CSCU | Board of Regents

AGENDA - REGULAR MEETING
10:00 a.m., Thursday, May 19, 2022
Conducted Remotely
Meeting will stream live at: http://youtu.be/xLsZV1939Ig

* No Invitation to Address the Board:

As our May 2022 Board Agenda is dedicated to recognizing and celebrating the work of our faculty, staff, and students, there will be no invitation for the public to address the Board. Individuals wishing to submit a communication via email may do so no later than 24 hours prior to the start of the meeting to the following email address: pheleen@commnet.edu.   All emails received will be compiled, shared with the Board members, and posted on the CSCU website in advance of the meeting, as well as attached to the meeting minutes. Please provide your name, affiliation (public, faculty, staff, student) and, if applicable, college or university affiliation. **Anonymous emails will not be posted or shared**.

1. **Call to Order, Roll Call & Declaration of Quorum**
2. **Adoption of Agenda**
3. **Faculty Award Recognition – Regent Bloom and Dr. Ken Klucznik**
4. **Comments from CSCU President Terrence Cheng**
5. **Comments from Vice Chair JoAnn Ryan**
6. **Approval of Previous Meeting Minutes**
   - **March 4, 2022 – Joint Meeting with Student Advisory Committee**……………………………**Page 1**
   - **April 27, 2022 - Special Meeting**……………………………………………………………………………..**Page 4**
7. **Consent Agenda**
   a. Academic Programs – Discontinuations……………………………………………………………………**Page 21**
      i. General Studies – BS – Liberal Studies – Concentration Only – Charter Oak State College -
      ii. General Studies – BS – Economics – Concentration Only – Charter Oak State College
      iii. General Studies – BS – Applied Behavioral Science – Concentration Only – Charter Oak State College
   b. Academic Programs – Modifications………………………………………………………………………… **Page 30**
      i. Educational Leadership – Intermediate Administrator – Sixth Year Certificate – Southern CT State University [Modification of Instructional Modality]
      ii. Educational Leadership – Doctor of Education (EDD) - Southern CT State University [Modification of Instructional Modality]
      iii. School Psychology – MS – Southern CT State University [Modification of Instructional Modality]
      iv. School Psychology – Sixth Year Certificate – Southern CT State University [Modification of Instructional Modality]
      v. Engineering Technology – Mechanical – Option – AS – Naugatuck CC [Name change to Mechanical Engineering Technology]

8. **Academic & Student Affairs Committee – Ira Bloom, Chair**
   April Meeting: https://www.youtube.com/watch?v=saGiKm9wvwI
   May Meeting: https://www.youtube.com/watch?v=8mxKCtMWaFI
   Report. No items
9. **Audit Committee – Elease Wright, Chair**
   Report. No items
   https://www.youtube.com/watch?v=aAMT62_l-kg
10. **Finance & Infrastructure Committee – Richard J. Balducci, Chair**
   No Report. No items

11. **Human Resources & Administration Committee – Holly Howery, Chair**
    Report. No Items
    https://www.youtube.com/watch?v=Vpjqf0BM_ug
12. **Executive Committee**
    No report. No items
13. **Adjourn**

CSCU Board of Regents

SPECIAL MEETING
BOARD OF REGENTS & THE STUDENT ADVISORY COMMITTEE
Meeting Minutes

10:00 a.m., Friday, March 4, 2022
Conducted Via Remote Participation

Regents	SAC/SGA Members & Alternates	Staff
Holly Howery (chaired meeting)	Julia Noriega, Chair – SAC	President Terrence Cheng
Rick Porth	Brandon Iovene, Vice Chair - SAC	Alice Pritchard
Elease Wright	Eliot Ryan, Sec'y - SAC	Alison Buckley
Aviva Budd	Kimberly Shropshire	Angelo Simoni
Julia Noriega	Will Herens	Pam Heleen
Brandon Iovene	Luis Sanchez	Kerry Kelley
Arrived late:	Matt Julius	Lesley Mara
- Felice Gray-Kemp	Nelson Rivera	Ben Barnes
- Ira Bloom	Haneen Alkabasi	Mark Rozewski
- JoAnn Ryan	Lysette Rojas	Sherry Paquette
- Ari Santiago	Chienye Emenyonu	
ExOfficio:	Tennel Rhodes	
- David Blitz	Eric Green	
- Kelli Vallieres	Tahira Gordon	
- Colena Sesanker	Yuxin Hao	
	Jocelyn Eagle	

CALL TO ORDER
Regent Holly Howery, as moderator, called the meeting to order at 10:03 a.m. Pam Heleen added that a quorum of the Board was present.

WELCOME
President Cheng welcomed everyone and introduced the agenda items.

ADOPTION OF AGENDA
On a motion by Regent Wright and seconded by Regent Porth, the agenda was adopted by unanimous voice vote.

WELCOME REMARKS
Julia Noriega, Chair of the Student Advisory Committee gave her opening remarks and thanked everyone for attending.

DISCUSSION AND FEEDBACK ON KEY STUDENT ISSUES

Discussion took place on the issues of affordability and barriers to student success and completion:

- Julia Noriega asked if there are any increases in other types of aid for students as tuition increases (i.e., food or housing aid).
  Ben Barnes noted the increased set-aside money for student aid, as well as the increase in Pell grant funds and the fully funded PACT program. Lesley Mara commented on how the issues of food insecurity are being addressed (i.e., gift from Stop & Shop), as well as a community college pilot program for affordable housing.
  The Care for Kids program is also being looked at to address the issues of childcare for students with dependents.
  Luis Sanchez suggested that we should investigate using some of the emergency grant to offset the cost of gas for commuter students.
- Will Herens noted that non-traditional students who are only offered loans in the aid package may choose not to continue their education rather than incurring the debt.
  Alison Buckley noted the importance of community college affordability without student loans. It is one of our top priorities to find alternatives to support part-time students and adult learners.
- Brandon Iovene asked about the Board's top DEI priorities. Alison Buckley responded that the sense of belonging is at the core of their conversation. Professional advising staff has been hired to guide students, and it is important that these advisors reflect the student population. It was decided that a follow-up meeting to discuss DEI initiatives would be scheduled.
- Haneen Alkabasi asked about student aid options that aren't FAFSA based.   Alison Buckley responded by suggesting that it is always best to fill out FAFSA first, then explore other options for grants and scholarships (work-study).
- Jocelyn Eagle asked about work-study possibilities for students to pay off tuition.
  Alison Buckley responded by pointing out that work-study finances will flow better once the colleges are one merged institution. Work has begun on campuses to ensure that student services are available when and where students need them (i.e., students taking evening classes).
- Mark Rozewski (SCSU) provided information on the cost drivers of tuition at the universities. CSCU is the least costly four-year degree in Connecticut and almost ¾ of the students do not pay the full price of tuition because of state, federal, and institutional aid. In part, the Consumer Price Index (CPI) drives the increases in the cost of education.
- Julia Noriega asked what might happen to students who are eligible for PACT but who wouldn't receive PACT funding because too many students register. Alison Buckley responded that all students who register by the priority deadline are evaluated and then any who come in after are evaluated on a first-come, first-serve basis. Kerry Kelley said that if we become oversubscribed, they are prepared to request more funding from the state. She also that discussion have begun to expand the program to part-time students, non-credit students, and other non-traditional students.
- Haneen Alkabasi asked about food pantry participation by all the campuses, as well as suggesting that students would be excited about adding gas gift cards. Lesley Mara indicated that all institutions (including Charter Oak) are running some form of food pantries. Many have used the pantry as a hub for providing other supports. She will investigate whether there are any gas station partners willing to assist students.

    Angelo Simoni indicated that there are some community colleges who have used student activity funds to purchase gas cards.

- Brandon Iovene asked how we can ensure residential housing costs don't become too expensive for students and why CSUs have different housing pricing, making some campuses feel less accessible for some students. Mark Rozewski explained slight differences in costs may be attributed to the differences in dorm design, when they were built, and how they were financed.

- Regent Porth indicated that many of the community foundations around the state have pretty large scholarship programs; some require a FAFSA and some do not. He suggested that if it isn't being done already that we should publicize on websites the availability of the non-public scholarships. He also provided the link www.211ct.org for students to get additional assistance with non-academic supports such as housing, childcare, and mental health services.

- Eliot Ryan asked how PACT advertisement is being addressed. Kerry Kelley says marketing and a targeted launch is being worked on.

- Saphira Dorelus asked about extending PACT to part-time students. She indicated that it is very difficult to carry 12 or 15 credits with developmental/non-credit classes. Alison Buckley discussed accelerated terms and Guided Pathways. Saphira also asked whether Timely Care will be renewed at the end of the academic year. Angelo Simoni responded that the program is doing well and is running for two years.

- Regents Wright, Howery, and Budd thanked everyone for attending and urged them to continue these conversations within the SAC and on the individual campuses.

ADJOURN
On a motion by Regent Wright, seconded by Regent Porth, the meeting adjourned after a unanimous voice vote at 11:04 a.m.

BOARD OF REGENTS FOR HIGHER EDUCATION
CT STATE COLLEGES AND UNIVERSITIES (CSCU)
MINUTES OF A SPECIAL MEETING
WEDNESDAY, APRIL 27, 2022
CONDUCTED VIA REMOTE PARTICIPATION

REGENTS – PARTICIPATING (Y = yes / N = no)	
Matt Fleury, Chair	Y
JoAnn Ryan, Vice Chair	Y
Richard J. Balducci	N
Ira Bloom	Y
Aviva D. Budd	Y
Felice Gray-Kemp	Y
Holly Howery	Y
Richard Porth	Y
Ari Santiago	N
Elease E. Wright	Y
Julia Noriega, Student Regent	N
Brandon Iovene, Student Regent	Y
*David Blitz, FAC Chair	Y
*Colena Sesanker, FAC Vice Chair	Y
*Dante Bartolomeo, Labor Commissioner	N
*Dr. Manisha Juthani, Public Health Commissioner	N
*David Lehman, DECD Commissioner	N
*Charlene Russell-Tucker, Education Commissioner	N
*Kelli-Marie Vallieres, Chief Workforce Officer	Y
*ex-officio, non-voting member	

CSCU STAFF:
President Terrence Cheng, CSCU System President
Dr. Alice Pritchard, Chief of Staff/Board Secretary
Ernestine Y. Weaver, Counsel
Pam Heleen, Asst. Secretary of the Board of Regents (recorder)

CALL TO ORDER

Chair Fleury called the meeting to order at 9:02 a.m. and, following roll call, declared a quorum present.

EXECUTIVE SESSION

At 9:06 a.m. on a motion by Regent Wright, seconded by Regent Howery, the Board voted to go into Executive Session for the purpose of discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee. Chair Fleury announced that no votes would be taken in Executive Session. Chair Fleury directed President Cheng, Dr. Pritchard, and Ernestine Weaver to remain with the Board in Executive Session.

RETURN TO OPEN SESSION

At 9:38 a.m., Chair Fleury announced that the meeting was in Open Session and that no votes were taken in Executive Session, which was limited to discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee.

Based on the discussions in Executive Session, **Chair Fleury made a motion to approve the appointment of Dr. John Maduko as President of CT State Community College effective June 3, 2022 (CV is attached).**

Chair of the BOR Search Committee, Aviva Budd read the following resolution into the record:

RESOLUTION appointing DR. O. JOHN MADUKO as PRESIDENT OF THE CONNECTICUT STATE COMMUNITY COLLEGE

> **WHEREAS,** the members of the Board of Regents ("BOR") for Higher Education Search Committee with the assistance of members of the Search Advisory Committee consisting of more than 30 members conducted a national search for the Connecticut State Community College President, and

> **WHEREAS,** having completed this search through the evaluation of credentials and interviews of many outstanding candidates, the BOR recommends that Dr. O. John Maduko be appointed as President of Connecticut State Community College; and therefore, be it

> **RESOLVED,** that effective June 3, 2022, Dr. Maduko is hereby appointed as President of the Connecticut State Community College; be it further

> **RESOLVED,** that CSCU President Terrence Cheng is authorized to enter into negotiations and execute an employment agreement with a base salary of $300,000 with Dr. Maduko on behalf of the Board of Regents for Higher Education in conformity with current Board of Regents Policies.

Regent Ryan seconded the motion.

President Cheng made the following comments:
- President Cheng thanked the Board for their support and the work of the Search Committee; it is instrumental to what we do at CSCU and all our institutions.
- He believes that Dr. Maduko is the right person at the right time to be the first permanent President of CT State. He is a medical doctor, an academic, an administrator and is someone who can get things done. He is a strategic leader who can bring people together with a vision for what it means to cultivate great students. Dr. Maduko understands the challenges that lie ahead. President Cheng looks forward to many years of tackling the work together.
- President Cheng thanked Dr. Michael Rooke as he served as Interim President for CT State, as well as Interim Provost for CT State prior to that.

The resolution was put to a vote and was carried unanimously.

Chair Fleury and the rest of the Board congratulated Dr. Maduko on his appointment. Chair Fleury also thanked Regent Budd for serving as chair of the BOR Search Committee and Regents Howery, Wright, Porth, and Santiago for serving on the BOR Search Committee. He also thanked the members of the Search Advisory Committee, particularly the Interview team of Campus CEO Cheryl DeVonish, Suzanne Passini, and Professor Will O'Hare. The contributions provided by the group were significant and enormously helpful in the Board's considerations.

Dr. Maduko provided the following remarks:
- He thanked the BOR for the momentous opportunity to lead CT State into the future.
- He thanked President Cheng for his fellowship and his belief in him. He thanked everyone involved in the search process and pointed out that the search was always about what was right for the students and the communities we serve.
- He believes that this is the right place at the right time for his leadership journey and to join a great state with great faculty and staff who are empathetic and supportive and who believe in the power of education.
- Dr. Maduko looks forward to leading CT State and working with all its stakeholders.

ADJOURNMENT
Chair Fleury declared the meeting adjourned at 9:48 a.m. after a motion by Regent Porth, a second by Regent Budd and a unanimous voice vote.

Submitted,

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

John Maduko, M.D.

omaduko@gmail.com

701-866-0411

Summary of Qualifications

A servant leader, student-centered scholar, strategic visionary, evidence-based higher education practitioner, diversity and equity advocate, and tactful communicator proficient in senior-level leadership with over a decade of serving as an administrator for colleges dedicated to student success and academic excellence.

Education

2008   Doctor of Medicine (M.D.), Allopathic Medicine

St. Matthew's University School of Medicine

2004   Bachelor of Science (B.S.), Biology
California State Polytechnic University Pomona

Fellowships

2021   Community College Excellence Program

Rising Presidents Fellowship

The Aspen Institute

2018   The Thomas Lakin Institute for Mentored Leadership
The President's Roundtable, NCBAA

Professional Experience

2019-Present   Minnesota State Colleges and Universities System

<u>Minnesota State Colleges and Universities System</u>: Headquartered in St. Paul, Minnesota, it is the third largest system of state colleges and universities in the United States and the largest in the state with 30 colleges, 7 universities, and 54 campuses. Serving 340,000 students each year, with more Black and Indigenous students, as well as students of color, attending our colleges and universities than all other higher education providers in Minnesota combined. Employs more than 14,800 dedicated faculty and staff focused on student success. Provides 3,885 academic programs and more than 13,500 customized and specialized training, occupational, and professional classes. 64% of Minnesota residents pursue an undergraduate credential with a Minnesota State college or university. Regional accreditation of the Minnesota State Colleges and Universities System is overseen by the Higher Learning Commission (HLC).

<u>Minnesota State Community and Technical College (M State)</u>: M State is a comprehensive community and technical college with over 50 years of serving the west-central region of Greater Minnesota and the Fargo-Moorhead Metropolitan Area. The college consists of four campuses located throughout West Central Minnesota in Detroit Lakes, Fergus Falls, Moorhead, and Wadena.

Nearly 14,000 students; total operating budget of $43,000,000 annually; 130 full-time faculty and 100 adjunct faculty, 80 additional employees. The success of the college's mission is demonstrated by a job placement rate of 99% and ranking among the Top 150 Community Colleges for five straight years per the Aspen Institute.

<u>Vice President for Academic and Student Affairs (2019-Present)</u>: Serves as M State's Chief Academic, Chief Student Affairs, Chief Enrollment, and Chief Marketing & Public Relations Officer. The college vice president for academic and student affairs is responsible for 83% of the college budget and personnel, 37-million-dollar annual budget, and over 300 full-time and part-time faculty and staff. Participates in the Minnesota State Colleges and University system's senior academic and student affairs council, which consists of the state senior vice chancellor of academic student affairs and over 65 college and university vice presidents.

<u>Scope of Responsibility</u>:

- 10 direct reports including Associate Vice President of Student Success; Dean of Liberal Arts & Humanities; Dean of Business & Information Technology; Dean of Science and Mathematics; Dean of Applied Technology; Dean of Health Sciences, Human Services, & Nursing; Dean of Students; Dean of Enrollment Management & Marketing; Associate Dean of Academic Operations & Faculty Affairs, and Assistant to the Vice President for Academic and Student Affairs.
- Manage, meet, and negotiate with 4 Collective Bargaining Units (AFSCME, MAPE, MMA, MSCF) and 6 Labor Management plans.
- Develop strategic partnerships with 46 statewide K-12 school districts and superintendents and industry leaders to expand college to career pathways, curriculum alignment, and access.
- Serve as a member of The Fueling Our Future workforce initiative through CampusFM in conjunction with the Greater Fargo-Moorhead Economic Development Corp.
- Lead college accreditation Higher Learning Commission assessment initiatives and programmatic accreditation, Guided Pathways, Transfer Pathways, and Dev Ed Pathways.
- Develop and implement strategies and set the overall direction of the College includingincreasing enrollment, persistence, and completion.
- Collaborate with industry partners, K-12 school districts, and other higher education institutions to create pathways and opportunities leading to employment.
- Oversee organizational structure, professional development, motivation, performance evaluations, discipline, compensation, personnel policies, and procedures.
- Work with the college Foundations (M State Foundation and Fergus Falls Area Foundation) to develop and implement fundraising vision and goals.
- Oversee the development and implementation of the College Strategic plan; Comprehensive Master Plan related to housing, athletics, academic, and student basic need services; Strategic Enrollment and Student Success Plan; Dual Enrollment Plan; Workforce Development Plan.
- Oversee the development and implementation of the college Equity by Design plan for diversity, equity, and inclusion initiatives; engage faculty, staff, students, and community leaders in issues related to diversity, equity, and inclusion at the college.
- Promote and sustains a healthy academic climate of mutual respect and high

standards of performance for all academic and student affairs faculty and staff in achieving high levels of student success.
- Implement effective shared governance practices that enhance the achievement of the goals of the college.
- Promotes an evidence-based culture of accountability that guides innovation, implementation of best practices, and continuous quality improvement of instruction and student support services.
- Ensures sound fiscal practices and accuracy of all reports required by local, state, and federal agencies.

Selected Accomplishments:

Academic Quality & Student Success:
- Created additional pathways and advanced employment opportunities for technical college students by initiating a partnership with Minnesota State University Moorhead to automatically accepted M State ADN graduates into their BSN in Nursing.
- Created and established the Five-School Model (Schools of Applied Technology, Business & IT, Health Sciences, Human Services, &Nursing, Liberal Arts & Humanities, and Science & Mathematics) that allows each academic area to have a greater sense of identity and gives students and faculty an academic home to support their experience of intellectual community. The model also increases transparency, decreases red tape, fosters stronger connections with external partners, industry, and universities, and supports the creation of new and innovative programs (2021).
- Increased educational access and opportunities for students of color and other underrepresented students by cultivating partnerships with minority/immigrant-serving community organizations and regional foundations. The college saw an increase in enrollment and persistence among African American, African, and other immigrant student groups (FY 2020; FY 2021).
- Secured $375,000 of federal funds to construct and equip a Dental Simulation Lab (2021).
- Led the college to launch a Mobile App through a partnership with ReadyEducation to establish digital student engagement and programming (2020).
- Launched 24/7 Virtual Mental Health services through a partnership with TalkCampus for comprehensive and accessible mental health support for students (2021).
- Distributed over 500 laptops to support students via CARES Act funding. Additionally, we secured the purchase of 85 laptops to build a technology lending library for students with technology needs (FY 2020).
- Establish funding ($50,000 annually) to launched Idea Central for M State employees to share new and innovative ideas that will boost enrollment and student retention, improve delivery of student services and advance innovative curriculum (FY 2020).
- Launched a new Early Alert System to identify and provide resources to at-risk students. During the first year, over 11,000 alerts were received and to date, 95% of those alerts have been closed through staff maintaining ongoing communication with the students (FY 2020).
- Awarded Minnesota State Community and Technical College President's Award of Achievement of the Year 2020.
- Appointed to the Minnesota State Colleges and Universities Transfer

Governance Team (2020).

- Selected as a Fellow for the Aspen Institute College Excellence Program Rising Presidents Fellowship (2021).
- Elected to the ACAD Board of Director's Executive Committee and appointed Chair of its Governance and Board Development Committee (2020).
- Appointed to the AACC (American Association of Community Colleges) Commission for Student Success (2021).
- Successfully accepted into the Hope Center Institutional Capacity-Building Cohort (ICBC) and awarded a full scholarship to allow student affairs staff to participate that will lead M State to increase organizational and programmatic capacity to strengthen and build ecosystems to meet students' basic needs and promote academic success (2021).

Accreditation:
- Led the college through a successful reaffirmation of programmatic accreditation with the Joint Review Commission on Education in Radiologic Technology, National Accrediting Agency for Clinical Laboratory Sciences, and Commission on Accreditation for Health Informatics and Information Management Education, with no findings (2021).

Budgeting/Finance/Operations:
- Balanced annual budget of approximately $37 million (FY 2020; FY2021; FY2022).
- Serve on Executive Cabinet for the evaluation of capital funding and leveraged equipment requests annually.
- Year over year dual enrollment growing (+2400 students) place M State as one of the top performing Minnesota State 2-year colleges with K12 programming and services (FY 2020; FY 2021).

Strategic Planning:
- Led the development and implementation of a Strategic Enrollment and Student Success Plan that led to the college prioritizing guided learning pathways, holistic advising, student basic needs, and technological solutions (2021).
- Approval of the M State Master Academic Plan for 2020-2022 with strategic focus on key leading and lagging indicators, guided learning pathways framework, and OER/academic resources support student success (2020-2022).
- Co-chaired Strategic Plan planning retreats to engage in collegewide strategic planning to align collegewide and all stakeholder priorities to Equity 2030 and Guided Learning Pathways (2021).

Shared (Participatory) Governance:
- Designed, negotiated, and implemented a revamped Division Chair model with the Faculty Shared Governance Council (2021).
- Obtained unanimous consensus from the Faculty Shared Governance Council to establish the HLC Accreditation Committee to support program and course-level student learning outcomes objectives (2020).

Operational Efficiencies:
- Expanded the digital Student Passport platform to manage and mitigate COVID-19 vaccination and testing requirements (2021).
- Expanded campus life and student housing staff capacity to account increase in student housing and COVID-19 safety demands (2021).
- Created a new vision and organizational structure for the Center for Teaching, Learning and Technology (CTLT) in collaboration with the IT department, developed D2L LMS support, allowing CTLT faculty to focus on Vision Equity

2030 goals and pedagogical issues. CTLT established a mentoring curriculum to be used in faculty onboarding. CTLT leaders from technical program and part-time faculty were added to enhance whole-college engagement through learning circles (2020-2021).

<u>Partnerships:</u>
- Awarded a $100,000 grant from the Otto-Bremer Foundation to support closing the equity-achievement gaps among African American, Indigenous, and LatinX healthcare students (2021).
- Collaborated with the Fergus Fall Area Foundation Board to redesign the scholarship program to support targeted enrollment initiatives that increase access and retain diverse student populations, student-athletes, and music/nursing/theatre students (2020).
- Increased both faculty and staff employee diversity through an improved search process and incorporating equity and inclusion language in every position description (FY 2020; FY 2021).
- Established a Surgical Technology satellite program through a partnership with healthcare facilities in Alexandra MN and Alexandria Technical and Community College to produce surgical technologist for that region and expand the Surgical Technology program's enrollment capacity (2021).
- Implemented plan to establish Early Childhood Education degree program with two K12 dual enrollment partners (2021).
- Partnered with the North Dakota Air National Guard to provide credit and non-credit training for
- Appointed to Essentia Health's Oversight Committee (2021).

2019-Present   Tri-College University Consortium, Fargo-Metropolitan Area

<u>Tri-College University (TCU)</u>: TCU is a consortium and a cooperative agreement between Concordia College, Minnesota State University Moorhead, North Dakota State University, Minnesota State Community and Technical College, and North Dakota State College of Science. The course exchange agreement allows any student registered at one of the institutions to take one class per semester on one of the other Tri-College campuses at no extra tuition cost and without going through separate admission procedures.

<u>Commissioner (2019-Present)</u>: Serves as one of five commissioners representing each of the member institutions. Promote and increase awareness Tri-College University using peer-to-peer interaction at the student's home campus. Enhance the value of TCU to home campus partners and stakeholders.

<u>Scope of Responsibility</u>:
- Oversee engagement and communication between TCU and home institution stakeholders.
- Review, discuss and take action on proposals for new programs or modification of existing programs, activities, or events.
- Recommend TCU budget for approval to the full TCU Board of Directors.
- Conduct an annual performance evaluation of the TCU Provost.

<u>Selected Accomplishments</u>:

<u>Academic Quality & Student Success</u>:

- As of July 1, 2020, approximately $275 million has been saved to date by students and their families due to the course exchange program since the TCU inception.
- As of fall term 2021, students will be able to take two courses per campus in each semester/term. This expanded access will allow students access to even more courses and help ensure students can stay on track for timely graduation.

Strategic Planning:
- Commissioners successfully secured approval from the TCU board of directors to expand student access to academic offerings at TCU member institutions. TCU students were granted the ability to earn an undergraduate certificate at one of the partner campuses outside of a student's home campus.

2016-2019   **North Central Texas College District, Bowie, Corinth, Denton, Flower Mound, Gainesville, & Graham, Texas**

North Central Texas College (NCTC) District: NCTC is a comprehensive community college district that is the oldest continuously operating two-year college in Texas serving more than 900,000 residents of Cooke, Denton, and Montague Counties and Graham ISD. The college consists of six campuses located throughout North Texas in Bowie, Corinth, Denton, Flower Mound, Gainesville, and Graham ISD. 22,000 students; total budget of $63,000,000; 160 full-time faculty and 150 adjunct faculty, 450 additional employees; and a service area of 3,280 square miles.

Vice Chancellor for Student Affairs (2017-2019): Serves as the College District's Chief Student Affairs Officer and Chief Enrollment Officer, overseeing all Student Affairs departments: academic advising; counseling; career development; testing services; student life; enrollment management (admissions, recruitment, registration); financial aid; multicultural affairs; veterans affairs; Title III programs; TRIO; Office of Students with Disabilities; residence life; student conduct; Title IX. Responsible for 24% of the college budget, $17,800,000 annually; supervise 10 directors, 15 departments, and over 100 employees.

Scope of Responsibility:

- 10 direct reports including Dean of Students; Director of Counseling & Advising; Director of Completion and Career Center; Director of Student Life & Housing; Director of Financial Aid; Director of Admissions; Director of Recruitment; Director of Title IX; Director of Testing Services; Director of Trio Programs.
- Develop strategic enrollment strategies with 70 regional K-12 school districts and superintendents.
- Serve as a board member of the United Way of Denton County, and board of directors for the Dental Arts Council.
- Lead college accreditation SACSCOC (Southern Association of Colleges and Schools Commission on Colleges), Texas Success Center's Guided Learning Pathways Initiatives, University Pathways.
- Develop and implement strategies and set the overall direction of the District includingincreasing enrollment, persistence, and completion.
- Collaborate with workforce development partners, K-12 school districts, and other higher education institutions to create pathways and opportunities leading to employment.
- Oversee division structure, staff professional development, motivation, performance evaluations, discipline, compensation, personnel policies, and

procedures.

- Work with the NCTC Foundations to develop and implement fundraising vision and goals.
- Oversee the development and implementation of the District's Strategic Enrollment plan; Comprehensive Student Support Master Plan related to wrap-around services, housing, student basic needs, and food pantries, and innovative technological advancements.
- Oversee the development and implementation of the District's Achieving the Dream equity plan for diversity, equity, and inclusion initiatives; engage faculty, staff, students, and community leaders in issues related to diversity, equity, and inclusion at the district.
- Promote and sustains healthy learning and student support a climate of mutual respect and high standards ofperformance for all student affairs staff in achieving high levels of student success.
- Implement effective participatory governance practices that enhance the achievement of the goals of the district.
- Promotes an evidence-based culture of accountability that guides innovation, implementation of best practices, and continuous quality improvement of instruction and student support services.
- Ensures sound fiscal practices and accuracy of all reports required by local, state, and federal agencies.

Selected Accomplishments:

Academic Quality & Student Success:
- Created additional pathways and advanced transfer opportunities for graduates by initiating a partnership with Austin College (2018).
- Established One-Stop Student Support Services, the Mane Stop, a one-stop-service model district-wide to increase student-centered services in one centralized and identifiable location on all campuses to expedite the process enrollment for prospective and continuing students (2019).
- Addressed Student and Community Food Insecurity through a partnership with North Texas Food Bank, Catholic Charities, and VISTO to establish campus-based and mobile food pantries to battle food insecurity for our students and surrounding communities (2018).
- Leveraged Innovation and Technological Advancement Plan to adopt and implement a mobile-texting platform, Mongoose, that leveraged SMS communication that enabled NCTC student affairs departments to efficiently increase engagement throughout the student life cycle; Launched Lion Up, the implementation of the QLess platform, a real-time dynamic solution that turns physical lines into virtual versions reducing physical wait times and walk-out rates; Launched a college mobile app platform, ReadyEducation, for the greater campus community and student life. The app allowed for convenient student interaction, meeting place for groups & organizations, student check-in, and new student orientation (2018).
- Elected as President-Elect for the Texas Community College Instructional Administrators (TCCIA), (2018).
- Selected as a Fellow for the Thomas Lakin Institute for Mentored Leadership, President's Roundtable (2018).
- Established a Veterans' Center on the Corinth campus and expanded community resources (2018).

Accreditation:

- Led the college through a successful accreditation substantive change site with the Southern Association of Colleges and Schools (SACSCOC), in order provide onsite instruction for K12 partners (2018).

Budgeting/Finance/Operations:
- Balanced annual budget of approximately $17.8 million (FY 2017; FY2018; FY2019).
- Serve on Executive Council for the evaluation of capital funding and leveraged equipment requests annually.
- Enrollment Growth: Lead the enrollment management team to achieve year-over-year record enrollment, headcount, and contact hours increased by 8.4% and 7.5% respectively (FY 2017; FY 2018).

Strategic Planning:
- Led the development and implementation of wrap around student support services, financial aid outreach capacity, after hour student support mechanisms, and out of state co-curricular programming (2018).
- Approval of student success planning with strategic focus on reducing enrollment barriers for minoritized communities, expanding digital self-serving access, and adopt student insecurity resources (2017-2019).
- Co-chaired Downtown Denton campus taskforce and developed student services and academic scheduling framework (2018).

Shared (Participatory) Governance:
- Obtained unanimous consensus from the district board of trustees to secure funding for construction and equipping One-Stop-Service and Testing centers (2018).

Operational Efficiencies:
- Expanded the capacity of the admission processing center to reduce time to acceptance (2018).
- Expanded campus student housing security, establish centralized entrances, and secured new housing furniture (2019).
- Created a new vision and organizational structure for programmatic testing, enrollment assessment, and technical proficiency testing college (2018)).

Partnerships:
- Awarded $388,284 grant for the Career Services Center project, a community connector linking students to valuable long- and short-term work, internships, and co-ops.
- Awarded an $876,000 Department of Education Title III Grant to support the district completion center.
- Appointed to the United Way of Denton County Board of Directors.
- Partnered with Serve Denton to expand mental health and social services access for students residing in Denton County (2019).
- Partnered with the University of North Texas and Midwestern State University to provide on campus career and transfer counseling for alumni (2018).

Dean of Health Sciences and E-Learning (2016-2017): Provides comprehensive leadership for North Central Texas College's Health Sciences division, ensuring quality learner-centered allied health education instruction and assisting chairpersons, coordinators, and faculty to achieve their departmental missions and objectives. Other major functions include supervision of faculty, recommending new and revised courses and curricula, developing, and maintaining partnerships that support the curricula, and assisting in complex problem-solving. Emphasis is placed upon ensuring quality instruction to prepare students for certification/licensure as required for entry-level and upward career mobility through programs that meet criteria established by the state of Texas and

specific regulatory/accrediting agencies. Responsible for $2,600,000 annual budget; supervise 12 direct reports, 9 academic departments, and over 100 employees.

Scope of Responsibility:

- 12 direct reports including Fire and EMS Division Chair; Radiologic Technology Division Chair; Vocational Nursing Division Chair; Associate Degree of Nursing Division Chair; Surgical Technology Division Chair; Director of E-Learning; Program Administrative Assistants; Simulation Center Director.
- Provided leadership in the development, growth, and review of all health sciences workforce programs' operations on the Gainesville, Corinth, Bowie, Graham, Flower Mound, and online campuses.
- Serve as a board member of the United Way of Denton County, and board of directors for the Dental Arts Council.
- Evaluate and analyze programmatic, state, regional, and national accreditation standards and policies: The Southern Association of Colleges and Schools (SACS), Commission on Accreditation for Allied Health Education Programs (CAAHEP), Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (COAEMSP), Texas Department of State Health Services, The Texas Board of Nursing, Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), American Registry of Radiologic Technologists (ARRT), Texas Association of Vocational Nurse Educators (TAVNE), The Texas Higher Education Coordinating Board (THECB), Joint Review Commission on Education in Radiologic Technology (JRCERT).
- Developed and implemented strategies and set the overall direction of the healthcare areas that included increasing enrollment, completion, and placement.
- Collaborated with healthcare system partners (i.e., Healthcare Corporation of America, Texas Health Resources, Baylor-Scott White) to expand clinical training opportunities.
- Oversee division structure, staff professional development, motivation, performance evaluations, discipline, compensation, personnel policies, and procedures.
- Oversee the development and implementation of the healthcare enrollment plan; Expansion of simulation curriculum and training for industry partners; adopted innovative technological advancements.
- Promotes evidence-based clinical-based instruction across the healthcare disciplines and fosters an environment of continuous quality improvement of pedagogy and practical instruction.
- Ensures sound fiscal practices and accuracy of all reports required by local, state, and federal agencies.

Accomplishments:

Academic Quality & Student Success:
- Health Science Center: Led the college to launch and opening of the 50,000 square foot Leo & Mabel Scott Health Science Center that consists of two floors that house five skills labs, five classrooms, two large computer labs, and one large lecture hall. Contains a 5000 square foot Simulation Center facility that includes realistic patient care simulated environments that help our students bridge the gap between theory and clinical practice. Extending the facility to the community and not-for-profit

organizations (2016).

- Established top 10 NCLEX-RN pass for rates for the ADN and LVN programs (2017).

Accreditation:

- Led the college through a successful reaffirmation of programmatic accreditation for the Surgical Technology program with CAAHEP/ARC-STSA and guided the CAAHEP-accredited Paramedic AS program off probation to good standing.

Budgeting/Finance/Operations:

- Balanced annual budget of approximately $2.6 million (FY 2016).
- Enrollment Growth: Lead the nursing programs to achieve year-over-year enrollment growth (FY 2016)).

Strategic Planning:

- Led the development and implementation of standard placement testing for all selective admissions health sciences programs (2018).
- Led the technological advancement of course building, captioning, and student success tracking with the college LMS (Canvas) (2017).

Shared (Participatory) Governance:

- Obtained unanimous consensus from nursing faculty to revise nursing admissions standards and expand matriculation opportunities (2017).

Operational Efficiencies:

- Curricular Advancement: Established a partnership with ATI, the country's largest nursing preparation, and curriculum provider, to provide ongoing admissions and retention monitoring, faculty development and support, curriculum development services, nursing board exam preparation, and augmenting clinical reasoning for students (2017).

Partnerships:

- Established an RN-BSN concurrent degree program at Texas Woman's University, an accelerated program that allows 2nd ADN nursing students to be conditionally accepted into TWU's BSN program and enroll in junior-level courses (2017).
- Partnered with the University of North Texas, Texas Woman's University, and Midwestern State University ADN-to-BSN transfer pathways (2018).
- K-12 Partnerships: Launched 2 Dual Enrollment Fire Academies with local K-12 school districts.

2012-2016   Rasmussen University, Florida

Rasmussen University: a regionally accredited private college that is dedicated to changing lives through high-demand workforce/technical programs and public service. Rasmussen University offers certificate and diploma programs through undergraduate and graduates degree programs online and across its campuses in a supportive, student-centered, and career-focused environment. Since 1900, Rasmussen University has been dedicated to being a primary contributor to the growth and development of the communities it serves. Is committed to helping change lives through education and making a positive impact on society through public service and a variety of community-based initiatives.

Academic Dean (2013-2016): Provides comprehensive leadership for Rasmussen University's Land O' Lakes/East Pasco and New Port Richey/West Pasco campuses that serve all of Pasco County and the Northern Tampa Metro; total budget of $10,000,000; 35 full-time faculty and 90 part-time faculty, 35 additional employees.

Scope of Responsibility:

- 160 direct reports including Criminal Justice Division Chair; Business Division Chair; Liberal Arts and Sciences faculty; Graphic Design and IT faculty; Health Information and Administration faculty; Physical Therapist Assistant Program Director, Clinical Director, and faculty; Radiologic Technology Program Director and faculty; Business and Accounting faculty.
- Provided leadership in the development, growth, and review of all health sciences, nursing, and general education instruction across the Pasco County campuses.
- Serve as a member of the East Pasco, Central Pasco, and West Pasco Chambers of Commerce.
- Evaluate and analyze programmatic, state, regional, and national accreditation standards and policies: The Higher Learning Commission, Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (COAEMSP), The Florida Board of Nursing, Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), American Registry of Radiologic Technologists (ARRT), Joint Review Commission on Education in Radiologic Technology (JRCERT), The Commission on Accreditation in Physical Therapy Education (CAPTE), and The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).
- Developed and implemented strategies and set the overall direction of new therapeutic and imaging programs.
- Collaborated with healthcare system partners (i.e., Florida Hospital, AdventHealth, Medical Center of Trinity, Bayfront Health, and John Hopkins) to expand clinical training opportunities.
- Oversee division structure, staff professional development, motivation, performance evaluations, discipline, compensation, personnel policies, and procedures.
- Oversee the development and implementation of the healthcare enrollment plan; Expansion of simulation curriculum and training for industry partners; adopted innovative technological advancements.
- Promotes evidence-based clinical-based instruction across the healthcare disciplines and fosters an environment of continuous quality improvement of pedagogy and practical instruction.
- Ensures sound fiscal practices and accuracy of all reports required by local, state, and federal agencies.

Accomplishments:
- Innovation and Technological Advancement: Adopted and implemented vClinical simulation programming that expanded clinical access for students.
- Program Advancement: Successfully launched hybrid and lab intensive Physical Therapist Assistant (PTA) and Radiologic Technology Programs.
- Programmatic Accreditation: Led campus efforts for successful awards of ACEN (Accreditation Commission for Education in Nursing) accreditation for the ADN and LPN nursing programs and CCNE (Commission on Collegiate Nursing Education) accreditation for an accelerated BSN program.
- Innovative Healthcare Labs: Led the college to design and launch labs supporting the Physical Therapist Assistant (PTA) and Radiologic Technology programs.
- Graduate of the Class of 2016 Leadership Pasco leadership development program.

Department Chair for the School of Health Sciences (2012-2013): Support Rasmussen

University's Dean for the School of Health Sciences with the oversight of legacy and new health sciences programs, student learning outcome goals, program growth, strategic planning, new program implementation, evaluation, and support.

Scope of Responsibility:

- 50 direct reports including Criminal Justice Division Chair; Business Division Chair; Liberal Arts and Sciences faculty; Graphic Design and IT faculty; Health Information and Administration faculty; Physical Therapist Assistant Program Director, Clinical Director, and faculty; Radiologic Technology Program Director and faculty; Business and Accounting faculty.
- Provided leadership in the development, growth, and review of all health sciences and biological sciences across the Ocala campuses.
- Serve as a member of the Ocala Chambers of Commerce.
- Evaluate and analyze programmatic, state, regional, and national accreditation standards and policies: The Higher Learning Commission, Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (COAEMSP), The Florida Board of Nursing, Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), American Registry of Radiologic Technologists (ARRT), Joint Review Commission on Education in Radiologic Technology (JRCERT), The Commission on Accreditation in Physical Therapy Education (CAPTE), and The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).
- Developed and implemented strategies and set the overall direction of new undergraduate and graduate degree programs.
- Collaborated with regional healthcare system partners (i.e., University of Florida Health Shands Hospital, North Florida Regional Medical Center, and UF Health Cancer Hospital) to expand clinical training opportunities.
- Oversee division structure, staff professional development, motivation, performance evaluations, discipline, compensation, personnel policies, and procedures.
- Oversee the development and implementation of the healthcare enrollment plan; Expansion of simulation curriculum and training for industry partners; adopted innovative technological advancements.
- Promotes evidence-based clinical-based instruction across the healthcare disciplines and fosters an environment of continuous quality improvement of pedagogy and practical instruction.
- Ensures sound fiscal practices and accuracy of all reports required by local, state, and federal agencies.

2009-2012   EDMC, Atlanta, Georgia

EDMC: Organization headquartered in Pittsburgh, Pennsylvania, offered academic programs to students through campus-based and online instruction, or a combination of both. The institution is committed to offering quality academic programs and strives to improve the learning experience for its students. Its educational institutions offer students the opportunity to earn undergraduate and graduate degrees and certain specialized non-degree diplomas in a broad range of disciplines, including media arts, health sciences, design, psychology, and behavioral sciences, culinary, business, fashion, legal, education, and information technology.

