided by the [W3C Web Accessibility Initiative](#)

Accessibility Services/HR/Diversity/Equity/Inclusion

- Provide guidance and information for the web presence
- [W3C Web Accessibility Initiative Accessibility Statement Generator](#)

7: Standards: Accessibility Training

7.1 Scope
The CSCU Accessibility Policy requires that all agents of the institution, including faculty and staff, who create or contribute to the creation or procurement of websites, software, applications, electronic course content, or the content provided in any of these, must complete annual EIT Accessibility training. New hires must complete the training requirement within the first six months of employment. Completing this training not only fulfills a compliance requirement but also provides the CSCU community with the necessary baseline understanding of creating accessible course materials, websites and other electronic content and systems for persons with disabilities. This training is critical in the CSCU's ability to fulfill the mandate of the Americans with Disabilities Act which states that no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefit of services, programs, or activities offered by CSCU.

7.2 Standards
The following standards apply to anyone who creates, manages, purchases or edits content or instructional materials within the CSCU system.

- All Instructors, Employees, Contractors, and Vendors
  - General awareness of different types of disabilities and barriers
  - Access vs. accommodation and social vs. medical model
- Instructors, Employees
  - Familiarity with assistive technologies used by students, faculty and staff
  - Familiarity with relevant laws and policies
  - Familiarity with WCAG standards and how they apply to instructional materials, IT software and websites
  - Using accessible design principles to help create more accessible instructional documents, including Word documents, PowerPoints and PDFs.
  - Using accessibility evaluation tools to assess the accessibility of instructional materials
  - Ability to add/edit captions to multimedia content
- Contractors, Vendors
  - Understanding of Section 508, VPATs and a purchasing workflow that only accepts acquisition of accessible electronic information technology

7.3 Roles
All roles listed below should use the provided list of resources to learn about accessibility and meet the relevant standards outlined in section 7.2.

- All department and program staff
- Content creators
- Content/tool selectors
- EIT purchasers
- Webmasters
- Disability/Accessibility Services staff
- Faculty
- Human Resources staff

7.4 Responsibilities/Resources

All Departments, Programs, Instructors, Employees, Contractors, and Vendors
- o [Introduction to Web Accessibility](#)
- o [How People with Disabilities Use the Web](#)

Instructors, Employees
- o [Accessible Documents: Word, PowerPoint and Acrobat online course from WebAIM](#)
- o [Accessibility Fundamentals: Disabilities, Guidelines and Laws from Deque University](#)
- o [Reference Guides (cheat sheets) for Accessible Documents](#)
- o [Caption Video Content for Accessibility with Blackboard](#)
- o [Blackboard Closed Captioning Instructions](#)
- o [Captioning Key from the Described and Captioned Media Program](#)
- o [Ally for LMS Help for Instructors](#)

8. Standards: Exceptions

8.1 Scope
The CSCU Accessibility Policy requires that all digital information and digital services developed, acquired, managed, or otherwise meet the CSCU accessibility standards. **If an exception is required, the college or university must document the process by which the college or university will ensure to provide effective access, with substantially equivalent ease of use, to digital information and digital services for eligible individuals in a timely manner.**

8.2 Required Information
Exception requests must contain the following elements in order to be considered:

8.2.1 Requesting Unit Contacts
Contact information for the below parties:
- The individual making the request
- The requesting unit
- The staff responsible for oversight and administration of the Equally Effective Access Accommodation Plan (EEAP)

8.2.2 Rationale
The requesting unit must document how this request fits into one or more of the following categories:
- Compliance is not technically possible or feasible given current technology
- The digital information or digital service is used by a limited audience, when the audience is known, and whose needs can be accounted for in advance

- For third party, vendor delivered products, no accessible alternative for the digital information or digital service exists
- The EIT that best meets the college or university needs is not the most accessible option, when other more accessible options have been considered
- Making the Digital Information or Digital Service accessible would require extraordinary measures that constitute an undue burden to the university

Note: For the purposes of determining if an undue burden exists, CSCU is considered to be a single entity, and thus a burden would be analyzed according to the impact to the system as a whole and not to the unit requesting the exception.

8.2.3 Equally Effective Access Accommodation Plan (EEAAP)

This plan should address how access barriers in the digital information or digital service will be mitigated, and any benefits or opportunities afforded by the digital information or digital service will be provided, in a timely manner for eligible individuals who are unable to effectively use or interact with the digital information or digital service.

Depending on the nature of the digital information or digital service, examples of an EEAAP might include:

- Providing an alternative that effectively provides an equivalent result, e.g. an alternative software that performs the same or similar function.
- Providing assistance to the eligible individual either in-person or over the phone.
- Providing the digital information in a format that meets our accessibility standards.

This plan should take into account the critical nature and timeliness of the digital information or digital service and address a method to ensure that the eligible individual can access the accommodation without any adverse consequences resulting from the need for the accommodation. For example, any deadlines imposed by the digital information or digital service that are not met due to the use of an accommodation must be waived, and the requesting unit must have a plan to ensure this occurs.

Timeliness should be considered in light of the nature of the digital information or digital service. The accommodation plan should also address the timeline for delivering the accommodation, and the process by which any benefits or opportunities afforded by the digital information or digital service will be provided to the eligible individual.

8.2.4 Communication Plan

The requesting unit must document a plan to ensure that eligible individuals are made aware of the availability of the EEAAP, and the steps they must take to request access, if applicable. These communications should be readily accessible in the same places that any other general communication regarding access to the digital information or digital service are present.

8.2.5 Compliance Plan

Requesting units should document their plan to bring the digital information into compliance with our accessibility standards.