<u>Department Chair for Allied Health (2009-2012)</u>: Provide supervision and direction to department professors residentially and online for the Atlanta campus.

 <u>Scope of Responsibility</u>:
- 30 direct reports including Surgical Technology faculty; Healthcare Administration faculty; Phlebotomy faculty; Biological Sciences faculty; Pharmacy faculty.

Faculty/Teaching Experience

2018-2019   Content Expert, Health Sciences and Healthcare, Northcentral University

2016-2019   Adjunct Professor, General Sciences, National Paralegal College

2015-2016   Instructor, Biological Sciences, Hillsborough Community College

2012 -2016   Associate Professor, Health Sciences and Biological Sciences, Rasmussen University

2009 -2012   Faculty, Allied Health, and Biological Sciences, EDMC

Community Activities

- Member, Essentia Health Oversight Committee, Duluth, MN
- Member, Moorhead Area Public Schools Champions Committee, Moorhead, MN
- Member, CampusFM, Fargo, ND
- Member, Fargo Moorhead West Fargo Chamber of Commerce, Fargo, ND
- Member, West Fargo Public School Equity & Inclusion Task Force, West Fargo, ND
- Member, Detroit Lakes Chamber of Commerce, Detroit Lakes, MN
- Member, Denton Black Chamber of Commerce, Denton, TX
- Board of Directors, Greater Denton Arts Council, Denton, TX

- Member, The Greater Pasco Chamber of Commerce, New Port Richey, FL
- Member, Leadership Pasco, New Port Richey, FL
- Member, Ocala/Marion County Chamber & Economic Partnership, Ocala, FL
- Member, The Hispanic Chamber of Commerce of Tampa Bay, Tampa, FL

Awards and Leadership Development

- Fellow, Aspen Institute College Excellence Program Rising Presidents Fellowship, 2021

- Minnesota State Community and Technical College President's Award of Achievement of the Year, 2020
- Partners in Leadership Program, 2020
- Fellow, Thomas Lakin Institute for Mentored Leadership, President's Roundtable, 2018
- Graduate, Leadership Pasco, 2016

Selected Professional Activities

- American Association of Community Colleges (AACC)
  - Commission on Student Success, 2021-present
- ACAD (Formerly the American Conference for Academic Deans)
  - Board Member, 2017-present
  - Executive Committee and Chair for Governance and Board Development, 2020-present

- American Medical Association (AMA), Member, 2004-present
- Higher Education Research and Development Institute (HERDI) Innovate, Board Member, 2021-present
- NASPA (National Association of Student Personnel Administrators), James E. Scott Academy, Board Member, 2021-present
- NASPA (National Association of Student Personnel Administrators), Member, 2016-present
- Texas Association of Black Personnel in Higher Education (TABPHE), Member, 2018-2019
- Texas Association of College and University Student Personnel Administrators (TACUSPA), Member, 2018-2019
- Texas Community College Instructional Administrators (TCCIA), President-Elect, 2017-2019

Selected Workshop/Convention Presentations and Publications

August 2021   *Concordia College Fall 2021 Faculty Workshop*
Establishing a Transfer Identity, Excellence Through Diversity, Speaker

April 2021   *Academic Black Table Talk, No Justice No Peace: Staying Alive in MN, Panelist*

September 2020 *The Jay Thomas Show, Guest*

June 2018   *TCCIA (Texas Community College Instructional Administrators) Summer Conference, Title IX, Presenter*

March 2018   *Roundtable Discussion: Understanding Title IX: Policy, Process & Moving Forward to Eliminate Sexual Violence on Campus, Roundtable Panelist*

March 2018   *NAPSA Annual Conference, Roundtable Discussion: Vice President of Student Affairs (Community Colleges) Discussion*

January 2018   *ACAD Dean's Institute at AAC&U Annual Conference, Facing Combative Student Encounters: Policies and Strategies When Faculty Feel Unsafe or Threatened by Student Behavior, Facilitator/Presenter*

November 2017 *TACC (Texas Association of Community Colleges) Texas Pathways Institute, Roundtable Discussion: Processes for Program Mapping*

June 2017   *TCCIA (Texas Community College Instructional Administrators) Summer Conference, Discussion: Dean's Roundtable – Dual Credit in Texas*

January 2017   *ACAD Workshop at AAC&U Annual Conference, Discussion: "Drinking From the Firehose" Two African American Deans Reflect on Their Leadership at Private Colleges/Universities in the Midwest and Southern California*

January 2017   *AAC&U Annual Conference, Discussion: Advancing Roadmaps for Community College Leadership to Improve Student Learning & Success*

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Discontinuation

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a Liberal Studies concentration within a program of General Studies (CIP Code: 24.0102) leading to a Bachelor of Science at Charter Oak State College, effective June 2024.

A True Copy:

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

ITEM

Discontinuation of a Liberal Studies concentration within the General Studies program leading to a Bachelor of Science at Charter Oak State College, effective June 2024.

Name of Institution	Charter Oak State College
Name of Program	Liberal Studies Concentration
CIP Code	24.0102
OHE# (Leave blank for new programs)	N/A
Degree Level	Bachelor of Science
Number of Collegiate Credits	
Date of Action (Anticipated)	04/21/2022
Nature of Request	__ Licensure and Accreditation __ Program Change X Phase-out Program X Terminate Program
If Name Change, New Name	N/A
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground __ Hybrid __ Online
Effective Term	N/A
If a Discontinuation, date of Termination	June 2024
If a Suspension, dates of Suspension	N/A

BACKGROUND

The Liberal Studies concentration has experienced declining enrollments and is duplicative of the existing Individualized Studies Concentration. In both Individualized Studies and Liberal Studies, students work with an advisor to customize a program of study.

Phase out:

The concentration will be eliminated from the 2022-23 catalog and from the admission application. There are currently 15 students enrolled, who will be given until the end of the spring 2024 semester to complete the program or move into the Individualized Studies Concentration.

There are no costs associated with this discontinuation and eliminating this concentration will result in staff cost savings.

RECOMMENDATION

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

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Discontinuation

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a Economics concentration within a program of General Studies (CIP Code: 24.0102) leading to a Bachelor of Science at Charter Oak State College, effective June 2022.

A True Copy:

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

ITEM

Discontinuation of an Economics concentration within the General Studies program leading to a Bachelor of Science at Charter Oak State College, effective June 2022.

Name of Institution	Charter Oak State College	
Name of Program	Economics Concentration	
CIP Code	24.0102	
OHE# (Leave blank for new programs)	N/A	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	04/21/2022	
Nature of Request	__ Licensure and Accreditation __ Program Change X Phase-out Program X Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground __ Hybrid __ Online
Effective Term	N/A	
If a Discontinuation, date of Termination	June 2022	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The Economics concentration requires students to take most of their courses elsewhere and then transfer them to Charter Oak. This concentration was developed when Charter Oak offered fewer courses and students were coming to Charter Oak having completed most of their major at other institutions. Over the years, the student body has changed – more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

Phase out:

There are currently no students enrolled in this concentration. The concentration will be eliminated from the 2022-23 catalog and from the admission application

There are no costs associated with this discontinuation and eliminating this concentration will result in staff cost savings.

RECOMMENDATION

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

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Discontinuation

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of an Applied Behavioral Science concentration within a program of General Studies (CIP Code: 24.0102) leading to a Bachelor of Science at Charter Oak State College, effective June 2024.

A True Copy:

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

ITEM

Discontinuation of the Applied Behavioral Science concentration within the General Studies program leading to a Bachelor of Science at Charter Oak State College, effective June 2024.

Name of Institution	Charter Oak State College
Name of Program	Applied Behavioral Science Concentration
CIP Code	24.0102
OHE# (Leave blank for new programs)	N/A
Degree Level	Bachelor of Science
Number of Collegiate Credits	
Date of Action (Anticipated)	04/21/2024
Nature of Request	__ Licensure and Accreditation __ Program Change X Phase-out Program X Terminate Program
If Name Change, New Name	N/A
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground __ Hybrid __ Online
Effective Term	N/A
If a Discontinuation, date of Termination	June 2022
If a Suspension, dates of Suspension	N/A

BACKGROUND

The Applied Behavioral Science (ABS) concentration is duplicative of existing majors. ABS Psychology can be completed in the Psychology major and ABS Sociology can be completed within the Sociology major. These distinct majors obviate the need for the ABS concentration within General Studies.

Phase out:

The concentration will be eliminated from the 2022-23 catalog and from the admission application. There are currently 12 students enrolled, who will be given until the end of the Spring 2024 semester to complete the program or move into the Individualized Studies concentration, the Psychology major, or the Sociology major.

There are no costs associated with this discontinuation and eliminating this concentration will result in staff cost savings.

RECOMMENDATION

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

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Educational Leadership, Sixth Year Certificate, Intermediate Administrator (CIP Code: 13.0401 / OHE# 000603), specifically the replacement of the current on ground modality with hybrid modality – leading to a Graduate Certificate at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Educational Leadership, Sixth Year Certificate, Intermediate Administrator, specifically the replacement of the current on ground modality with hybrid modality – leading to a Graduate Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Educational Leadership, Sixth Year Certificate, Intermediate Administrator	
CIP Code	13.0401	
OHE# (Leave blank for new programs)	000603	
Degree Level	Graduate Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	04/21/2022	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground X Hybrid (60% online) __ Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

As nearly all of the students matriculated in our program work full-time as educators in P-12 settings, being physically present for classes on a weekly basis is a significant challenge. The first of the university's two Summer sessions (when courses are condensed) poses an additional challenge, as it begins long before the traditional P-12 academic year ends.

Two courses (EDL 602: School Law; EDL 657: School Finance), offered only during the Summer terms, will be moved to fully online. The two-semester-long Administrative Internship (EDL 687 and EDL 688) will continue to meet entirely on ground. The remaining seven courses (EDL 680: Leadership Perspectives; EDL 681: Leadership Development; EDL 684: Learning Theory into Practice; EDL 685: Curriculum Development; EDL 683: Supervision and Staff

Development; EDL 682: Organizational Development; and EDL 689: Seminar in Educational Leadership) will meet on ground eight times per fifteen-week term, and online for the remaining seven sessions (.533 on ground; .467 online). As most program courses are paired, paired courses will adhere to the same schedule (as to which sessions are held on ground, and which online).

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

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

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.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Educational Leadership (CIP Code: 13.0401 / OHE# 010498), specifically the replacement of the current on ground modality with hybrid modality – leading to a Doctorate of Education at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Educational Leadership, specifically the replacement of the current on ground modality with hybrid modality – leading to a Doctorate of Education at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Educational Leadership	
CIP Code	13.0401	
OHE# (Leave blank for new programs)	010498	
Degree Level	Doctorate	
Number of Collegiate Credits		
Date of Action (Anticipated)	04/21/2022	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground X Hybrid (60% online) __ Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

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

Fall and Spring courses in the program will be offered in a hybrid format – meeting online for two-third of the sessions, and on ground for the remaining one-third of the sessions. Summer courses conducted by the EDD program will be delivered in an online format.

Fiscal Impact:

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

RECOMMENDATION

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

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – School Psychology (CIP Code: 42.2805 / OHE# 000665), specifically the replacement of the current on ground modality with hybrid modality – leading to a Master of Science at Southern Connecticut State University.

A True Copy:

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

ITEM

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

Name of Institution	Southern Connecticut State University	
Name of Program	School Psychology	
CIP Code	42.2805	
OHE# (Leave blank for new programs)	000665	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	04/21/2022	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground X Hybrid (60% online) __ Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

During COVID, the program moved to a majority of classes being offered in a hybrid or online format. Feedback from students was strongly positive. Over the past few years, many potential applicants have asked for such a change. We believe this will improve our recruitment and retention of diverse students. There is currently a state and nationwide shortage of school psychologists so this may be particularly timely.

Fiscal Impact:

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

RECOMMENDATION

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

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – School Psychology Sixth Year Certificate (CIP Code: 42.2805 / OHE# 000666), specifically the replacement of the current on ground modality with hybrid modality – leading to a Sixth Year Graduate Certificate at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – School Psychology Sixth Year Certificate, specifically the replacement of the current on ground modality with hybrid modality – leading to a Sixth Year Graduate Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University
Name of Program	School Psychology Sixth Year Certificate
CIP Code	42.2805
OHE# (Leave blank for new programs)	000666
Degree Level	Sixth Year Graduate Certificate
Number of Collegiate Credits	
Date of Action (Anticipated)	04/21/2022
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program
If Name Change, New Name	N/A

Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground X Hybrid (60% online) __ Online

Effective Term	Spring 2022
If a Discontinuation, date of Termination	N/A
If a Suspension, dates of Suspension	N/A

BACKGROUND

During COVID the program was offered in a hybrid format. Feedback from students indicated the flexibility of the experience allowed them to maintain success or become more successful than when the program was offered on-ground. Evaluation of students' course outcomes indicated the quality of their work maintained high levels. Additionally, students continued to expectations with a 100% passing rate on the Praxis II School Psychology Content Exam and 100% passing rate on the oral comprehensive exam. We believe this will improve our recruitment and retention of diverse students. There is currently a state and nation-wide shortage of school psychologists so this will be a particularly timely change. Lab-based assessment courses are best delivered on-the-ground in flipped format in dedicated on-campus labs. Based on these factors we are seeking a "Combined" modality change for our program.

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

RECOMMENDATION

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

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Engineering Technology Mechanical Option (CIP Code: 15.0000 / OHE# 01303), specifically a name change to Mechanical Engineering Technology – leading to an Associate of Science at Naugatuck Valley Community College.

A True Copy:

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

ITEM

Modification of a program – Engineering Technology Mechanical Option, specifically a name change to Mechanical Engineering Technology – leading to an Associate of Science at Naugatuck Valley Community College.

Name of Institution	Naugatuck Valley Community College	
Name of Program	Modification of a program – Engineering	
CIP Code	15.0000	
OHE# (Leave blank for new programs)	01303	
Degree Level	Associate of Science	
Number of Collegiate Credits	66	
Date of Action (Anticipated)	05/19/2022	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	Mechanical Engineering Technology	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future X On Ground __ Hybrid __ Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

During the current program's accreditation cycle at NVCC, discrepancies were discovered among program name on students' transcript, the name on the Request for Evaluation form, and the College's website. NVCC prefers to use *Mechanical Engineering Technology* rather than *Engineering Technology: Mechanical Engineering Technology.* Approval of the name change at this time will ensure title consistency in all college publications, the website, catalog and transcripts so NVCC can be in compliance with requirements of the program accrediting body.

Fiscal Impact:

No costs will result from this name change.

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.

05/06/2021 – BOR -Academic and Student Affairs Committee
05/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the suspension of an Anthropology concentration in a program in General Studies (CIP Code: 24.0102) leading to a Bachelor of Science at Charter Oak State College until no later than Spring 2024.

                    A True Copy:

                    _____

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

ITEM

Suspension of an Anthropology concentration in a program in General Studies leading to a Bachelor of Science at Charter Oak State College until no later than Spring 2024.

BACKGROUND

The Anthropology concentration requires students to take most of their courses elsewhere and then transfer them to Charter Oak. This concentration was developed when Charter Oak offered fewer courses and students were coming to Charter Oak having completed most of their major at other institutions. Over the years, the student body has changed – more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

There is currently one student enrolled in this concentration. The concentration will be eliminated from the 2022-23 catalog and from the admission application. The student will have until the end of the spring 2024 semester to complete the program. If unable to complete the program by that time, the student will be moved into the Individualized Studies concentration.

There are no costs to suspend the program beyond the cost of staff time to remove the concentration from the website and application. Suspending this concentration will result in staff cost savings.

Charter Oak will use the time during which the concentration is suspended to analyze feasible programmatic offerings that can fit within the Arts and Humanities pathway. This may include combining suspended programs or modifying existing programs with greater workforce connections that might draw adult students to Charter Oak.

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 suspension of this Bachelor of Science.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the suspension of an
Applied Arts concentration in a program in General Studies (CIP Code: 24.0102) leading
to a Bachelor of Science at Charter Oak State College until no later than Spring 2024.

A True Copy:

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

ITEM
Suspension of an Applied Arts concentration in a program in General Studies leading to a
Bachelor of Science at Charter Oak State College until no later than Spring 2024.

BACKGROUND
The Applied Arts concentration requires students to take most of their courses elsewhere and
then transfer them to Charter Oak. This concentration was developed when Charter Oak offered
fewer courses and students were coming to Charter Oak having completed most of their major at
other institutions. Over the years, the student body has changed – more students are matriculating
with fewer credits and are looking to complete the remainder of their degree with Charter Oak
courses.

There are currently three students enrolled in this concentration. The concentration will be
eliminated from the 2022-23 catalog and from the admission application. Students will have until
the end of the spring 2024 semester to complete the program. If unable to complete the program
by this time, students will be moved into the Individualized Studies concentration.

There are no costs to suspend the program beyond the cost of staff time to remove the
concentration from the website and application. Suspending this concentration will result in staff
cost savings.

Charter Oak will use the time during which the concentration is suspended to analyze feasible
programmatic offerings that can fit within the Arts and Humanities pathway. This may include
combining suspended programs or modifying existing programs with greater workforce
connections that might draw adult students to Charter Oak.

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 suspension of this Bachelor of Science.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the suspension of an Art
History concentration in a program in General Studies (CIP Code: 24.0102) leading to a
Bachelor of Science at Charter Oak State College until no later than Spring 2022.

A True Copy:

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

ITEM

Suspension of an Art History concentration in a program in General Studies leading to a Bachelor of Science at Charter Oak State College until no later than Spring 2022.

BACKGROUND

The Art History concentration requires students to take most of their courses elsewhere and then transfer them to Charter Oak. This concentration was developed when Charter Oak offered fewer courses and students were coming to Charter Oak having completed most of their major at other institutions. Over the years, the student body has changed – more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

There are currently no students enrolled in this concentration. The concentration will be eliminated from the 2022-23 catalog and from the admission application.

There are no costs to suspend the program beyond the cost of staff time to remove the concentration from the website and application. Suspending this concentration will result in staff cost savings.

Charter Oak will use the time during which the concentration is suspended to analyze feasible programmatic offerings that can fit within the Arts and Humanities pathway. This may include combining suspended programs or modifying existing programs with greater workforce connections that might draw adult students to Charter Oak.

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 suspension of this Bachelor of Science.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a Music History concentration in a program in General Studies (CIP Code: 24.0102) leading to a Bachelor of Science at Charter Oak State College until no later than Spring 2022.

A True Copy:

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

ITEM
Suspension of a Music History concentration in a program in General Studies leading to a
Bachelor of Science at Charter Oak State College until no later than Spring 2022.

BACKGROUND
The Music History concentration requires students to take most of their courses elsewhere and
then transfer them to Charter Oak. This concentration was developed when Charter Oak offered
fewer courses and students were coming to Charter Oak having completed most of their major at
other institutions. Over the years, the student body has changed – more students are matriculating
with fewer credits and are looking to complete the remainder of their degree with Charter Oak
courses.

There are currently no students enrolled in this concentration. The concentration will be
eliminated from the 2022-23 catalog and from the admission application.

There are no costs to suspend the program beyond the cost of staff time to remove the
concentration from the website and application. Suspending this concentration will result in staff
cost savings.

Charter Oak will use the time during which the concentration is suspended to analyze feasible
programmatic offerings that can fit within the Arts and Humanities pathway. This may include
combining suspended programs or modifying existing programs with greater workforce
connections that might draw adult students to Charter Oak.

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 suspension of this Bachelor of Science.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the suspension of a Music Theory concentration in a program in General Studies (CIP Code: 24.0102) leading to a Bachelor of Science at Charter Oak State College until no later than Spring 2022.

A True Copy:

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

ITEM

Suspension of a Music Theory concentration in a program in General Studies leading to a Bachelor of Science at Charter Oak State College until no later than Spring 2022.

BACKGROUND

The Music Theory concentration requires students to take most of their courses elsewhere and then transfer them to Charter Oak. This concentration was developed when Charter Oak offered fewer courses and students were coming to Charter Oak having completed most of their major at other institutions. Over the years, the student body has changed – more students are matriculating with fewer credits and are looking to complete the remainder of their degree with Charter Oak courses.

There are currently no students enrolled in this concentration. The concentration will be eliminated from the 2022-23 catalog and from the admission application.

There are no costs to suspend the program beyond the cost of staff time to remove the concentration from the website and application. Suspending this concentration will result in staff cost savings.

Charter Oak will use the time during which the concentration is suspended to analyze feasible programmatic offerings that can fit within the Arts and Humanities pathway. This may include combining suspended programs or modifying existing programs with greater workforce connections that might draw adult students to Charter Oak.

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 suspension of this Bachelor of Science.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Public Administration (CIP Code: 44.0401, OHE# TBD) – leading to a Master of Public Administration at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Establishment of a new program, Public Administration, leading to a Master of Public Administration at Southern Connecticut State University.

BACKGROUND

This Master of Public Administration program provides the necessary courses and curriculum to address public policy concerns and issues across various academic fields. Many of SCSU's departments already focus on social problems and social justice matters. The public administration program builds on this focus and connects a number of departments together for a graduate level master's degree. It also allows for concentration in a variety of policy areas for our already diverse student body at an affordable in-state tuition rate.

Since SCSU is primarily an education and health services university, the MPA program would be an integrated one with various concentrations in human services and public policy. A number of these departments already have policy and management related courses for their curricula, making this a flexible and achievable process. Since New York City and Hartford markets are nearby, the interest in public administration especially for a public university makes SCSU location standout.

Regional and local employer demand for master's-level public administration and public policy professionals grew 1.13 percent and 1.75 percent respectively, outpacing the demand for all master's level professionals (i.e., 1.06 percent and 0.38 percent, respectively). Regional and local employers posted a high number of relevant job postings in the last 12 months, suggesting prospective graduates may enter a favorable market." Although UConn has an MPA program, the data indicate that it does not meet the state's employment needs. In addition, we will be marketing the program toward individuals employed in the greater New Haven region who are unlikely to commute to Hartford for graduate studies. Instead, we will attract those who are more likely to consider the private universities in the region, but who will be drawn by the lower tuition and the appeal of an accredited program.

The School of Graduate and Professional Studies has identified the MPA program as a priority initiative. Staff and school resources will allow public administration to flourish especially in recruiting new and more students across a variety of academic fields. From online to social media, recruitment will be essential. We have budgeted a healthy allocation for marketing in order to promote the program to public organizations, non-profits, and government agencies. In addition, we will use the university's relationship with the Greater New Haven Chamber of Commerce to build name recognition and promote the program to the non-profits that are members of the GNHCC.

Since this program will be across a number of departments and a shared committee structure, faculty members will promote the MPA in various ways. Internally, many of our current

undergraduates focus on public policy related courses within their majors and they are a natural initial source of potential full time graduate students. There is already interest in making this a 4+1 initiative where undergraduate students can consider an accelerated graduate program with the two dozen bachelor's degree students from Political Science as a potential feeder in addition to the other programs involved in the program.

The program will seek accreditation by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). A precondition of our application for accreditation by NASPAA is faculty governance, which will "exercise substantial determining influence for…the program. This advisory group will have responsibility for examining student retention and completion data. These efforts will be evaluated externally by NASPAA and internally by the university's program review process.

A number of program courses will center on social, racial, ethnic and economic issues. Since many of the existing classes are already offered across departments, additional courses will center on public policymaking especially related to diversity concerns. Disparities remain an ongoing policy problem particularly in Connecticut. Having a public administration program at a regional university like SCSU would be especially impactful in the New Haven region as tuition at nearby private universities is costly. Considering the in-state tuition costs at SCSU, the diversity of students, faculty and classes, an MPA program at Southern would give students an equitable alternative.

RECOMMENDATION

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

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New College of Technology Program

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program, College of Technology: Technology Studies: Artificial Intelligence Option (CIP Code: 11.0102) – leading to an Associate of Science at Capital Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Establishment of a new program leading to an Associate of Science in College of Technology: Technology Studies: Artificial Intelligence Option at Capital Community College.

BACKGROUND

The Technology Studies: Artificial Intelligence Option is a unique program developed from Intel's *Artificial Intelligence (AI) for Workforce* program. Intel's *AI for Workforce* program seeks to build a workforce of individuals with the technical and analytical skills to build, analyze and implement artificial intelligence in a variety of industries. The Technology Studies AI option utilizes the curricular framework and curricular materials from Intel's *AI for Workforce* program to enable students to develop and apply artificial intelligence solutions to problems in the fields of predictive analytics, natural language processing, and computer vision.

Artificial intelligence is used in a variety of industries, including healthcare, technology, manufacturing, media, marketing, and business. Graduates of the program will possess the analytical and technical skills to obtain entry-level jobs as a computer programmer, software analyst, software developer, or data analyst. Since artificial intelligence and machine learning are emerging fields, they do not yet appear on state occupational outlook projection tables. However, employment projections indicate that related computer science and mathematics occupations will experience significant growth in the state of Connecticut. Graduates of the program will be well-positioned to work in industries that design and apply artificial intelligence solutions, or further their education by pursuing a baccalaureate program in a technical field such as computer science or data science

Capital has a diverse student body which will significantly benefit from the implementation of this program. Through targeted outreach among existing students, and outreach in the community, the program will seek to recruit a diverse population of students to enhance diversity in this technical field. Courses in the program will be infused with high-impact practices intended to promote engagement and persistence, particularly among students of color, part-time students, and female students. Program faculty will also partner with companies and universities to establish mentoring opportunities for students.

Capital Community College is committed to preparing a diverse workforce in STEM fields, supporting students for success in 21st century jobs and careers, providing workforce training in cutting-edge technology fields, and advancing education in STEM fields for students in the Greater Hartford region. Capital's partnerships with healthcare and technology companies in the Greater Hartford region will support a successful program implementation and enable faculty to design and implement learning experiences that address local industry needs. In Spring 2022, Capital faculty completed training in Intel's *Artificial Intelligence for Workforce* program. Capital faculty participated in a series of Train the Trainer workshops to learn the pedagogy and resources utilized in the program. Capital faculty have the necessary expertise in computer science, mathematics, statistics, machine learning, and data science to support students in achieving the learning goals of this program.

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

5.2.1 Policy on Student Rights, Section 3 Review of Academic Standing Policy (Amendment)

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of the 1 Policy on Student Rights, Section 3 Review of Academic Standing policy as amended effective Summer 2023 to better serve all students in CT State Community College.

A True Copy:

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

ITEM

Modification of concerning 5.2.1 Policy on Student Rights, Section 3 Review of Academic Standing Policy for Connecticut State Community College

Policy on Student Rights, Section 3 Review of Academic Standing Policy (Current Policy)

A student may seek review of the assignment of a grade or other decision affecting academic status in accordance with the following procedure:

1. *The grade or academic decision* affecting academic status should be discussed informally with the instructor or official responsible for the decision within fifteen calendar days of the student's awareness of the decision.

2. *If the matter is not satisfactorily adjusted* within ten calendar days of this appeal or the instructor is not available, the student may refer the matter to the academic dean by filing a written appeal. The appeal must be filed with the academic dean within thirty calendar days of the student's awareness of the decision which is being appealed.

   Upon receipt of such appeal, the dean shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. The dean may then refer the matter to the academic supervisor for informal consideration prior to step 3 below.

3. *The academic dean or other designated official(s) shall afford review* as provided below. The president may designate an official or an academic appeals committee to provide review at this step in lieu of the academic dean.

   The student shall be afforded the right to present a statement of appeal and relevant information in support of it. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of section 1 of this policy. The student is entitled to a written response within thirty days of the completion of his or her presentation. A decision to change the grade or modify the decision which has been appealed is advisory to and subject to the approval of the president.

4. *The foregoing decision may be appealed to the president* by filing a statement of appeal within ten calendar days of the date of the decision. Review by the president shall be on the basis of the written record unless he or she decides that fairness requires broader review. The decision of the president shall be final.

5. *The time frames* provided herein may be modified by the president for good cause shown.

Policy on Student Rights, Section 3 Review of Academic - Amended Policy

An academic appeal is an allegation by a student that an employee of the college has violated federal or state laws and regulations, college or department policies, accreditation standards, or the policies stated in the course syllabus related to an assigned grade, notation, or other academic decision. A student may seek campus-level review of the assignment of a grade, notation, or other decision affecting academic status in accordance with the procedure outlined in the college catalog.

The campus-level appeal will take place at the campus where the grade, notation, or course being appealed took place. The student shall be afforded the right to present a statement of appeal and relevant information in support of it. The faculty member shall also be afforded the right to present a statement of relevant information regarding the appeal. It is the student's responsibility to show that the decision in question is arbitrary, i.e., without a reasonable basis, or was made for improper reasons in violation of this policy. The student is entitled to a written response upon completion of the appeal procedure outlined in the college catalog.

The procedural time frames provided may be modified by the Campus CEO for good cause shown.

The decision of the Campus CEO, or designee shall be final.

BACKGROUND
The Academic Deans have been working to review existing policy as we prepare a catalog and policy resources for Connecticut State Community College. Most changes have been minor updates to language so that it will be consistent with the operation of a large college with multiple locations. In cases like the one below, where a substantive change has been recommended by the Deans, we are bringing those suggestions through the transitional governance process.

The majority of the old policy was, in fact, procedure. Additionally, the new procedure will take into account the need for three types of appeals to address the diverse needs of students to continue to make academic progress: traditional, expediated, and clinical.

If adopted, this proposal could have a small fiscal impact: For expedited appeals (used when an appeal would impact a student's progress or entry into a course or program in the following semester), then the Campus CEO would need to have the option of providing funding or future AR credit for a winter/summer convening of the Academic Appeals Committee.

NEW PROCEDURE

There are three procedural options for responding to a student's campus-level review of the assignment of a grade or other decision affecting academic status: Regular Appeal, Expedited Non-Clinical Appeal, and Expedited Clinical Appeal. For all three options, Step 1 of the campus-level appeal process will not take place prior to the Registrar's posting of final grades.

The Regular Appeal Procedure should be followed if the grade being appealed would not prevent a student from graduating, transferring, or progressing in their designated program the following semester or term. The regular appeal procedure would likely be completed within 40 business days of the start of the next full academic semester.

The Expedited Non-Clinical Appeal Procedure should be followed if the grade being appealed is from a non-clinical program and would prevent a student from graduating, transferring, or progressing in their designated program the following semester or term. The expedited (non-clinical) appeal procedure would likely be completed within 15 business days from the Registrar's Office posting of the official final grade.

The Expedited Clinical Appeal Procedure should be followed if the grade being appealed is for a specialized course in a clinical program and would prevent a student from graduating, transferring, or progressing in their designated program the following semester or term. The expedited clinical appeal procedure would likely be completed within 10 business days from the Registrar's Office posting of the official final grade plus, if applicable, any additional days required for the completion of program-level appeal procedures stipulated by specialized accredited clinical programs. Some clinical programs may permit program-level appeal procedures to be completed prior to the Registrar's Office posting of the official final grade; however, Step 1 of the campus-level appeal process will not take place prior to the Registrar's posting of final grades.

Students may reach out to their Guided Pathways Advisor and/or program advisor for assistance in navigating the appeals process.

Regular Appeal Procedure:
Procedure to be followed if the grade being appealed would not prevent a student from graduating, transferring, or progressing in their designated program the following semester or term.

1. The grade or academic decision affecting academic status should be discussed informally with the instructor or official responsible for the decision within ten business days-the Registrar's Office posting of the official final grade.

   If the matter is not satisfactorily resolved or the instructor is not available, the student may refer the matter to the Campus Dean of Students and Faculty, or the dean's designee, by filing a written appeal using *Form A: CT State Academic Appeal – Student Application*. The written appeal must be filed with the Dean within twenty business days of the Registrar's Office posting of the official final grade.

2. Upon receipt of Form A, the Dean or the dean's designee shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. To be considered as part of the appeal, *Form B: CT State Academic Appeal – Employee/Instructor Response* must be received no later than the first day of the following full semester.

3. The Dean, or the dean's designee, will refer the appeal to an ad hoc Campus Academic Appeals Committee. The committee will meet within ten business days of the start of the next fall or spring academic semester. The committee shall be comprised of:
   - 4 Campus Faculty members (preferably from campus where the grade appeal originated, but faculty from other campuses may be used if no campus faculty are available)
   - 1 Campus EMSA/Student Affairs member
   - 1 Campus Dean of Students and Faculty or designee *(non-voting ex officio)*

     All voting members are selected ad hoc by the Dean of Students and Faculty with training prior to serving on the committee.

4. The recommendation of the Academic Appeals Committee, *Form C: CT State Academic Appeal – Campus Academic Appeals Committee Recommendation,* is forwarded to the Campus CEO, or CEO's designee, within twenty business days of the start of the semester.

5. A final decision regarding the appeal made by the Campus CEO, or CEO's designee. The student will be notified in writing of the final decision within forty business days of the start of the semester.

6. The time frames provided herein may be modified by the Campus CEO, or CEO's designee, for good cause shown.

Expedited Non-Clinical Appeal Procedure:
Procedure to be followed if the grade being appealed is from a non-clinical program and would prevent a student from graduating, transferring, or progressing in their designated program the following semester or term.

1. The grade or academic decision affecting academic status should be discussed informally with the instructor or official responsible for the decision within three business days of the Registrar's Office posting of the official final grade.

2. If the matter is not satisfactorily resolved, or the instructor is not available, the student may refer the matter to the Campus Dean of Students and Faculty, or the dean's designee, by filing a written appeal using *Form A: CT State Academic Appeal – Student Application*. The written appeal must be filed with the dean within six business days of the Registrar's Office posting of the official final grade.

3. Upon receipt of such appeal, the dean or the dean's designee shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. To be considered as part of the expedited appeal, *Form B: CT State Academic Appeal – Employee/Instructor Response* must be received no later than three days from the submission of the student's written appeal.

4. The Dean, or the dean's designee, will refer the matter to an expedited ad hoc Campus Academic Expedited Non-Clinical Appeals Committee. The expedited committee will meet within three business days. The expedited committee shall be comprised of:
    - 2 Faculty members (preferably from campus where the grade appeal originated, but faculty from other campuses may be used if no campus faculty are available)
    - 1 Campus EMSA/Student Affairs member
    - 1 Campus Dean of Students and Faculty or designee *(non-voting ex officio)*

    All voting members are selected ad hoc by the Dean of Students and Faculty with training prior to serving on the committee.

5. The recommendation of the Academic Expedited Non-Clinical Appeals Committee, *Form C: CT State Academic Appeal – Campus Academic Appeals Committee Recommendation,* is forwarded to the Campus CEO, or CEO's designee, within three business days.

6. A final decision regarding the appeal is made by the Campus CEO, or CEO's designee. The student will be notified in writing of the final decision within three business days of the Campus CEO, or CEO's designee, receiving the appeals committee recommendation.

7. The time frames provided herein may be modified by the Campus CEO, or CEO's designee, for good cause shown.

Expedited Clinical Appeal Procedure:
Procedure to be followed if the grade being appealed is for a specialized course in a clinical program and would prevent a student from graduating, transferring, or progressing in their designated program the following semester or term.

1. For clinical program appeals, any program-level appeal procedures stipulated by specialized accredited clinical programs must be completed prior to the initiation of the campus-level appeal. Some clinical programs may permit program-level appeal procedures to be completed prior to the Registrar's Office posting of the official final grade; however, the campus-level appeal process will not take place prior to the Registrar's posting of final grades and the program-level appeal process must be

initiated no more than two business days from the Registrar's Office posting of the official final grade. If no program-level appeal procedures are required for a clinical program, the grade or academic decision affecting academic status should be discussed informally with the instructor or official responsible for the decision within two business days of the Registrar's Office posting of official final grade.

2. If the matter is not satisfactorily resolved or the instructor is not available, the student may refer the matter to the Campus Dean of Students and Faculty, or the dean's designee, by filing a written appeal using *Form A: CT State Academic Appeal – Student Application*. The written appeal must be filed with the dean within two days of completion of step 1.

3. Upon receipt of such appeal, the Dean or the dean's designee shall meet with the instructor, if he or she is available, to determine that step 1 has taken place or is not possible and to receive relevant information from the instructor responsible for the decision. To be considered as part of the expedited appeal, *Form B: CT State Academic Appeal – Employee/Instructor Response* must be received no later than two days from the submission of the student's written appeal.

4. The Dean, or the dean's designee, will refer the matter to an expedited ad hoc Campus Academic Expedited Clinical Appeals Committee. The expedited committee will meet within two business days. The expedited committee shall be comprised of:
    - 2 Faculty members from clinical programs (preferably from campus where the grade appeal originated, but faculty from other campuses may be used if no campus faculty are available)
    - 1 Campus EMSA/Student Affairs member
    - 1 Campus Dean of Students and Faculty or designee *(non-voting ex officio)*

      All voting members are selected ad hoc by the Dean of Students and Faculty with training prior to serving on the committee.

5. The recommendation of the Academic Expedited Clinical Appeals Committee, *Form C: CT State Academic Appeal – Campus Academic Appeals Committee Recommendation,* is forwarded to the Campus CEO, or CEO's designee, within two business days.

6. A final decision regarding the appeal is made by the Campus CEO, or CEO's designee. The student will be notified in writing of the final decision within two business days of the Campus CEO, or CEO's designee, receiving the appeals committee recommendation.

7. The time frames provided herein may be modified by the Campus CEO, or CEO's designee, for good cause shown.

RECOMMENDATION

Following review and a deliberative process, it is the recommendation of the Students First Academic and Student Affairs Consolidation Committee and the College Consolidation Implementation Committee that the Board of Regents approve this policy modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Dean's List Policy (Amendment)

March 25, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of the Community College Honors - Semester and Graduation (renamed CT State Honors – Semester and Graduation) policy as amended effective Summer 2023 to better serve all students in CT State Community College.

A True Copy:

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

ITEM
Modification of 1.4 Community College Honors - Semester and Graduation

1.4 Community College Honors - Semester and Graduation – Current Policy

Semester Honors

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.

2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.

3. A course Withdrawal or Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the Incomplete, the student may be recognized retroactively.

4. Students who are in a probationary status are not eligible for Dean's List recognition, even if their cumulative grade point average might otherwise make them eligible.

Graduation Honors

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

- Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
- Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
- Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average. Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.

CT State Honors- Semester and Graduation - Amended Policy

Semester Honors

1. Full-time students who are matriculated in a certificate or degree program and who successfully complete 12 or more credits of work in a semester with a grade point average of 3.4 or higher shall be recognized by having their names placed on a Dean's List.

2. Part-time students who are matriculated in a certificate or degree program are also eligible for such recognition when they have completed 12 or more credits of work with a cumulative grade point average of 3.4 or higher. They may be subsequently recognized at the completion of an additional 12 or more credits of work with a cumulative grade point average of 3.4 or higher, and at successive intervals of 12 credits.

3. A course Incomplete shall make the student ineligible for Dean's List recognition that semester. Upon completion of the coursework for which the Incomplete was granted, the student may petition the Dean of Faculty and Students within 30 days of the posting of the final grade, to have the Dean's List retroactively recognized on the student's official transcript.

    Students who withdraw from courses may be eligible for the Dean's List. However, if the withdrawal causes them to fall below 12 credits for that term, they will not be eligible for the Dean's List for that term unless they have otherwise reached a cumulative 12-credit interval (please see #2 above).

4. Students who are in academic probationary status, or have a Dean's hold due to academic integrity issues, are not eligible for Dean's List recognition, even if their semester grade point average might otherwise make them eligible.

Graduation Honors

Students with exemplary academic performance shall be recognized at graduation with the following designations, either in Latin or English, as the college may choose:

*   Summa Cum Laude/Highest Honors for students with a 3.9 – 4.0 grade point average
*   Magna Cum Laude/High Honors for students with a 3.7 – 3.89 grade point average
*   Cum Laude/Honors for students with a 3.4 – 3.69 grade point average

Students with an Incomplete may become eligible retroactively for graduation honors upon completion of the course requirements, and recognition shall appear on the transcript, provided that the student has earned the required grade point average. Grades received for developmental courses may be used to determine eligibility for semester honors. However, they cannot be used to determine eligibility for graduation honors.

BACKGROUND

The Academic Deans have been working to review existing policy as we prepare a catalog and policy resources for Connecticut State Community College. Most changes have been minor updates to language so that it will be consistent with the operation of a large college with multiple locations. In cases like the one below, where a substantive change has been recommended by the Deans, we are bringing those suggestions through the transitional governance process.

In this case, the Deans are recommending that a course withdrawal is no longer an event that would disqualify a student from Dean's List consideration.

To date, students are automatically removed from consideration for Dean's List due to a withdrawal in that term. Oftentimes, the withdrawal does not result in the student falling below the full-time requirement but still makes the student ineligible as the policy is currently written. Additionally, the four universities in the system do not have this requirement and we suggest that removal of course withdrawal as a disqualifying event is more equitable and more consistent within the system.

- The incomplete process should communicate the relevant information to students.
- Students withdrawing from a course should be notified that they will not be eligible for Dean's List in that term if they meet the criteria but fall below full-time.

RECOMMENDATION

Following review and a deliberative process, it is the recommendation of the Students First Academic and Student Affairs Consolidation Committee and the College Consolidation Implementation Committee that the Board of Regents approve this policy modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Fresh Start Policy (Amendment)

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of the Fresh Start Policy (renamed Academic Fresh Start) as amended effective Summer 2023 to better serve all students in CT State Community College.

A True Copy:

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

ITEM

Modification of Fresh Start Policy for Connecticut State Community College

3.8.1 Fresh Start – Current Policy

1. Colleges shall have a policy, called Fresh Start, which will allow students who have not attended college for a period of two or more years and who have a poor academic record to refresh their Grade Point Average (GPA) and develop a more favorable academic record. Students accepted for enrollment under Fresh Start will meet with a designated college official to determine their academic status for re-entry into the college.
2. All grades previously earned will remain on the student's transcript. The semesters for which Fresh Start is invoked will include a transcript symbol indicating that the policy is in effect. The original GPA will not be included in any subsequent computation of the new GPA. If the Fresh Start option is approved, the student will receive credit for courses with a grade of C-minus or above, including "P" (Pass).

1. The Fresh Start option can be used only once.
2. The Fresh Start option does not apply to any completed degree or certificate.
3. A student must complete a minimum of 15 credits after returning to college under the Fresh Start option to be eligible for a degree or certificate, and for graduation honors.
4. Each college is responsible for developing its own procedures for managing Fresh Start, including where and how the student applies, what forms are used, who approves the application, and how the student's progress is monitored.

3.8.1 Academic Fresh Start – Amended Policy

Academic Fresh Start is a one-time opportunity for eligible students who have not attended college for a period of one or more years (two standard semesters) to have prior grades earned at Connecticut State Community College, or one of the legacy Connecticut community colleges, excluded from their academic Grade Point Average (GPA) after re-admission to Connecticut State Community College.

All grades previously earned will remain on the student's transcript. The semesters for which Academic Fresh Start is invoked will include a transcript symbol indicating that the policy is in effect. The refreshed GPA will reflect academic amnesty, but the original GPA will be maintained for the purpose of determining Financial Aid eligibility. If the Academic Fresh Start option is approved, the student will retain credit for courses with a grade of "C-minus" or above, including "P" (Pass), "CR" (Credit), and "CRT" (Credit Transfer).

After re-enrollment, a student must complete 9 credits with a GPA of 2.0 in order to have the Academic Fresh Start applied to their record.

A student must complete a minimum of 15 credits after returning to college under the Academic Fresh Start option to be eligible for a degree and for graduation honors or twenty-five percent of

the credits necessary for the completion of a certificate to be eligible for that certificate and graduation honors.

An Academic Fresh Start does not guarantee admission or re-admission to a selective admission program.

The Academic Fresh Start option does not apply to any completed degree or certificate.

The Connecticut State Community College administration is responsible for developing its own procedures for managing Academic Fresh Start, including where and how the student applies, what forms are used, who approves the application, and how the student's progress is monitored.

BACKGROUND

The Academic Deans have been working to review existing policy as we prepare a catalog and policy resources for Connecticut State Community College. Most changes have been minor updates to language so that it will be consistent with the operation of a large college with multiple locations. In cases like the one below, where a substantive change has been recommended by the Deans, we are bringing those suggestions through the transitional governance process.

As currently presented, the Fresh Start policy has several concerns that the updated policy addresses.

1. The current policy does not present a clear explanation to students that this policy only applies to their academic record and that, due to Federal Financial Aid regulations, their financial aid record will remain unchanged. This is addressed through the name change of the policy, the language within the policy, and a procedure that will require students to attest in writing that they understand that Academic Fresh Start is limited to a student's academic Grade Point Average (GPA) and is not a fresh start for financial aid.
2. The current policy is implemented immediately upon re-entry into the college, which does not provide time for the student and advisor to evaluate if the student is truly ready to reengage academically. For students who are not yet ready, they can easily use their one-time Fresh Start option at a point that is not the most beneficial. The new policy requires a student must complete 9 or more credits in their declared academic program with a minimum 2.0 GPA before the Academic Fresh Start is applied to their transcript.
3. The current policy requires a two-year period of separation before the policy can be enacted. Students who wish to re-engage in less than two years are not eligible for a fresh start, putting an unfair disadvantage to students ready to return after a short period of time.

RECOMMENDATION

Following review and a deliberative process, it is the recommendation of the Students First Academic and Student Affairs Consolidation Committee and the College Consolidation Implementation Committee that the Board of Regents approve this policy modification. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

04/08/2022 – BOR -Academic and Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

April 21, 2022

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

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Biotechnology	A.S.	60
2. Biotechnology	Certificate	18
3. Chemistry Studies (CSCU Pathway Transfer Degree)	A.A.	62
4. Dance	A.A.	60
5. Dance	Certificate	27
6. Diagnostic Medical Sonography	A.S.	60*^+
7. Environmental Biology	A.S.	61
8. Environmental Engineering Technology	A.S.	65^
9. Environmental Science and Toxicology	A.S.	61
10. Environmental Science: Sustainability	A.S.	60
11. Natural Resources	A.S.	61
12. Environmental Health & Safety Management	Certificate	24
13. Environmental Science and Toxicology	Certificate	30
14. Natural Resources	Certificate	17
15. Interior Design Career Program	A.A.S.	21

Program	Program Type	Minimum # of Credits
16. Interpreter Training Program	A.S.	70*^
17. Deaf Studies	Certificate	24
18. Library Technology	Certificate	27
19. Mathematics Studies (CSCU Pathway Transfer Degree)	A.A.	60
20. Nuclear Medicine Technology	A.S.	63*+
21. Nursing	A.S.	71*+
22. Outpatient Medical Coding and Auditing	A.S.	60
23. Medical Billing & Outpatient Coding Specialist	Certificate	24
24. Paralegal	A.S.	60
25. Paralegal	Certificate	24
26. Certified Phlebotomy Technician	Certificate	16
27. Pre-Dental Hygiene Transfer Compact	A.A.	64^
28. Pre-Nutrition Transfer Degree	A.A.	64^
29. Radiography	A.S.	60*+
30. Radiography: Gateway Option	A.S.	65*+
31. Radiography: Manchester Option	A.S.	67*+
32. Radiography: Middlesex Option	A.S.	64*+

* The following were previously granted exemptions to credit normalization: Diagnostic Medical Sonography, A.S., Interpreter Training Program, A.S., Nursing, A.S., Radiography (all options), A.S.

^ The following require an additional one to three credits due to the addition of the College and Career Success (CCS 101) course in the curriculum: Diagnostic Medical Sonography, A.S., Environmental Engineering Technology, A.S., Interpreter Training Program, A.S., Nuclear Medicine Technology, A.S., Nursing, A.S., Pre-Dental Hygiene Transfer Compact, A.A., Pre-Nutrition Transfer Degree, A.A. As per BOR policy 14-111, we request an exemption to credit normalization for the credit totals listed above to include the College and Career Success course.

+ The following are selective admissions programs. Students must apply to enter into these degree programs and complete required courses as part of the application process: Diagnostic Medical Sonography, A.S. (18 credits admission/pre-program requirements), Nuclear Medicine Technology, A.S. (14 credits admission/pre-program requirements), Radiography, A.S. (11 credits admission/pre-program requirements in all options)

A True Copy:

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

ITEM

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

BACKGROUND & ALIGNMENT PROCESS

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

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

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

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

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

RATIONALE

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

CT State Curriculum Alignment: Process Flow for Degrees & Certificates

Stage 1: Faculty Preparation
- Program coordinators and full-time faculty align existing degree and certificate programs into single versions (for similar programs) or clearly differentiate disparate programs into multiple versions (for different programs)
- If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in revisions of the proposals.

Stage 2: Review by CT State Transitional Committees
- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement
- APRC representatives bring programs to their campus for endorsement and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval
- With approval of the CT State Provost, the APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of the ASA, the BOR approves programs to be offered at CT State or returns them for further review and revision

Stage 6: Implementation
- Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds

Flowchart (top to bottom):
- Faculty: Draft Proposals
- Faculty: Feedback & Proposal Revisions
- Aligned Program Review Committee (APRC)
- Students First Academic & Student Affairs Consolidation Committee (SF ASA CC)
- 12 Campuses
- APRC
- SF ASA CC
- College Consolidation Implementation Committee (CCIC) & CT State Provost
- CSCU Academic Council
- Board of Regents (BOR) Academic & Student Affairs (ASA) committee
- BOR
- External Agencies (e.g., Office of Higher Education)
- CT State Banner/DegreeWorks & Catalog Teams

CT State Aligned Degrees & Certificates
April 21, 2022

1. Biotechnology, A.S.
2. Biotechnology Certificate
3. Chemistry Studies, A.A. (CSCU Pathway Transfer Degree)
4. Dance, A.S.
5. Dance Certificate
6. Diagnostic Medical Sonography, A.S.
7. Environmental Biology, A.S.
8. Environmental Engineering Technology, A.S.
9. Environmental Science and Toxicology, A.S.
10. Environmental Science: Sustainability, A.S.
11. Natural Resources, A.S.
12. Environmental Health & Safety Management Certificate
13. Environmental Science and Toxicology Certificate
14. Natural Resources Certificate
15. Interior Design Career Program, A.A.S.
16. Interpreter Training Program, A.S.
17. Deaf Studies Certificate
18. Library Technology Certificate
19. Mathematics Studies, A.A. (CSCU Pathway Transfer Degree)
20. Nuclear Medicine Technology, A.S.
21. Nursing, A.S.
22. Outpatient Medical Coding and Auditing, A.S.
23. Medical Billing & Outpatient Coding Specialist Certificate
24. Paralegal, A.S.
25. Paralegal Certificate
26. Certified Phlebotomy Technician Certificate
27. Pre-Dental Hygiene Transfer Compact, A.A.
28. Pre-Nutrition Transfer Degree, A.A.
29. Radiography (Capital/Naugatuck Valley), A.S.
30. Radiography: Gateway Option, A.S.
31. Radiography: Manchester Option, A.S.
32. Radiography: Middlesex Option, A.S.

Program Name: Biotechnology

Degree Type: Associate of Science

Program Description:
The Biotechnology Associate of Science Degree is designed to prepare students with a comprehensive background and laboratory technical skills for the purpose of immediate entry into laboratory positions.

Program Learning Outcomes:
Successful graduates will have gained the following skills and knowledge, which will provide them with the flexibility to quickly adapt to a variety of employment or educational options in biotechnology and science.
1. Conduct themselves as laboratory technicians in a biotechnology laboratory with the basic skills and knowledge required to function effectively in a research setting, adherence to Good Laboratory Practices (GLP) and safety guidelines and procedures.
2. Demonstrate proficiencies in both basic and advanced principles of chemistry and biology that are required by a person working as a laboratory technician or planning to enter into a four-year college science program.
3. Explain the basic principles of genetics, molecular biology, cell biology, chemistry, biochemistry, and microbiology.
4. Employ sterile technique in the handling of microbial cultures with knowledge of what is safe and what is hazardous.
5. Prepare solutions and perform accurate measurements using precision instruments such as spectrometers and micropipettes.
6. Demonstrate skills in the use of molecular laboratory techniques including cloning to create recombinant deoxyribonucleic acid (DNA) constructs, polymerase chain reaction (PCR), protein purification, and immunoblotting.
7. Utilize computers to collect and analyze experimental data and to document data in clear and concise technical reports.
8. Evaluate biotechnology techniques that are utilized in original scientific research literature and communicate their significance using the appropriate scientific terminology.
9. Recognize the ethical issues that are relevant to the field of biotechnology.

Program Descriptors:
This program has articulation agreements with the Biomolecular Sciences Program at Central Connecticut State University and the Biology and Biochemistry Programs at Eastern Connecticut State University.

General Education Core Courses (22 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*167	Statistics	**3**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3**
4	CHE*121	General Chemistry I	**4**
6	Social/ Behavioral Science	Any course vetted for Social and Behavioral Science outcomes	**3**
7	COM*173	Public Speaking	**3**
8	CCS 101	College and Career Success	**3**
		General Education Core Credits	**22**

Total Program Requirements (60 – 61 credits)			
Program Required Courses (27 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req Course #**
MAT 172 or MAT 173	MAT 172 College Algebra or MAT 173 College Algebra with Technology	4	TBD
CHE 122	General Chemistry II	4	TBD
BIO 121	General Biology I	4	Eligibility for English 101 and MAT 137. In addition, completion of High School Chemistry or CHE*111 or higher is recommended.
BIO 122	General Biology II	4	Eligibility for English 101 AND MAT 137 A "C" or better in BIO 121 is recommended but not required.
BIO*130 or BIO*222	**Intermediate Science Elective** Choose one course from among the following: BIO*130 Basic Techniques in Biotechnology or BIO*222 Molecular Biotechniques	4	BIO*130 – Eligibility for ENG*101 And MAT*137 BIO*222 - CHE 112 or higher AND BIO 121 or BIO 235
BIO 235	Microbiology	4	BIO 105, BIO* 121, or BIO 127, AND CHE* 111 OR Higher, AND ENG* 101 OR ENG* 101W, All with a 'C' or higher.
ENG*102 or ENG*202	ENG*102 Literature & Composition or ENG*202 Technical Writing	3	TBD
		27	
Program Designated Electives (11 – 12 credits)			
Students may choose from a list of specified courses. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of electives with campus specific location, if applicable.			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
BIO*109 or BIO*296 or Advanced Elective	Principles of Biotechnology or Biotechnology Internship or an Advanced Elective. Students currently employed in the Biotechnology field may prefer to select an Advanced Science Elective.	3-4	BIO*109 - Eligible for ENG*101E or ENG*101 BIO*296 - Permission of the Biotechnology Program Coordinator
Two Advanced Science Electives	**Advanced Science Electives:** Choose two courses from among the following courses: BIO*220/CHE*220 Biochemistry BIO*230 Advanced Techniques in Biotechnology †BIO*263 Molecular Genetics †BIO*265 Principles of Synthetic Biology	8	BIO*220/CHE*220 - BIO*121 and CHE*122 both with a "C-" or better OR CHE*211 with a "C-" or better OR Instructor's permission BIO*230 - Grade C or better in BIO*130 or BIO*121 And CHE*121 BIO*263 - A "C" or better in CHE*112 OR

CHE*112 Principles of Organic Chemistry and Biochemistry †CHE*211 Organic Chemistry I †CHE*212 Organic Chemistry II CHE*250 Instrumental Analysis †*Students considering transfer to the Biotechnology Program at Southern Connecticut State University should consider selecting from these courses.*		BIO*121 OR BIO*235 BIO*265 – Grade of C or better in BIO 130 And BIO 230 or BIO 121 And CHE 121 TBD for CHE courses
	11-12	
Total Program Requirement Credits	**38-39**	
General Education Core Credits	**22**	
Program Total Credits	**60-61**	

Credit Certificate Program Name: Biotechnology Certificate

Certificate Description:
The Biotechnology Certificate is designed to prepare students with technical skills for the purpose of entry into laboratory positions or to strengthen the skills of students currently employed in laboratory settings.

Certificate Learning Outcomes:
Successful graduates will have gained the following skills and knowledge, which can be applied to industrial or academic laboratory settings.
1. Conduct themselves as professional laboratory technicians capable of following laboratory safety guidelines and procedures.
2. Demonstrate proficiencies in both basic and advanced principles of chemistry and biology that are required by a person working as a laboratory technician.
3. Explain the basic principles of genetics, molecular biology, cell biology, chemistry, biochemistry, and microbiology.
4. Employ sterile technique in the handling of microbial cultures.
5. Prepare solutions and perform accurate measurements using precision instruments such as spectrometers and micropipettes.
6. Demonstrate skills in the use of molecular laboratory techniques including cloning to create recombinant deoxyribonucleic acid (DNA) constructs or polymerase chain reaction (PCR).
7. Utilize computers to collect and analyze experimental data and to document data in clear and concise technical reports.
8. Develop biotechnology techniques based on research in primary scientific literature.

Certificate Descriptors:
This certificate is designed for students who already hold a two-year or four year degree. Students should have completed introductory courses in biology and chemistry prior to enrolling in the certificate program. This program is particularly well suited for students who hold degrees from foreign countries or recent immigrants that prefer taking upper level science courses with smaller class sizes.

Certificate Program Requirements (18-19 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req Course #**
ENG*202	Technical Writing	**3**	TBD
BIO*130 or BIO*222	**Intermediate Science Elective** Choose one course from among the following: BIO*130 Basic Techniques in Biotechnology or BIO*222 Molecular Biotechniques	**4**	BIO*130 – Eligibility for ENG*101 And MAT*137 BIO*222 - CHE 112 or higher AND BIO 121 or BIO 235
Two Advanced Science Electives	**Advanced Science Electives:** Choose two courses from among the following courses: BIO*220/CHE*220 Biochemistry BIO*230 Advanced Techniques in Biotechnology BIO*263 Molecular Genetics BIO*265 Principles of Synthetic Biology CHE*112 Principles of Organic Chemistry and Biochemistry CHE*211 Organic Chemistry I CHE*212 Organic Chemistry II CHE*250 Instrumental Analysis	**8**	BIO*220/CHE*220 - BIO*121 and CHE*122 both with a "C-" or better OR CHE*211 with a "C-" or better OR Instructor's permission BIO*230 - Grade C or better in BIO*130 or BIO*121 And CHE*121 BIO*263 - A "C" or better in CHE*112 OR BIO*121 OR BIO*235 BIO*265 – Grade of C or better in BIO 130 And BIO 230 or BIO 121 And CHE 121 TBD for CHE courses
BIO*109 or BIO*296 or Advanced Science Elective	BIO*109 Principles of Biotechnology or BIO*296 Biotechnology Internship or students currently employed in the Biotechnology field may prefer to select an additional Advanced Science Elective.	**3-4**	BIO*109 - Eligible for ENG*101E or ENG*101 BIO*296 - Permission of the Biotechnology Program Coordinator
	Certificate Program Total Credits	**18-19**	

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

Program Name: CSCU Pathway Transfer Degree: Chemistry Studies

Degree Type: Associate of Arts (A.A.)

Program Description:

Chemistry is the branch of science that deals with the composition, structure, properties, and reaction of matter. Chemistry is a physical science within the STEM (Science, Technology, Engineering, and Mathematics) area of study. The Chemistry Studies program integrates scientific knowledge, laboratory skills and critical thinking. This program provides a solid grounding in Chemistry, as well as Mathematics and Physics, in preparation for continued study at junior-level status at a baccalaureate institution.

Program Learning Outcomes:

1. Employ chemical principles by utilizing critical thinking and problem-solving skills in the solution of chemistry problems in the areas of general chemistry and organic chemistry.

2. Plan and implement data collection strategies appropriate to a particular scientific question, record and present the data clearly, and analyze the results accurately.

3. Recall and employ the proper procedures and regulations for safe handling, use, and disposal of chemicals.

Program Descriptors:

Students who earn an Associate in Arts degree in Chemistry Studies can transfer their degree to either the Central Connecticut State University (CCSU), Southern Connecticut State University (SCSU) or Western Connecticut State University (WCSU). Students will be credited as meeting the General Education requirements. Students must remain in the corresponding Chemistry major program for the following bachelor's degrees:

CCSU: Chemistry – American Chemical Society (ACS) Certified, Bachelor of Science
CCSU: Chemistry - General Program, B.S.
SCSU: Chemistry – ACS Certified, B.S.
SCSU: Chemistry – non-ACS Certified, B.S.
WCSU: Chemistry – ACS Certified, B.S.
WCSU: Chemistry – non-ACS Certified, B.S

Full-time students may complete this program in two years. Most courses may not be taken online, and some courses are offered during summer sessions. Students who transfer should be able to graduate in 2 years. This assumes a student follows the degree pathway plan created for the student at the time of admission to a four-year school listed above. There are laboratory fees associated with most program courses.

Framework30 General Education Core Courses (33-34 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG*101	English Composition (*Written Communication I*)	**3**
2	MAT*254	Calculus I (*Quantitative Reasoning*)	**4**
3	Arts and Humanities	Any course vetted for TAP *Arts and Humanities* outcomes	**3-4**
4	CHE*121	General Chemistry I (*Scientific Reasoning*)	**4**
5	Social/ Behavioral Science	Any course vetted for TAP *Social and Behavioral Science* outcomes	**3**
6	Written Communication II	Any ENG* course vetted for TAP *Written Communication II* outcomes	**3**
7	CHE*122	General Chemistry II (*Scientific Knowledge and Understanding*)	**4**
8	Historical Knowledge	Any HIS course vetted for TAP *Historical Knowledge* outcomes	**3**
9	Oral Communication	Any course vetted for TAP *Oral Communication*	**3**
10	CCS*101	College and Career Success (*Continued Learning and Information Literacy*; this course meets the General Education Diversity Requirement)	**3**
General Education Core Credits			**33 – 34***

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Program Requirements (29 credits)

Course Number	Course Name	# of Credits	Pre-req Course #
CHE*211	Organic Chemistry I	4	CHE* 122 General Chemistry II with a grade of C- or better OR Instructor's Permission
CHE*212	Organic Chemistry II	4	CHE* 211 Organic Chemistry I with a grade of C- or better OR Instructor's Permission
PHY*221 (Alt. PHY*121)***	Calculus-based Physics I General Physics I	4	TBD TBD
PHY*222 (Alt. PHY*122)***	Calculus-based Physics II General Physics II	4	TBD TBD
MAT*256	Calculus II	4	MAT*254
Choose: 9 credits of elective courses	Unrestricted Free Electives *Students should consider beginning or completing work on foreign language requirements (at CCSU and WCSU) not already met in high school and beginning work on a minor (required at CCSU in some majors – up to 9 credits can be completed at the community college).*	9	
	Program Requirement Credits	**29**	
	General Education Core Credits	**33 - 34**	
	Program Total Credits	**62 – 63***	

*** Students who will transfer into an ACS certified program or WCSU's non-ACS certified program should take PHY 221 and PHY 222.

Program Name: **Dance** Formerly **"**Visual and Performing Arts, Dance Option"

Degree Type: **Associate in Arts**

Program Description:

Students enrolled in this degree program are provided with a broad base of cultural and historical knowledge about dance as well as dance technique, pedagogy, and repertoire in the diverse genres of dance. The creative process is fostered through inclusion and learning opportunities in production skills, the art of choreography, and performance. This foundation prepares students to further their study of, teach, choreograph, and/or perform dance. Students must be physically capable of participating in studio courses. Students explore dance through seminars, lectures, field work (attending live performances), and lab (dance exercises) participation.

Program Learning Outcomes:

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

1. Demonstrate and execute warm-up exercises specific to all dance forms (ballet, modern, ethnic, jazz).

2. Execute intellectually a desirable physical activity, preparation, and training for the arts as a dancer, actor, or/and musician.

3. Execute a variety of choreographic styles to enhance and broaden movement.

4. Use choreographic vocabulary appropriately utilizing time, space, and energy.

4. Demonstrate kinesthetic awareness, mental and physical coordination, rhythmic sensitivity, and musicality.

5. Identify dancers and choreographers, describe their contributions to the field of dance, and discuss their processes in creating dance.

6. Choreograph and perform movement and demonstrate performance skills of concentration, projection, characterization, expression, and ensemble work.

7. Demonstrate wherewithal for scheduling and conducting rehearsals and producing a performance that includes staging, lighting, costuming, decor, and publicity.

Program Descriptors:

Graduates seek employment in dance education, dance studios, community service organizations, and as production assistants, choreographers, teacher assistants, dance therapy assistants, and as dancers in the arts and entertainment industry.

Except for DAN 101 – *History and Appreciation of World Dance* and DAN 175- *Kinesiology*, the DAN curriculum is comprised of Studio courses.

As of 2006, CT's State Board of Education requires public school K-12 dance certification for dance teachers and aspiring dance teachers. The Dance Option provides the required dance courses State of CT certification. Currently,

there is a transfer articulation with Central Connecticut State University that guarantees acceptance of core curriculum dance credits.

Five DAN courses were previously approved for the TAP-specific General Education Competency Area of Creativity. These (5) include:

DAN 102 - Ballet I: Renaissance to Romantic Credits: 3
DAN 111 - Jazz I: Afro-Caribbean/American Credits: 3
DAN 113 - Modern Dance I Credits: 3
DAN 221 - Repertory/Ensemble I Credits: 3
DAN 222 - Choreographic Principles/Ensemble I Credits: 3

One DAN course was previously approved for the TAP-specific General Education Competency Scientific Reasoning:

DAN 175- Kinesiology Credits: 3

General Education Core Courses (25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG 101	English Composition	**3**
2	MAT 135	Topics in Contemporary Math	**3**
3	MUS 101, THR 101, or THR 110	Music History and Appreciation, Introduction to Theater, or Acting I	**3**
4	BIO 105	Introduction to Biology	**4**
5	PSY 111, ANT 101, or SOC 101	General Psychology, Introduction to Anthropology, or Principles of Sociology	**3**
6	COM 100 or ENG 102	Introduction to Communication or Literature and Composition	**3**
7	THR 102, ANT 105, or HLT 151	History of Theater, Introduction to Cultural Anthropology, or Health and Wellness Promotion	**3**
8	CCS 101	College and Career Success	**3**
		General Education Core Credits	**25**

Program Requirements (36-39 credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
DAN 101	History and Appreciation of World Dance	3	
DAN 102	Ballet I: Renaissance to Romantic	3	
DAN 113	Modern Dance I: Pioneers of America	3	
DAN 111	Jazz I: Afro-Caribbean/American	3	
DAN 202	Ballet II: Classical to Contemporary	3	DAN 102
DAN 213	Modern Dance II: Second Generation America	3	DAN 113, or Permission of Instructor
DAN 221	Dance Repertory/Ensemble I	3	Permission of Instructor
DAN 112	Jazz II: Broadway and Film	3	
DAN 222	Choreographic Principles/Ensemble I	3	Permission of Instructor
DAN 118/ECED 118	Dance Pedagogy	3	
DAN 175	Kinesiology for Dancers	3	
DAN 225 or DAN 224 or --------------- DAN 109 DAN 209 DAN 140 DAN 114 DAN 131 DAN 110 DAN 261	Dance Repertory/Ensemble II; or Choreographic Principles/Ensemble II; **or** 3 total credits from among the 1-credit course options below --- ------------ Ballroom Dance I* Ballroom Dance II* Pilates/Wellness* Hip Hop* Contemporary African Dance* Tap* Yoga*	3 ------------- - **3 total credits from among these 1-cr course options.***	DAN 225 has a prereq of DAN 221 and Permission of Instructor; DAN 224 has a prereq of DAN 222 and Permission of Instructor.
		36	
Program Requirement Credits			
General Education Core Credits			
Program Total Credits		**60-61**	

Credit Certificate Program Name: Dance

Certificate Description:

Access to dance in higher education is limited. This certificate exists to address limited access. Students explore dance through seminars, lectures, field work (attending live performances), and lab (dance exercises) participation. The Dance certificate enhances technique, broadens one's repertoire, builds choreographic options and production skills, expands artistic training, and provides a solid foundation in all aspects of dance. This program is tailored for individuals who seek employment or those presently working in studio, theatre, education, non-profit, or community service environments, students wanting to broaden their foundation of dance foundation, and for individuals working in the arts or entertainment industries. Graduates are not only well prepared for employment, but confident in his/her participation in the arts, especially dance.

It is recommended that students entering this program of study should have a familiarity with dance and the basic foundations of dance. Students enrolled in the Dance certificate must be capable of at minimum moderate physical movement and activity.

Certificate Learning Outcomes:

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

1. Demonstrate proficiency skills and techniques necessary for studio and/or theatre dance.

2. Execute a comprehensive historical repertoire of various dance genres using appropriate movement vocabulary.

3. Critically assess and demonstrate dance as a means of communication and as a reflection of one's society.

4. Demonstrate critical thinking and reflection when assessing the movement capabilities of collaborative performers and appraise and adjust their own teaching and performing techniques accordingly.

5. Execute production skills from the choreographic process to the performance.

6. Identify resources for the dance instructor and performer, including texts and music.

7. Apply French movement terminology when discussing dance.

Certificate Descriptors:
If the individual does not possess either a degree or experience, he/she may consider enrolling in the Visual and Performing Arts/Dance Degree option. Credits may be applied toward the degree program. Students may substitute, with permission, other dance offerings to fit their needs.

Except for DAN 101 – *History and Appreciation of World Dance* and DAN 175- *Kinesiology of Dance*, the Dance Certificate curriculum is comprised of studio courses.

A formal Pathway to Dance Certification K-12 has been designed for the public-school teacher or aspiring teachers wishing to obtain the State of Connecticut's certification. This Dance certificate may be used towards that K-12 certification.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
DAN 101	History and Appreciation of World Dance	3	
DAN 102	Ballet I: Renaissance to Romantic	3	
DAN 111 or DAN 112	Jazz I: Afro-Caribbean/American or Jazz II: Broadway and Film	3	
DAN 113	Modern Dance I: Pioneers of America	3	
DAN 202	Ballet II: Classical to Contemporary	3	DAN 102
DAN 213	Modern Dance II: Second Generation America	3	DAN 113
DAN 221	Dance Repertory/Ensemble I	3	Permission of Instructor
DAN 222	Choreographic Principles/Ensemble I	3	Permission of Instructor
DAN 118	Dance Pedagogy	3	
	Certificate Program Total Credits	27	

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

Program Name: Diagnostic Medical Sonography

Degree Type: Associate in Science

Program Description: The associate degree program in Diagnostic Medical Sonography (DMS) prepares students for employment as entry-level sonographers in hospitals, outpatient clinics, and medical offices. The program provides individuals with the academic and technical skills necessary to perform abdominal, obstetrical, and gynecological, and vascular sonography procedures. Upon completion of the program, students will be eligible to apply to take the national examination from the American Registry of Diagnostic Medical Sonographers (ARDMS) and/or American Registry of Radiologic Technologists (ARRT). The program requires 24 months of full-time study. Students are assigned to clinical practicum at affiliates throughout the state of Connecticut.

Program Learning Outcomes:
The minimum expectations of the DMS program, as defined by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), are "To prepare competent entry-level abdomen-extended, obstetrics and gynecology sonographers and vascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains." The following DMS program goals have been established to realize this mission:

1. Students will demonstrate skills in effective oral and written communication.
   - Students will apply effective verbal communication skills with classmates, instructors, patients, sonographers, and physicians.
   - Students will utilize effective written communication skills with instructors, sonographers, and physicians.
   - Students will demonstrate professional and respectful behavior in all interactions.
2. Students will demonstrate skills in critical thinking, and problem-solving principles and practices of sonography.
   - Students will evaluate and assess patient requisition in order to perform proper sonographic procedures.
   - Students will examine the sonographic and Doppler appearances of iatrogenic, degenerative, inflammatory, traumatic, neoplastic, infectious, obstructive, congenital, metabolic, and immunologic disease practices
   - Students will analyze the relationships between various disease processes and hemodynamic states
   - Students will explore the various imaging and testing modalities
   - Students will examine the effects of pharmacology on disease processes and on sonographic findings
3. Students will demonstrate clinical competence in the practice of sonography.
   - Students will demonstrate exceptional patient care skills.
   - Students will provide a safe environment for patients.
   - Students will detect normal anatomy and pathology on sonographic images.
   - Students will adhere to the As Low as Reasonably Achievable (ALARA) principle.
4. The program will prepare competent entry-level sonographers.
   - Students will maintain high values congruent with the professional code of ethics and the scope of practice while adhering to national, institutional, and/or departmental standards and procedures regarding imaging and patient care.
5. Students will achieve personal and professional growth.
   - Students will analyze professional publications.
   - Students will utilize professional web sites.

Program Descriptors:
Diagnostic Medical Sonography
Associates in Science.

The Diagnostic Medical Sonography program at Gateway is committed to educating and preparing competent entry-level sonographers who can provide high quality imaging and patient care to members of the community. Furthermore, the program is dedicated to providing tools to support lifelong learning.

Goals are assessed by measuring the following student outcomes: course completion, clinical competencies, program completion, national certification pass rate, and employment rate, as well as graduate and employer satisfaction surveys.

The Gateway Community College Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in the Abdomen-Extended, OBGYN and Vascular concentrations. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 9355*113th Street, N #7709, Seminole, FL 33775,mail@caahep.org, Phone: 727-201-2350 Fax: 727-210-2354 / www.caahep.org

The Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) is a nonprofit organization in existence to establish, maintain and promote quality standards for educational programs in Diagnostic Medical Sonography (DMS). JRC-DMS 6021 University Boulevard, Suite 500, Ellicott City, MD 21043/ www.jrcdms.org

Students will be charged the Supplemental Course (program) Fee Level 1 every fall and spring semesters while in the program.

Admission Process

The Diagnostic Medical Sonography program (DMS) is a selective admissions program. All students must first apply to the Connecticut State Community college. Unless waived, all applicants must take placement tests in reading, English and mathematics. Students must attend a specific DMS program information session within one year prior to applying to the program and complete the sign in documentation. Students must have a minimum GPA of 2.7 and complete the following courses prior to the application deadline.

ENG*101 Composition (grade of "C "or higher)

MAT*175 Algebra II with Trigonometry (grade of "C" or higher)

PHY*111 Physics for Life Science (grade of "C" or higher)

BIO*211 Anatomy & Physiology I (grade of "C "or higher taken within the past five years of the program start date)

Bio*212-Anatomy & Physiology II (grade of "C or higher", and taken within the past five years of the start date)

 ** Students may apply to the program while in the process of completing Bio*212 during the spring semester of application year.

Criminal Background checks and Toxicology screenings.

Clinical sites require criminal background checks and toxicology screening completed on any DMS student who will be attending a clinical rotation at their facility. Some clinical sites require additional FASC III background check checks at an additional cost.

 Students must follow instructions for obtaining these tests.

The following guides the response to a positive toxicology screening for any student

1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor.

2. The student is required to provide documentation by a healthcare provider in the event there is a medical explanation for a positive result (i.e., the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.

3. If a student challenges a result, only the original sample can be retested.

Any student that does not pass a background check or toxicology screen may be prevented from participating in a clinical assignment per facility contractual agreements. Results of student background checks and toxicology screenings do not become a part of the student's educational records, as defined by the Family Educational Rights and Privacy Act (FERPA).

Felony Conviction:
The ARDMS and ARRT investigate all potential violations to determine eligibility for certification. For further information please visit the website www.ardms.org and www.arrt.org.

Health Requirements:
All Students are required to have a physical examination performed within 12 months of the DMS program start date, with documentation of ability to perform the technical standards with no restrictions. In addition to the college's healthcare requirements, a DMS health assessment form and immunization records must be completed and submitted electronically by the student into the health form tracking system, by the assigned date, prior to attending clinical rotation. The DMS technical standards can be found on GCC and SDMS Technical Standards – Gateway Community College (gatewayct.edu)

Additional program costs
 DMS Students will be responsible for additional costs for the program which may include the following:
yearly student membership to the Society of Diagnostic Medical sonography (SDMS)
Uniforms
Physical examination, blood work, immunizations, vaccinations
CPR training
Textbooks
Liability insurance
Ergonomic scan kit
Transportation and associated costs for clinical sites
Electronic management system subscription to Trajecsys and Castle branch.
Toxicology screening(s)
Background check(s)
Onboarding fees for clinical affiliates
National certification examination(s) (Sonographic Physics and instrumentation, Abdomen-Extended, OBGYN, and Vascular)
More information regarding these costs is available online at the DMS webpage, and in the DMS student handbook, financial aid information is available through the Connecticut State Community College Financial Aid office.

Graduation requirements:
 In addition to the College's general requirements the program requires a minimum grade of "C "or higher in all mathematics, science, pre-requisite and DMS program specific course. In addition, DMS students are required to pass all clinical practicums and internships with a grade of "P." Students must also successfully complete all the program's clinical competencies. The courses in the DMS program are designed to build upon the knowledge learned in the prior course, therefore all DMS courses must be taken in sequence.
 Program Accreditation by CAAHEP, allows for DMS students to be eligible to take their national examinations through the American Registry of Diagnostic Sonography (ARDMS) in Abdomen-extended, OBGYN and vascular upto 60 days prior to graduation, making them eligible for employment upon graduation. Graduates are also eligible to apply for certification through the American Registry of Radiologic Technology.

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG*101	English Composition (pre-admission requirement)	**[3]**
2	MAT*175	College Algebra & Trigonometry (pre-admission requirement)	**[3]**
3	Elective	Courses vetted for Arts and Humanities for TAP: COM	**3**
4	PHY*111	Physics for Life Sciences (pre-admission requirement)	**[4]**
5	PSY*111	General Psychology I	**3**
6	ENG*200	Advanced Composition	**3**
7	CCS*101	College Career and Success	**3**
		Program General Education Core Credits	**12**
		Pre-program General Education Core Credits	**10**

Program Requirements (36-39 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BIO*211	Anatomy and Physiology I (pre-admission requirement)	[4]	Bio 105 and Chem 111 or Bio 121 Co-req: none
BIO*212	Anatomy and Physiology II (pre-admission requirement)	[4]	Pre-req: BIO *211 Co-req: none
DMS*100	Principles of Sonography	3.0	Acceptance to the program
DMS *100 L	Principles of Sonography Lab	2.0	DMS 100/none
DMS*120	Abdomen/Small Parts Sonography 1	3	DMS 100L/ DMS120 L, DMS 121, DMS 121 L, DMS 122
DMS *120 L	Abdomen/Small Parts Sonography 1 Lab	1	DMS 100L/ DMS120 DMS 121, DMS 121 L, DMS 122
DMS*121	Obstetrics and Gynecology Sonography 1	3	DMS 100L/ DMS 120, DMS120L, DMS 121L, DMS 122
DMS*121L	Obstetrics and Gynecology Sonography 1 Lab	1	DMS 100L/ DMS 120 DMS 120L, DMS 121, DMS 122
DMS*122	Clinical Practicum	2	DMS 100L/ DMS 120, DMS120L, DMS 121 DMS 121L
DMS*123	Vascular Sonography 1	3	DMS 120, DMS 120LDMS 121, DMS121L DMS122/DMS123L DMS124, DMS 125
DMS*123 L	Vascular Sonography 1 Lab	1	DMS 120, DMS 120L, DMS 121, DMS121L DMS122/DMS123, DMS124, DMS 125
DMS*124	Sonographic Physics and Instrumentation	4	DMS 120, DMS 120L, DMS 121, DMS121L DMS122/DMS123, DMS 123L, DMS 125
DMS*125	Clinical Practicum II	2	DMS 120DMS 120LDMS 121,

			DMS121L DMS122/DMS123 DMS123L, DMS124,
DMS*220	Clinical Internship I	**4**	DMS 123, DMS 124, DMS, DMS 125/none
DMS*221	Abdomen/Small Parts Sonography II	**3**	DMS220/DMS222, DMS223
DMS*222	Vascular Sonography II	**3**	DMS220/DMS222, DMS 223
DMS*223	Clinical Practicum III	**3**	DMS220/DMS222, DMS 224
DMS*224	Clinical Internship II	**1**	DMS 221, DMS222 DMS223/none
DMS*225	Obstetrics and Gynecology Sonography II	**3**	DMS224/DMS226, DMS227
DMS*226	Advanced Sonography Seminar	**3**	DMS224/DMS225, DMS 227
DMS*227	Clinical Practicum IV	**3**	DMS224/DMS225, DMS 226
		48	
	Program Requirement Credits	**48**	
	Pre-program requirement credits	**8**	
	General Education Core Credits	**12**	
	Total Program Credits	**60**	
	Total Pre-program credits	**18**	

Program Name: Environmental Biology

Degree Type: Associate of Science

Program Description:

The Environmental Biology AS program is intended for students interested in Environmental Biology, Ecology, or a related field. The environmental field is a broad-based area of study and is truly interdisciplinary in nature. The subjects of biology, chemistry and geology are interwoven to provide a full picture of our environment and humanity's impact upon this system. The degree provides students with a foundation in the basic sciences and highlights the field's interdisciplinary nature, with a focus on the life sciences.

The goal of the Environmental Biology program is to prepare students to transfer into a biological environmental science program at a four-year institution. The requirements for the Environmental Biology
program allow students to transfer seamlessly to most four-year colleges and to successfully complete their bachelor's degree in Environmental Biology, Ecology, or a related field without loss of credit or time.

Program Learning Outcomes:

Upon successful completion of all program requirements, graduates will be able to:
1. Research and assess the accuracy of information from print, online and media sources and be able to distinguish between scientific fact and media sensationalism.
2. Apply the scientific method to environmental problems using both laboratory and field skills to gather, analyze and interpret scientific data.
3. Scientifically analyze and critically evaluate local/regional/global environmental problems in terms of ecological principles and development of sustainable solutions.
4. Demonstrate knowledge of the interdisciplinary nature of environmental science with the fundamental principles of biology, chemistry, geology, law and public policy.
5. Describe the relationship between biotic organisms and the abiotic factors within an ecosystem.
6. Demonstrate knowledge gained from scientific investigation by appropriate written, oral and mathematical means as these skills are vital to success as an environmental profession.
7. Examine environmental problems and issues as well as establish personal positions on such issues and problems collaboratively.

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT* 172	College Algebra	**3**
3		Arts and Humanities – ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	**3**
4	ENV* 101	Introduction to Environmental Science	**3**
5		Social / Behavioral Science – ECN elective recommended	**3**
6		Oral Communication – COM 173 recommended	**3**
7	CCS* 101	College and Career Success	**3**
		General Education Core Credits	**21**

Program Requirements (36-39 credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
CSA* 105	Intro to Software Applications	3	TBD
BIO* 121	General Biology I	4	Eligibility for ENG* 101
BIO* 122	General Biology II	4	Eligibility for ENG* 101
BIO* 175	Intro to Marine Science	3	Eligibility for ENG* 101
BIO* 235	Microbiology	4	BIO* 121 with C or better
BIO* 270	Ecology	4	BIO* 121 AND MAT* 167 AND ENG* 101 all with C or better
CHE* 121	General Chemistry I	4	MAT* 172 with C or better
CHE* 122	General Chemistry II	4	CHE* 121 with C or better
ENV* 110	Environmental Regulations	3	ENV* 101 with C or better
GLG* 121	Introduction to Physical Geology	4	Eligibility for MAT* 137 AND Eligibility for ENG 101
MAT* 167	Principles of Statistics	3	MAT* 137 with C or better
	Program Requirement Credits	**40**	
	General Education Core Credits	**21**	
	Program Total Credits	**61**	

Program Name: Environmental Engineering Technology

Degree Type: Associate of Science Degree (A.S.)