These plans might include:

- Contract language obligating the vendor of third-party digital information or digital services to bring their software or content into compliance within a period of time.
- For internally developed digital information or digital services, a timeline for making them accessible and compliant with CSCU accessibility standards.
- Detailed collaboration with the vendor to bring their digital information or digital service into compliance.
- Advocacy for accessibility by contributing to open source products and services.

The requesting unit must, if the digital information or digital service is not internally developed, have a compliance plan if the third party fails to make their digital information or digital service accessible.

Examples include:

- Contract termination
- Financial penalties
- Selection of an alternative product
- Development of accessible front end
- Replacement with internally developed alternative
- Contributing to an open source product or service's accessibility features

8.2.6 Accessible Alternative Justification
The requesting unit must document if their purchasing process evaluated other alternatives that were more accessible. If so, the requesting unit must explain what accessibility reasons necessitate the selection of the less accessible option. If accessible alternatives did not exist at time of use or purchase, the unit must document their plan to ensure that a search for a more accessible alternative is conducted when the contract or exception expires.

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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

</div>

SECTION 1: GENERAL INFORMATION

Institution: **Western Connecticut State University**	Date of Submission to CSCU Office of the Provost: **6/9/2020**

Most Recent NECHE Institutional Accreditation Action and Date: **NEASC Report of Self-study and Site Visit (9/29-10/02/13) issued on 11-25-13**

Original **Program Characteristics** CIP Code No. **13.0101** Title of CIP Code **Education: General** Name of Program: **Education: Instructional Technology Option** Degree: **Master of Science** Stand-Alone Certificate: *(specify type and level)* **NA** Date Program was Initiated: 1976 OHE#: 00173 Modality of Program: **x On ground** Locality of Program: **x On Campus**	**Original** **Program Credit Distribution** # Credits in General Education: # Credits in Program Core Courses: **12** # Credits of Electives in the Field: **12** # Credits of Free Electives: **6** # Cr Special Requirements **0** <u>Total # Cr in the Program</u>: **30** From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **12**
Modified Program Characteristics Name of Program: **MSED in Instructional Technology** Degree: **Master of Science** Certificate[1]: **NA** Program Initiation Date: **01/01/2021** Modality of Program: **x Online** Total # Cr the Institution Requires to Award the Credential **30**	**Modified** **Program Credit Distribution** # Credits in General Education: # Credits in Program Core Courses: **12** **# Credits in Program Option: 18** # Credits of Electives in the Field: # Credits of Free Electives: **0** # Cr Special Requirements **0** <u>Total # Cr in the Program</u> *(sum of all #Cr above)*: From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **24 from the old program, 6 from other programs in the Education Department**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s): **N/A**

Rationale for Modification: The revised Master of Science in Education Degree in Instructional Technology is a 30 credit M.S with a focus on instructional learning and online pedagogy. Although some courses have been revised, all existed in the previous program or are part of another MSED/MAT program. This streamlined program removes electives in favor of a strict rotation through all required courses. The focus on online teaching pedagogies to complement the instructional technology curriculum is a timely and important opportunity for future teachers in CT.

Moving to the online modality will all us to support working teachers seeking an MS and students from out of state, who might also desire expertise in this area. Notification of the changed modality is submitted in a separate document.

Description of Resources Needed: No new resources are required. WCSU has a robust online teaching

tools, an appropriate library collection, and qualified faculty on staff. There are seats available in the courses offered in other programs, which well help us better utilize existing staff. The reduction in elective offerings will also help us manage our enrollments more effectively.

Institutional Contact for this Proposal: Dr. Catherine O'Callaghan   Title: Chair of E & EPY Department
Tel.: 203-837-3267   e- mail: ocallaghanc@wcsu.edu

Institution's Unit: School of Professional Studies, Main Campus in Danbury.

SECTION 2: Curriculum Details for a Program Modification				
Course Number and Name	**Cr**	**Course Number and Name**	**L.O. #**	**Cr**
Old Program Core Courses		**Revised Program Core Courses**		
ED500 Contemporary Educational Issues	3	ED500 Contemporary Educational Issues*	1	3
EPY505 Measurement and Evaluation	3	EPY505 Measurement and Evaluation		3
ED501 Introduction to Educational Research	3	ED501 Introduction to Educational Research*	3	3
ED592 Capstone Project in Education	3	ED592 Capstone Project in Education	2	3
Total Core Courses	**12**	**Total Core Courses**		**12**
Old Program: Instructional Technology Option Courses (Select 4 from the following)		**Revised Program: Instructional Technology Option Courses**		
ED532 Computer Literacy in Education	3	ED532 Computer Literacy in Education	1	3
ED538 Electronic Portfolio Development for Educators	3	ED557 Computers in Special Education	2	3
ED539 Virtual Cultural Diversity "Field Trips"	3	ED558 Online Learning	1	3
ED556 Curriculum Development Using the Internet	3	ED559 Gaming and Computer Simulations	1	3
ED557 Computers in Special Education	3	ED576 Coaching, Learning, and Reflective Practice*	3	3
ED558 Online Learning	3	ED593 Standards, Mandates, and Legal Issues in Education*	1	3
ED559 Gaming and Computer Simulations	3			
Total Option Courses	**12**	**Total Option Courses:**		**18**
Old Program: Electives in the Field	6	Revised Program: Electives in the field.		0
		*These courses are part of another MSED Program.		
Total Credits Required to Issue Modified Credential				30

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

1. Investigate curriculum theory and associated research as these apply to classroom practices directed toward the improvement of instruction as indicated by the design of curriculum, website, or grant in the capstone project.

2. Expand his or her professional knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students in a regular classroom as indicated by the creation of a research proposal that impacts learning for the diverse classroom.

3. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.