Program Description:

The Environmental Engineering Technology program is designed for students interested in becoming environmental technicians or beginning their pathway in environmental engineering. Common duties of environmental technicians include inspecting and maintaining monitoring equipment, controlling and managing hazardous waste, collecting samples (water, air, and/or soil), managing waste operations, assisting with regulatory compliance and other duties as needed. Environmental Engineering Technicians are involved with sustainability projects, research to develop solutions to control climate change which effects ocean acidification, stormwater management, erosion and sedimentation control, and understanding and controlling flooding events, food security and agriculture sustainability, and other important environmental issues.

The degree focuses on practical education with courses covering basic quantitative and conceptual skills required of environmental engineering technicians, including the comprehensive and technical aspects of environmental issues and common environmental methods. Environmental Engineering Technicians work with Environmental Engineers and Scientists to identify, evaluate, prevent and control contamination of the environment associated with air, water, and land. Environmental technicians often work both in lab environments and in the field. The broad-based curriculum meets the demands of a range of environmental positions. Graduates work for manufacturing firms, regulatory agencies, and as consultants. Many have continued their education at baccalaureate institutions. Targeted populations for this program include recent high school graduates to returning students to post-associate degree students looking for career change.

Program Learning Outcomes:

1. Demonstrate the ability to use appropriate mathematical, computational and graphic-thinking skills needed for environmental engineering technology applications.
2. Combine oral, graphical and written communication skills to present and exchange information effectively and communicate design solutions.
3. Know of a professional code of ethics describe concepts relating to environmental monitoring, policy, processes and continuous improvement.
4. Describe how the concepts of environmental measurements and the design, management and operation of environmental facilities affect evaluation of analysis, policies and decision making.
5. Illustrate an ability to think critically and identify, evaluate and solve complex environmental problems; demonstrate technical and provide practical applications in environmental control problem and solutions; and communicate solutions technically and effectively.
6. Practice the skills needed to work effectively in teams and as an individual.
7. Recognize actions and acts of professionalism that allow them to become informed and participating citizens cognizant of ethics, civic duty and social responsibility.
8. Demonstrate lifelong learning and continuous improvement of professional, ethical, and social responsibility.

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	English Composition	**3**
2	MAT* 254	Calculus	**4**
3		Arts and Humanities – Course vetted for TAP Arts and ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	**3**
4	ENV* 101	Introduction to Environmental Science	**3**
5	Soc-Beh Sci	Social / Behavioral Science – any course vetted for Social-Behavioral Science	**3**
6	COM* 173	Public Speaking	**3**
7	CCS* 101	College Career and Sucess	**3**
		General Education Core Credits	**22**

Program Requirements (36-39 credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ENV* 110	Environmental Regulations	3	ENV* 101 with C or better
CHE* 121	General Chemistry I	4	MAT* 172 with C or better
ENV* 163	Geomatics Spatial Analysis	3	N/A
BIO* 121	General Biology I	4	Eligibility for ENG* 101
BIO* 122	General Biology II	4	Eligibility for ENG* 101
ENV* 242	Hydrology	3	MAT* 172 AND ENV* 101, both with C or better
ENV* 260	Geomatics	4	ENV* 163 with C or better
ENV* 265	Fundamental Measurements and Applications	3	MAT* 172 AND ENV* 101, both with C or better (High school chemistry OR CHE*111 with C or better recommended)
ENV* 245	Water Resources Engineering with Lab	4	MAT* 172 AND ENV* 101, both with C or better
ENV* 208	Long Island Sound Conservation	3	ENV* 101 with C or better
ENV* 220	HAZWOPER (Hazardous Waste Operations Emergency Response)	3	CHE* 111 or CHE* 121 recommended
ENV* 172	Environmental Research Projects I	1	ENV* 101 with C or better or concurrent
ENV* 277	Environmental Research Projects II	1	ENV* 172 with C or better
ENV* 278	Environmental Research Projects III	1	ENV* 277 with C or better
ENV* 279	Environmental Research Project IV	1	ENV* 278 with C or better
ENV* 291	Environmental Engineering Technology Co-op	1	Permission of the Instructor
	Program Requirement Credits	**43**	
	General Education Core Credits	**22**	
	Program Total Credits	**65**	

Credit Certificate Program Name: Environmental Health & Safety Management (EH&S)

Certificate Description:

This certificate enables students to apply their Environmental Health and Safety (EH&S) Management skills in any workplace setting. Environmental occupational health and safety, an important factor in all workplaces and schools, is a set of laws requiring various environmental management and occupational, health, and safety standards to be met. Having an EH&S management certificate affords students the opportunity to obtain work, gain promotions, or continue their education. Many credits in this certificate can be applied towards an Associate of Science degree in Environmental Engineering Technology.

Certificate Learning Outcomes:

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

1. Apply environmental, safety and health management skills in workplace settings.
2. Implement written workplace procedures in the environmental, health and safety fields.
3. Describe concepts of workplace safety and environmental management and be able to understand the roles and responsibilities of the EHS professionals and the decision-making process involved in everyday situations.
4. Provide guidance in planning and implementing practices that promote safety and prevent workplace accidents.
5. Utilize communication and interpersonal skills to establish the respect and authority an EHS professional needs to surmount institutional barriers for employee well-being and environmental protection.
6. Recognize the limitations of human capabilities in the workplace.
7. Identify workplace hazards, find the means to reform unsafe procedures and behaviors, and establish engineering and management controls to reduce hazards.
8. Explain product safety requirements of the marketplace and describe engineering and management techniques to meet them.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ENV* 101	Introduction to Environmental Science	**3**	Eligibility for ENG* 101 with workshop
BMG* 202	Principals of Management	**3**	TBD
ENG* 101	English Composition	**3**	N/A
ENG* 202	Technical Writing	**3**	ENG* 101 with C or better
ENV* 110	Environmental Regulations	**3**	ENV* 101 with C or better
ENV* 131	Occupational Safety & Health	**3**	N/A
ENV* 220	HAZWOPER - Hazardous Waste Operations Emergency Response	**3**	CHE* 111 OR CHE* 121 recommended
ENV* 295	Environmental Issues Seminars	**3**	ENV* 101 AND ENG* 101, both with C or better
	Certificate Program Total Credits	**24**	

Program Name: Environmental Science and Toxicology

Degree Type: AS

Program Description:

The Environmental Science and Toxicology program is intended for students interested in areas such as environmental field technician, laboratory technician, regulations, pollution prevention and remediation, solid and hazardous waste, water and wastewater, and public health protection, among others. It offers students a broad educational approach to the many careers available to them in the environmental field and allows for full transfer to a four-year institution.

The above average growth in the number of businesses in the environmental science and toxicology fields has resulted in a high demand for qualified environmental science technicians and environmental technology technicians This program can be used to meet the recently upgraded requirements for wastewater treatment plant operator licensure by the CT Department of Health Services.

Program Learning Outcomes: Upon successful completion of this degree program, graduates should be able to:

- Understand contemporary environmental issues in the social sciences, humanities, and natural sciences
- Know federal, state, and local laws, regulations, and standards affecting environmental science, toxicology, and forensic science operations
- Apply concepts of chemistry, biology, physics, and mathematics to environmental science, toxicology, and forensic science
- Acquire and analyze air, water, and soil samples for pollutants in the field and laboratory
- Summarize the basic concepts of public health and occupational health and safety
- Use computers for data processing, information management, and research in environmental science, toxicology, and forensic science
- Understand and apply basic concepts of effective oral and written communication and documentation

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	English Composition	3
2	MAT* 167	Principles of Statistics	3
3	COM* 173	Public Speaking	3
4	ENV* 101	Introduction to Environmental Science	3
5	ECN* 101 OR SOC* 101	Principles of Macroeconomics OR Principles of Sociology	3
6	ENG* 102 OR ENG* 200	Literature and Composition OR Advanced Composition	3
7	CCS* 101	College Career and Success	3
		General Education Core Credits	**21**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
CET* 116	Computer Applications for Technology	3	TBD
MAT* 186	Precalculus	4	MAT* 172 with C or better
BIO* 121	General Biology I	4	Eligibility for ENG* 101
ENV* 101L	Introduction to Environmental Science Lab	1	ENV* 101 with C or better or concurrent
ENV* 200	Toxicology	3	ENV* 101 with C or better
ENV* 296	Environmental Science and Toxicology Internship	3	CHE* 121 with C or better
CHE* 121	General Chemistry I	4	MAT* 172 with C or better
CHE* 122	General Chemistry II	4	CHE* 121 with C or better
PHY* 121	General Physics I	4	MAT* 186 with C or better
CHE* 220	Biochemistry	4	BIO* 121 AND CHE* 122, both with C or better
PHL* 111	Ethics	3	Eligibility for ENG* 101
BIO* 122 OR BIO* 235 OR CET* 116 OR EAS* 102 OR EAS* 106 OR EAS* 110 OR ENV* 110 OR WMT* 102 OR WMT* 103 OR WMT* 105	Choose One Restricted Electives General Biology II OR Microbiology OR Computer Applications for Technology OR Earth Science OR Natural Disasters OR Earth Sciences with Lab OR Environmental Regulations OR Special Topics in Water Treatment OR Special Topics in Water Distribution OR Water Utility Management	3-4	
	Program Requirement Credits	**40-41**	
	General Education Core Credits	**21**	
	Program Total Credits	**61-62**	

Credit Certificate Program Name:
Environmental Science and Toxicology

Certificate Description:
The Environmental Science and Toxicology certificate prepares students for entry-level technician positions in the fields of wastewater management, toxicology, pollution prevention and remediation and/or to continue their studies beyond the certificate to receive a two- or four-year degree. Most of the courses in the Certificate count towards the Environmental Science and Toxicology AS degree.

Certificate Learning Outcomes:

- Identify federal, state, and local laws, regulations, and standards affecting environmental science operations
- Apply chemistry, biology, physics, and mathematics to environmental science, toxicology, and forensic science
- Analyze air, water, and soil samples from the field and laboratory for pollutants and toxins
- Identify career options in the environmental science, toxicology, and forensic science fields
- Explain the basic concepts of public health and occupational health and safety

Certificate Program Requirements (# credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
BIO* 121	General Biology I	4	Eligibility for ENG* 101
CHE* 121	General Chemistry I	4	MAT* 137 with C or better
ENV* 101	Introduction to Environmental Science	3	Eligibility for ENG* 101 with workshop
ENV* 101L	Introduction to Environmental Science Lab	1	ENV* 101 with C or better or concurrent
MAT* 186	Precalculus	4	TBD
CHE* 122	General Chemistry II	4	CHE* 121 with C or better
CHE* 220	Biochemistry	4	BIO* 121 AND CHE* 122 both with C or better
ENV* 200	Toxicology	3	ENV* 101 with C or better
BIO* 121 OR BIO* 122 OR BIO* 235 OR CHE* 211 OR CHE 212 OR EAS* 102 OR EAS* 106 OR ENV* 110 OR MAT* 186 OR MAT* 254 OR MAT* 256 OR PHY* 121 OR PHY* 122	Restricted Elective – Choose One General Biology I OR General Biology II OR Microbiology OR Organic Chemistry I OR Organic Chemistry II OR Earth Science OR Natural Disasters OR Environmental Regulations OR Precalculus OR Calculus I OR Calculus II OR General Physics I OR	3-4	

OR PHY* 221 OR PHY* 222 OR POL* 208 OR WMT* 101 OR WMT* 102 OR WMT* 103 OR WMT* 105	General Physics II OR Calculus-Based Physics I OR Calculus-Based Physics II OR American Public Policy OR Water Treatment and Distribution OR Special Topics in Water Treatment OR Special Topics in Water Distribution OR Water Utility Management		
	Certificate Program Total Credits	**30-31**	

Program Name: Environmental Science: Sustainability

Degree Type: A.S. Degree

Program Description:

The Environmental Science: Sustainability program is intended for students looking to acquire jobs or transfer to continue their studies in a variety of fields including geosciences (including hydrology, soil, and agricultural resources), energy resources, and sustainability, among others. The environmental science field has enjoyed rapid growth. Occupational employment projections indicate that job opportunities are increasing for environmental scientists. An increase in local, state and federal laws concerning environmental issues has provided increased opportunity for professionals in this field.

The emerging field of sustainable energy and sustainable resource management is spurring the growth of job opportunities as a result of the ever-increasing awareness to monitor and improve the quality of the environment, to study the effect that human activity has on terrestrial and aquatic systems, and to find ways to restore them. Growth is also expected to be fueled by demands for waste regulation and for compliance monitoring. As the demand for oil and other fuels continues to change, recognizing the threat of increased pollution, an increasing amount of research is focusing on the development of alternate renewable and non-polluting energy sources.

Program Learning Outcomes:

Upon successful completion of all Program requirements, graduates will:

1. Develop knowledge of the scientific basis for issues affecting the environment and their impact on society as well as the role of sustainable technologies in addressing these issues.
2. Understand and be skilled at collecting, analyzing and presenting scientific data by various means including up-to-date computer technologies.
3. Be able to use the scientific method for problem solving in biology, chemistry, geology, physics and environmental sciences, and be able to use this skill to address issues related to the environment.
4. Research and assess the accuracy of appropriate information sources involving both print literature and electronic sources, including online databases and publications.
5. Communicate knowledge and understanding of environmental sciences and related societal issues in appropriate written, oral and mathematical means.
6. Demonstrate interrelationships and connections with other subject areas associated with a college-level education.
7. Use a wide array of knowledge, principles and skills acquired in laboratory, field and lecture settings for use in transferring to baccalaureate degree program or for use in seeking further training toward a technical degree.

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

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG* 101	Composition	**3**
2	MAT* 186	Precalculus	**4**
3		**Arts and Humanities** – ARC 102, ART**,** COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA)	**3**
4	ENV* 101	Introduction to Environmental Science	**3**
5	ECN* 102	Principles of Microeconomics	**3**
6	COM* 173	Public Speaking	**3**
7	CCS* 101	College Career and Success	**3**
		General Education Core Credits	**22**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
GLG* 121	Introduction to Physical Geology	**4**	Eligibility for ENG* 101
CHE* 121	General Chemistry I	**4**	MAT* 172 with C or better
CHE* 122	General Chemistry II	**4**	CHE* 121 with C or better
BIO* 172	General Ecology	**4**	Eligibility for ENG* 101 with workshop
BIO* 121	General Biology I	**4**	Eligibility for ENG* 101
MAT* 167	Statistics	**4**	MAT* 137 with C or better
ENV* 130	Sustainable Energy and the Environment	**3**	Eligibility for MAT* 172
PHY* 121	General Physics I	**4**	MAT* 186 with C or better
BIO* 122 OR PHY* 122	General Biology II OR General Physics II	**4**	Eligibility for ENG* 101 OR PHY* 121 with C or better
BIO* 122 OR CAD* 110 OR EGR* 111 OR ENG* OR ENG* 202 OR MAT* 254 OR MAT* 256 OR PHY* 122	Choose One Restricted Elective General Biology II OR Introduction to CAD OR Introduction to Engineering OR Literature Course OR Technical Writing OR Calculus I OR Calculus II OR General Physics II	**3-4**	
	Program Requirement Credits	**37-38**	
	General Education Core Credits	**23**	
	Program Total Credits	**60-61**	

Program Name: Natural Resources

Degree Type: Associate in Science

Program Description:

The Natural Resources AS program is designed for students with an interest in environmental science, forestry, fisheries, conservation ecology, environmental biology, sustainability, wildlife management, soil science, environmental health and monitoring, sustainable agriculture/horticulture, and resource economics. This degree in natural resources provides students with a strong background in basic sciences, including life and the physical sciences, in addition to introducing them to concepts in nature conservancy, resource management, and environmental risk and assessment.

Students may choose to transfer into programs such as those offered through the College of Agricultural and Natural Resources at UCONN, the School of Arts and Sciences at Central Connecticut State University, the Environmental Studies program at Southern Connecticut State University and many other college and university programs across the state, region, and country. Graduates of the program have successfully transferred to many bachelor-degree institutions. Some alumni are also now pursuing MS and PhDs in related fields of study. The Natural Resources Certificate is embedded in this program.

Program Learning Outcomes:

1. Demonstrate basic, safe laboratory skills.
2. Demonstrate a variety of safe field sampling techniques.
3. Apply the scientific process, experimental design, and statistical analysis of real-world data.
4. Describe cellular, organismal, microbiological, and ecological principles of biology.
5. Explain energy and nutrient transfer relationships through ecosystems.
6. Compare and contrast the characteristics of the kingdoms of life and discuss various mechanisms to identify species.
7. Utilize dichotomous keys, biomolecular analysis, and other methods to identify organisms.
8. Describe population and community dynamics, ecosystem function, and systems thinking.
9. Explain abiotic processes shaping terrestrial and aquatic communities from direct sampling and analysis.
10. Discuss deep time, genetics, evolution, and mechanisms of evolution including natural selection.
11. Explain chemical and biomolecular concepts as they relate to life and environmental topics.
12. Evaluate important natural resources to humans as well as regional and global environmental concerns.
13. Describe how science and risk assessment inform decision-making.
14. Identify the importance of wicked problems, resilience, and adaptive management in natural resource planning.
15. Transfer to a 4-year program and prepare for a career in Natural Resources, Environmental Science, or a related field.

General Education Core Courses (21-25 credits)

Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT* 186	Precalculus	4
3		Arts or Humanities Elective – ART* 101 or ART* 102 or PHL* 111 Recommended	3
4	ENV* 101	Introduction to Environmental Science	3
5	ANT* 101	Introduction to Anthropology	3
6		Any COM courses vetted for Oral Communication	3
7	CCS* 101	College Career and Success	3
		General Education Core Credits	**22**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
BIO 155 OR BIO 198 OR BIO 298 OR ENV 297	Directed Elective Botany OR Topic of Interest in Biology OR Special Topics in Biology OR Environmental Science Internship	3-4	
ENV* 135	Exploring Environmental Careers	1	N/A
BIO* 172 OR BIO* 270	General Ecology OR Ecology	4	Eligibility for ENG* 101
BIO* 121	General Biology I	4	Eligibility for ENG* 101
BIO* 122	General Biology II	4	Eligibility for ENG* 101
BIO* 235	Microbiology	4	BIO* 121 with a C or better
CSA* 135	Spreadsheet Applications	3	N/A
CHE* 121	General Chemistry I	4	MAT* 137 with a C or better
MAT* 167	Principles of Statistics	3	MAT* 137 with a C or better
BIO 260 OR BIO 263 OR CHE 122 OR DTS 201 OR EAS 102 OR ENV 298 OR GEO 111 OR GIS 146 OR MAT 222 OR MAT 254 OR	Restricted Electives (Select 3) Principles of Genetics OR Molecular Genetics OR General Chemistry II OR Programming in Data Science OR Earth Science OR Special Topics in Environmental Science OR World Geography OR Introduction to GIS OR Statistics II with Technology Applications OR Calculus I OR	9-12	

PHY 121	General Physics I		
	Program Requirement Credits	**39-43**	
	General Education Core Credits	**22**	
	Program Total Credits	**61-65**	

Credit Certificate Program Name: Natural Resources

Certificate Description:

The certificate offers students an opportunity to earn a credential while taking courses in their major field of study. It also supports the Natural Resources AS Degree at the Northwestern Campus. All courses in the certificate are embedded in the program and are geared to allow students to explore a variety of topics in natural resources while gaining exposure to both fieldwork and real-world applications of concepts learned in class. In addition, individuals with this certificate may be able to find work in entry-level positions with conservation organizations, private companies, or similar entities in natural resources.

Certificate Learning Outcomes:

- Apply scientific methodology to a question.
- Discuss experimental design and statistical analysis.
- Describe cellular, organismal, microbiological, and ecological principles of biology.
- Analyze population and community dynamics, ecosystem function, and systems thinking.
- Evaluate important natural resources as well as regional and global environmental concerns.
- Describe how science and risk assessment inform decision-making
- Identify the importance of wicked problems, resilience, and adaptive management in planning.
- Prepare for a career in Natural Resources, Environmental Science, or a related field

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ENV* 101	Introduction to Environmental Science	3	Eligibility for ENG* 101 with workshop
	Natural Science Elective	3-4	
BIO* 172 OR BIO* 270 OR BIO* 155	BIO Elective (Choose One) General Ecology OR Ecology OR General Botany	4	
ENV* 135	Introduction to Environmental Careers	1	N/A
EAS* 102	Introduction to Earth Science	3	Eligibility for ENG* 101
CSA* 135	Introduction to Spreadsheets	3	N/A
	Certificate Program Total Credits	**17-18**	

Program Name: Interior Design Career Program

Degree Type: A.A.S.

Program Description:

The Interior Design program is designed to develop technical skills, creativity, and an understanding of all aspects of interior design. The graduates of the program will be qualified by education, experience, and examination to enhance the function and quality of interior spaces for the purpose of improving the quality of life, increasing productivity, and protecting the health, safety, and welfare of the public.

Program Learning Outcomes:

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

1. Analyze client's needs, goals, and life safety requirements.
2. Integrate findings with knowledge of interior design.
3. Formulate preliminary design concepts that are aesthetic, appropriate, and functional, and in accordance with codes and standards.
4. Develop and present final design recommendations through appropriate presentation media.
5. Prepare working drawings and specifications for non-load bearing interior construction, reflected ceiling plans, lighting, interior detailing, materials, finishes, space planning, furnishings, fixtures, and equipment in compliance with universal accessibility and sustainability, guidelines and all applicable codes.
6. Collaborate with professional services of other licensed practitioners in the technical areas of mechanical, electrical, and load-bearing design as required for regulatory approval.
7. Prepare and administer bids and contract documents as the client's agent, and construction scheduling.
8. Review and evaluate design solutions during implementation and upon completion.

Program Descriptors:

This program prepares students for careers in Interior Design and is only offered at the Norwalk Campus of the Connecticut State Community College.

General Education Core Courses (21-22 credits)			
	Course Number	**Course Name**	**# of Credits**
1	ENG 101	English Composition	**3**
2	MAT 136	Intermediate Algebra or higher	**3-4**
3	Arts and Humanities	Any course vetted in Arts and Humanities	**3**
4	ENV 101	Introduction to Environmental Science	**3**
5	Social / Behavioral Science or Historical Knowledge	Any course vetted in Social / Behavioral Science or Historical Knowledge	**3**
6	COM 173	Public Speaking	**3**
7	CCS 101	College and Career Success	**3**
		General Education Core Credits	**21-22**

Program Requirements (21-22credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ARCH 1005	Architectural Fundamental l	4	None
ARCH 1002	Architecture of the World	3	None
ARCH 1008	Construction Materials and Methods	3	None
ARCH 2040	Environmental Systems	3	ARCH 1008
ARCH 2030	CAD 3D Architectural Parametric	3	ARCH 1005 and 1008 and ~~2005~~
CAD 204	CAD 3D Architectural	3	CAD 133
IND 101	Interior Design Studio I	4	ARCH 1005 OR Permission of Interior Design Coordinator
IND 120	Materials, Textiles and Finishes	3	None
IND 201	Interior Design Studio II - Residential Interiors	4	IND 101 OR Permission of Interior Design Coordinator
IND 202	Interior Design Studio III - Commercial Interiors	4	IND 101 AND IND 201 OR Permission of Interior Design Coordinator
Directed Elective	Recommended: IND 121 Color and Lighting for Design OR CAD 133 2D CAD (AutoCAD)	3	Varies upon choice
IND 293	Interior Design Internship	3	Complete 30 credits in Interior Design AND Permission of Interior Design Coordinator
	Program Requirement Credits	**40**	
	General Education Core Credits	**21-22**	
	Program Total Credits	**61-62**	

Program Name: Interpreter Training Program

Degree Type: Associate in Science

Program Description:

The Interpreter Training Program (ITP) (American Sign Language) ASL/English is a program of study leading to an Associate in Science degree. The purpose of the program is to provide quality interpreter education in a multidisciplinary and interdisciplinary endeavor focusing on preparing student interpreters of ASL and English. This professional career program is a comprehensive, sequenced, and integrated series of courses that is intended to provide students with the necessary techniques and skills required for professional work as interpreters at the entry level. The Registry of Interpreters for the Deaf (RID) is the organization that oversees the certification of interpreters, this includes the former National Association for the Deaf (NAD) certification. The National Interpreter Certification (NIC) process includes the knowledge exam which can be taken at anytime and the performance exam which requires a Bachelor's degree. More information and requirements can be found at www.rid.org. Graduation from the Northwestern Campus of CT State Community College ITP does not guarantee students will be granted certification.

Program Learning Outcomes:

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

1. Effectively interpret between English and American Sign Language.
2. Appropriately apply the principles of the RID/NAD Code of Professional Conduct to interpreting situations.
3. Mediate cultural differences between Deaf and hearing consumers with sensitivity to and awareness of American Deaf Culture.
4. Educate others with information and available resources for people who are Deaf and/or Hard of Hearing.

Program Descriptors:

The Interpreter Training Program is an intensive program of study that requires commitment through the Summer session as well as the Fall and Spring semesters. The skills required for becoming an interpreter for the Deaf rely on a secure foundation of ASL linguistics. The preparatory courses are structured so that students build a foundation of the linguistics of ASL to communicate on an advanced level with native ASL signers. This level of proficiency is essential to the subsequent courses required for the ITP. Students must possess a reliable computer and internet connection to complete the course requirements.

General Education Core Courses (21-23 credits)			
Course Number or Category		**Course Name**	**# of Credits**
1	ENG 101	English Composition	**3**
2	MAT 100 or higher	Mathematics (MAT 100 or higher)	**3**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3-4**
4	Scientific Reasoning or Scientific Knowledge & Understanding	Any course vetted for Scientific Reasoning or Scientific Knowledge & Understanding - Students are advised to take a 4-credit lab science course	**3-4**
5	PSY 111	Social / Behavioral Science: General Psychology I	**3**
6	COM 173	Oral Communication: Public Speaking	**3**
7	CCS 101	College Career and Success	**3***
		General Education Core Credits	**21-23**

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

* The program is requesting an additional exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Requirements (49 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ASL 101	American Sign Language I	3	None
ASL 102	American Sign Language II	3	P: ASL 101 with a 'C' or higher
ASL 201	American Sign Language III	3	P: ASL 101 AND ASL 102, both with a 'B' or better AND permission of the Program Coordinator.
ASL 202	American Sign Language IV	3	P: ASL 201 with a 'B' or better
ASL 205	Linguistics of American Sign Language	3	P: ASL 101 AND ASL 102, both with a 'B' or better, AND eligibility for ENG 101W. C: ASL 201
ASL 206	Advanced ASL for Interpreters	4	P: ASL 202, ASL 205, AND INT 103, all with a 'B' or better, AND permission of the Program Coordinator.
DSC 101	Visual Gestural Communication	3	C: ASL 101
DSC 112	Deaf Communities: Facts and Perspectives	3	P: ASL 101, ASL 102, and Eligibility for ENG 101W
INT 103	Pre-Interpreting Skills	3	P: ASL 102 with a 'B' or better. C: ASL 201 and ASL 205
INT 121	Professional Standards in Interpreting	3	P: ASL 201, ASL 202, ASL 205, AND INT 103, all with a 'B' or better.
INT 213	Interpreting I: Consecutive	4	P: ASL 202, ASL 205, ASL 206, INT 103 AND INT 121, all with a 'B' or better. C: INT 214
INT 214	Sign-to-Voice	3	P: ASL 201, ASL 202, ASL 205, ASL 206, INT 103, AND INT 121, all with a 'B' or better. C: INT 213
INT 215	Interpreting II: Simultaneous	4	P: ASL 202, ASL 206, INT 121, INT 213, AND INT 234, all with a 'B' or better. C: INT 242
INT 234	Educational Interpreting w/ Specialized Populations	3	P: ASL 201, INT 103, AND INT 121, all with a 'B' or better, OR permission of the instructor.
INT 242	Interpreting Practicum & Seminar	4	P: INT 121, INT 213, INT 214, AND INT 234, all with a 'B' or better, AND permission of instructor. C: INT 215
	Program Requirement Credits	49	
	General Education Core Credits	21-23	
	Program Total Credits	70-72*	

* The program is requesting an additional exemption of the three credits of CCS 101 toward the credit normalization policy.

Credit Certificate Program Name: Deaf Studies

Certificate Description:

The Deaf Studies Certificate is designed for those students whose goal is to work with Deaf people in various entry level jobs. This one-year program provides students with advanced American Sign Language (ASL) skills and an in-depth understanding of the Deaf Community focusing on a bilingual-bicultural approach. Students will learn the foundations of ASL in the classroom. However, a key component of developing proficiency in ASL is frequent interaction with Deaf ASL signers. Therefore, as part of their course requirements, students are required to interact with signing Deaf people at various events both virtual and in person.

Certificate Learning Outcomes:

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

1. Communicate at an advanced level using American Sign Language.
2. Demonstrate an in-depth understanding of and sensitivity to American Deaf culture.
3. Describe the major characteristics of ASL literature.
4. Understand the linguistical aspects of American Sign Language.
5. Educate others with information and available resources for people who are Deaf and/or Hard of Hearing.

Certificate Descriptors:

Career Opportunities:

- Teacher's aide
- Residential program counselor
- Job coach
- Communication specialist
- Deaf community advocate
- Paraprofessional with faculty who are Deaf

Certificate Program Requirements (24 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ASL 101	American Sign Language I	3	None
ASL 102	American Sign Language II	3	P: ASL 101 with a 'C' or higher
ASL 201	American Sign Language III	3	P: ASL 101 AND ASL 102, both with a 'B' or better AND permission of the Program Coordinator.
ASL 202	American Sign Language IV	3	P: ASL 201 with a 'B' or better
ASL 205	Linguistics of American Sign Language	3	P: ASL 101 AND ASL 102, both with a 'B' or better, AND eligibility for ENG 101W. C: ASL 201
DSC 101	Visual Gestural Communication	3	C: ASL 101
DSC 112	Deaf Communities: Facts and Perspectives	3	P: ASL 101, ASL 102, and Eligibility for ENG 101W
DSC 222	Field Experience in Deaf Studies	3	P: ASL 101, ASL 102, AND DSC 101 C: ASL 201, ASL 202, AND ASL 205
	Certificate Program Total Credits	24	

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

Credit Certificate Program Name: Library Technology Certificate

Certificate Description:
This one-of-a-kind certificate is 27- credit, fully online, recognized by the American Library Association, and is the only one of its kind in New England. This program of study is an approved provider of library technology courses for the certification awarded by The American Library Association (ALA). The program of study ensures that students gain the knowledge required for successful employment in 21st century libraries. With 100% of its courses online, scheduling is flexible. The library technology certificate is a perfect program for anyone who wants to start a career as library staff involved in library support and operations or broadening their library technology knowledge and skills. While it does not prepare individuals for all levels of employment that require a library science graduate degree, our graduates are well prepared to perform a wide range of library skills and services and the certificate is highly regarded in the library community.

Certificate Learning Outcomes:

Upon successful completion of all requirements, graduates will be able to:
1. explain the mission of libraries, departments and services of libraries, and basic library policies.
2. demonstrate good customer service and communication skills.
3. recognize and explain common library terminology.
4. apply knowledge of basic technology skills (including online computer automation systems; word processing, email, Internet and other productivity software; and internet and database searching techniques) to assist patrons in a rapidly changing technological environment.
5. explain basic reference and information resources and referral procedures.
6. explain basic library classification systems and use them to catalog and retrieve materials.
7. demonstrate appropriate methods and techniques for material processing, storage, and preservation.

Certificate Descriptors:

Format
As it is 100% online, you can take courses from anywhere. Library Technology online courses are three credits and held during traditional 15-week semesters. However, students may condense their work into 12, 13, or 14 weeks upon agreement with their professor.

Employment
Our graduates are employed in numerous libraries across Connecticut and New England. Employment of library support staff is expected to grow by 9 percent from 2016 to 2026. There is an increased demand for skilled library paraprofessionals who perform a variety of duties in public services and technical support areas. Careers are available at:
- Public libraries
- Academic libraries
- Government libraries
- Public School media centers
- Private school libraries
- Corporate libraries
- Law Firm libraries
- Special libraries

Employment Experience

Students who enter the program with extensive experience in library public services and/or cataloging may consider taking the one-credit Assessment of Prior Learning (APL) course that supports extensive portfolio development. The portfolio is submitted for consideration in lieu of taking LIB 101 – Introduction to Library Public Services or LIB 116 – Cataloging and Classification. LIB 202 is required for students with no practical library experience.

Who Should Consider the Library Technology Certificate?

- Current library support staff member – Have you gone as far as your skills will allow you to go? Are you ready for more responsibility, more knowledge, more respect, and more opportunities to advance? This is the program for you.
- Library volunteer or library lover interested in moving into a paid library position – This certificate will give you the technical skills and resume boost you need to turn your passion into a career.
- Student or career changer considering an MLS or other professional library degree – If you're interested in libraries but not ready to commit to a full graduate program.
- Library media specialist who went through the Alternate Route program – If you want additional library technology training to complement your teaching skills – and the flexibility to take classes online and any time – this is the program for you.
- Library director or manager – If you want to enable your support staff to improve their skills, knowledge and abilities, steer them to this program of study, then sit back and watch as they bring new energy and ideas back to your library.

Special Opportunities

Students who opt to continue to an Associate degree in General Studies or Liberal Arts and Sciences may apply Library Technology courses to fulfill some electives in their plan of study. Since you are interested in the Library Technology Certificate, you might want to look at these programs, too.

- English Studies, A.A. – CSCU Pathway Transfer Degree
- General Studies, A.S.
- Liberal Arts and Sciences, A.A.

Certification

The Library Support Staff Certification Program (LSSC) from the American Library Association – Allied Professional Association (ALA-APA) recognizes this program as one of the few national academic providers of approved Library Technology courses for support staff. Graduates of the Connecticut State Community College Library Technology Certificate receive ALA-LSSC certification because students who complete the Library Technology certificate have demonstrated the nationally accepted competencies of library service and operations.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ENG 101	Composition	3	
LIB 101	Intro to Library Public Services	3	
LIB 104	Intro to Reference Services	3	
LIB 116	Cataloging and Classification	3	
LIB 123	Intro to Library Technology Services	3	
LIB 125	Digital Media	3	Advisor Approval
LIB 127	Management Strategies *Proposed Title: LIB 127 Management & Teamwork*	3	
LIB 201	Digital Resources *Proposed Title: LIB 201 Digital Information & Technology*	3	
LIB 120 or LIB 202*	Literature for Children or Supervised Field Placement* *Proposed Title: LIB 120 Library Youth Services*	3	See advisor. *LIB 202 required for students without library employment experience.
Certificate Program Total Credits		27	

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

Program Name: CSCU Pathway Transfer Degree: Mathematics Studies

Degree Type: Associate of Arts (A.A.)

Program Description:
The Mathematics Studies program fosters mathematical understanding, with applications to real-life scenarios, of branches of study including geometry, algebra, and calculus. The goal of the program is to provide a background in mathematics that will prepare students for the rigors of a four-year math degree. After completion, students will transfer seamlessly into a Bachelor of Mathematics Studies with a junior level status in the receiving CSCU (Connecticut State Colleges & Universities) institution as part of the CSCU transfer ticket program.

Program Learning Outcomes:
Students completing the CSCU Mathematics Studies Pathway and earning an Associate Degree will be able to:

1. Read, interpret, and effectively communicate mathematics both verbally and in writing.
2. Use appropriate technology to promote understanding and solve mathematical problems.
3. Acquire and demonstrate substantial knowledge from Algebra and Calculus.
4. Analyze, model, and solve real world problems, using various areas of mathematics.
5. Think analytically and critically and be able to formulate problems, solve them, and interpret their solutions.
6. Demonstrate the ability to use and understand multiple representations (including graphical, numerical and analytical) of mathematical concepts.

Program Descriptors:
Students who earn an Associate of Arts degree in Mathematics Studies from the Connecticut State Community College can transfer their degree to either the Central Connecticut State University (CCSU), Eastern Connecticut State University (ECSU), Southern Connecticut State University (SCSU), Western Connecticut State University (WCSU), or Charter Oak State College (COSC). Students will be credited as meeting the General Education requirements. Students must remain in the corresponding Mathematics major program for the following bachelor's degrees:

CCSU
- Bachelor of Arts (B.A.) Mathematics
- B.A. Mathematics – Actuarial Science Specialization
- B.A. Mathematics – Statistics Specialization

ECSU
- B.A. Mathematics – Structures & Applications
- B.A. Mathematics – Math for Teachers
- Bachelor of Science (B.S.) Mathematics – Structures & Applications
- B.S. Mathematics – Actuarial Science
- B.S. Mathematics – Data Science

SCSU
- B.A. Mathematics
- B.S. Mathematics – Concentration: Applied

WCSU
- B.A. Mathematics
- B.A. Mathematics – Computer Science Option

COSC
- B.A. General Studies: Mathematics Concentration

	Framework 30 General Education Core Courses (33-34 credits)		
	Course Number or Category	**Course Name**	**# of Credits**
1	ENG 101	English Composition	**3**
2	MAT 254[1]	Calculus I[1]	**4**
3	Arts and Humanities	Any course vetted for TAP Arts and Humanities outcomes	**3-4**
4	BIO 121, CHE 121, PHY 121, or PHY 221	Scientific Reasoning: General Biology I or General Chemistry I or General Physics I or Calculus-based Physics I	**4**
5	Social / Behavioral Science	Any course vetted for TAP Social and Behavioral Science outcomes	**3**
6	Written Communication II	Any ENG course vetted for TAP Written Communication II outcomes	**3**
7	BIO 122, CHE 122, PHY 122, or PHY 222	Scientific Knowledge and Understanding: General Biology II or General Chemistry II or General Physics II or Calculus-based Physics II	**4**
8	Historical Knowledge	Any HIS course vetted for TAP Historical Knowledge outcomes	**3**
9	Oral Communication	Any course vetted for TAP Oral Communication	**3**
10	CCS 101	Continued Learning and Information Literacy (CLIL) College and Career Success (pending final approval in the CLIL category)	**3**
	General Education Core Credits		**33-34**

[1] Students are required to obtain a C or higher in MAT*186 Precalculus or place into the course using multiple measures.

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Program Requirements (27 credits)

Course Number	Course Name	# of Credits	Pre-req Course #
MAT 256	Calculus II	4	MAT 254
MAT 268	Calculus III: Multivariable	4	MAT 256
MAT 274 or MAT 286	Linear Algebra or Differential Equations	4	MAT 256
MAT 287	Foundations of Advanced Mathematics	4	MAT 256
CSC course	A CSC designated programming language course: Python or Java	3	TBD
8 credits of elective courses	Students should consider beginning or completing work on foreign language requirements (at CCSU, SCSU, ECSU and WCSU) not already met in high school and beginning work on a minor (required at CCSU for the general Mathematics B.A. – up to 9 credits can be completed at the community college). They may also complete other General Education requirements.	8	TBD
Program Requirement Credits		**27**	
General Education Core Credits		**33-34**	
Program Total Credits		**60-61**	

Program Name: Diagnostic Imaging and Therapy: Nuclear Medicine Technology

Degree Type: Associate of Science

Program Description:
The Associate in Science degree program in Nuclear Medicine Technology prepare students for employment as nuclear medicine technologists in hospitals, medical offices, or ambulatory clinics. Upon completion of the program, the student may apply to take the certifying board examinations administered by the American Registry of Radiologic Technology (Nuclear Medicine) and the Nuclear Medicine Technology Certification Board (NMTCB). The program requires approximately twenty-two (22) months of clinical and academic course work. The curriculum includes appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements.

Program Learning Outcomes:

1. Students will demonstrate skills in effective oral and written communication

   1.1 Students will demonstrate oral communication skills

   1.2 Students will demonstrate written communication skills

2. Students will demonstrate skills in critical thinking and problem solving in the principles and practices of Nuclear Medicine

   2.1 Students will assess patient requisitions in order to perform proper imaging procedures

   2.2 Students will use critical thinking to overcome clinical challenges

3. Students will demonstrate clinical competence in the practice of Nuclear Medicine

   3.1 Students will apply As Low as Reasonably Achievable (ALARA) principles and practices of radiation protection

   3.2 Students will provide appropriate patient care

The major categories of the nuclear medicine technologist's scope of practice include, but are not limited to, the following areas (as defined in the "Scope of Practice for the Nuclear Medicine Technologist 2017", SNMMI Technologist Section: www.snmmi.org):
Patient Care: Requires the exercise of judgment to assess and respond to the patient's needs before, during, and following diagnostic imaging and treatment procedures and in patient medication reconciliation. This includes record keeping in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

Instrumentation/Quality Control: Involves the operation of nuclear medicine and PET imaging systems: With or without sealed sources of radioactive materials, x-ray tubes, or MR systems for attenuation correction, transmission imaging, or diagnostic CT or MR (when appropriately trained and/or credentialed).

Quality control: The evaluation and maintenance of a quality control program for all instrumentation to ensure optimal performance and stability.

Diagnostic Procedures: Requires the utilization of appropriate techniques, radiopharmaceuticals, imaging medications and adjunctive medications as part of a standard protocol to ensure quality diagnostic images and/or laboratory results. Obtains biological samples to perform testing as required for the optimization of patient care and quality of diagnostic procedures.

Therapeutic Procedures: Requires the utilization of appropriate techniques, radiopharmaceuticals, and adjunctive medications as part of a standard protocol to ensure proper treatment of the disease process. Obtains biological samples to perform testing as required for the optimization of patient care.

Adjunctive Medications: Involves the identification, preparation, calculation, documentation, administration, and monitoring of adjunctive medication(s) used during diagnostic imaging, or therapeutic procedures. Imaging Medications: Involves the identification, preparation, calculation, documentation, administration, and monitoring of imaging medication(s) used during diagnostic imaging studies.

Imaging Medications: Involves the identification, preparation, calculation, documentation, administration, and monitoring of imaging medication(s) used during diagnostic imaging studies.

Radiopharmaceuticals: Involves the safe handling and storage of radiopharmaceuticals. This includes, but is not limited to, the procurement, identification, preparation, dose calculation, and administration of radiopharmaceuticals. It involves the safe handling and storage of radiopharmaceuticals. This includes, but is not limited to, the procurement, identification, preparation, dose calculation, and administration of radiopharmaceuticals. It also includes all associated documentation and disposal as appropriate.

Radiation Safety: Involves practicing techniques that will minimize radiation exposure to the patient, health care personnel, and general public. These include using protective devices, shields, dose reduction, and monitors consistent with ALARA principles. Establishing protocols for managing spills and unplanned releases of radiation.

Program Descriptors:

The mission of the Gateway Community College Nuclear Medicine Technology program is to offer high-quality instruction to a diverse population of students in an environment conducive to learning. We respond to the changing academic, occupational, technological, and cultural needs of both students and the community by strengthening our graduates through the inclusion of advanced technology, unique clinical internship experience, and quality patientcare.

Admissions Procedure:
1. All students must first apply to CT State College.
2. Unless waived, all applicants must take placement tests in reading, English, and mathematics.
3. Attendance at one program specific information session.
4. Students must have a 2.7 GPA
5. Complete the following prerequisite courses
   ENG*101 – Composition (C or higher)
   BIO*211 – Anatomy & Physiology I (C or higher taken within past five years of program start date)
   BIO*212 – Anatomy & Physiology II (C or higher taken within past five years of program start date)
   MAT*172: College Algebra (C or higher taken within past five years of program start date)
6. Submit official copies of all transcripts.
7. Participate in an interview.

Students in this program are responsible for expenses including but not limited to uniforms, physical examinations and blood work, travel to clinical sites, parking, meals, CPR training, background check and toxicology screening, dosimeters, textbooks, liability insurance, Trajecsys and CastleBranch. Specific

information about these costs is available on the Nuclear Medicine webpage and in the Nuclear Medicine Program Student Handbook. Financial aid information is available through the College Financial Aid office.

Students will be charged the Supplemental Course (program) Fee Level 1 every fall and spring semesters while in the program.

Program Accreditation:
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)

National Exams:
- Nuclear Medicine Technology Certification Board (NMTCB)
- American Registry of Radiologic Technologists (ARRT), Nuclear Medicine Examination (N): ARRT (N)

Graduation Criteria

All program students must complete the following to receive an associate degree from the program. See the student handbook for complete details.
- Complete all didactic curricula with a final grade of C or better.
- Complete all clinical curricula with a final grade of C or better.
- Complete all competency exams with a final grade of 100%.
- Maintain all hospital and program standards as outlined in the program handbook.

Graduates of the program are eligible to take the Nuclear Medicine Technology Certification Board (NMTCB) American Registry of Radiologic Technologists, Nuclear Medicine Examination ARRT(N).

Clinical Experience will take place at:
- Yale-New Haven Hospital,
- Yale New Haven Hospital St. Raphael Campus
- Yale University PET Center
- The Veterans Affairs Connecticut Health Care System (West Haven)
- Middlesex Hospital (Middletown)
- Griffin Hospital (Derby)
- Cardinal Health Nuclear Pharmacy Services (East Hartford)
- Midstate Medical Center (Meriden)
- Bridgeport Hospital (Milford Campus)
- William W. Backus Hospital (Norwich)
- Lawrence & Memorial Hospital (New London)
- Stamford Hospital, Greenwich Hospital
- UCONN Medical Center (Farmington).
  - Simulated labs are held in the Nuclear Medicine lab at the Gateway campus and are scheduled on lecture days.

Note: Students are responsible for their own transportation to and from class and clinical assignments.
Due to standards from The Joint Commission, students are advised that the healthcare facilities to which they are assigned for clinical rotations may require that they submit a criminal background check, required immunization

records and other documentation needed to meet the standards. CT State Community College cannot be responsible for finding an alternate clinical placement for a student who fails to meet the required hospital requirements. A student who is unable to complete the required clinical experience will be unable to complete the requirements for the associate degree in Radiation Therapy but may be able to apply some or all the credits completed to an associate degree in General Studies. Students are advised to meet with a Counselor to discuss degree completion requirements.

Clinical Curriculum

The structure of the curriculum is such that courses are offered in sequence and progress in complexity. It offers appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements established by the ARRT.

General Education Core Courses (21-25 credits)			
	Course Number	**Course Name**	**# Of Credits**
1	ENG*101	English Composition (pre-admission requirement)	**[3]**
2	Math *172	College Algebra (pre-admission requirement)	**[3]**
3	Arts/Humanities	Any course vetted under Arts/Humanities	**3-4**
4	CHEM*111	Concepts of Chemistry	**4**
5	PSY*111	General Psychology	**3**
6	ENG* 102 Or ENG*200	Literature and Composition Or Advanced Composition	**3**
7	CCS*101	College Career and Success	**3**
		Program General Education Core Credits	16-17
		Pre-program General Education Core Credits	**[6]**

	Program Requirements (36-39 credits)		
Course Number	**Course Name**	**# Of Credits**	**Pre-req/Co-req Course #**
RST 100	Introduction to Patient Care for Radiologic Sciences	**2**	Pre-req: Acceptance into the program. Co-req: none
RST 100L	Introduction to Patient Care for Radiologic Sciences	**1**	Pre-req: Acceptance into the program. Co-req: none
NMT*101	Introduction to Nuclear Medicine	**3**	Pre-req: Acceptance into the Nuclear Medicine Technology Program (NMT) and full attendance during freshmen orientation/ Co-req: NMT*102 and NMT*111
NMT*102	Nuclear Medicine Procedures I	**3**	Pre-req: Acceptance into the NMT Program and full attendance during freshmen orientation/ Co-req: NMT*101 and NMT*111
PHY* 111	Physics for life and sciences	**4**	TBD
NMT*111	Clinical Practicum I	**1**	Pre-req: Acceptance into the NMT Program and full attendance during freshman orientation/ Co-req: NMT*101 AND NMT*102
NMT*112	Clinical Practicum II	**1**	Pre-req: NMT* 113/ Co-req: NMT*121 and NMT*201
NMT*113	Clinical Internship I	**0.5**	Pre-req: NMT*111/ Co-req: None
NMT*121	Physics in Nuclear Medicine	**3**	Pre-req: PHY*111/ Co-req: NMT*112
NMT *126	Clinical Internship II	**3**	Pre-req: NMT*112/ Co-req:none
RST*200	Cross Sectional Anatomy	**3**	Bio 211 and Bio 212
NMT*201	Nuclear Medicine procedures II	**3**	Pre-req: NMT*102/ Co-req: NMT*112
NMT*202	Nuclear Medicine Instrumentation & Introductions to Computers in Nuclear Medicine	**3**	Pre-req: None/ Co-req: NMT*211
NMT*203	Radiopharmacy	**3**	Pre-req: CHE*111/ Co-req: NMT*211
NMT*211	Clinical practicum III	**2**	Pre-req: NMT*121 and NMT*126/ Co-req: NMT*203

NMT*212	Clinical Practicum IV	**2**	Pre-req: NMT*216 Co-req: /NMT*211
NMT*216	Clinical Internship III	**0.5**	Pre-req: NMT*211/ Co-req: NONE
NMT*221	Nuclear Medicine Procedures III	**3**	Pre-req: NMT*201/ Co-req: NMT*212
NMT*223	Nuclear Medicine Seminar	**3**	Pre-req: NONE/ Co-req: NMT*212, NMT*221
NMT*XXX	Positron Emission Tomography (PET)/Computed Tomography (CT) and Cross-sectional Anatomy.	**3**	Pre-req: NMT 202 and RST 200 Co-req: NMT*212 and NMT* 221
BIO 211	Anatomy & Physiology I (pre-admission requirement)	**[4]**	Bio 105 and Chem 111 or Bio 121 Co-req: none
BIO 212	Anatomy & Physiology II (pre-admission requirement)	**[4]**	Pre-req: BIO *211 Co-req: none
		47	
	Program Requirement Credits	**47**	
	Pre-program requirement credits	**8**	
	General Education Core Credits	**16-17**	
	Total Program Credits	**63-64**	
	Total Pre-program credits	**14**	

Program Name: Connecticut Community College Nursing Program (CT-CCNP)
Degree Type: Associate in Science

Program Description:
The Connecticut Community College Nursing Program (CT-CCNP) is an innovative associate degree program of study offered at six Connecticut State Community College campuses (Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers community colleges). The common nursing programming offers a four-semester curriculum designed to prepare registered nurses to function in the professional role utilizing current standards of nursing practice. In addition, students within the program have the same admission and policy standards, which allows for greater student flexibility.

The curriculum is built upon courses from the social and biological sciences, liberal arts, and nursing; these courses provide the foundation for the practice of nursing. The curriculum is organized by concepts that guide student learning about the nursing profession, health and illness, health care systems and patients who are the recipients of nursing care. The curriculum is guided by local, regional, and national standards and trends within healthcare, higher education, and the nursing discipline. The delivery of the curriculum is accomplished through a dynamic educational experience that involves active and diverse learning processes.

Program Learning Outcomes:
While providing nursing care to individuals, families, groups, communities, and populations within the health care system, the nursing graduate:
1. Demonstrates communication strategies that promote accurate exchange of information, prevent and manage conflict, and establish and maintain therapeutic relationships.
2. Integrates evidence-based practice into clinical decision-making for the provision of patient-centered care.
3. Uses data and patient care technology to communicate, differentiate, and manage patient information to support clinical decision-making for optimal patient outcomes.
4. Integrates leadership and priority-setting skills into the management and coordination of safe, quality, patient-centered care.
5. Uses the nursing process to provide patient-centered care that is responsive to the patient's physiological, pharmacological, psychological, cultural, and sociological preferences, values, and needs.
6. Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles into cost effective, standard-based nursing care.
7. Uses quality improvement to promote the delivery of patient-centered care and to optimize patient outcomes.
8. Promotes a safe culture that minimizes the risk of harm to patients, self, and others at the work unit and health care system levels.
9. Analyzes the impact of the health care system on the provision of safe, quality, patient-centered care at the level of the work unit.
10. Collaborates with the interprofessional health care team to manage and coordinate the provision of safe, quality, patient-centered care.

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Program Descriptors:
The Connecticut Community College Nursing Program (CT-CCNP) is an associate degree program to prepare students as candidates for entry-level practice as a registered nurse. The CT-CCNP is a selective admissions program. For admission criteria please refer to: https://www.ct.edu/files/pdfs/nursing-info-packet.pdf

Consistent with the Connecticut State Community College mission and those of the colleges offering the program, the Mission of the CT-CCNP is to support students' aspirations to become a registered nurse, to advance their education, and to improve health within the communities served.

The Vision of the CT-CCNP is to be a personally and professionally rewarding academic program of choice. The CT-CCNP fosters diversity, innovation, quality, and excellence. As lifelong learners, CT-CCNP graduates impact the lives of those they care for, their communities of practice, and the profession of nursing.

The Philosophy of the CT-CCNP Curriculum is grounded in the metaparadigm of nursing, and a belief in dynamic, professional relationships between students and faculty. The metaparadigm or focus for the nursing discipline describes the roles of the nurse and directs professional practice. The metaparadigm includes four concepts, the Person*, the Environment, the Nurse, and Health. The Person is considered within Environments of care where the Nurse promotes Health and manages illness in partnership with the Person and the interprofessional health care team.

The Person as the recipient of health care is distinctive, holistic, and worthy of respect. Their values, beliefs and goals must be honored and supported, regardless of the nurse's own values, beliefs and goals. The person is the central focus of the professional nurse. Sensitive and caring nursing practice demands an awareness of and respect for infinite types of relationships and perceptions of the world.

Environment is a literal or relative term. The environment of care is a healthcare setting or place where the human experience occurs and where nurses are a component of the interaction. Nurses interact with patients in a variety of settings within healthcare systems.

Health has multiple definitions; it is a dynamic state of the person/individual, family, group, community or population as they interact with the environment. Nurses assess and intervene in human responses to actual and potential health problems along a continuum from wellness to acute conditions, chronic illness, and end of life. Nurses assess patient's definition of health and collaboratively plan for patient-centered care.

The Nurse provides a unique interpersonal, professional service, cognizant of legal and ethical principles and grounded in caring. Nurses recognize the need for integrity, accountability, advocacy, and systems-based thinking as they provide safe, effective patient-centered care. A commitment to continuous quality improvement, leadership development, and lifelong learning is essential for nursing practice. The Nurse possesses the knowledge, skills and attitudes (KSAs) to apply the nursing process using evidence, reflection, and caring. Nurses also consider patient preferences when making clinical judgments to reach positive patient outcomes.

The CT-CCNP Concept-Based Curriculum (CBC) is organized by Concepts within the categories of Nursing Profession, Health and Illness, Health Care Systems and Patient Attributes. The curriculum is guided by local, regional and national standards and trends within healthcare, higher education, and the nursing discipline. The

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delivery of the curriculum is accomplished through a dynamic educational experience, which involves active and diverse learning processes. CT-CCNP graduates possess the capacity for sound clinical judgment that enables the achievement of optimum patient outcomes along the health-illness continuum across the lifespan.
*the Person is the recipient of care and may be an individual, family, group, community or a population

After the Associate in Science degree is awarded, the graduate is eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN). Graduates can apply for licensure through the Connecticut Department of Public Health or through the state within which they would like to practice. The graduate is prepared to function as a safe, competent entry-level practitioner within settings across health care systems such as acute care (general or specialty hospitals), subacute or long-term care, and community based care settings such as provider offices and clinics.

The CT-CCNP curriculum has been approved by the Connecticut Board of Regents for Higher Education and the Connecticut State Board of Examiners for Nursing, with the consent of the Commissioner of the Connecticut Department of Public Health. Each program within the CT-CCNP approaches national accreditation through the Accreditation Commission for Education in Nursing, ACEN, located at 3390 Peachtree Road NE, Suite 1400; Atlanta, GA 30326; Phone: 404.975.5000; Fax: 404.975.5020; web address: https://www.acenursing.org/ , email: info@acenursing.org. The curriculum is implemented at each of six Connecticut community colleges based upon college level approval processes and the approval of ACEN.

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Common Program Worksheet

General Education Core Courses (21-25 credits)		
Course Number	**Course Name**	**# of Credits**
ENG*101	English Composition	**3**
MAT*137 or higher	Intermediate Algebra or higher	**3**
Arts & Humanities	Any course vetted for Arts & Humanities	**3-4**
BIO*235	Microbiology (pre-req/co-req TBD by Biology)	**4**
PSY*111	General Psychology	**3**
ENG*102 OR ENG 200	English Composition & Literature (ENG 102) OR Advanced Composition (ENG 200)	**3**
CCS*101	College Career & Success (meets Diversity requirement)	**3**
General Education Core Credits		**22-23**

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
BIO*211	Anatomy & Physiology	**4**	TBD by Biology
BIO*212	Anatomy & Physiology II	**4**	TBD by Biology
SOC*101	Principles of Sociology	**3**	TBD by Sociology
PSY*201	Life Span Development	**3**	TBD by Psychology
NUR*120	Nursing in Health & Illness I	**9**	P: BIO*211, BIO*212, ENG*101 P or C: BIO*235, PSY*111
NUR*125	Nursing in Health & Illness II	**8**	P: NUR*120, BIO*235, PSY*111 and P or C: PSY*201, SOC*101
NUR*220	Nursing in Health & Illness III	**9**	P: NUR*125, PSY*201, SOC*101 and P or C: ENG*102 or ENG*200 or higher
NUR*225	Nursing in Health & Illness IV	**8**	P: NUR*220 and P or C: ENG*102 or ENG*200 or higher, and Arts & Humanities or Fine Arts Elective C: NUR*226
NUR*226	Transition to Professional Nursing Practice	**1**	P: NUR*220 and P or C: ENG*102 or ENG*200 or higher, and Arts & Humanities or Fine Arts Elective C: NUR*225
Program Requirement Credits	**49**		
General Education Core Credits	**22-23**		
Program Total Credits	**71-72**		

4

Program Name: Outpatient Medical Coding and Auditing

(*New proposed name--current name Health Information Management)

Degree Type: Associate of Science Degree

Program Description:
The Outpatient Medical Coding and Auditing Associate Degree is for students interested in reimbursement and compliance. Students learn to evaluate medical documentation to validate assignment of codes in the outpatient setting using (Electronic Medical Records) EMR and Practice Management (PM) software for auditing and revenue recovery. The program prepares students for entry-level positions in outpatient medical coding and auditing with healthcare providers and payers including private insurance companies and government payers.

Program Learning Outcomes:
1. Describe the distinct types of healthcare delivery systems and Telehealth services regulatory requirements, and compliance.
2. Describe legal and ethical responsibilities in the healthcare organization as they relate Health Insurance Portability and Accountability Act of 1996 (HIPAA), Health Information Technology for Economic and Clinical Health Act (HITECH), Protected Health Information (PHI) and to patient/client rights.
3. Demonstrate communication, teamwork, leadership skills and competencies.
4. Use coding and documentation guidelines to produce clean claims.
5. Utilize EMR/Electronic Health Records (EHR) software.
6. Compare and contrast reimbursement methodologies.
7. Audit outpatient documentation for accuracy to support International Classification of Disease (ICD), Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS) coding, quality measures, and clinical requirements.
8. Utilize proper terminology including abbreviations related to pathological conditions, diagnostic procedures, surgical interventions, and therapeutic procedures.
9. Apply database information technology to electronic medical records and health information exchange.
10. Find and communicate documentation deficiencies to providers to improve documentation for correct risk adjustment coding.

Program Descriptors:
Upon completion of the program the student may choose to take an exam for national certification credentials:
American Association of Professional Coders - AAPC
- **CPC –** Certified Professional Coder
- **CPMA -** Certified Professional Medical Auditor
- **CDEO -** Certified Documentation Expert Outpatient

General Education Core Courses (21-22 credits)		
Course Number or Category	**Course Name**	**# of Credits**
1 ENG*101	English Composition	**3**
2 MAT*	Any MAT course vetted for Math: MAT 140 (Applied Mathematics for Health Sciences) recommended	**3**
3 PHL*112	Arts & Humanities: Bioethics	**3**
4 BIO*110 or BIO*115 or BIO*212	Scientific Reasoning/Scientific Knowledge and Understanding: Principles of the Human Body (BIO*110) OR Human Biology (BIO*115) OR Anatomy & Physiology II (BIO*212)	**3-4**
5 Social/Behavioral Science	Any course vetted for Social/Behavioral Science	**3**
6 Oral Communication	Any course vetted for Oral Communication	**3**
7 CCS*101	College and Career Success	**3**
General Education Core Credits		**21-22**

Total Program Requirements (39 credits)

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
Current: HIM*160 New Proposed: HIM*XXX	Current: Privacy, Security, and Compliance New Proposed: Compliance in the Outpatient Setting	3	P: Eligible for ENG*101. HIM*201 or HIM*105 with a "C" or better. C: None
CSA*105	Intro to Software Application	3	TBD
MED*111	Administrative Medical Assisting	3	P: Eligible for ENG*101 C: None
HIM*201 or HIM*105	Health Information Management Principles	3	HIM*201 - P: Eligible for ENG*093 C: None HIM*105 - P: None C: None
HIM*203 or BIO*203 or BIO*123	Current: Pathophysiology, New Proposed: Human Diseases and Pathophysiology (HIM*203) or Pathophysiology (BIO*203) or Biology of Human Disease (BIO*123)	3	HIM*203 - P: MED*125 or BOT*180, or HIM*101 and BIO*115, and Eligible for ENG*101 C: None BIO*203 - P: TBD C: None BIO*123 - P: Eligible for ENG*101 C: None
BOT*181 or HIM*120	Medical Coding I or Clinical Classification Systems I	3	BOT*181 - P: BOT*180 or HIM*101 or MED*125 C: None HIM*120 - P: Bio*115 with a grade of 'C' or better or BIO*212 with a grade of 'C' or better and HIM*101 with a grade of 'C' or better C: None
BOT*182 or HIM*121	Medical Coding II	3	BOT*182 - P: or C: BOT*181 HIM*121 - P: Bio*115 with a grade of 'C' or better or BIO*212 with a grade of 'C' or better and HIM*101 with a grade of 'C' or better C: None
HIM*211	Advanced Coding and Auditing	3	P: BOT*181 and BOT*182 or HIM*120 and HIM*121 and HIM*203 or BIO*203 with a "C" or better. C: None
MED*112 or HIM*113	Medical Insurance and Billing or Healthcare Reimbursement	3	MED*112 - P: Eligible for ENG*101 C: None HIM*113 - P: Eligible for MAT*167 C: None
MED*125 or BOT*180 or	Medical Terminology for Clinical and Administrative Professions or	3	MED*125 - P: None C: None

HIM*101	Medical Terminology and Anatomy or Medical Terminology		BOT*180 - P: None C: None HIM*101 - P: None C: None
MED*216 or HIM*157	Electronic Medical Records or Healthcare Informatics	**3**	MED*216 - P: Eligible for ENG*101 C: None HIM*157 - P: None C: None
MED*250	Principles of Pharmacology	**3**	P: Eligible for both ENG*101 and MAT*137 or higher C: None
Directed Elective	Directed Elective from ACC, BBG, BOT, CSC, CST, ECN, HIM, MAT, MED	**3**	TBD
	Total Program Requirement Credits	**39**	
	General Education Core Credits	**21-22**	
	Program Total Credits	**60-61**	

Credit Certificate Program Name: Medical Billing and Outpatient Coding Specialist
(New proposed, currently Health Information and Reimbursement Specialist)

Certificate Description:
The Medical Billing and Outpatient Coding Specialist Certificate program prepares students for entry level positions in medical billing, outpatient medical coding, and health information in physician's offices, hospitals, ambulatory care centers, telehealth, health insurance companies, and other allied health venues. Process claims submissions for compliant and equitable reimbursement. The healthcare industry is facing significant changes in how providers and insurers generate, maintain, and communicate documentation related to medical records, insurance, coding, and financial reimbursement.

Certificate Learning Outcomes:

1. Identify and compare reimbursement methodologies.
2. Summarize principles related to healthcare privacy, confidentiality, legal and ethical issues.
3. Use current Electronic Medical Record (EMR) software to manage provider reimbursement and patient health information.
4. Prepare revenue cycle documents by utilizing International Classification of Disease – Clinical Modification (ICD-10-CM), Current Procedural Terminology (CPT), and Healthcare Common Procedure Coding System (HCPCS) II reference material.
5. Review and abstract information needed to support accurate outpatient coding and health record documentation for completeness and accuracy.
6. Interpret healthcare data to determine claim status, resolve claim denials, submit appeals, post payments and adjustments, and manage collections.
7. Apply Health Insurance Portability and Accountability Act of 1996 (HIPAA), Health Information Technology for Economic and Clinical Health Act (HITECH), and Protected Health Information (PHI) regulations as they apply in the outpatient setting.

Certificate Descriptors:
Eligible for Workforce Innovation and Opportunity Act (WIOA) and Supplemental Nutrition Assistance Program (SNAP) specialized funding that affects program length or structure.
It prepares students for a national industry certification. A coding credential provides proof of competency in the field and is often a requirement for clinical coding-related and healthcare revenue management positions.
National Health Care Association (NHA)
- **CBCS** - Certified Billing and Coding Specialist
- **CMAA** – Certified Medical Administrative Assistant

American Association of Professional Coders (AAPC)
- **CBP** - Certified Professional Biller
- **COC** - Certified Outpatient Coder
- **CPC** – Certified Professional Coder

Certificate Program Requirements (24 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
MED*111	Administrative Medical Assisting	3	P: Eligible for ENG*101 C: None
HIM*201 or HIM*105	Health Information Management Principles or Introduction to Health Information Management	3	HIM*201 - P: Eligible for ENG*093 C: None HIM*105 - P: None C: None
HIM*203 or BIO*203 or BIO*123	Current: Pathophysiology, New Proposed: Human Diseases and Pathophysiology (HIM*203) or Pathophysiology (BIO*203) or Biology of Human Disease (BIO*123)	3	HIM*203 - P: MED*125 or BOT*180, or HIM*101 and BIO*115, and Eligible for ENG*101 C: None BIO*203 - P: TBD C: None BIO*123 - P: Eligible for ENG*101 C: None
BOT*181 or HIM*120	Medical Coding I or Clinical Classification Systems I	3	BOT*181 - P: BOT*180 or HIM*101 or MED 125 C: None HIM*120 - P: Bio*115 with a grade of 'C' or better or BIO*212 with a grade of 'C' or better and HIM*101 with a grade of 'C' or better C: None
BOT*182 or HIM*121	Medical Coding II Clinical Classification Systems II	3	BOT*182 - P: or C: BOT*181 HIM*121 - P: Bio*115 with a grade of 'C' or better or BIO*212 with a grade of 'C' or better and HIM*101 with a grade of 'C' or better C: None
MED*112 or HIM*113	Medical Insurance and Billing or Healthcare Reimbursement	3	MED*112 - P: Eligible for ENG 101 C: None HIM*113 - P: Eligible for MAT*167 C: None
MED*125 or BOT*180 or HIM*101	Medical Terminology for Clinical and Administrative Professions or Medical Terminology and Anatomy or Medical Terminology	3	MED*125 - P: None C: None BOT*180 - P: None C: None HIM*101 - P: None C: None

MED*216 or HIM*157	Electronic Medical Records or Healthcare Informatics	**3**	MED*216 - P: Eligible for ENG 101 C: None HIM*157 - P: None C: None
	Certificate Program Total Credits	**24**	

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

Program Name: Paralegal

Degree Type: A.S.

Program Description:

A paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals may not provide legal services directly to the public except as permitted by law. Paralegals may not give legal advice or engage in the unauthorized practice of law.

The paralegal curriculum prepares qualified individuals to carry out, in a professional manner, many of the complex tasks involved in rendering skilled assistance to lawyers, including in banks, insurance companies, private law firms, corporate offices, and public and agencies. Paralegals may be asked to conduct research and prepare memoranda; to draft pleadings and motions, deeds or contracts; to interview clients or witnesses; to prepare responses to discovery requests; or to digest depositions. Paralegals may prepare inventories, accounts and tax returns in connection with estates and trusts; perform real estate title searches and UCC searches; calendar and track important deadlines; or organize and maintain client files.

The Paralegal Associate Degree program includes legal specialty coursework, as well as related courses in business and liberal arts. An option in the program is a cooperative education/work experience course in which students gain practical experience in a legal setting while earning academic credit.

The Paralegal Program offers a new career opportunity in a rapidly expanding field for people who have had no previous experience with legal work. For people already employed in legal work, the program will deepen their knowledge and upgrade their skills. Professional ethics and the paralegal's role within the legal profession are emphasized throughout the curriculum.

The Paralegal Associate Degree Program has been approved by the American Bar Association since 1984. It is a member of the American Association for Paralegal Education.

Program Learning Outcomes:

Upon successful completion of all Paralegal degree program requirements, graduates will

1. Recognize and describe the proper role of the paralegal in the delivery of legal services to the public and apply the ethical rules that govern the conduct of the legal profession.
2. Demonstrate critical thinking, reasoning and analytical skills, conduct factual and legal research using print and computerized methods, and organize and present information effectively, both orally and in writing.
3. Describe the organization of the American legal system, apply procedural law to litigation and administrative agency law, and demonstrate substantive knowledge of principles of law.
4. Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney.
5. Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills.
6. Recognize opportunities for professional development through continuing education and affiliation with professional organizations.

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

Program Descriptors:
The Paralegal Associate Degree Program has been approved by the American Bar Association since 1984. It is a member of the American Association for Paralegal Education.

General Education Core Courses		
Course Number	**Course Name**	**# of Credits**
1 ENG*101	English Composition	**3**
2 MAT	**Math 100 or higher** (college level)	**3-4**
3 Arts and Humanities	**Arts and Humanities:** Choose a course vetted for Arts and Humanities outcomes:	**3-4**
4 Scientific Reasoning or Scientific Knowledge and Understanding	Choose one course from: • **Scientific Reasoning** – course vetted for Scientific Reasoning or • **Scientific Knowledge and Understanding** – course vetted for Scientific Knowledge and Understanding outcomes	**3-4**
5 Social / Behavioral Science or Historical Knowledge	Choose one course from: • **Social / Behavioral Science** – course vetted for Social and Behavioral Science outcomes or • **Historical Knowledge** – HIS course vetted for Historical Knowledge outcomes	**3**
6 Oral Comm or Written Comm II	Choose one course from: • **Oral Communication** – courses vetted for Oral Communication or • **Written Communication II** – course vetted for Written Communication II outcomes	**3**
7 Continued Learning/Info Literacy CCS 101	College and Career Success	**3**
General Education Core Credits		**21-24**

	Program Requirements		
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
LGL*101 or POL*120	Introduction to Legal Studies or Introduction to Law	**3**	Pre-req: Both- Eligibility for ENG*101 or permission of the Program Coordinator
LGL*102	Legal Research & Writing	**3**	Pre-req: Eligibility for ENG*101 AND ONE OF THE FOLLOWING: POL*120, LGL*101 OR permission of the Program Coordinator
LGL*104	Real Estate Practice	**3**	Pre-req: Eligibility for ENG*101 or permission of the Program Coordinator
LGL*208	Litigation	**3**	Pre-req: Eligibility for ENG*101 AND ONE OF THE FOLLOWING: POL*120, LGL*101 OR permission of the Program Coordinator
LGL*209	Probate Practice and Estate Planning	**3**	Pre-req: Eligibility for ENG*101 or permission of the Program Coordinator
LGL*211	Business Organizations	**3**	Pre-req: Eligibility for ENG*101 or permission of the Program Coordinator
LGL*240 LGL*280	Legal Studies Capstone or Legal Internship	**3**	Pre-req:LGL 240- LGL* 102, LGL* 208, LGL* 220 and one of the following: BBG* 234 or LGL* 211 or LGL* 212 or permission of instructor. Pre-req: LGL 280 – permission of instructor
LGL*220	Computer Applications in Law	**3**	Pre-req: Eligibility for ENG*101 or permission of the Program Coordinator None
BBG*231 or BBG*234	Business Law I OR Legal Environment of Business	**3**	TBD
LGL* Elective (12 Credits)	LGL*204 (Criminal Procedure) LGL*206 (Bankruptcy Law), LGL*210 (Family Law), LGL*212 (Contract Law), LGL*216 (Administrative Law), LGL*230 (Advanced Legal Issues Seminar), LGL*270 (Cooperative Education) LGL*XXX (Juvenile Law) LGL*2XX (Criminal Law)	**12**	Pre-req: All - Eligibility for ENG*101 or permission of the Program Coordinator Pre-req 270 – see template
	Program Requirement Credits	**39**	
	General Education Core Credits	**21-24**	
	Program Total Credits	**60-63**	

Credit Certificate Program Name: Paralegal Certificate

Certificate Description:

The Paralegal Certificate Program is designed for students who have or will concurrently receive an educational (not vocational) associate or baccalaureate degree in a major other than paralegal or legal studies from an accredited institution. The certificate program provides them with the opportunity to enroll in a paralegal studies program that meets guidelines set by the American Bar Association. Students must submit an official transcript, evidencing an undergraduate degree, to the Admissions office for review.

A paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals may not provide legal services directly to the public except as permitted by law. Paralegals may not give legal advice or engage in the unauthorized practice of law.

The paralegal curriculum prepares qualified individuals to carry out complex tasks involved in rendering skilled assistance to lawyers, including in banks, insurance companies, private law firms, corporate offices, and public and agencies. Paralegals may be asked to conduct research and prepare memoranda; to draft pleadings and motions, deeds or contracts; to interview clients or witnesses; to prepare responses to discovery requests; or to digest depositions. Paralegals may prepare inventories, accounts and tax returns in connection with estates and trusts; perform real estate title searches and UCC searches; calendar and track important deadlines; or organize and maintain client files. An option in the program is a cooperative education/work experience course in which students gain practical experience in a legal setting while earning academic credit.

The Paralegal Program offers a new career opportunity in a rapidly expanding field for people who have had no previous experience with legal work. For people already employed in legal work, the program will deepen their knowledge and upgrade their skills. Professional ethics and the paralegal's role within the legal profession are emphasized throughout the curriculum.

The Manchester Campus Paralegal Certificate Program has been approved by the American Bar Association since 1998. It is a member of the American Association for Paralegal Education.

Certificate Learning Outcomes:

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

1. Recognize and describe the proper role of the paralegal in the delivery of legal services to the public and apply the ethical rules that govern the conduct of the legal profession.
2. Demonstrate critical thinking, reasoning and analytical skills; conduct factual and legal research using print and computerized methods; and organize and present information effectively, both orally and in writing.
3. Describe the organization of the American legal system, apply procedural law to litigation and administrative agency law, and demonstrate substantive knowledge of principles of law.
4. Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney.
5. Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills.
6. Recognize opportunities for professional development through continuing education and affiliation with professional organizations.

Certificate Descriptors:.

- Students in the Paralegal Certificate Program must have an undergraduate degree before they can receive the certificate. Students must submit an official copy of their undergraduate transcript, showing that they have been awarded an undergraduate degree.

- The Paralegal Certificate Program is eligible for the Workface and Innovation and Opportunity Act (WIOA).

Certificate Program Requirements (# credits)

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
LGL*101 OR POL*120	Introduction to Legal Studies OR Introduction to Law	3	Pre-req: Both- Eligibility for ENG*101 or permission of the Program Coordinator
LGL*102	Legal Research and Writing	3	Pre-req: Eligibility for ENG*101 AND ONE OF THE FOLLOWING: POL*120, LGL*101 OR permission of the Program Coordinator
LGL*208	Litigation	3	Pre-req: Eligibility for ENG*101 AND ONE OF THE FOLLOWING: POL*120, LGL*101 OR permission of the Program Coordinator
LGL*220	Computer Applications in Law	3	Eligibility for ENG*101 or permission of the Program Coordinator None
CHOOSE TWO OF THESE: LGL*104, LGL*209 OR LGL*211	Real Estate OR Probate Practice and Estate Planning OR Business Organizations	6	Pre-req: Eligibility for ENG*101 or permission of the Program Coordinator
CHOOSE TWO LEGAL ELECTIVES LGL*104, LGL*204, LGL*206, LGL*209, LGL*210, LGL*211, LGL*212, LGL*216, LGL*230, LGL*240, LGL*270, LGL*280, LGL*XXX LGL*2XX	Real Estate Criminal Procedure Bankruptcy Law, Probate Practice and Estate Planning Family Law, Business Organizations Contract Law Administrative Law Advanced Legal Issues Seminar Legal Studies Capstone Cooperative Education / Work Experience Legal Internship - template Juvenile Law Criminal Law	6	Pre-req:for 104, 204, 206, 209, 210, 211, 212, 216, 230, xxx, 2xx - Eligibility for ENG*101 or permission of the Program Coordinator Pre-req:LGL*240 and 270 - See course template Pre-req: LGL*280 – Permisson of Instructor
	Certificate Program Total Credits	**24**	

Credit Certificate Program Name: Certified Phlebotomy Technician

Certificate Description:
A phlebotomist is an integral member of the medical laboratory team whose primary function is the collection of blood samples from patients and donors. The phlebotomist facilitates the collection and transportation of laboratory specimens, and is often the patient's only contact with the medical laboratory. The need to assure quality and patient safety mandates strict professional behavior and standards of practice for phlebotomists. Safety is key and all safety precautions must be taken to prevent the transmission of infectious diseases. Positions are flexible and can consist of full time, part time, and per diem. This 16 credit certificate consists of 5 courses that will prepare the student to sit for a national Phlebotomy certificate exam allowing them to work in any state and perform all duties required of a Phlebotomy Technician.

Certificate Learning Outcomes:
1. Recall and articulate medical terminology and healthcare abbreviations.
2. Perform blood collection techniques using the evacuated tube system, capillary puncture, and winged infusion methods.
3. Demonstrate safe and precise collection, transportation, and handling of human specimens.
4. Perform specimen processing procedures, including specimen assessment, proper centrifugation, specimen aliquoting, specimen triage, specimen storage and retrieval, and specimen transport (intra-laboratory).
5. Control infection using aseptic techniques in all stages of venipuncture.
6. Apply appropriate legal and ethical standards to the practice of healthcare.
7. Develop life management skills, work ethics, and critical thinking skills necessary for all health providers.

Certificate Descriptors:

- Students must earn a B- or better in PBT 141 prior to be eligible for PBT 294 Phlebotomy Practicum.
- Students are required to show proof of physical examination; Measles, Mumps, & Rubella (MMR), varicella and Hepatitis B immunity; Tetanus shot within past 5 years; and a negative Tuberculin (TB) test prior to being accepted for any internship courses. Proof of Flu and COVID vaccination is also required. Other vaccines may be necessary depending on the internship site. Internship sites may require students to undergo a criminal background check.

Graduates of this program obtain positions at hospitals, reference laboratories, and medical offices and clinics. At this time, the Bureau of Labor Statistics anticipates a demand for phlebotomy technicians will increase by 25% from 2016-2026. The wages range from $31,000-$35,000 with a median pay of $33,670 per year. According to JobsEQ, over 50 linked occupations were added to the region in the past three years. The employment demand will require 239 additional new workers due to retirements or job changes. With additional training, graduates can become medical assistants, medical laboratory technicians, physical therapists, nurses and nurse practitioners.

	Certificate Program Requirements (16 credits)		
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
MED 125	Medical Terminology for Clinical and Administrative Professions	3	P: English 101 Eligible
HLT 170	Medical Law & Ethics	3	TBD
Current Code: HLT 141 New Proposed Code: PBT 141	Techniques of Phlebotomy	3	None
Current Code: HLT 141 New Proposed Code: PBT 172	New Proposed Name: Concepts in Specimen Processing for Phlebotomists	3	None
Current Code: HLT 294 New Proposed Code: PBT 294	Phlebotomy Practicum	4	P: PBT 141 and PBT 172 both with a minimum grade of B-
	Certificate Program Total Credits	**16**	

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

Program Name: Pre-Dental Hygiene Transfer Compact: Associate in Arts

Degree Type: Associate in Arts

Program Description: The CT State Community College Pre-Dental Hygiene Transfer Compact is designed to provide academic opportunities for students who are seeking a Bachelor of Science Degree in Dental Hygiene at University of New Haven (UNH). Students may complete pre-requisite and general education courses at CT State Community College and transfer into the University of New Haven's Dental Hygiene Program. Students who complete the Associate in Arts Degree and have followed the Pre-Dental Hygiene track are eligible to apply for admission to the University of New Haven's Dental Hygiene Program.

Program Learning Outcomes: Students who complete the Associate in Arts Degree and have followed the Pre-Dental Hygiene track are eligible to apply for admission to the University of New Haven's Dental Hygiene Program. After completing the Bachelor of Science Degree in Dental Hygiene from the University of New Haven, graduates will be eligible to take both the Dental Hygiene National Board Examination and the Northeast Regional Board Examination in order to apply for the Registered Dental Hygienist (RDH) License.

Program Descriptors: The Program in Dental Hygiene at the University of New Haven is accredited by the Commission on Dental Accreditation of the American Dental Association. The University of New Haven Dental Hygiene articulation agreement states that students must receive a "C" or higher in all pre-dental hygiene transfer compact courses in order to be transferred to UNH.

General Education Core Courses (21-25 credits)			
	Course Number	**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*137 or higher	Intermediate Algebra or higher	**3**
3	ART*101, ART*102, or MUS*101	Art History I, Art History II, or Music History and Appreciation I	**3**
4	CHE*111	Concepts of Chemistry	**4**
5	PSY*111	General Psychology I	**3**
6	ENG*102	Literature and Composition	**3**
7	CCS*101	College Career and Success	**3**
		General Education Core Credits	**22**

Program Requirements (42 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
BIO*105 or BIO*121	Introduction to Biology General Biology I	4	TBD
BIO*211	Anatomy and Physiology I	4	BIO* 105 and CHE* III or BIO* 121, both with a C or better
BIO*212	Anatomy and Physiology II	4	TBD
BIO*235	Microbiology	4	TBD
COM*173	Public Speaking	3	TBD
SOC*101	Principles of Sociology	3	TBD
PHL*111	Ethics	3	TBD
PSY*112	General Psychology II	3	TBD
NTR*102	Nutrition I: Principles of Nutrition	3	TBD
HIS*101 or HIS*102	Western Civilization I or Western Civilization II	3	TBD
DNT*105	Introduction to Dental Hygiene I	1	None
DNT*106	Introduction to Dental Hygiene II	1	TBD
	Choose 1 of the following 2 courses		
ECN*101	Macroeconomics	3	TBD
ECN*102	Microeconomics	3	TBD
	Choose 1 of the following 3 courses		
FRE*102 or higher	Elementary French II or higher	3	TBD
ITA*102 or higher	Elementary Italian II or higher	3	TBD
SPA*102 or higher	Elementary Spanish II or higher	3	TBD
		42	
Program Requirement Credits		**42**	
General Education Core Credits		**22**	
Program Total Credits		**64**	

Program Name: Pre-Nutrition Transfer Degree

Degree Type: Associate of Science

Program Description:
This program is designed for students who seek to become a Registered Dietitian/Nutritionist. Upon completion of the associate pre-nutrition degree, students have the opportunity to apply for transfer to a 4- year university to complete the degree for Registered Dietitian/Nutritionist.

Program Learning Outcomes:

- Demonstrate ability to think critically and creatively.
- Demonstrate ability to effectively communicate in oral and written form.
- Demonstrate ability to understand basic scientific principles.
- Demonstrate ability to understand, evaluate and apply nutrition principles.

Program Descriptors:
Articulation Schools: University of Connecticut – Storrs, University of New Haven, and University of Maine.
University of St. Joseph articulation agreement in process.
Check if your transfer school will accept hybrid or online science labs for transfer.

	Course Number or Category	Course Name	# of Credits
General Education Core Courses (21-22 credits)			
1	ENG*101	English Composition	**3**
2	MAT 167 or higher	Math: Principles of Statistics or higher MAT course	**3-4**
3	Arts and Humanities	Any course vetted for Arts and Humanities	**3-4**
4	BIO 111	Scientific Reasoning or Scientific Knowledge and Understanding: Introduction to Nutrition	**3**
5	ANT 101	Social / Behavioral Science: Introduction to Anthropology	**3**
6	COM 173	Oral Communication: Public Speaking	**3**
7	CCS 101	College and Career Success	**3**
	General Education Core Credits		**21-23***

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

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Program Requirements (43 credits)

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
MAT 172	College Algebra	3	TBD
CHE 121	General Chemistry I	4	TBD
CHE 122	General Chemistry II	4	TBD
CHE 211	Organic Chemistry I	4	TBD
BIO 121	General Biology	4	TBD
BIO 211	Anatomy & Physiology I	4	TBD
BIO 212	Anatomy & Physiology II	4	TBD
BIO 235	Microbiology	4	TBD
Two Level 200 Courses	Two Level 200 Language and Culture Courses (ARA, ASL, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA) Note: Students who test out of language courses through a placement test are still required to take two 200-level courses. Students should consult with their advisor about 200-level course selections that are recommended.	6	TBD
ENG 102	Literature & Composition	3	TBD
PSY 111 or SOC 101	General Psychology I or Principles of Sociology NOTE: Students planning on transferring to a 4-year school should consult with their transfer school on the course to take in this category	3	TBD
		43	
Program Requirement Credits		**43**	
General Education Core Credits		**21-22***	
Program Total Credits		**64-65***	

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

Program Name: Connecticut State Community College Radiography Program

Degree Type: Associate of Science in Radiography

Program Description:

The mission of the Connecticut State Community College Radiography program is to provide a comprehensive radiography program that will graduate competent, entry-level radiologic technologists for the healthcare community.

Radiography or "x-ray" uses very small doses of ionizing radiation to produce images of internal structures of the body for the diagnosis of disease or injury. Radiographers are technologists who operate imaging equipment to produce quality images of the body for a Radiologist or other ordering provider to interpret. The associate degree program in Radiography prepares students for employment as entry level radiographers in hospitals, outpatient facilities, medical offices, community health agencies, or nondestructive testing industries where radiation is used for quality control. The structure of the curriculum is sequential and includes appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements. Each campus will have some degree of differentiation in course offerings and sequencing based on clinical capacity, student enrollment and Joint Review Committee on Education in Radiologic Technology (JRCERT) approval. Students are assigned to clinical practice at various medical facilities throughout the state of Connecticut. Upon completion of the program, graduates are eligible to take the national certifying examination in radiography as administered by the American Registry of Radiologic Technologists (ARRT) in Radiography.

In addition to the College's general education core curriculum, the Connecticut State Community College Radiography program has a set of common program courses. Additionally, each campus may have its own set of differentiated options that must be taken to be eligible for graduation. Differentiated options are courses that meet the needs of the individual campus for a variety of reasons including but not limited to clinical site requirements, clinical site capacity, campus course offerings, and clinical competency requirements. Because each campus is required to maintain an individual accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT), they may require differentiated options, and may have differentiated course sequencing, students cannot transfer from one campus program to another campus.

The Radiography program is a competency-based program. The credits associated with each clinical practice course are not a direct reflection of contact hours. One credit of clinical practice is equal to 120 hours of clinical practice.

Students who wish to transfer to an approved four-year program in radiography to achieve advanced level certification in computed tomography (CT), magnetic resonance imaging (MRI) or other disciplines, or programs for health care management should consult their campus' Radiography Program Coordinator regarding established transfer articulation agreements.

Admissions Procedure:

The Radiography programs at the Connecticut State Community College are selective admission programs. All students must first apply to the Connecticut State Community College. Unless waived, all applicants must

take placement tests in reading, English, and mathematics. Students must attend a campus specific Radiography program information session within one year prior to applying to the Radiography program. Applications are available annually, starting October 1st. Students must have a 2.7 GPA (Grade Point Average), and complete the following courses prior to the February 15th application deadline:

  ENG*101 – Composition (C or higher)

  BIO*211 – Anatomy & Physiology I (C+ or higher taken within past five years of program start date)

  ₁BIO*212 – Anatomy & Physiology II (C+ or higher taken within past five years of program start date)

  ₁Students may apply to the Program while in the process of completing BIO*212 during the spring semester of application year.

Applicants will be required to complete the TEAS test prior to the February 15th application deadline. The TEAS test must be current in the year of application, taken between November 1 through January 31. Official results must be provided with the program application for the specified year of application.

Students in the radiography program may be responsible for expenses including but not limited to uniforms, physical examinations and blood work, travel to clinical sites, parking, meals, CPR training, background check and toxicology screening, textbooks, liability insurance, lead markers, and online clinical management and immunization services such as Trajecsys and Castle Branch. Specific information about these costs is available on the campus specific radiography webpage and on the campus specific Radiography Program Student Handbook. Financial aid information is available through the Connecticut State Community College Financial Aid office.

Please note: To begin the clinical component of the Program, all accepted students will be required to:

1) Submit an updated health assessment with no restrictions
2) Submit documentation of updated vaccination requirements including blood work and titers as necessary
3) Pass a background check
4) Pass a toxicology screening

*Positive toxicology screens can prevent students from participating in a clinical assignment per facility contractual agreements. The following guides the response to a positive toxicology screening for any student:

1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor.

2. The student is required to provide documentation by a healthcare provider in the event there is a medical explanation for a positive result (i.e., the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.

3. If a student challenges a result, only the original sample can be retested.

The mission of the Connecticut State Community College Radiography program is to provide a comprehensive radiography program that will graduate competent, entry-level radiologic technologists for the healthcare community.

Program Learning Outcomes: *Based on JRCERT accreditation standards

Upon completion of the Program:

Goal 1: Students will demonstrate effective communication skills

Student Learning Outcomes:

1: Students will use effective oral communication skills with a wide variety of audiences in the clinical setting

2: Students will practice effective written communication skills

Goal 2: Students will utilize critical thinking skills

Student Learning Outcomes:

1: Students will assess images for diagnostic quality

2: Students will assess images and make appropriate adjustment(s) as needed

Goal 3: Students will be clinically competent when performing entry level imaging procedures

Student Learning Outcomes:

1: Students will accurately position patients for radiographic procedures based on patient assessment

2: Students will select appropriate technical factors to obtain diagnostic quality images based on patient assessment

3. Students will utilize radiation safety for self and others

Goal 4: Students will demonstrate professional behavior

Student Learning Outcomes:

1: Students will demonstrate professionalism in the program

2: Students will participate in professional activities with state and national organizations

Program Descriptors:

The Radiography programs at Capital, Gateway, Manchester, Middlesex and Naugatuck Valley campuses each have their own individual accreditation through the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182; (312)704-5300; www.jrcert.org; mail@jrcert.org. Per accreditation requirements, each campus program must maintain separate JRCERT accreditation and follow the *JRCERT Standards for an Accredited Program in Radiologic Technology*.

Students will be charged the Supplemental Course (program) Fee Level 1 every fall and spring semesters while in the program.

Graduation Requirements:

- Complete the CT State general education core curriculum
- Complete the Radiography program curriculum with a grade of C or higher in each program specific course and a C+ or higher in Anatomy & Physiology I and II course and College Algebra course.
- Complete the American Registry of Radiologic Technologists (ARRT) Clinical Competency Requirements
- Complete American Registry of Radiologic Technology General Patient Care Competency Requirements.
- Be Cardiopulmonary Resuscitation (CPR) or Basic Life Support (BLS) certified

Clinical Curriculum:

The structure of the clinical curriculum is designed to be sequential and progress in complexity. Each campus program will have their own clinical sites that are approved and recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Students will be assigned to the clinical education sites approved for the campus program they are accepted into. The following campuses are currently affiliated with the following

sites (clinical sites may be added or removed as necessary):

Capital Campus:
Manchester Memorial Hospital
Rockville General Hospital
Evergreen Imaging, ECHN
Saint Francis Hospital
Jefferson Radiology, Wethersfield
Jefferson Radiology, Avon

Gateway Campus:
Bridgeport Hospital
Bridgeport Hospital Milford Campus
Bridgeport Hospital Park Avenue Medical Center
Griffin Hospital
Griffin Imaging & Diagnostics Center at Ivy Brook
Yale New Haven Hospital Milford Sports Medicine
Yale New Haven Hospital Pediatric Specialty Center
Yale New Haven Hospital Spine Center at Long Wharf
Yale New Haven Hospital, St. Raphael's Campus
Yale New Haven Hospital Sports Medicine at Guilford
Yale New Haven Hospital, York Street Campus
West Haven VA Medical Center

Manchester Campus:
Hartford Hospital
Connecticut Children's: Hartford facility
Connecticut Children's: Glastonbury facility
Midstate Medical Center, Meriden
Hospital of Central Connecticut, New Britain
UConn Health Center/John Dempsey Hospital, Farmington
Jefferson Radiology, Hartford
Jefferson Radiology, West Hartford
Jefferson Radiology, Avon
Vernon Imaging

Middlesex Campus:
Danbury Hospital – Danbury
Day Kimball Hospital – Putnam
Hartford Health – Backus Outpatient Center – Norwich
Hartford Health – William Backus Hospital – Norwich
Hartford Health – Windham Hospital – Willimantic
Middlesex Health – Marlborough Medical Center – Marlborough
Middlesex Health – Middlesex Hospital – Middletown
Middlesex Health – Outpatient Medical Center – Middletown
Middlesex Health – Shoreline Medical Center – Westbrook
Middlesex Health – Urgent Care – Middletown
Middlesex Health – Urgent Care – Old Saybrook
Radiologists Associates of Middletown – Guilford
Yale New Haven – Crossroads Medical Center – Waterford
Yale New Haven – Lawrence Memorial Hospital – New London

Yale New Haven – Pequot Health Center - Groton

Naugatuck Valley Campus:
Bristol Hospital
Charlotte Hungerford Hospital
Danbury Hospital
Ortho CT of Danbury
New Milford Hospital
St. Mary's Hospital
Waterbury Hospital Health Center
Diagnostic Imaging Associates (Naugatuck Valley Radiological Associates Southbury, Prospect, Waterbury)
Orthopedics of New England
Greater Waterbury Imaging Center

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# Of Credits**
1	ENG*101	English Composition	**3**
2	MAT*172	College Algebra	**3**
3	ARTS/Humanities Elective	Elective: Courses vetted for TAP ARTS and Humanities (Choose one: Art, Communications (excluding COM173), English (excluding ENG101), Foreign Languages, Graphics, Literature, Music, Philosophy, Reading (college level), or Sign Language.)	**3**
4	BIO*211	Anatomy & Physiology I	**4**
5	PSY*111	General Psychology	**3**
6	COM*173	Human Communication	**3**
7	CCS*101	College Career and Success (Health Sciences option, if available)	**3**
		General Education Core Credits	**22**

PLEASE NOTE - Due to didactic requirements set forth by the American Registry of Radiologic Technologists (ARRT) and American Society of Radiologic Technology (ASRT) we are requesting a credit normalization waiver.

Total Program Requirements			
Program Required Courses			
Course Number	Course Name	# Of Credits	Pre-req/Co-req Course #
RAD1001	Introduction to Radiologic Sciences and Patient Care (Except MCC see differentiated option)	3	Pre-Req: Program Admission Co-Req CCC, GCC, MxCC and NVCC: RAD1002, RAD1002L, RAD1094
RAD1002	Radiographic Procedures I	3	Pre-Req: Program Admission Co-Req: RAD1001, RAD1002L, RAD1094, MCC only: RST 1XXX: Radiologic Science Patient Care and RST 1XXX: Radiologic Science Physics
RAD1002L	Radiographic Procedures I Lab	1	Pre-Req: Program Admission Co-Req: RAD1001, RAD1002, RAD1094 MCC only: RST 1XXX: Radiologic Science Patient Care and RST 1XXX: Radiologic Science Physics
RAD1010	Radiographic Procedures II	3	Pre-Req: RAD1001, RAD1002, RAD1002L, RAD1094 MCC only RST 1XXX: Radiologic Science and RST1XXX: Radiologic Science Physics, GWCC and MCC only: RAD1094A Co-Req: RAD1010L, RAD1011, RAD1194, MCC and CCC only: RAD 2022. MxCC only: RAD 1013
RAD1010L	Radiographic Procedures II Lab	1	Pre-Req: RAD1001, RAD1002, RAD1002L, RAD1094 MCC RST 1XXX: Radiologic Science and RST1XXX: Radiologic Science Physics Co-Req: RAD1010, RAD1011, RAD1194, MCC and CCC only: RAD 2022 MxCC: 1013
RAD1011	Imaging/Exposure I	3	Pre-Req: RAD1001, RAD1002, RAD1002L, RAD 1094, MCC only: RST1XXX: Radiologic Science Patient Care, and RST1XXX: Radiologic Science Physics, GWCC and MCC only: RAD 1094A Co-Req: RAD1010, RAD1011, RAD1194, MCC and CCC only: RAD 2022 MxCC: 1013
RAD 1011L	Imaging/ Exposure I Lab	1	GWCC only Pre- req: RAD 1001, RAD 1002, RAD 1002L, RAD 1094, RAD 1094A Co- req: RAD 1010, RAD 1010L, RAD 1011, RAD 1194

RAD1012	Imaging/Exposure II	3	Pre-Req: RAD1010, RAD1010L, RAD1011, RAD1194 GWCC and MCC only: RAD 1094A MxCC only: 1013 Co-Req: GCC and MCC and NVCC RAD1294; MxCC: RAD 2001 and RAD2001L and RAD1294; CCC RAD1294 and RAD2015
RAD1094	Radiography Clinical I (Fall)	2	Pre-Req: Program Admission Co-Req: RAD1001, RAD1002, RAD1002L, MCC only: RST1XXX: Radiologic Science Patient Care, and RST1XXX: Radiologic Science Physics,
RAD1194	Radiography Clinical II (Spring)	2	Pre-Req: RAD1001, RAD1002, RAD1002L, RAD1094 MCC and GWCC RAD1094A MCC only: RST1XXX: Radiologic Science Patient Care and RST1XXX: Radiologic Science Physics Co-Req: RAD1010, RAD1010L, RAD1011, CCC and MCC only RAD 2022
RAD1294	Radiography Clinical III (Summer)	2	Pre-Req: RAD1010, RAD1010L, RAD1011, RAD1194 MxCC RAD1013 Co-Req: MCC and CCC RAD 2022 MxCC only RAD 1012, RAD2001, RAD2001L
RAD2001	Radiographic Procedures III	3	Pre- req: RAD 1010, RAD 1010L, RAD1011, GWCC: RAD1011L MxCC only: RAD1013, RAD1194 Co-Req: RAD 2002, RAD2002L MxCC only: RAD 1294, RAD2001L, GWCC, NVCC and RAD2022, RAD2094
RAD2001L	Radiographic Procedures III Lab	1	Pre- req: RAD1002, RAD1002L MxCC only: RAD1194 Co – req: RAD2002, RAD2002L MxCC only: RAD1294, RAD1013, RAD2001L, RAD2094 GWCC and NVCC only: RAD2015
RAD2002	Imaging/Exposure III	3	Pre-Req: RAD1012, RAD1294 MxCC RAD1194, RAD1013 Co-Req: RAD2001, RAD2001L, RAD2002L, RAD2022, RAD2094. MxCC only: RAD1294, RAD2001, RAD2001L,

			RAD2015 GWCC and NVCC: RAD2015
RAD2002L	Imaging/Exposure III Lab	**1**	Pre-req: RAD1012, RAD1294 MxCC only RAD1194, RAD1013 Co-Req: RAD2001, RAD2001L, RAD2002, RAD2022, RAD2094. MxCC RAD 1294, RAD2001, RAD2001L, RAD2002, RAD2015 GWCC and NVCC only: RAD2015
RAD2011	Senior Seminar	**3**	Pre-Req: RAD2094, RAD 2002, RAD 2002L GWCC and MCC only: 2094A MxCC: RAD 2022, RAD 2015 Co-Req: 2194 GWCC only RAD2022, RAD2015. MxCC only RAD 2295
RAD2015	Radiographic Pathology	**3**	Pre-Req: CCC only RAD 2022, RAD1010, RAD1010L, RAD1011, RAD1194 MxCC only RAD1294, RAD2001, RAD2001L, RAD2015 NVCC and GWCC only RAD2094, RAD2011 MxCC and MCC course offered in fall second year, NVCC and GWCC, spring second year semester, RAD2094, RAD2095 Co-Req: RAD2011, RAD2194
RAD2022	Radiobiology and Radiation Safety for the Radiographer	**3**	Pre-Req: CCC and MCC spring first year pre and co req, MxCC and NVCC fall 2nd year GWCC spring 2nd yearRAD1012 Co-Req: RAD2001, RAD2001L, RAD2002, RAD2002L RAD2094
RAD2094	Radiography Clinical IV (Fall)	**3**	Pre-Req: RAD1294, MxCC, RAD2001, RAD2001L, RAD2002, RAD2002L. NVCC, CCC, MCC, GWCC, RAD1294 MCC and NVCC only RAD1012 Co-Req: RAD2001, RAD2001L MxCC only: RAD 2015, RAD 2022, RAD2002, RAD2002L
RAD2194	Radiography Clinical V (Spring) (Except MxCC see differentiated option)	**3**	Pre-Req: RAD2094 Co-Req: 2011 GWCC and NVCC only: RAD2015
RAD 2295	Clinical Internship (MxCC only)	**4**	Pre- Req: 2094

			Co- req: RAD 2011
BIO*212	Anatomy & Physiology II	**4**	Pre-Req: BIO*211
	PLEASE NOTE: THESE ARE NEW COURSES FOR THE RADIOGRAPHY PROGRAM. WE CREATED NUMBERS FOR THE PURPOSE OF CLARITY IN THIS DOCUMENT.	**50 credits**	

Program Differentiated Option #1 Name: Gateway Campus			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			

Course Number	Course Name	# Of Credits	Pre-req/Co-req Course #
RAD1094A	Radiography Clinical Winter I	**0.5**	RAD1094
RAD2094A	Radiography Clinical Winter II	**0.5**	RAD2094
RST100	Introduction to Patient Care for Radiologic Science	**2**	Program Admission (Course shared with Radiation Therapy; already approved)
RST100L	Introduction to Patient Care for Radiologic Technology Lab	**1**	Program Admission (Course shared with Radiation Therapy; already approved)
RAD1011L	Imaging/Exposure I	**1**	RAD1011
	Total Program Requirement Credits with Differentiated Option #1	**55**	
	General Education Core Credits	**22**	
	Program Total Credits for Differentiated Option #1	**77**	

Program Differentiated Option #2 Name: Middlesex Campus

*The Middlesex Community College Radiography Program is uniquely structured with respect to location, staffing, and financial compensation. The School of Radiology is in the Bardenheier Medical Training Center located on the Middlesex Hospital campus in Middletown, CT. The Program Director and program faculty are employees of Middlesex Hospital and therefore, are not employees of the CSCU. Compensation for the program faculty is established by a pre-negotiated contract independent of typical union rates and workload calculation. The Program Director is fully compensated by Middlesex Health System. This community partnership has endured for more than fifty years, and contracts are typically renegotiated in ten-year intervals. The Middlesex Community College and Middlesex Health System share operational funding for this program, thus reducing the fiscal burden typically experienced by other programs.

Required Courses

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

Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
RAD1013	Advance Patient Care	2	Pre-Req: RAD1001, RAD1002, RAD1002L Co-Req: RAD1010, RAD1010L, RAD1011
RAD2295	Clinical Internship	4	Pre-Req: RAD2002, RAD2003, RAD2022, RAD2015 Co-Req: RAD2011
		6	
	Total Program Requirement Credits with Differentiated Option #2	54	
	General Education Core Credits	22	
	Program Total Credits for Differentiated Option #2	76	

Program Differentiated Option #3 Name: Manchester Campus

Required Courses

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

Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
RAD121 to be RST1XXX	Radiologic Science Patient Care (Shared course with Radiation Therapy; already approved)	3	Pre-requisite: Program admission; this course is required at the Manchester campus for continued alignment with the Manchester Radiation Therapy program as a core academic course for the two programs Co – req: RAD 1002, RAD 1002L, RST 1XXX: Radiologic Science Physics, RAD 1094
PHY105 to be RST 1XXX	Radiologic Science Physics (Shared course with Radiation Therapy; already approved)	3	Pre-requisite: Program admission; this course is required at the Manchester campus for the continued alignment with the Manchester Radiation Therapy program as a core academic course for the two programs Co- req: RAD 1002, RAD 1002L, RST 1XXX: Radiologic Science Patient Care, RAD 1094
RAD1094A	Radiography Clinical Winter I	0.5	Pre-requisite RAD 1094 Co- requisite: none as this is the only course

			offered in the winter semester
RAD2094A	Radiography Clinical Winter II	**0.5**	Pre-requisite: RAD 2094 Co- req: none as this is the only course offered in the winter semester
	Differentiated Options	**7**	
	Total Program Requirement Credits with Differentiated Option #3	**57**	
	General Education Core Credits	**22**	
	Program Total Credits for Differentiated Option #3	**79**	

Program Differentiated Option #4 Name: Naugatuck Valley Community College N/A

Required Courses

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

Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
	Core Program Only (no additional courses)		
	Program Total Credits for Differentiated Option #4	**60-61**	

Program Differentiated Option #5 Name: Capital Community College N/A

Required Courses

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

Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
	Core Program Only (no additional courses)		
	Program Total Credits for Differentiated Option #5	**60-61**	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

May 19, 2022

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

The degrees and certificates include:

Program	Program Type	Minimum # of Credits
1. Archaeology	Certificate	16
2. Aviation Maintenance Technology	A.S.	60
3. Banking, A.S.	A.S.	60
4. Business Intelligence	A.S.	60
5. Electronic Engineering Technology	A.S.	67*
6. English Studies (CSCU Transfer Pathway)	A.A.	60
7. Fashion Merchandising and Retail Management, A.S.	A.S.	60
8. Fashion Merchandising and Retail Management	Certificate	21
9. Fire Technology and Administration, A.S.	A.S.	61
10. Firefighter 1 and 2	Certificate	25
11. Health Careers Pathway	Certificate	28
12. Human Services	A.S.	61
13. Human Services: Child, Family, and Community Studies	A.S.	61
14. Human Services: Gerontology Studies	A.S.	61
15. Human Services: Mental Health	A.S.	61
16. Human Services: Human Services Management,	A.S.	61
17. Human Services: Behavioral Healthcare Specialist	Certificate	30
18. Human Services: Gerontology	Certificate	24
19. Human Services: Management	Certificate	27

Program	Program Type	Minimum # of Credits
20. Human Services: Mental Health	Certificate	30
21. Natural Sciences & Mathematics	A.S.	60
22. New Media Production: Audio & Music Production	A.A.S.	61
23. New Media Production: Corporate Media	A.A.S.	60
24. New Media Production: Film & Video	A.A.S.	60
25. New Media Production: Digital Marketing	A.A.S.	60
26. New Media Production: Multimedia	A.A.S.	60
27. New Media Production: News & Sports	A.A.S.	60
28. New Media Production: Web Design & Development	A.A.S.	60
29. New Media Production: Audio & Music Production	Certificate	31
30. New Media Production: Corporate Media	Certificate	30
31. New Media Production: Film & Video	Certificate	30
32. New Media Production: Digital Marketing	Certificate	30
33. New Media Production: Multimedia	Certificate	30
34. New Media Production: News & Sports	Certificate	30
35. New Media Production: Web Design & Development	Certificate	30
36. Pathway to Teaching Careers	A.A.	60
37. Public Utility Management	A.S.	64*
38. Small Business Management and Entrepreneurship	A.S.	60
39. Small Business Management and Entrepreneurship	Certificate	21
40. Social Work Studies (CSCU Pathway Transfer Degree)	A.A.	61

* The following require an additional three credits due to the addition of the College and Career Success (CCS 101) course in the curriculum: Electronic Engineering Technology, A.S., Public Utility Management, A.S. As per BOR policy 14-111, we request an exemption to credit normalization for the credit totals listed above to include the College and Career Success course.

A True Copy:

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

ITEM

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

BACKGROUND & ALIGNMENT PROCESS

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

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

Curriculum alignment work began in fall 2018. Three curriculum alignment kickoff events were held for faculty (fall 2018, spring 2019, and fall 2019) to learn about the alignment process, ask questions, and meet with their discipline-specific colleagues throughout the system. Many of the faculty invited to the first of these events had previously been involved in curriculum work for the transfer articulation pathways. In fall 2019, the list of faculty members invited to participate was broadened by searching each community college's website, noting the contact individuals for each discipline, and confirming the updated lists with college Presidents, CEOs, and Academic Deans. Faculty on the list received an email inviting them to participate and to invite any interested colleagues to participate. In winter and early spring of 2020, at the urging of union leadership, many faculty withdrew their participation and work on alignment stalled for a few months. To encourage re-engagement of community college faculty throughout the system, the curriculum alignment leadership team sent an email in spring 2020 to all full- and part-time faculty inviting them to participate in their discipline-specific alignment work groups. Additional invitations were distributed via email to faculty in fall of 2020 and spring of 2021. Finally, a link was added to the curriculum alignment website to provide an easily accessible mechanism by which faculty could volunteer to engage in alignment work (https://www.ct.edu/curriculum). In the period from June 2020 to May 2022, over 275 faculty have been involved in aligning curriculum within their disciplines and programs.

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

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

All degrees and certificates proposed for CT State to date can be viewed online at https://www.ct.edu/curriculum.

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

CT State Curriculum Alignment: Process Flow for Degrees & Certificates

Stage 1: Faculty Preparation
- Program coordinators and full-time faculty align existing degree and certificate programs into single versions (for similar programs) or clearly differentiate disparate programs into multiple versions (for different programs)
- If all faculty within a discipline or program are not involved in the initial drafting of proposals, the proposals are distributed to all relevant faculty for up to a 30-day review and feedback period. All faculty are also invited to participate in revisions of the proposals.

Stage 2: Review by CT State Transitional Committees
- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement
- APRC representatives bring programs to their campus for endorsement and submit endorsement votes and feedback to APRC
- Feedback on any proposal may also be submitted online

Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval
- With approval of the CT State Provost, the APRC administrative chair notifies CSCU Academic Council of programs recommended for CT State and requests such programs be placed on the agenda for the next BOR Academic & Student Affairs committee.
- The ASA reviews and approves programs or sends them back to the APRC for further review and revisions
- At the recommendation of the ASA, the BOR approves programs to be offered at CT State or returns them for further review and revision

Stage 6: Implementation
- Relevant program information for approved programs is forwarded to external agencies (e.g., Office of Higher Education) as required by state and federal regulations as well as internal CT State Banner and Catalog teams to begin the Banner and Catalog builds

Flowchart (top to bottom):
- Faculty: Draft Proposals
- Faculty: Feedback & Proposal Revisions
- Aligned Program Review Committee (APRC)
- Students First Academic & Student Affairs Consolidation Committee (SF ASA CC)
- 12 Campuses
- APRC
- SF ASA CC
- College Consolidation Implementation Committee (CCIC) & CT State Provost
- CSCU Academic Council
- Board of Regents (BOR) Academic & Student Affairs (ASA) committee
- BOR
- External Agencies (e.g., Office of Higher Education)
- CT State Banner/DegreeWorks & Catalog Teams

CT State Aligned Degrees & Certificates
May 19, 2022

1) Archaeology Certificate
2) Aviation Maintenance Technology, A.S.
3) Banking, A.S.
4) Business Intelligence, A.S.
5) Electronic Engineering Technology, A.S.
6) English Studies, A.A. (CSCU Transfer Pathway)
7) Fashion Merchandising and Retail Management, A.S.
8) Fashion Merchandising and Retail Management Certificate
9) Fire Technology and Administration, A.S.
10) Firefighter 1 and 2 Certificate
11) Health Careers Pathway Certificate
12) Human Services, A.S.
13) Human Services: Child, Family, and Community Studies, A.S.
14) Human Services: Gerontology Studies, A.S.
15) Human Services: Mental Health, A.S.
16) Human Services: Human Services Management, A.S.
17) Human Services: Behavioral Healthcare Specialist Certificate
18) Human Services: Gerontology Certificate
19) Human Services: Management Certificate
20) Human Services: Mental Health Certificate
21) Natural Sciences & Mathematics, A.S.
22) New Media Production: Audio & Music Production, A.A.S.
23) New Media Production: Corporate Media, A.A.S.
24) New Media Production: Film & Video, A.A.S.
25) New Media Production: Digital Marketing, A.A.S.
26) New Media Production: Multimedia, A.A.S.
27) New Media Production: News & Sports, A.A.S.
28) New Media Production: Web Design & Development, A.A.S.
29) New Media Production: Audio & Music Production Certificate
30) New Media Production: Corporate Media Certificate
31) New Media Production: Film & Video, A.A.S. Certificate
32) New Media Production: Digital Marketing Certificate
33) New Media Production: Multimedia Certificate
34) New Media Production: News & Sports Certificate
35) New Media Production: Web Design & Development Certificate
36) Pathway to Teaching Careers, A.A.
37) Public Utility Management, A.S.
38) Small Business Management and Entrepreneurship, A.S.
39) Small Business Management and Entrepreneurship Certificate
40) Social Work Studies, A.A. (CSCU Pathway Transfer Degree)

Certificate Program Name: Certificate in Archaeology

Certificate Description:

This program is designed to train the avocational archaeologist and students pursuing archaeology as a career. Extensive field work, directed toward the rescue and preservation of local prehistory and history, is integral to the program. Successful completion of the certificate may enable the student to participate effectively in archaeological excavations world-wide.

Learning Outcomes:

Define archaeology and explain its relationship to anthropology and history

Determine and employ methods to find, test, excavate, analyze, interpret, and report on archeological sites

Acquire skills and knowledge to become a competent archeologist

Identify major archeological periods and cultural traits, lifeways, and processes in various world regions

Certificate Descriptors:

The program was designed for those having either an avocational or professional interest in studying archaeology. The program provides an educational opportunity that includes archaeological fieldwork and analysis in an environment conducive to a broad population of traditional and non- traditional students.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ANT 121	Introduction to Archaeology	3	Elig. ENG 101
ANT 223	Advanced Techniques in Archaeology	4	ANT 121
	Choose 3 Anthropology courses from those listed below OR Choose 2 Anthropology, plus one non-Anthropology elective from those listed below	9-10	
ANT 105	Introduction to Cultural Anthropology	3	Elig. ENG 101
ANT 106	Introduction to Biological Anthropology	3	Elig. ENG 101
ANT 107	Introduction to Forensic Anthropology	3	Elig. ENG 101
ANT 131	World Prehistory	3	Elig. ENG 101
ANT 229	Historical Archaeology	3	None
ANT 240	Native Cultures of the Americas	3	None
HIS 201	U.S. History I	3	tbd
GLG 121	Physical Geology	4	tbd
CSA 105	Introduction to Software Applications	3	tbd
CJS 226	Introduction to Forensic Science (cross listed SCI 226)	3	tbd
MAT 210	Statistics	3	tbd
	Certificate Program Total Credits	16-17	

Program Name:
Aviation Maintenance Technology

Degree Type:
Associate in Science

Program Description:
To be eligible for an Associate in Science degree in Aviation Maintenance Technology program a student must successfully complete a Federal Aviation Agency (FAA) approved Airframe and Powerplant Mechanics program that is offered at FAA approved schools and have an active license. Thirty credits will be granted to individuals who have an active FAA license. An additional 30 credits of college instruction must be completed for the Associate in Science degree. FAA schools can be found at https://av-info.faa.gov/MaintenanceSchool.asp.

Program Learning Outcomes:
Upon successful completion of all program requirements, graduates should be able to:
- Perform mathematics related to the occupation, including but not limited to algebra, arithmetic, decimals, and graphs

- Use the scientific method and critical thinking to solve problems related to the occupation

- Apply knowledge of theory and safety to accomplish certain tasks related to the occupation

- Identify and use the appropriate tools, testing procedures, and measurement equipment to accomplish certain tasks related to the occupation

Program Descriptors:
Graduates of this program may obtain employment as mechanics at airports, technicians with aircraft and powerplant companies, or they may continue their education toward a Bachelor's degree in the industrial and manufacturing fields.

General Education Core Courses			
	Course Number	**Course Name**	**# of Credits**
1	ENG* 101	English Composition	3
2	MAT* 175	Math: College Algebra and Trigonometry	4
3	Arts and Humanities	Any course vetted for Arts and Humanities	3-4
4	PHY* 121	Scientific Reasoning/Scientific Knowledge + Understanding: General Physics I	4
5	Social / Behavioral Science or Historical Knowledge	Any course vetted for Social / Behavioral Science or Historical Knowledge	3
6	Oral Communication or Written Communication II	Any course vetted for Oral Communication or Written Communication II	3
7	CCS*101	Continued Learning/Information Literacy CCS 101 College and Career Success	3
		General Education Core Credits:	**23-24**

Program Requirements (37 Credits)			
Course Number	**Course Name**	**# of Credits**	**Prereq./Coreq. Course #**
	Student must successfully complete a Federal Aviation Agency (FAA) approved Airframe and Powerplant Mechanics program that is offered at FAA approved schools and have an active license	30	
CET* 116	Computer Applications for Technology	3	
PHY* 122	General Physics II	4	Pre-req: PHY 121
	Program Requirement Credits:	**37**	
	General Education Core Credits:	**23-24**	
	Student must successfully complete a Federal Aviation Agency (FAA) approved Airframe and Powerplant Mechanics program that is offered at FAA approved schools and have an active license to be admitted to this program.		
	Total Program Credits:	**60-61**	

Program Name: Banking

Degree Type: Associate in Science Degree

Program Description: This degree program is a career development opportunity for students currently working in banking or in a related industry, as well as students interested in pursuing a career in similar fields. The curriculum is designed to better prepare students for entry level, supervisory and middle-management roles in savings banks, commercial banks, savings and loan associations, credit unions and other financial institutions. The courses familiarize students with the various aspects of banking and financial services.

Program Learning Outcomes:

- Demonstrate an understanding of the basic theory and practice of business administration and banking.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical problem-solving and decision-making skills applicable to business administration and banking.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration and banking.
- Exhibit knowledge of financial services institutions

Program Descriptors: This program prepares graduates for careers in the Banking Industry and is offered only at the Housatonic Campus of the Connecticut State Community College. This program operates in collaboration with and is, supported by local banks.

	Course Number	Course Name	# of Credits
General Education Core Courses (21-22 credits)			
1	ENG 101	English Composition	**3**
2	MAT 167	Principles of Statistics	**3**
3	BBG 240	Business Ethics *(Pending GE Arts and Humanities Approval)*	**3**
4	Choose one course	Any course vetted in Scientific Reasoning or Scientific Knowledge and Understanding	**3-4**
5	ECN 101	Principles of Macroeconomics	**3**
6	BBG 210	Business Communications	**3**
7	CCS 101	College Career and Success	**3**
		General Education Core Credits	**21-22**

Program Requirements (39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req Course #**
ACC 113	Principles of Financial Accounting	3	MAT 095 or satisfactory placement on Assessment Test
ACC 117	Principles of Managerial Accounting	3	ACC 113 C- or higher
BBG 231 OR BBG 234	Business Law I Or Legal Environment of Business	3	ENG 101 C- or higher OR ENG 101 C- or higher
BFN 125	Principles of Banking	3	ENG 101 C- or higher
BFN 201	Principles of Finance	3	ACC113 and ECN101 and ECN102 Co-req MAT 167
BFN 211	Money & Banking	3	BFN 201
BMK 201	Principles of Marketing	3	ENG 101 C- or higher
BMG 202 OR BMG 210	Principles of Management OR Organizational Behavior	3	ENG 101 C- or higher
BFN 110	Personal Finance	3	None
Choose two Directed Electives	BFN 203 Investment Principles OR BMK 106 Principles of Selling OR BMK 123 Principles of Customer Service OR BBG 299 Business CoOp/Internship	6	BFN 201 OR ENG 101 C- or higher OR None OR 15 credit hours in Business Administration, Accounting, Computer Information Systems or Marketing programs, GPA of over 2.5. and permission of instructor
ECN 102	Principles of Microeconomics	3	TBD
CSA 105 OR BBG 115	Introduction to Software Applications OR Business Software Applications	3	None OR Eligible for MAT 137 and ENG 101 with C- or higher
	Program Requirement Credits	**39**	
	General Education Core Credits	**21-22**	
	Program Total Credits	**60-61**	

Program Name: Business Intelligence

Degree Type: Associate of Science

Program Description:
The Business Intelligence Program is committed to creating critical thinkers, innovative solution seekers and well-rounded business professionals. Business intelligence (BI) combines business knowledge with data analytics, data modeling, analytic tools, and organizational infrastructure to aid businesses in making data-informed decisions. Degree candidates face the rigors of a business education that focuses on combining traditional business modalities with innovative data technology to produce graduates who are modern day leaders.

As a Business Intelligence degree candidate, you will:

- Develop requisite knowledge in the building blocks of business: accounting, finance, human capital, economics, strategy and communication.
- Gain an understanding of business in the global environment.
- Form effective working relationships with students and faculty in the areas of accounting, general business management, marketing and sales, and office management.
- Develop programming and data analytic skills

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

1. Explain the basics building blocks of a business.
2. Apply analytic techniques to real-world data using statistics and programming languages.
3. Develop the ability to make data-driven decisions.
4. Create data visualizations with analytic platforms
5. Demonstrate the ability to communicate effectively both verbally and in writing.
6. Develop leadership skills and critical decision-making techniques.
7. Demonstrate ability to complete individual and team-based assignments.

General Education Core Courses

	Course Number	Course Name	# of Credits
1	ENG*101	English Composition	**3**
2	MAT*167	Principles of Statistics	**3**
3		Any course vetted for Arts & Humanities	**3**
4		Any course vetted for SR or SK&U (lab optional)	**3-4**
5	ECN*101 or ECN*102	Principles of Macroeconomics or Principles of Microeconomics	**3**
6	BBG*210 or COM*173	Business Communications or Public Speaking	**3**
7	CCS*101	College and Career Success (Business)	**3**
		General Education Core Credits	**21-22**

Total Program Requirements

Program Required Courses

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
MAT*222	Statistics II	**3**	MAT*167 with C- or better or placement by multiple measures
CST*201	Intro to Management Information Systems	**3**	Eligibility for ENG*101
CSC*231	Database Design	**3**	Eligibility for ENG*101
ACC*113	Financial Accounting	**3**	MAT*095 or placement by multiple measures
BMG*202	Principles of Management	**3**	ENG*101 with C- or better
BMK*201	Principles of Marketing	**3**	ENG*101 with C- or better
BFN*201	Principles of Finance	**3**	C- or better in ACC*113, ECN*101, ECN*102, MAT*167 (can be taken concurrently)
DTS*201	Programming in Data Science	**3**	MAT*167 with C- or better

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
DTS*215	Data Ethics & Security	**3**	Eligibility for ENG*101
DTS*220	Intro to Machine Learning	**3**	DTS*201 with C- or better
DTS*299	Capstone Research	**3**	By instructor permission
ECN*101 or ECN 102	Principles of Macroeconomics or Principles of Microeconomics	**3**	
		36	

Program Designated Electives			
Students may choose from a list of specified courses. Common course numbering and common pre-requisites to be used for all courses. Some courses may only be offered at specific campus locations. Provide list of electives with campus specific location, if applicable.			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
Choose one:			
BMK*216	Digital Marketing	**3**	BMK* 201 with a grade of 'C' or better
DTS*258	Data Journalism	**3**	ENG*101 and MAT*167 (can be taken concurrently)
	Total Program Requirement Credits	**39**	
	General Education Core Credits	**21-22**	
	Program Total Credits	**60-61**	

Program Name:

Electronic Engineering Technology

Degree Type:
Associate in Science

Program Description:

The Electronic Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, www.ABET.org. ABET accreditation provides assurance that the curriculum meets the quality standards that the industry employers of our graduates require and that the academic rigor allows for transferability to four-year electronic technology and electrical engineering programs.

Students will gain the credentials and skills required to enter the workforce in one of the many diverse industrial sectors seeking qualified electronic technicians. Our graduates gain careers in fields such as the electric power utilities, aviation, manufacturing, controls and automation. Typical job titles are electronic technician, junior designer, field service technician, repair technician, test technician, airway transportation system specialist, scada technician, substation designer, and junior controls/automation engineer.   The Electronic Engineering Technology graduate is an important and much sought after contributor to the engineering team in Connecticut's ever-changing high technology industries.

The program emphasizes the fundamentals of DC and AC circuit theory, solid-state electronics and digital electronics, but also stresses the role of computers, computer software, CAD systems, programming, microcontrollers, programmable logic controllers (PLC's), data acquisition, instrumentation, robotics, and control systems. The classroom taught theory is fundamental to the learning process and practical "hands-on" experience is an extensive an integral component of the curriculum.   The Electronic Engineering Technology graduate will be adept at building, testing, and troubleshooting many types of electrical circuits and systems using state-of-the-art electronic instrumentation and software. A required senior capstone project course will allow the student to demonstrate mastery of the concepts and tools learned as they use electronic CAD software to design a printed circuit board (PCB), use proper fabrication techniques to assemble the PCB, test, and troubleshoot until a functioning project is realized.

The broad based curriculum provides a solid foundation for graduates to confidently enter the work force or transfer to a four-year university.

ABET
Engineering
Technology
Accreditation
Commission

Program Learning Outcomes:

(ABET requires the program to have published both **Program Educational Objectives** and **Student Outcomes**)

Electronic Engineering Technology
Program Educational Objectives

The electronic engineering technology graduate will be prepared to make achievements in the following areas within a few years after graduation:

1. Obtain employment in an electronic engineering technology related position.
2. Undertake baccalaureate studies in electronic engineering technology or any related engineering program.
3. Uphold professional expectations by conducting work in a safe and ethical manner.
4. Function effectively individually and serve as a team leader on collaborative projects.
5. Continually improve skills by undertaking professional development opportunities.

Electronic Engineering Technology
Student Outcomes

Upon successful completion of the program requirements, the graduate will be able to:

(1) apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the electronic engineering technology discipline;

(2) design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline;

(3) apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature;

(4) conduct standard tests, measurements, and experiments and to analyze and interpret the results using appropriate electronic instrumentation and computer software for both analog and digital circuits;

(5) function effectively as a member of a technical team; and

(6) work in a safe and ethical manner and demonstrate the ability recognize ethical issues and utilize the IEEE code of ethics as a guide to determine appropriate course of action in response to these issues.

Program Descriptors:

The Electronic Engineering Technology program is accredited by the Engineering Technology Accreditation Commission of ABET, www.ABET.org. The program courses are available at the Naugatuck Valley campus. Graduates of the program transfer to Central Connecticut State University's B.S. Electronics Technology program, University of New Haven's B.S. Electrical & Computer Engineering program, and Fairfield University's Electrical Engineering program. Graduates have the credentials to start careers in the in-demand electronic engineering technology profession at job classification levels that only the A.S. degree allows.

General Education Core Courses (21-25 credits)		
Course Number	**Course Name**	**# of Credits**
1 ENG*101	English Composition	**3**
2 MAT*186	Precalculus (Note: Allow substitution of MAT*172 College Algebra AND MAT*185 Trigonometric Functions)	**4**
3 Arts and Humanities	Any 3 credit course vetted for Arts and Humanities	**3**
4 (Consult Academic Advisor) PHY*110 or PHY*121 or PHY*221	Introductory Physics General Physics I Calculus Based Physics I	**4**
5 Social/Behavioral Science or Historical Knowledge	Any course vetted for Social/Behavioral Science or Historical Knowledge	**3**
6 Oral Communication	Any course vetted for Oral Communication	**3**
7 CCS 101	College and Career Success	3
	General Education Core Credits	**23**

Program Requirements

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
EETA*XX1	Electronics Assembly and CAD (formerly EET 104)	1	None
EETA*XX2	DC Circuit Analysis (formerly EET 110)	4	Co-req: MAT172 College Algebra or MAT186 Precalculus
EETA*126	Programming Using LabVIEW	2	Co-req: MAT172 College Algebra or MAT186 Precalculus
EETA*XX3	AC Circuit Analysis (formerly EET 114)	4	Pre-req: EETA XX2 DC Circuit Analysis Co-req: MAT185 Trigonometric Functions or MAT186 Precalculus
EETA*XX4	Electronic Devices (formerly EET 136)	4	Pre-req: EETA XX2 DC Circuit Analysis Co-req: MAT185 Trigonometric Functions OR MAT186 Precalculus
EETA*XX5	Advanced Electronic Devices (formerly EET 232)	4	Pre-req: EETA XX4 Electronic Devices and MAT185 Trigonometric Functions or MAT186 Precalculus
EET*252	Digital Electronics	4	EETA XX2 DC Circuit Analysis (Formerly EET*H110) AND (MAT172 OR MAT186) OR MAT186 and (CSC127 OR CSC124 OR EGR230 OR CSC125) OR C- or better in EGR115 AND (C- or better in MAT172 OR MAT186)
EETA*251	Electronic Instrumentation	3	Pre-req: EET126 Programming using LabVIEW and EETA XX3 AC Circuit Analysis
EETA*208 or	Applied Calculus for Circuits	4	Pre-req: EETA 126 Programming Using LabVIEW and EETA XX3 AC Circuit Analysis and MAT185 Trigonometric Functions or MAT186 Precalculus
MAT*254	Calculus 1		Pre-req: MAT185 Trigonometric Functions or MAT186 Precalculus
EETA*XX6	Microcontrollers 256	4	Pre-req: EET252 Digital Electronics and MAT172 College Algebra OR MAT186 Precalculus
EETA*253	Advanced Digital Electronics	4	Pre-req: EET252 Digital Electronics
EETA*294	Capstone Project	2	Pre-req: EETA 104 Electronics Assembly and CAD *and* EETA XX5 Advanced Electronic Devices *and*

			EET*H252 Digital Electronics
Directed Technical Elective: EETA*208 or	(Select one course) Applied Calculus for Circuits (Only if MAT*254 not taken)		Pre-req: EETA 126 Programming Using LabVIEW and EETA XX3 AC Circuit Analysis and MAT185 Trigonometric Functions or MAT186 Precalculus
EETA*268 or	Control Systems		Pre-req: EETA XX3 AC Circuit Analysis or EET114 Electric Circuits II, AND EETA XX5 Advanced Electronic Devices or EET232 Electronics II, AND EET 252 Digital Electronics
EET*272 or EET*262	Electronic Communication Electric Machinery and Controls	**4**	Pre-req: EET* 232 - Electronics II (Add EETA XX5 Advanced Electronic Device) Pre-req: EET* K114 or EET* K144/EET* K145 and MAT* K186 (Add EETA XX3 AC Circuit Analysis)
	Program Requirement Credits	**44**	
	General Education Core Credits	**23**	
	Program Total Credits	**67#**	

#The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name: English Studies: CSCU Pathway Transfer

Degree Type: Associate of Arts (A.A.)

Program Description:
The English Studies program provides students with a strong foundation in the liberal arts while introducing them to the study of literature and creative writing at the college level. The program is one of the Connecticut State Colleges & Universities (CSCU) Pathway Transfer, A.A. degree programs for Connecticut State Community College (CT State) students who wish to transfer to one of the Connecticut State Universities (CSU) or Charter Oak State College (COSC) in order to complete a bachelor's degree in that same discipline. Upon transfer, students are guaranteed full junior status and can complete a bachelor's degree in their major without losing any credits or be required to take any extra credits.

Program Learning Outcomes:

Program Objectives:

1. Complete an Associate of Arts degree in English Studies.
2. Transfer seamlessly into a Bachelor of Arts (BA) degree program in English with junior-level status in the receiving CSCU institution as part of the CSCU Transfer Tickets program.

Upon successful completion of all English Transfer Ticket degree program requirements, graduates will

1. Analyze in writing literary texts using the conventions and discourse of English studies.
2. Recognize at an introductory level the relationships among literature, culture, and history across multiple cultures, genres, and time periods.
3. Demonstrate an understanding of the function of aesthetic elements in literature.

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

Program Descriptors:
Students are free to choose any courses at or above 100-level to complete 11- 14 credits of unrestricted electives. If Unrestricted Electives are used to take additional ENG courses, keep the CSU/COSC policies (listed below) in mind. Students should meet with their advisor before selecting any additional courses.

Central Connecticut State University (CCSU). For the English BA, Pathway students can use in the major either of the British or American surveys (221, 222, 231, 232) that they do not use to fulfill the other Pathway requirements.

Creativity Course: Study Area I: Arts & Humanities
Global Knowledge Course: Study Area II: Social Sciences

Eastern Connecticut State University (ECSU). For the English BA, Literary Studies, three (and sometimes four) additional 200-level ENG courses can be applied: one from ENG 210 (Fiction), ENG 213 (Poetry), & ENG 114 (Childrens Literature); one from ENG 250 (Studies in Ethnic Literature), ENG 251 (African American Literature), ENG 262 (Women in Literature), ENG 263 (Women in Poetry), & ENG 264 (Poetry and Women's Lives); one from ENG 281 (Creative Writing); and one from ENG 221 (American Literature I), ENG 222 (American Literature II), ENG 231 (British Literature I), & ENG 232 (British Literature II)

For the English BA, Rhetoric and Composition, ENG 281 can be applied

For the English BA, Cultural Studies, two from ENG 114, ENG 250, ENG 251, ENG 262; and one from ENG 281 can be applied.

For the English BA, Creative Writing one from ENG 210, ENG 213, ENG 214 (Drama), ENG 263, and ENG 264; and one from ENG 281, can be applied

Creativity Course: Creative Expressions
Global Knowledge Course: Individuals and Society

Southern Connecticut State University (SCSU). For the English BA, Literature OR English BA, Professional Writing, no additional 100- or 200-level courses will be applied. For the English BA, Creative Writing, ENG 282 (Creative Writing: Poetry) & ENG 283 (Creative Writing: Fiction) will be applied

Creativity Course: Creative Drive
Global Knowledge Course: Global Awareness

Western Connecticut State University (WCSU). For the English BA, 2 of the remaining courses from ENG 221, ENG 222, ENG 231, & ENG 232 will be applied

Creativity Course: General Education Elective / Second Exposure to Creative Process and also Explorations if outside the major
Global Knowledge Course: Intercultural Competency and also Explorations if outside the major

COSC. For the English BA, 4 additional 200-level courses will be applied

Creativity Course: Open Elective
Global Knowledge Course: Global Understanding

Students may need to use the unrestricted credits to take courses that prepare them for required courses in the degree program. Students should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities or to begin work on completing a minor. Central Connecticut State University will require that students complete a minor by earning at least 18 credits in one area outside the major field; students must complete at least 9 of those minor credits at Central. Students can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSC—but not ECSU. Students are encouraged to meet with their advisor to determine which courses to select.

Information on additional courses students might take if they have free elective room, including major courses as well as remaining general education courses for each CSU,with equivalency information for each CSU, can be found at http://www.ct.edu/transfer/transferring

Framework30 General Education Core Courses (31-34 credits)		
Course Number or Category	**Course Name**	**# of Credits**
1 ENG*101	English Composition	**3**
2 Math	Any Math 100 or higher (college level) course vetted for Quantitative Reasoning	**3-4**
3 Arts & Humanities	Any course vetted for Arts & Humanities	**3-4**
4 Scientific Reasoning*	Any course vetted for Scientific Reasoning*	**3-4***
5 Social/Behavioral Science	Any course vetted for Social/Behavioral Science	**3**
6 Written Communication II	Any course vetted for Written Communication II Students should elect ENG 102 or 103 in order to fulfill the prerequisite for the required ENG 200-level literature courses required in this program.	**3**
7 Scientific Knowledge & Understanding*	Any course vetted for Scientific Knowledge & Understanding*	**3-4***
8 Historical Knowledge	Any course vetted for Historical Knowledge	**3**
9 Oral Communication	Any course vetted for Oral Communication	**3**
10 Continued Learning and Information Literacy: CCS 101	Continued Learning and Information Literacy: College & Career Success (course fulfills diversity requirement)	**3**
	General Education Core Credits	**31-34**

*Note: Students must complete one science course that includes a lab. It can be in either science category.

Courses have not yet been fully vetted for the CT State General Education core. Until a list of CT State General Education courses is available, you may continue to use any courses currently approved as Framework 30 courses at one or more of the community colleges. Note that revisions may be required as the CT State General Education core is populated.

Program Requirements (26-29 credits)

Course Number or Category	Course Name	# of Credits	Pre-req Course #
Creativity – Creative Writing*	Any Creative Writing course vetted for Creativity*	**3**	TBD
Global Knowledge	Any course vetted for Global Knowledge	**3**	TBD
American Literature Course **AND** British Literature Course	**Students need to select one of the following options:** **Option 1** – ENG 221: American Literature I **AND** ENG 232: British Literature II **OR** **Option 2** - ENG 231: British Literature I **AND** ENG 222: American Literature II	**6**	ENG 101 and either ENG 102 or 103
Western Literature **OR** World Literature Course	Options include: ENG 241: World Literature I **OR** ENG 242: World Literature II **OR** ENG 245: Early Western Literature I **OR** ENG 246: Modern World Literature II **OR** Any other course (see italicized note below) that meets these four criteria: 1. 75% of the authors are non-English, non-American (here we trust the judgment of faculty for, say, a foreign born writer now writing in America in English; one clear standard might be a writer in translation) 2. Historical breadth of the course (not a Contemporary Indian Literature course, for example) 3. Cultural breadth (across cultures; not Western African Literature, for example, but African Literature) 4. Not necessarily multi-genre (a world literature course in a single genre could fulfill this). *This course must be approved by English Studies Program Coordinator.*	**3**	ENG 101 and either ENG 102 or 103
Unrestricted Electives	Unrestricted Electives - Students are free to choose any courses at or above 100-level to complete unrestricted electives. If Unrestricted Electives are used to take additional ENG courses, keep the CSU/COSC policies (listed above under Program Descriptors) in mind. Students should meet with their advisor before selecting any additional courses.	**11-14**	TBD
		26-29	
Program Requirement Credits		**26-29**	
General Education Core Credits		**31-34**	
Program Total Credits		**60-61**	

* Students in the English Studies program are strongly encouraged to take a course in Creative Writing to fulfill this requirement, though any course certified as a Creativity course can be used.

Program Name:

Fashion Merchandising and Retail Management

Degree Type: Associate in Science

Program Description:

Fashion and retailing are exciting and vital industries in our economy. This degree program will focus on the business side of the fashion industry, which included retailing, marketing, manufacturing, visual merchandising, consumer behavior, fashion cycles, and store planning. Students will study the complete supply chain from materials to manufacturing and buying to promotion and selling of fashion and related products.   This program prepares students for careers with retail, wholesale, and manufacturing organizations in buying, merchandising, fashion coordination, sales, and sales promotion. Practical training is provided through field work experiences, including New York City. The program courses may be transferred to bachelor's degree programs.

Program Learning Outcomes:
1. Identify core concepts of retail management and fashion merchandising and their roles in society and the global economy,
2. Demonstrate information literacy through research skills and the use of technology,
3. Demonstrate analytical, problem-solving, and decision-making skills applicable to retail management and fashion merchandising,
4. Describe the legal and ethical environments of the fashion and retail industries.
5. Apply effective written and oral communication skills to business situations,
6. Examine career opportunities in the global fashion and retail industries.

Program Descriptors:

Fashion Merchandising and Retail Management is a specialized business degree that focuses on the business side of fashion.   This career program requires students to gain on-the-job work experience in retailing and fashion for course credit. With an associate degree students can enter the job market in fashion merchandising, stylist, visual merchandising, assistant store manager, purchasing, manufacturer's rep, and e-commerce. Graduates of the program can also consider starting their own businesses.

The program maintains a transfer agreement with LIM in New York City. Graduates have also transferred to Sacred Heart University, FIT, and Framingham State University. A transfer agreement is in progress with Southern New Hampshire University online. NEBHE's Tuition Break program, the New England Regional Student Program (RSP), provides significant tuition savings for students to transfer to Framingham State University and the University of Rhode Island.

General Education Core Courses			
Course Number		**Course Name**	**# of Credits**
1	ENG*101	**English Composition**	**3**
2	MAT 109 or higher	**Math Course (MAT*109 or higher)**	**3**
3	Arts & Humanities	**Arts or Humanities Course** Any course vetted as Arts or Humanities Recommend ENG, ART or GRA	**3 -4**
4		**Scientific Reasoning or Scientific Knowledge and Understanding** Any course vetted as Scientific Reasoning or Scientific Knowledge and Understanding	**3-4**
5	PSY 111	**Social/Behavioral Science** General Psychology I	**3**
6	BBG 210	**Oral Communications** Business Communications	**3**
7	CCS 101	**Continued Learning/Information Literacy** College Career and Success	**3**
General Education Core Credits			**21-23**

Program Requirements			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Coreq. Course #**
ACC 113	Principles of Financial Accounting	3	Pre-req: MAT 095 or satisfactory placement on Basic Skills Assessment
BES 218	Entrepreneurship	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BMK 103	Principles of Retailing	3	None
BMK 201	Principles of Marketing	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BMK 215	Principles of eBusiness	3	None
BMK 220	Sales	3	None
BMK 241	Principles of Advertising	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BMK 255	Fashion Analysis	3	None
BMK 257	Textiles	3	None
BMK 2XX	Field Experience I	3	GPA 2.5 and instructor's permission.
BMK 296	Field Experience II	3	Pre- or co-requisite BMK 2XX, GPA 2.5 and instructor's permission.
CSA 105 or CSA 135	Introduction to Software Applications or Spreadsheet Applications	3	TBD
Bus. Elective	Business Elective – ACC, BES, BBG, BFN, BMG, BFN, BMK, ECN, HSP 244, CSA	3	Depends on elective.
	Program Requirement Credits	**39**	
	General Education Core Credits	**21-23**	
	Program Total Credits	**60-62**	

Credit Certificate Program Name:
Fashion Merchandising and Retail Management

Certificate Description:
The certificate program is designed to offer a concentrated study in fashion merchandising and retail management to prepare for entry work in these industries or to build upon an existing degree to provide additional career opportunities. Students will be able to apply all the credits earned towards an AS degree in Fashion Merchandising and Retail Management.

Certificate Learning Outcomes:

- Identify core concepts of fashion merchandising and retail management and their role in society and the global economy,
- Describe the legal and ethical environments of the fashion and retail industries,
- Demonstrate information literacy through research skills and the use of technology,
- Apply effective written and oral communications skills to business situations,
- Identify jobs and career paths in the fashion and retail industries.

Certificate Descriptors:
Students may complete the program in two semesters. Students should check with their advisor during the scheduling process to make sure courses and prerequisites, if any, are taken in proper sequence

Certificate Program Requirements (# credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
BES 218	Entrepreneurship	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BMK 103	Principles of Retailing	3	None
BMK 201	Principles of Marketing	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BMK 215	Principles of eBusiness	3	None
BMK 241	Principles of Advertising	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BMK 255	Fashion Analysis	3	None
BMK 257	Textiles	3	None
	Certificate Program Total Credits	**21**	

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

Program Name:
Fire Technology and Administration

Degree Type:
Associate in Science

Program Description:
The program in Fire Technology and Administration trains and educates competent leaders in fire protection, prevention, and administration. It also provides training and education for insurance companies and industries involved in fire prevention and protection.

Fire Technologists work in career and volunteer fire departments; local, state, and federal government agencies; industry, architectural and construction firms, and insurance organizations. They must recognize the need for fire prevention activities, the necessity of educating both children and adults in fire safety, and the importance of enforcing fire prevention codes. Because fire technologists encounter a broad spectrum of problems and must be well versed in many subjects, the work of the fire technologist is seldom routine.

The Associate in Science degree in Fire Technology and Administration aligns with the National Fire Academy (NFA) standardized fire science courses under the Fire and Emergency Service Higher Education (FESHE) model. The goal of the FESHE initiative is to ensure a clear and consistent path for professional development for members of the fire service. This program, is **FESHE recognized**, having adopted the model curricula for associate level degrees.

Program Learning Outcomes:

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

- Understand fire protection and emergency services; and career opportunities in fire protection and related fields.
- Explain theories and fundamentals of how and why fires start, spread, and are controlled including how building construction and pre-planning relates to firefighter and life safety..
- Describe the basic principles and history related to the national firefighter life safety initiatives.
- Describe inspection practices and procedures and identify and describe the professional qualifications for fire marshal, plan examiner, fire inspector, fire and life safety educator, and fire investigator
- Discuss the basic concepts of occupational health and safety as it relates to emergency service organizations.
- Explain the benefits of fire protection systems in various types of structures

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

Program Descriptors:
The **National Fire Academy**, in conjunction with FEMA and individual fire training programs, developed the **Fire and Emergency Services Higher Education** (FESHE) program to streamline fire education programs and to create a standardized, consistent curriculum for fire science and related degrees.

General Education Core Courses (22 Credits)		
Course Number	**Course Name**	**# of Credits**
1 ENG* 101	Composition	3
2 MAT* 115 OR MAT* 137	Mathematics for Science & Technology OR Intermediate Algebra (*Or Higher*)	3
3 PHL* 111	Ethics (Arts and Humanities)	3
4 CHE 111	Concepts of Chemistry (Scientific Reasoning or Scientific Knowledge and Understanding)	4
5 ECN 101	Macroeconomics (Social/Behavior Science)	3
6 BBG 210	Business Communication (Oral Communication)	3
7 CCS*101	CCS 101 College and Career Success (Continued Learning/Information Literacy)	3
	General Education Core Credits:	**22**

Program Requirements (39 Credits)			
Course Number	Course Name	# of Credits	Prereq./Coreq. Course #
FTA* 112	Introduction to Fire Technology	3	
FTA* 116	Building Construction	3	
FTA* 118	Fire Prevention and Inspection	3	**Prereq:** FTA* 112
FTA* 122	Fire Behavior and Combustion	3	**Prereq:** FTA* 112
FTA* 126	Safety and Survival	3	**Prereq:** FTA* 112
FTA* 210	Water Supply and Hydraulics	3	**Prereq:** FTA* 112 AND MAT* 115 or Higher
FTA* 212	Legal Aspects of Emergency Services	3	**Prereq:** FTA* 112
FTA* 216	Municipal Fire Administration	3	**Prereq:** FTA* 112
FTA* 217	Occupational Safety & Health for Emergency Services	3	**Prereq:** FTA* 112
FTA* 219	Fire Investigation I	3	**Prereq:** CHE* 111 AND FTA* 116
FTA* 227	Fire Protection Systems	3	**Prereq:** FTA* 210
FTA* 229	Fire Investigation II	3	**Prereq:** FTA* 219
FTA* 230	Strategy and Tactics	3	**Prereq:** FTA* 112
	Program Requirement Credits:	**39**	
	General Education Core Credits:	**22**	
	Total Program Credits:	**61**	

Credit Certificate Program Name:
Firefighter 1 & 2

Certificate Description:
This Certificate was developed in collaboration with local fire agencies to provide career pathways that meet the needs of emergency response and fire service in an outside of New Haven County. This program offers high quality, diverse learning and training opportunities to prepare students for the industry. Fire Department applicants who have post-secondary firefighting education have a clear advantage over other candidates. This technical certificate program will help graduates secure employment in the firefighter and emergency responder profession.

CT State CC students are prepared as first responders in a fire, traffic accident or medical emergency. Training includes CPAT (Candidate Physical Ability Test), FFI (Firefighter I), FFII (Firefighter II), and EMT, (Emergency Medical Technician), as most fire departments require prospective candidates to have certification as an EMT (Emergency Medical Technician). This program is designed to incorporate the orientation to fire service with the necessary theory and hands-on applications needed to become a certified Fire Fighter. This program qualifies students to take the state certification exam with the Bureau of Fire Standards and Training (which includes both written and practical skills) to become a Certified Fire Fighter in the State of Connecticut. An association or volunteer status is needed to have full certification. Continued population growth will increase the number of emergency calls requiring firefighter responses. Many situations that firefighters respond to are medical—rather than fire—emergencies, and the aging population will lead to an increased demand for emergency responders.

Certificate Learning Outcomes:
Upon successful completion of all program requirements, graduates will:
- Understand the essentials of firefighting including fire department operations, firefighting equipment and safety, chemistry of fire, techniques of firefighting, and utilization of equipment in fire suppression.
- Understand the Candidate Physical Ability test (CPAT)used in the selection of firefighters in participating fire agencies throughout the State of Connecticut.
- Demonstrate the physical ability to perform job tasks related to firefighting.
- Prepare for the national certifying exam for EMT and the State Practical Examination for EMT
- Explain fire department safety standards and principles of fire science.
- Prepare for civil service exams given to prospective firefighters.
- Understand fire apparatus and pumps, fire streams, fire service pressure calculations, and fixed fire extinguishing systems such as sprinkler and standpipe operations.

Certificate Descriptors:
There are prerequisites, medical, PPE (Personal Protective Equipment), and physical requirements for program enrollment, as well as mandatory attendance at an information session for program enrollment. Students must either test above MAT* 085 and ENG* 066 or complete these courses with a "C" or better prior to entering the program. Due to practical training, some courses in this program take place at the New Haven Regional Fire Academy. Students are required to wear a uniform in all classes and have structural firefighting Personal Protective Equipment (required PPE gear is Turnout and SCBA). Each student must rent or own the required PPE gear. Gateway Campus

Certificate Program Requirements (25 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
EMT* 100	Emergency Medical Technician Basic	6	**Prereq:** FTA* 101 OR Division Director Permission
FTA* 100	Fitness and Health for Firefighters	3	**Prereq:** MD physical & clearance to participate in physical fitness activities
FTA* 101	Fundamentals of Firefighting I	9	**Prereq:** Acceptance into The Firefighting I & II Certification Academy; MD physical & clearance to participate in physical activities, lifting, bending, and carrying up to 30 lbs.
FTA* 102	Fundamentals of Firefighting II	3	**Prereq:** FTA* 101
FTA* 103	Civil Service Test Preparation	1	**Prereq:** FTA* 101
FTA* 110	Fire Ground Hydraulics	3	**Prereq:** FTA* 101
	Certificate Program Total Credits:	**25**	

EMT* 100	Emergency Medical Technician Basic	6	**Prereq:** FTA* 101 OR Permission
FTA* 100	Fitness and Health for Firefighters	3	**Prereq:** MD physical & clearance to participate in physical fitness activities
FTA* 101	Fundamentals of Firefighting I	9	**Prereq:** Acceptance into GCC Firefighting I & II Certification Academy; MD physical & clearance to participate in physical activities, lifting, bending, and carrying up to 30 lbs.
FTA* 102	Fundamentals of Firefighting II	3	**Prereq:** FTA* 101
FTA* 103	Civil Service Test Preparation	1	**Prereq:** FTA* 101
FTA* 110	Fire Ground Hydraulics	3	**Prereq:** FTA* 101
FTA* 112	Introduction to Fire Technology	3	
FTA* 116	Building Construction	3	
FTA* 118	Fire Prevention and Inspection	3	**Prereq:** FTA* 112
FTA* 122	Fire Behavior and Combustion	3	**Prereq:** FTA* 112
FTA* 126	Safety and Survival	3	**Prereq:** FTA* 112
FTA* 210	Water Supply and Hydraulics	3	**Prereq:** FTA* 112 AND MAT* 115 or Higher
FTA* 212	Legal Aspects of Emergency Services	3	**Prereq:** FTA* 112
FTA* 216	Municipal Fire Administration	3	**Prereq:** FTA* 112
FTA* 217	Occupational Safety & Health for Emergency Services	3	**Prereq:** FTA* 112
FTA* 219	Fire Investigation I	3	**Prereq:** CHE* 111 AND FTA* 116
FTA* 227	Fire Protection Systems	3	**Prereq:** FTA* 210
FTA* 229	Fire Investigation II	3	**Prereq:** FTA* 219
FTA* 230	Strategy and Tactics	3	**Prereq:** FTA* 112

Credit Certificate Program Name: Health Career Pathway Certificate

Certificate Description:

The Health Career Pathway Certificate program is designed to assist students in achieving success in health care programs. Students will be provided with an overview of the various health career professions.
Credits from this program may be applied toward health care program requirements within Connecticut State Community College. Completion of the certificate does NOT guarantee acceptance into Health Care programs. Students are responsible for verifying specific requirements for their program of interest.

Certificate Learning Outcomes:

Upon successful completion of all program requirements, the student should be able to:
- Identify a variety of career opportunities and roles available in health care professions
- Demonstrate an understanding of the impact of psychological principles and how they relate to the health care field
- Demonstrate critical thinking, logical reasoning, and problem-solving skills
- Demonstrate competence in written and oral communication
- Explain the methods of scientific inquiry that lead to the acquisition of knowledge
- Communicate using appropriate scientific terminology
- Define and apply college success and resilience strategies
- Recognize cultural identity and value of diversity

Certificate Descriptors:

Credits from this program may be applied toward Nursing and Allied Health program requirements. Students are responsible for verifying specific requirements of their program of interest.

Completion of the certificate does NOT guarantee acceptance into a nursing or allied health program.

Course recommendations vary for students pursuing nursing or other Allied Health professions. Students should meet with their Guided Pathway Advisor prior to registering for courses.

	Certificate Program Requirements (28-29 credits)		
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
CCS*101	College and Career Success	**3**	TBD
ENG*101	Composition	**3**	TBD
PSY*111	General Psychology I	**3**	TBD
MAT*137 (or higher)	Intermediate Algebra (or higher)	**3-4**	TBD
CHE*111 or CHE*121 or Physics 110, 111 or higher	Concepts of Chemistry or General Chemistry or Physics	**4**	TBD
Bio 105 or Bio 121 or Bio 127 or Bio 115	Intro Bio or General Biology or Cell Biology with Organ Systems ** Human Biology	**4**	TBD
BIO*211	Anatomy & Physiology I	**4**	Bio*120 or Bio*127 Or Bio*105 and CHE* 111
BIO*212	Anatomy & Physiology II	**4**	Bio*211
	Certificate Program Total Credits	**28-29**	

** Prerequisite for Bio 211 and Bio 235

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

Program Name: Human Services

Degree Type: AS

Program Description:
The Human Services program is designed to provide education and training for individuals seeking employment in various human service settings. The program is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood programming, addiction counseling, advocacy, social justice, and other related fields.

Opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

This career program is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, counseling-related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. All majors must complete a minimum of three credits in a Human Services Field Work I. Finally, students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work and field work may involve travel which is at the student's own expense, coordination, and planning.

Program Learning Outcomes:

1. Explain and compare the theories pertaining to adjustment, learning theories, and development theories; and explain and compare treatment methods and intervention modalities theories.
2. Explain and compare the etiological factors in psychopathology, including the biological, sociological, environmental, and psychological factors.
3. Demonstrate the use of methods of research and reporting, using psychological, sociological, educational, therapeutic, and clinical terminology.
4. Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship.
5. Demonstrate an understanding of the normative developmental patterns and how this understanding impacts our understanding of abnormal behavior and clinical/treatment interventions.
6. Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities.
7. Demonstrate skills in client needs assessment and in the provision of information and referral for client access to resources; and use appropriate human service practice skills within the context of providing human services.
8. Demonstrate an awareness of self as a change agent.
9. Analyze the impact of collaborative social service systems.
10. Explain the history and development of human services in the United States.
11. Demonstrate knowledge of social welfare as a system designed to serve people, groups, community and society.
12. Demonstrate knowledge of the language, terminology, theories, models, techniques, interventions, and strategies applicable to human services.
13. Explain interventions, techniques, and strategies for assisting individuals, families, groups, organizations, and communities.

14. Demonstrate an understanding of the impact of discrimination, racism, micro/macroaggressions, inequities, and oppression on individuals and society.
15. Demonstrate a basic knowledge of results-based accountability in a disciplined way of thinking and acting to improve entrenched, complex, and current social problems.

Program Descriptors:
The degree options are:
Human Services General Degree
Child, Family, and Community Studies
Gerontology Studies
Mental Health
Human Services Management

General Education Core Courses			
Course Number		**Course Name**	**# of Credits**
1	ENG 101	English Composition	**3**
2	MAT 104 or higher	Quantitative Reasoning or higher	**3-4**
3	Arts and Humanities	Arts and Humanities Any courses vetted for Arts and Humanities: ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA)	**3-4**
4	Scientific Reasoning	Scientific Reasoning Any AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning **BIO 110 & BIO 110L- Biology of the Human Body recommended	**4**
5	POL 111, POL 112, or HIS 202	American Government, State and Local Government, or U.S. History II	**3**
6	COM 173	Public Speaking	**3**
7	CCS 101	College Career and Success	**3**
		General Education Core Credits	**22-24**

Total Program Requirements			
Program Required Courses			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
SOC 101	Principles of Sociology	**3**	
HSE 101	Introduction to Human Services	**3**	
HSE 241	Human Services Agencies and Organizations	**3**	HSE 101 and HSE 243 with a grade of C- or better and ENG 101 or permission of the program coordinator.
HSE 243 or HSE 147 (HSE 2xx)	Human Services Skills and Methods or Change Theory and Strategies in Behavioral Health Care	**3**	HSE 101, SOC 101 or PSY 111, and ENG 101 or permission of the program coordinator OR PSY 111 and ENG 101 or permission of the instructor
HSE 210	Group and Interpersonal Relationships	**3**	HSE 101 and HSE 243 with a grade of C- or better and Eligibility for ENG 101
HSE 236	Professional, Ethical, and Legal Issues in Human Services	**3**	HSE 101 and Placement in ENG 101
HSE 281 or HSE 198	Human Services Field Work I OR Social and Contemporary Issues in Human Services	**3**	HSE 101, HSE 210 and HSE 243 with a grade of C- or better, PSY 111 and ENG 101 and permission of the program coordinator **OR**

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
			HSE 243, ENG 101, approved research proposal and application, and permission of program coordinator.
HSE 251	Working with Individuals and Families	**3**	HSE 101 and HSE 243 with a grade of C- or better
PSY 111	General Psychology	**3**	
		27	

Program Differentiated Option #1: Human Services General Degree			
Required Courses 12 credits			
Common course numbering and common pre-requisites to be used for all courses.			

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
PSY 201 or PSY 204	Life Span Development or Child and Adolescent Development	**3**	PSY 111
Elective	SOC or ANT	**3**	Varied
Electives	Open Electives	**6**	
		12	
	Total Program Requirement Credits with Differentiated Option #1	**39**	
	General Education Core Credits	**22-24**	
	Program Total Credits for Differentiated Option #1	**61-63**	

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
	Program Differentiated Option #2 Name: Child, Family, and Community Studies		
	Required Courses 12 credits		
	Common course numbering and common pre-requisites to be used for all courses.		
ECED 176	Health and Wellness	3	
ECED 215	Exceptional Learners	3	Permission of program coordinator or ECED 101 or a bachelor's degree or higher in education or related discipline.
ECED 275	Children, Families, and Communities	3	
Restricted Elective	Choose one: ECED 225 Anti-Bias, Equity, and Diversity Education, ECED 190 Guiding and Understanding Children's Behavior, ECED 101 Introduction to Early Childhood Care and Education HSE 185 Introduction to Family Violence Across the Lifespan	3	
		12	
	Total Program Requirement Credits with Differentiated Option #2	**39**	
	General Education Core Credits	**22-24**	
	Program Total Credits for Differentiated Option #2	**61-63**	

Program Differentiated Option #3 Name: Gerontology Studies			
Required Courses 12 credits			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
PSY 210 or SOC 225	Death and Dying	3	
HSE 134	Introduction to the Mental Health System	3	
PSY 201	Life Span Development	3	PSY 111
HSE 170	Introduction to Gerontology	3	
		12	
Total Program Requirement Credits with Differentiated Option #3		39	
General Education Core Credits		22-24	
Program Total Credits for Differentiated Option #3		61-63	

Program Differentiated Option #4 Name: Mental Health			
Required Courses 12 credits			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
ANT 118	Health, Healing, and Culture	3	ENG 101
HSE 134	Introduction to Mental Health Systems	3	
HSExxx/EDUC 2800	Foundations of Research Methods in Human Services and Education	3	ENG 101, PSY 111, and MAT 104 or higher OR Permission of HSE or ECED program coordinator
PSY 245	Abnormal Psychology	3	PSY 111
		12	
Total Program Requirement Credits with Differentiated Option #4		39	
General Education Core Credits		22-24	
Program Total Credits for Differentiated Option #4		61-63	

Program Differentiated Option #5 Name: Human Services Management			
Required Courses 12 credits			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BMG 210 or PSY 247	Organizational Behavior or Industrial & Organizational Psychology	3	
BMG 202 or HSE 247	Principles of Management or Supervision and Management in Human Services	3	ENG 101 or permission of instructor OR HSE 101, 198, 210, 236, and 241 or permission of program coordinator
BMG 203	Leadership	3	ENG 101
BBG 210 or BMG 204	Business Communications or Managerial Communication	3	None OR Completion of ENG* 101 with C- or better
		12	
	Total Program Requirement Credits with Differentiated Option #5	39	
	General Education Core Credits	22-24	
	Program Total Credits for Differentiated Option #5	61-63	

Credit Certificate Program Name: Human Services Behavioral Healthcare Specialist Certificate

Certificate Description: Health encompasses more than just physical health. Behavioral healthcare refers to the treatment of mental illnesses and substance abuse disorders; and is an important component of an effective healthcare delivery system. This program will prepare individuals for employment in entry-level professional positions in public and private agencies serving mentally ill and substance abusing patients. Instruction is also provided to allow for the continuation of studies at two- and four-year programs in the areas of substance abuse and mental health.

Certificate Learning Outcomes: Students will understand and/or acquire knowledge in:

1. Skills, strategies and techniques necessary for entry-level professional positions in substance abuse and mental health treatment facilities.

2. Professional competencies in report writing, assessment, case management, treatment planning and other professional functions within the Behavioral Health Care field.

3. Models of research and theory for diagnosing and treating individuals with mental health and addiction issues.

4. Professional competencies in working with clients individually and in groups within diverse populations.

5. Direct client engagement and supervision in a clinical setting within the Behavioral Health Care field.

6. Preparation for continued studies at 2 and 4 year educational institutions in the area of addiction and mental health.

Certificate Descriptors:
This certificate includes 120 hours of supervised field placement work in HSE 287. Students may be required to complete a background check, proof of health (e.g., vaccinations), and drug screening for field work.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ENG101	Composition	**3**	
HSE 101	Introduction to Human Services	**3**	
PSY111	General Psychology I	**3**	
HSE141	Addiction & Mental Illness in Behavioral Health Care *Proposed new title: Introduction to Behavioral Healthcare*	**3**	ENG101
HSE147	Change Theory & Strategies in Behavioral Health Care	**3**	PSY111 & ENG101
HSE202	Introduction to Counseling/Interviewing	**3**	HSE 101 with C- or better

HSE210	Group & Interpersonal Relations	3	HSE 101 and HSE 243 or 147 with a grade of C- or better and Eligibility for ENG 101
PSY140	Psychology of Addiction	3	PSY111
PSY245	Abnormal Psychology	3	PSY111
HSE 287	Practicum in Mental Health *Proposed new title: Behavioral Health Field Placement*	3	HSE 101, HSE 134 or 141, and HSE 243 or HSE 147 (HSE 2xx) with a C- or better and permission of program coordinator.
	Certificate Program Total Credits	**30**	

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

Credit Certificate Program Name: Human Services Gerontology Certificate

Certificate Description:
The Human Services Gerontology certificate is designed to provide education and training for individuals seeking entry employment in various settings that cater to and focus on the gerontology population. Gerontology is the study of aging – a very complex and fascinating process which we all experience. It is complex because it encompasses the physiological, social, emotional, cognitive, and economic aspects of growing old. By completing the one-year certificate program, students may find immediate opportunity for employment in professional and paraprofessional entry-level positions at human service agencies, senior centers, residential communities, health care facilities, and other agencies that provide much needed services for the elderly. For others, this certificate will allow them to further enhance their knowledge of gerontology.

This career certificate is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, care-related, and social services minded organizations. Instruction is cross-disciplinary and designed for transferability for those wishing to continue their studies to psychology, social work, health care, or other helping professions. This degree is interdisciplinary in nature and embraces the holistic approach.

Certificate Learning Outcomes:

Upon successful completion of the Gerontology certificate program requirements, graduates will
1. Describe physiological, psychological, and socio-economic factors relating to the aging process.
2. Identify sources of assistance to meet those needs and demonstrate the ability to comprehend the needs of an elderly person.
3. Identify the need for advocacy for the elderly and sources of assistance and demonstrate the ability to deliver services.
4. Identify and examine the factors necessary for successful aging.
5. Identify (and demonstrate) interpersonal and communication skills necessary to work in environments serving an elderly population.
6. Assess the social policies that affect the aging population and their families.
7. Examine ethical principles to guide work with and on behalf of older adults.
8. Examine and utilize gerontological frameworks to research the physical, psychological, economic, and social factors underlying the aging process.

Certificate Descriptors: By completing the one-year certificate program, students find immediate opportunity for employment in professional and paraprofessional entry-level positions in human service agencies, senior centers, residential communities, health care facilities, and other agencies that provide much needed services for the elderly.

Employment opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
HSE 101	Introduction to Human Services	3	
HSE 243	Human Services Skills and Methods	3	HSE 101, ENG 101, SOC 101 or PSY 111 or permission of the program coordinator
PSY 111	General Psychology	3	
SOC 101	Principles of Sociology	3	ENG 101
HSE 170	Introduction to Gerontology	3	
PSY 210 or SOC 225	Death and Dying	3	PSY 111 or SOC 101
PSY 253 or SOC 220	Multicultural Psychology or Racial and Ethnic Diversity	3	PSY 111 or SOC 101
ENG 101	Composition	3	
	Certificate Program Total Credits	24	

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

Credit Certificate Program Name: Human Services Management Certificate

Certificate Description:
The Human Services Management certificate is designed to provide education and training for individuals seeking entry level employment in various human service settings. Human services include a broad field and students learn in courses which areas they would like to focus on for their careers. It is also designed to provide a basis for those who choose to continue their education in community services, early intervention and prevention, gerontology, mental health, home visitation, educational programming, addiction counseling, advocacy, social justice, and other related fields.

This career certificate is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level positions in management or human resources. Instruction is cross-disciplinary and designed for transferability for those wishing to continue their studies. Emphasis is on application of skills. This certificate is interdisciplinary in nature and embraces an integrated and holistic educational approach. Students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work. Field work may be required which may include travel at the student's expense, coordination, and planning.

Certificate Learning Outcomes:

1. Students will demonstrate basic knowledge of, and an understanding of the core management functions such as planning, organizing, leading, and controlling.
2. Examine the theoretical and practical understanding and management of service delivery/Examine and demonstrate a thorough understanding of theories such as management and behavioral and be able to apply that theory to real-world situations.
3. Identify the needs and strengths inherent in individuals, families, and communities, and work to develop program services that address needs.
4. Practice management skills, including effective communication, human relations, teamwork, and negotiation skills.
5. Identify best practices (techniques and strategies) for creating work environments that foster corporate social responsibility, sustainability, and long-term growth.
6. Examine current laws applicable to human service and business operations such as hiring and training personnel.
7. Identify ethical and legal expectations, and current challenges/issues.
8. Examine the theoretical and practical understanding and management of service delivery.
9. Analyzing complex managerial and organizational situations, considering the larger context, strategy, policy, ethics, and justice.
10. Describe skills needed to work with, supervise, train, mentor, and motivate employees.
11. Utilize human services, knowledge, skills, and resources to enhance career prospects and performance.

Certificate Descriptors: Information: Students who earn this certificate are prepared to work in variety of employment settings such as human resources, business, and non- profit, and depending on prior degrees and professional experiences other areas or intermediate level positions.

This certificate will provide students with opportunities to expand their knowledge and skills in management, leadership, social justice and equity, professional communication, and human services. Students may also pursue this one-year less than 30 credit certificate for professional development, change of career, or formal training.

Certificate Program Requirements (# credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
BMG 210 or PSY 247 OR BMG 220	Organizational Behavior or Industrial & Organizational Psychology OR Human Resources Management	**3**	
BMG 202 or HSE 247	Principles of Management OR Supervision and Management in Human Services	**3**	ENG 101 or permission of instructor OR HSE 101, 198, 210, 236 and 241 or program coordinator permission.
BMG 203	Leadership	**3**	ENG 101
BBG 210 or BMG 204	Business Communications OR Managerial Communication	**3**	ENG 102 OR ENG 101
ENG 101	Composition	**3**	
HSE 101	Introduction to Human Services	**3**	
HSE 241	Human Services Agencies and Organizations	**3**	HSE 101
SOC 101 or PSY 111	Principles of Sociology OR General Psychology	**3**	
PSY 253 or SOC 220	Multicultural Psychology OR Racial and Ethnic Diversity	**3**	PSY 111 OR SOC 101
	Certificate Program Total Credits	**27**	

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

Credit Certificate Program Name: Human Services Mental Health Certificate

Certificate Description:
This Human Services Mental Health Certificate prepares students for entry level positions as mental health aids, work in rehabilitation agencies, or at other mental health agencies. Students who complete this certificate are assigned to work under the supervision of other licensed and/or credential professionals such as social workers, case managers, counselors, substance abuse specialists, and psychologists and handle a wide range of entry level job responsibilities.

The certificate is designed to provide education and training for individuals seeking entry employment in various human service settings. Staying healthy encompasses more than just physical health. It is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood and education programming, advocacy, social justice, and other related fields.

This 30-credit career certificate is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, care related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. Students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work. Field work may be required which may include travel at the student's expense, coordination, and planning.

Certificate Learning Outcomes: Student will understand and/or acquire knowledge:

1. The history and foundation of the human services profession.
2. Entry-level skills of appropriate strategies, techniques, and intervention for best practices.
3. Working collaboratively in and with groups of diverse sizes and demographics.
4. Skills and methods appropriate for use and application with diverse populations.
5. Entry-level competency in the performance of case management needs assessment, group work, interviewing process, and client engagement.

Certificate Descriptors:

Employment opportunities in human services may include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers, rehabilitation agencies, and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

See program advisor/coordinator or an academic counselor to discuss practicum (HSE 287 and HSE 281) requirements during your first semester at the CT State Community College. Both HSE 287 and HSE 281 require 120 hours of field work. Finally, students may be required to complete a background check, proof of health (e.g., vaccinations), and drug screening for field work.

	Certificate Program Requirements (# credits)		
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ENG 101	Composition	**3**	
PSY 111	General Psychology	**3**	
HSE 210	Group and Interpersonal Relations	**3**	HSE 101 and 243 with a grade of C- of better
PSY 245	Abnormal Psychology	**3**	PSY 111
PSY 253 or SOC 220	Multicultural Psychology or Racial and Ethnic Diversity	**3**	PSY 111 or SOC 111
HSE 101	Introduction to Human Services	**3**	
HSE 134	Introduction to Mental Health Systems	**3**	
PSY 201	Lifespan Development	**3**	PSY 111
HSE 243	Human Services Skills and Methods	**3**	HSE 101, PSY 111 or SOC 101 and ENG 101 or Permission of the program coordinator
HSE 287 or HSE 281	Practicum in Mental Health *Proposed Title: Behavioral Health Field Placement* or Human Services Fieldwork I	**3**	HSE 101, and HSE 134 or 141, and HSE 243 or 147 with a grade of C- or better and permission of the program coordinator **OR** PSY 111, ENG 101, HSE 101, 243, and 210 with a grade of C- or better in HSE courses and permission of the program coordinator.
	Certificate Program Total Credits	**30**	

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

Program Name: Natural Sciences and Mathematics

Degree Type: A.S.

Program Description: The Natural Sciences and Mathematics A.S. allows students to explore segments of various disciplines. This survey within the Sciences and Mathematics coursework provides options and alternatives for continuing studies at a four-year institution. The program also prepares qualified students to work at research facilities as laboratory or research assistants.

Program Learning Outcomes:

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

- Recognize ethical issues and understand the social responsibility involved in scientific decision making
- Communicate effectively both orally and in writing
- Demonstrate knowledge of the basic principles of the natural and physical sciences
- Prepare, conduct, document, and interpret scientific experiments
- Demonstrate knowledge of the basic principles of algebra, calculus, and/or trigonometry
- Incorporate an interdisciplinary approach to investigating scientific problems

Program Descriptors:

None

General Education Core Courses (22 credits)			
	Course Number	**Course Name**	**# of Credits**
1	ENG*101	English Composition	3
2	MAT 172 or MAT 175	College Algebra or College Algebra and Trigonometry	3
3	ENG 102 or ENG 200	Literature and Composition or Advanced Composition	3
4	CHE 121	General Chemistry l	4
5	Social / Behavioral Science or Historical Knowledge	Any course vetted for TAP Social and Behavioral Science outcomes	3
6	COM 173	Public Speaking	3
7	CCS 101	College Career and Success	3
		General Education Core Credits	**22**

Program Requirements (38-39 credits)

Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
BIO 121 or BIO 211	General Biology l or Anatomy and Physiology I	4	MAT 137 or higher BIO 105 or 121, C or better
BIO 122 or BIO 212	General Biology II or Anatomy and Physiology II	4	BIO 121 BIO 211, C or better
CHE 122	General Chemistry II	4	CHE 121 C or better
MAT 186	Precalculus	4	MAT 172, Mat 175, or higher C or better
MAT 254	Calculus l	4	MAT 186, or higher C or better
PHL 111	Ethics	3	ENG 101 C or better
PHY 121	General Physics l	4	MAT 137, or higher C or better
PHY 122	General Physics II	4	PHY 121 C or better
Directed Elective	Any course vetted in Scientific Reasoning or Scientific Knowledge and Understanding or Math	3-4	Varies*
Directed Elective	Any course vetted in Scientific Reasoning or Scientific Knowledge and Understanding or Math	4	Varies*
	Program Requirement Credits	**38-39**	
	General Education Core Credits	**22**	
	Program Total Credits	**60-61**	

*Prerequisites will vary depending on choice of course

Program Name: New Media Production

Degree Type: Applied Associate of Science Degree

Program Description:
The New Media Production Applied Associate of Science (A.A.S.) degree qualifies students to work in the many industries that require skills in digital media production. Before the end of their first semester students are required to enroll in a certificate, specializing in one of seven areas of media production targeted to the employment needs of the state's media businesses:

- Audio and Music
- Corporate Media
- Digital Marketing
- Film and Video
- Multimedia
- News and Sports
- Web Design and Development.

Media is a collaborative creative business. To foster collaboration in an educational setting, the New Media Production program is designed as a cohort program. Students in their first semester are in a single cohort, taking the same courses which provide identified skills that all media production professionals should have including foundational digital media production skills, an understanding of media literacy and aesthetics, shooting and editing digital video, and knowledge about the various careers in media. At the end of that first semester, students declare their area of specialization by enrolling in one of the certificate programs. During the second and third semester, students break into smaller cohorts in their area of specialization. The larger cohort comes back together in the final semester to meet graduation requirements through the production of a capstone project of professional quality, collaborating with other members of the cohort who can bring their specialized skills to these portfolio productions. At least one internship is required to graduate from the program. Students graduate with two credentials, an AAS degree and a certificate that attest to their specialization in their selected area of production.

Students learn in a professional production environment, the $2.5 million Center for New Media (CNM) on the Middlesex campus. CNM features advanced media production studios, labs and classrooms outfitted with the latest professional production equipment and instructional technology. A loan pool in the Center provides students with digital cinema and high-definition broadcast cameras, wireless microphones, professional light kits, audio mixers, camera dollies and other equipment needed to complete projects. There are 80 media production workstations in the Center with the latest industry-standard professional software, and a fast network infrastructure to access, manage and move large media files. CNM staff, educational assistants and student workers provide tutoring assistance, perform equipment certifications, and provide other educational support.

Students can intern with either outside businesses or the award-winning Center for New Media Productions. Center for New Media Productions' full-time media producer assigns crew positions and projects to students, something they would not normally get at an external internship.

The New Media Production Associate of Applied Science degree will provide students the opportunity to complete 21 credits of general education coursework. There are 24 credits of core program requirements divided into 12 credits of core courses that all New Media Production majors must take including 2 capstone courses and 12 credits of Program Requirements in their area of specialization. Further specialization is provided by 15 credits of Directed Electives.

Unique Aspects of the Program

Program creation, facility design, equipment purchasing, and construction were funded by a $2.5 million grant, the *New Media Studies Center Initiative (NMSCI)*, from the United States Department of Labor's Trade Adjustment Assistance Community College Training Grant program from 2013-2017. The goal of the grant was to create programs and state of the art facilities to train and educate students to meet the workforce needs of Connecticut's growing media production industries. To complete the project, the college and system office provided a $1 million match for architectural design and engineering, 80 digital production workstations, a fast network infrastructure, and the latest in instructional technology. Following are components of the program, initially funded by the grant, that we feel make the program unique.

1. **Learning in a Professional Production Environment: The Center for New Media**

The college's Center for New Media provides students a unique learning experience in one of the most advanced educational media production facilities at a community college in the country. CNM provides intensive hands-on instruction on advanced equipment in a real-world production environment. When students graduate, they are certified to work on equipment they will find in the workplace preparing them for the creative, technical and competitive challenges of 21st century media industries. The Center for New Media is unique to the CSCC system and is recognized nationally by the USDOL. With its high-tech media production classrooms, spacious studios and control rooms, labs, loan pool and conference spaces, there is no other facility like it in the Connecticut community college system or at any community college in the Northeast. *See Addendum – Facilities.*

2. **Experiential Learning and Center for New Media Productions Internships**

Experiential learning is provided through community projects embedded in courses and traditional external internships as well as with Center for New Media Productions (CNMP), which offers advantages over an external internship. In a traditional internship, students observe and then assist professionals with their work. CNMP's full-time in-house media producer assigns the students to actual crew positions, such as camera operator, lighting, sound, scriptwriting, editing or graphics, where students are responsible for a specific components of a professional digital media project. CNM Productions operates like a media production company, contracting with clients and producing high-quality professional projects for Fortune 500 companies, State agencies, non-profits, and the CSCU System Office using the resources of the college's Center for New Media. The NMP*293 Center for New Media Productions Practicum requires students to apply to the practicum and give a portfolio presentation for admission to the course and then are assigned a crew position. It should be noted that funds raised from these contract productions support Center for New Media operations. *A Center for New Media Productions Client List is attached as an Addendum.*

3. **The Program and Areas of Specialization are Targeted to Meet Workforce Needs**.

Areas of specialization within the program are targeted to needed positions in Connecticut's growing media industries. The NMSCI TAAACT Grant funded a $40,000 workforce study identifying the most needed media production skills in Connecticut. A curriculum was developed, and a facility built to meet those needs. A student taking courses and learning in the college's Center for New Media, graduates from the program needing little or no additional training. For example, students specializing in news and sports are trained on

equipment in the CNM Television Studio and Control Room that was designed with assistance from ESPN, duplicating the technology and work flow of ESPN and other television networks. Students therefore are learning in a facility and on advanced high technology equipment they'd find at any broadcast, film studio, music recording or media production business.

4. **Curriculum Model: Students Graduate with Dual Credentials.**

The New Media Production A.A.S program is designed to meet workforce needs by requiring students to select an area of specialization by co-enrolling in one of 7 embedded certificates: Audio & Music, Corporate Media, Digital Marketing, Film & Video, Multimedia, News & Sports, Web Design & Development.

This A.A.S. degree with the embedded certificate model offers two advantages. Students graduate with two credentials, an A.A.S. degree in New Media Production, and a certificate attesting to employers that the graduate is qualified for employment in a selected area of specialization. Embedded certificates also allow the program to respond quickly to changing workforce and employer needs. Unlike an associate degree, certificates can be added, eliminated or changed quickly. For example, the media occupation with the highest demand in Connecticut is digital marketing, a specialized field that was just emerging when the media program was designed in 2015. Employers requested a program in this field and the program responded by creating a Digital Marketing Certificate to meet the need for digital marketing specialists in Central Connecticut. Six months later the Digital Marketing certificate was approved as an embedded certificate in the Digital Media Production A.A.S degree. The A.A.S degree wasn't changed but the specialized certificate courses were inserted into the specialized program requirements and directed electives. A similar A.A.S. degree would have taken 18-24 months to develop and be approved. That level of responsiveness to employer needs is unique to this type of associate degree and can serve as a model for other occupational programs. *See Addendum-Program Map and Attached Curriculum for each Embedded Certificate Program.*

It should be noted that courses that take advantage of the unique facilities and advanced equipment in the Center for New and Media or involve Center for New Media Productions have the new course designator NMP. **NMP courses can only be taken at the Middletown campus**. These NMP courses are

> NMP*101 Digital Media Foundation
> NMP*125 New Media Production
> NMP*147 Digital Cinematography
> NMP*153 Film Production
> NMP*203 Media Literacy
> NMP*220 Television Studio Production
> NMP*228 News, Documentary and Reality Programming
> NMP*264 Advanced Video Editing
> NMP*287 Media Production Capstone
> NMP*293 Center for New Media Productions Practicum
> NMP*295 Experiential Learning and Practice in Media Production
> NMP*296 Experiential Learning and Practice in Media Production II

Program Learning Outcomes
1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Certificate Learning Outcomes
Audio and Music Certificate - Learning Outcomes
1. Effectively use a variety of industry tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Corporate Media Certificate - Learning Outcomes
1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Digital Marketing Certificate -Learning Outcomes

1. Understand and apply segmentation, targeting, positioning, branding, and the marketing mix in pursuit of long-term marketing objectives.
2. Develop and apply integrated marketing strategies for all channels.
3. Analyze principles, techniques and major functions of management and business organizations.
4. Create Search Engine Marketing (SEM) & Conversion Rate Optimization (CRO) techniques (campaigns), evaluate their effectiveness and recommend changes that will improve an e-commerce campaign's conversion rates.
5. Understand the various methods of online display advertising and create online display ad campaigns and measure its return on ad spend based on budgeting) for an e-commerce site.
6. Understand and interpret web analytics; determine the appropriate KPIs for any type of website and make appropriate recommendations to an e-commerce website based on the conversion funnel and analytics.
7. Understand and implement best practices in marketing to a database of current and potential customers via email.
8. Create compelling content including titles, bylines and copy and utilize knowledge of social media tactics to design an effective social media campaign.
9. Use new media including social media, blogs, web sites and online portfolios for course presentations and job preparation.
10. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.

Film & Video Certificate – Learning Outcomes

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Multimedia Certificate – Learning Outcomes

1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.

7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

News & Sports Certificate - Learning Outcomes
1. Effectively use a variety of industry tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry
3. Plan, create and maintain a professional portfolio highlighting professional skills and capabilities. Showcase portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other digital media technologies
5. Apply critical thinking & aesthetic judgments creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

Web Design & Development Certificate Learning Outcomes
1. Effectively use a variety of industry standard tools and processes for producing contemporary forms of digital media across multiple delivery platforms and delivery systems.
2. Use advanced technologies within a chosen area of specialization with the goal of successfully transitioning from school to working in the industry.
3. Plan, create and maintain a professional portfolio highlighting and marketing professional skills and capabilities. Showcase this portfolio via websites, blogs, and social media to achieve employment and educational goals.
4. Demonstrate key competencies in media writing, video production, audio production, graphic design, interactive media, photography and other technologies within digital media arts.
5. Apply critical thinking and aesthetic judgments in creating collaborative Digital Media projects.
6. Communicate clearly, concisely, visually, verbally and in writing, using techniques appropriate for the intended audience.
7. Apply course knowledge and gain media production experience in a work environment through experiential learning including internships, practicums and community engaged learning.

New Media Production

General Education (21 credits)

Includes ENG*101, MAT*173, Science
CCS*101 College and Career Success – Digital Media Cohort
COM129 Digital Video Production (Arts & Humanities)
COM*173 Public Speaking or COM*111Scriptwriting in Media (Written Comm)

MIDDLESEX COMMUNITY COLLEGE
MxCC
CENTER FOR NEW MEDIA

Program Requirements (All Specialties, 6 Credits)

NMP*101 Digital Media Foundations or NMP*125 New Media Production
NMP*203 Media Literacy or COM*154 Film Studies & Appreciation

Certificates (12 Credits of Specialty/Certificate Program Requirements & 15 Credits of Directed Electives)

Audio & Music

Specialized Program Requirements
COM*131 Audio Production
MUS*115 Music Theory
MUS*218 Elect. Music Comp I
MUS*219 Elect. Music Comp II
Directed Elective
MUS*237 Sound Recording
MUS*238 Adv. Music Mixing & Processing
MUS*190 Group Piano
MUS*166 Ear Training
Music Studies Elective
Unrestricted Elective

Corporate Media

Specialized Program Requirements
NMP*1110 Intro to Digital Graphics
NMP*220 TV Studio Production
NMP*293 Corp. Media Practicum
NMP*264 Advanced Video Editing
Directed Electives
NMP*147 Digital Cinematography or COM*131 Audio Production
BMG*204, Managerial Comm. or BES*118 Small Business Mgmt
BMK* 201 Principles of Marketing
COM/NMP Elective
Unrestricted Elective

Digital Marketing

Specialized Program Requirements
BMK*201 Principles of Marketing
BMK*216 Internet Marketing
COM*120 Social Media Strategies
NMP*1110 Intro. to Digital Graphics
Directed Electives
BMG*202 Principles of Mgmt
NMP*2210 Web Production Fundamentals
Elective - Any Course in ACC/BBG/BMG/COM/ENG/NMP
Elective - Any Course in ACC/BBG/BMG/COM/ENG/NMP
Unrestricted Elective

Film & Video

Specialized Program Requirements
NMP*153 Film Production
NMP*220 TV Studio Production
NMP*228 News, Documentary & Reality Programming
NMP*264 Advanced Video Editing
Directed Electives
NMP*147 Digital Cinematography or COM*131 Audio Production
COM*131 Audio Production or NMP Elective
COM/NMP Elective
Unrestricted Elective

Multimedia

Specialized Program Requirements
ART*121 2D Design
NMP*1110 Intro to Digital Graphics
NMP*1120 Image Editing & the Pixel
NMP*125 New Media Production
Directed Electives
NMP*2210 Web Production Fundamentals
GRA*151 Graphic Design I or NMP*2100 Introduction to Animated Productions
ART/COM/GRA/NMP Elective (2)
Unrestricted Elective

News & Sports

Specialized Program Requirements
COM*121 Journalism
NMP*220 TV Studio Production
NMP*228 News, Documentary & Reality Programming
NMP*264 Advanced Video Editing
Directed Electives
NMP*147 Digital Cinematography or COM*131 Audio Production
COM*131 Audio Production or NMP Elective
NMP*1110 Intro to Digital Graphics or NMP*1120 Image Editing & the Pixel
COM or NMP Elective
Unrestricted Elective

Web Design & Dev.

Specialized Program Requirements
NMP*1110 Intro to Digital Graphics
NMP*1120 Image Editing & the Pixel
NMP*2210 Web Production Fundamentals
NMP*2220 Web Production II
Directed Electives
NMP*2200 Producing Interactive Media
COM*120 Social Media Strategies
ART/COM/NMP/GRA Elective
ART/COM/NMP/GRA Elective
Unrestricted Elective

Program Requirements: Capstone Courses
(6 Credits)

NMP*287 Media Production Capstone
NMP*295 Experiential Learning & Practice in Media Production or
NMP*293 Center for New Media Production Practicum

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New Media Production Degree with Embedded Certificates

	Course Number	Course Name	Credits
	General Education Core Courses (for all degree options)		
1	ENG*101	English Composition	3
2	MAT*137 or higher	Intermediate Algebra or higher	3
3	COM 129	**Arts & Humanities:** COM*129 Digital Video Production	3
4		**Scientific Reasoning or Scientific Knowledge and Understanding** Any course vetted for the learning outcomes for SR or SK	3-4
5	Recommended COM*101 or ECN*102	**Social / Behavioral Science or Historical Knowledge** Any course vetted for the learning outcomes for S/BS or HK *Recommended: COM*101 Mass Communication or ECN*102 Microeconomics*	3
6	COM 173 or COM*111	**Choose one from:** **Oral Communication:** COM*173: Public Speaking or, **Written Communication II:** COM*111 Scriptwriting. *Required in Film & Video, News & Sports and Corporate Media options*	3
7	CCS*101	**Continued Learning /Info. Literacy:** CCS*101 College and Career Success	3
		General Education Core Credits	**21-22**

New Media Production Degree with Embedded Certificates

Program Requirements: (24 credits)				
Program Courses Required in All programs (12 Credits)				
	Course Number	**Course Name**	**Credits**	**Pre/Corequisite**
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Production	**3**	
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	**3**	ENG*101 Eligible
10	NMP*287	Media Production Capstone	**3**	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Production or Center for New Media Practicum	**3**	Permission of Instructor
Program Requirements: Specialized Courses for the Certificate (12 credits)				
12		Program Requirement	3	
13		Program Requirement	3	
14		Program Requirement	3	
15		Program Requirement	3	
		Total Program Requirements:	**24**	
Program Directed Electives: (15 credits)				
16		Directed Elective	3	
17		Directed Elective	3	
18		Directed Elective	3	
19		Directed Elective	3	
20		Directed Elective	3	
		Directed Electives	**15**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21-22**	
		Total Program Credits	**60-61**	

1. New Media Production with Embedded Certificate: Audio and Music Production

	Course Number	Course Name	Credits	Pre/Corequisite
	Program Requirements: (24 credits)			
	Program Courses Required in All programs (12 Credits)			
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Production	3	
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	3	ENG*101 Eligible
10	NMP*287	Media Production Capstone	3	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Production or Center for New Media Production Practicum	3	Permission of Instructor
	Program Requirements: Audio & Music: (12 credits)			
12	COM*131	Audio Production	3	
13	MUS*115	Music Theory	3	Recommended to be taken concurrently MUS*166 and MUS*190
14	MUS*218	Electronic Music Composition	3	MUS*115, MUS*166 and Music 190
15	MUS*219	Electronic Music Composition II	3	MUS*218
		Total Program Requirements:	**24**	
	Program Directed Electives: Audio & Music (15 credits)			
16	MUS*237	Principles of Sound Recording	3	MUS*219
17	MUS*238	Advanced Music Mixing & Processing	3	MUS*219
18	MUS*101, *102, *104, *107 *137 or MUS*138	Music History & Appreciation, Music History II, Today's Music, World Music, Jazz, or Rock & Roll	3	
19	MUS*166	Ear Training I	1	
20	MUS*109	Group Piano I	1	
21	COM/NMP Elective	COM/NMP Elective	3	
22	Unrestricted Elective	Any course number 100 or higher	3	
		Directed Electives	**17**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21-22**	
		Total Program Credits	**61-62**	

2. New Media Production with Embedded Certificate: Corporate Media

	Program Requirements: (24 credits)			
	Program Courses Required in All programs (12 Credits)			
	Course Number	**Course Name**	**Credits**	**Pre/Corequisite**
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Production	**3**	
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	**3**	ENG*101 Eligible
10	NMP*287	Media Production Capstone	**3**	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Production or Center for New Media Production Practicum	**3**	Permission of Instructor
	Program Requirements: Corporate Media: (12 credits)			
12	NMP*1110	Introduction to Digital Graphics	3	
13	NMP*220	TV Studio Production	3	COM*129
14	COM*120	Social Media Strategies	3	
15	NMP*264	Advanced Video Editing	3	COM*129
		Total Program Requirements:	**24**	
	Program Designated Electives: Corporate Media (15 credits)			
16	NMP*147 or COM*131	Digital Cinematography OR Audio Production	3	COM*129/ None
17	BMG*204 or BES*118	Managerial Communications or Small Business Management	3	ENG*101or ENG*101 Eligible
18	BMK*201	Principles of Marketing	3	ENG*101 Eligible
19	COM/NMP Elective	COM/NMP Elective	3	
20	Unrestricted Elective	Any course number 100 or higher	3	
		Designated Electives	**15**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21-22**	
		Total Program Credits	**60-61**	

3. New Media Production with Embedded Certificate: Digital Marketing

	Program Requirements: (24 credits)			
	Program Courses Required in All Programs (12 Credits)			
	Course Number	**Course Name**	**Credits**	**Pre/Corequisite**
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Production	**3**	
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	**3**	ENG*101 Eligible
10	NMP*287	Media Production Capstone	**3**	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Production or Center for New Media Production Practicum	**3**	Permission of Instructor
	Program Requirements: Digital Marketing: (12 credits)			
12	BMK*201	Principles of Marketing	3	ENG*101 Eligible
13	BMG*202	Principles of Management	3	ENG*101 Eligible
14	BMK*216	Internet Marketing	3	
15	COM*120	Social Media Strategies	3	
		Total Program Requirements:	**24**	
	Program Directed Electives: Digital Marketing (15 credits)			
16	NMP*1110	Introduction to Digital Graphics	3	ENG*101 Eligible
17	NMP*2210	Web Production Fundamentals	3	NMP*1110
18	Elective	ACC/BBG/BMG/COM/ENG/NMP	3	
19	Elective	ACC/BBG/BMG/COM/ENG/NMP	3	
20	Elective	100 Level course or higher	3	
		Directed Electives	**15**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21-22**	
		Total Program Credits	**60-61**	

4. New Media Production with Embedded Certificate: Film and Video

	Total Program Requirements: (24 credits)			
	Program Courses Required in All programs (12 Credits)			
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Prod.	**3**	None
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	**3**	ENG*101 Eligible
10	NMP*287	Digital Media Capstone	**3**	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Prod. or Center for New Media Prod. Practicum	**3**	Permission of Instructor
	Program Requirements: Film & Video: (12 credits)			
12	NMP*153	Film Production	3	COM*129
13	NMP*220	TV Studio Production	3	COM*129
14	NMP*228	News, Documentary and Reality Programming	3	NMP*220 or COM*121 AND any ENG*101, COM*111 Recommended
15	NMP*264	Advanced Video Editing	3	COM*129
		Total Program Requirements:	**24**	
	Program Directed Electives: Film & Video (15 credits)			
16	NMP*147 or COM*131	Digital Cinematography or Audio Production	3	COM*129 / None
17	COM*131 or NMP Elective	Audio Production or NMP Elective	3	
18	COM/NMP Elective	COM/NMP Elective	3	
19	COM/NMP Elective	COM/NMP Elective	3	
20	Unrestricted Elective	Any course number 100 or higher	3	
		Directed Electives	**15**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21**	
		Total Program Credits	**60-61**	

5. New Media Production with Embedded Certificate: Multimedia

	Total Program Requirements: (24 credits)			
	Program Courses Required in All programs (12 Credits)			
	Course Number	**Course Name**	**Credits**	**Pre/Co-requisite**
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Prod.	**3**	None
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	**3**	ENG*101 Eligible
10	NMP*287	Digital Media Capstone	**3**	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Production or Center for New Media Production Practicum	**3**	Permission of Instructor
	Program Requirements: Multimedia: (12 credits)			
12	ART*121	Two-Dimensional Design	3	
13	NMP*1110	Introduction to Digital Graphics	3	
14	NMP*1120	Image Editing and The Pixel	3	NMP*1110
15	NMP*2200	Producing Interactive Media	3	NMP*1110
		Total Program Requirements:	**24**	
	Program Directed Electives: Multimedia (15 credits)			
16	NMP*2210	Web Production Fundamentals	3	NMP*1110
17	GRA*151 or DGA*260	GRA151 Graphic Design I or Animation	3	
18	ART/COM/GRA/NMP Elective	ART/COM/GRA/NMP Elective	3	
19	ART/COM/DGA/NMP Elective	ART/COM/GRA/NMP Elective	3	
20	Unrestricted Elective	Any course number 100 or higher	3	
		Designated Electives	**15**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21-22**	
		Total Program Credits	**60-61**	

6. New Media Production with Embedded Certificate: News and Sports

	Course Number	Course Name	Credits	Pre/Corequisite
	Total Program Requirements: (24 credits)			
	Program Courses Required in All programs (12 Credits)			
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Production	**3**	None
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	**3**	ENG*101 Eligible
10	NMP*287	Digital Media Capstone	**3**	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Production or Center for New Media Production Practicum	**3**	Permission of Instructor
	Program Requirements: News & Sports: (12 credits)			
12	COM*121	Journalism	3	ENG*101
13	NMP*220	TV Studio Production	3	COM*129
14	NMP*228	News, Documentary and Reality Programming	3	NMP*220 or COM*226 AND ENG*101, COM*111 recommended
15	NMP*264	Advanced Video Editing	3	COM*129
		Total Program Requirements:	**24**	
	Program Directed Electives: News & Sports (15 credits)			
16	NMP*147 or COM*131	Digital Cinematography or Audio Production	3	COM*129 None
17	COM*131 or NMP Elective	Audio Production or NMP Elective	3	
18	NMP*1110 or NMP*1120	Introduction to Digital Graphics or NMP*1120 Image Editing and The Pixel	3	NMP*1110 for NMP*1120
19	COM/NMP Elective	COM/NMP Elective	3	
20	Unrestricted Elective	Any course number 100 or higher	3	
		Directed Electives	**15**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21-22**	
		Total Program Credits	**60-61**	

7. New Media Production with Embedded Certificate: Web Design and Development

	Total Program Course Requirements: (24 credits)			
	Program Courses Required in All programs (12 Credits)			
	Course Number	**Course Name**	**Credits**	**Pre/Co-requisite**
8	NMP*101 or NMP*125	Digital Media Foundations or New Media Prod.	**3**	None
9	NMP*203 or COM*154	Media Literacy or Film Study & Appreciation	**3**	ENG*101 Eligible
10	NMP*287	Digital Media Capstone	**3**	*Sophomore Status in NMP, Comm. A.S. or certificate; completed 3 prod. courses; or permission of instructor*
11	NMP*295 or NMP*293	Experiential Learning & Practice in Media Production or Center for New Media Production Practicum	**3**	Permission of Instructor
	Program Requirements: Web Design & Development (12 credits)			
12	NMP*1110	Introduction to Digital Graphics	3	
13	NMP*1120	Image Editing and The Pixel	3	NMP*1110
14	NMP*2210	Web Production Fundamentals	3	
15	NMP*2220	Web Production II	3	NMP*2210
		Total Program Requirements:	**24**	
	Program Directed Electives: Web Design & Development (15 credits)			
16	NMP*2200	Producing Interactive Media	3	NMP*101
17	COM*120	Social Media Strategies	3	
18	ART/COM/GRA/NMP Elective	ART/COM/GRA/NMP Elective	3	
19	ART/COM/GRA/NMP Elective	ART/COM/GRA/NMP Elective	3	
20	Unrestricted Elective	Any course number 100 or higher	3	
		Directed Electives	**15**	
		Total Program Requirement Credits	**24**	
		General Education Core Credits	**21-22**	
		Total Program Credits	**60-61**	

Addendum:

Center for New Media Productions
Client List

Hartford Courant
Liberty Bank
Prentice Hall Publishing
Cheseborough-Ponds
Wesleyan University
Unilever
Tremaine Foundation
United Labor
United Technologies
- Hamilton Sundstrand
- Sikorsky Aircraft
- Pratt and Whitney
- Otis Elevator Company

New Venture Fund
Elkinson + Sloves
O'Donnell Company
Media Edge Consultants
CDM Smith
Community Economic Development Fund (CEDF)
Open Communities Alliance,
Formata
American Radio Relay League (ARRL)
New Venture Fund
PACENow
GearUp
Program
Access Health CT
Clearwater Systems
OKAY Industries
ShelterLogic
Integrity Outdoor Brands
EDAC
Cedar Hill Cemetery
Adath Isreal
Middletown Youth Services Bureau
Middlesex County Chamber of Commerce
Russell Library
Greater Hartford Urban League
Riverview Children's Hospital
Middlesex Hospital
Community Health Center Inc.

Middletown Adult Education
Capitol Region Education Council (CREC)
Birk Engineering
International Aero Engines
The Stanley Works
ADC Video Systems
A.C.E.S
Bristol Board of Education
Middlesex County United Way
Anaquest
The City of Middletown
Paint Retailers of America.

State Agencies

University of Connecticut (UCONN)
Connecticut Judicial Branch
Office of Victims Services (OVS)
Connecticut State Colleges and Universities (CSCU)
College of Technology (COT)
CSCU Foundation
Connecticut Humanities Council
Clean Energy Finance & Investment Authority (CEFIA)
Capital Region Council of Governments(CRCOG)
Workforce Alliance

Connecticut Departments of
- Energy &Environmental Protection (DEEP)
- Labor (DOL)
- Revenue Services (DRS)
- Children and Families (DCF)
- Department of Transportation (DOT)
- Public Health (DPH)
- Connecticut Technical Education and Career System (CTECS)

State Agencies Outside of Connecticut

Maryland Department of Labor, Licensing & Regulation
Maine Depart. of Environmental Protection.

Addendum: Facilities

Center for New Media
Studios

Studio Lobby

Video Control Room

TV Studio

TV Studio – News Desk

TV Studio – Cameras against Cyc Wall

TV Studio – Chroma Key/Green Screen Effects Area

Music Recording Control Room.

Music Recording

Music Recording – Studio B / Isolation Room.

Radio – Podcast Studio

Editing Suites.
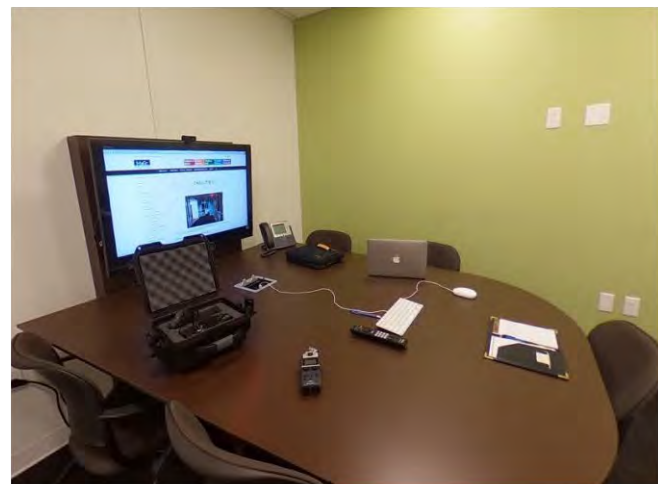
Green Room

Center for New Media.
Classrooms

Chapman 605 – Lecture Classroom.

Chapman 610 - Digital Media Production Classroom

Chapman 612 – Digital Audio Production Classroom.

Electronic Music Production

Chapman 629 – Collaborative Production Classroom

Center for New Media – Equipment Loan Pool

Sample Class Photos

Program Descriptors: CIP Codes and Bureau of Labor Statistics Occupational Classifications

1. CIP Code Number:

New Media Production Applied Associates Degree
9.0702 Digital Communication and Media/Multimedia. (NEW)
A program that focuses on the development, use, and regulation of new electronic communication technologies using computer applications and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in the principles of computers and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues**.**

Audio and Music Certificate
10.0203 Recording Arts Technology/Technician. (NEW)
A program that prepares individuals to apply technical knowledge and skills to the production of sound recordings as finished products or as components of film/video, broadcast, live, or mixed media productions. Includes instruction in sound equipment operation and maintenance; music, dialogue, and sound effects recording; sound track editing; dubbing and mixing; sound engineering; tape, disk, and CD production; digital recording and transmission; amplification and modulation; and working with producers, editors, directors, artists, and production managers.

Corporate Media and Film & Video Certificates
10.0105 Communications Technology/Technician (NEW)
A program that generally prepares individuals to function as workers and managers within communications industries. Includes instruction in business economics; basic management; principles of interpersonal and mediated communications; radio, television, and digital media production; and related aspects of technology and communications systems.

Multimedia and Web Design & Development Certificates
09.0702   Digital Communication and Media/Multimedia.   (NEW) A program that focuses on the development, use, and regulation of new electronic communication technologies using computer applications and that prepares individuals to function as developers and managers of digital communications media. Includes instruction in the principles of computers and telecommunications technologies and processes; design and development of digital communications; marketing and distribution; digital communications regulation, law, and policy; the study of human interaction with, and use of, digital media; and emerging trends and issues

Digital Marketing Certificate
52.1401 Under General Marketing/Marketing Management. A program that generally prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. Includes instruction in buyer behavior and dynamics, principle of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets.

News and Sports
10.0202. *The National Center for Education Statistics does not have a description for this CIP Code*

Bureau of Labor Statistics: Standard Occupational Classification (2018)

11-0000 Management Occupations: *It should be noted that as of 2018 the Bureau of Labor Statistics did not have an occupation category for Digital Marketing Specialist, a position often requiring certification. BLS also does not list new media occupations such as Social Media Manager, Marketing Analytics, etc. The closest is*

- **11-2020 Marketing and Sales Managers**
  - **11-2021 Marketing Managers**

    Plan, direct, or coordinate marketing policies and programs, such as determining the demand for products and services offered by a firm and its competitors, and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services. Illustrative examples: *Internet Marketing Manager , Marketing Administrator , Marketing Director*

15-0000 Computer and Mathematical Occupations
 15-1200 Computer Occupations
  - **15-1254 Web Developers**

    Develop and implement websites, web applications, application databases, and interactive web interfaces. Evaluate code to ensure that it is properly structured, meets industry standards, and is compatible with browsers and devices. Optimize website performance, scalability, and server-side code and processes. May develop website infrastructure and integrate websites with other computer applications. Excludes "Special Effects Artists and Animators" (27-1014). Illustrative examples: *Intranet Developer , Web Applications Developer , Web Architect*
  - **15-1255 Web and Digital Interface Designers**

    Design digital user interfaces or websites. Develop and test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers or devices. Use web framework applications and client-side code. Evaluate web design analyze web use metrics optimizing websites for marketability and search engine ranking. Design and test interfaces for human-computer interaction, maximizing the usability of digital devices, websites, and software with a focus on aesthetics and design. Create graphics used in websites. Manage website content and links. Illustrative examples: *Digital Designer , Graphic Web Designer , Web Content Specialist*

27-0000 Arts, Design, Entertainment, Sports, and Media Occupations
 27-1000 Art and Design Workers
- **27-1010 Artists and Related Workers**
  - **27-1014 Special Effects Artists and Animators**

    Create special effects or animations using film, video, computers, or other electronic tools and media for use in products, such as computer games, movies, music videos, and commercials. Illustrative examples: *3D Animator , Special Effects Artist*

- **27-1020 Designers**
  - **27-1024 Graphic Designers**

    Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects. Excludes "Web and Digital Interface Designers" (15-1255). Illustrative examples: *Graphic Artist, Visual Designer*

- **27-2000 Entertainers and Performers, Sports and Related Workers,**
  - **27-2010 Actors, Producers, and Directors**

- **27-2012 Producers and Directors**

   Produce or direct stage, television, radio, video, or film productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of actors or guests, set design, sound, special effects, and choreography. Illustrative examples: *Independent Film Maker , Stage Manager*

- **27-4000 Media and Communication Equipment Workers**
  - **27-4010 Broadcast, Sound, and Lighting Technicians**
    - **27-4011 Audio and Video Technicians**

       Set up, operate, maintain, and dismantle audio and video equipment and related electronic equipment for live or recorded events, such as concerts, meetings, conventions, presentations, podcasts, news conferences, and sporting events. Illustrative examples: *Video Control Operator , Video Production Assistant*
    - **27-4012 Broadcast Technicians**
      - Set up, operate, and maintain the electronic equipment used to acquire, edit, and transmit audio and video for radio or television programs. Control and adjust incoming and outgoing broadcast signals to regulate sound volume, signal strength, and signal clarity. Operate satellite, microwave, or other transmitter equipment to broadcast radio or television programs. Illustrative examples: *Broadcast Engineer*
    - **27-4014 Sound Engineering Technicians**
      - Assemble and operate equipment to record, synchronize, mix, edit, or reproduce sound, including music, voices, or sound effects, for theater, video, film, television, podcasts, sporting events, and other productions. Excludes "Audio and Video Technicians" (27-4011). Illustrative examples: *Audio Recording Engineer , Sound Editor , Sound Effects Technician*
    - **27-4015 Lighting Technicians**
      - Set up, maintain, and dismantle light fixtures, lighting control devices, and the associated lighting electrical and rigging equipment used for photography, television, film, video, and live productions. May focus or operate light fixtures, or attach color filters or other lighting accessories. Excludes "Audio and Video Technicians" (27-4011). Illustrative examples: *Gaffer*

  - **27-4030 Television, Video, and Film Camera Operators and Editors**
    - **27-4031 Camera Operators, Television, Video, and Film**
      - Operate television, video, or film camera to record images or scenes for television, video, or film productions. Illustrative examples: *News Videographer*
    - **27-4032 Film and Video Editors**
      - **Edit moving images on film, video, or other media. May work with a producer or director to organize images for final production. May edit or synchronize soundtracks with images. Excludes "Sound Engineering Technicians" (27-4014). Illustrative examples:** *Cue Selector , Film Editor , Television News Video Editor*
      -
  - **27-4090 Miscellaneous Media and Communication Equipment Workers**
    - **27-4099 Media and Communication Equipment Workers, All Other**
      - All media and communication equipment workers not listed separately.

Connecticut's Department of Education considers Digital Arts part of the Connecticut Arts Standards under STEAM (Science, Technology, Engineering, Art and Mathematics).

Program Name: Pathway to Teaching Careers

Degree Type: A.A.

Program Description:

This program is designed for students who wish to transfer to a Connecticut State University to pursue teacher certification in elementary and/or secondary education. This program also prepares students for teacher preparation programs at many private institutions. The courses will prepare students to fulfill general education requirements, begin foundational work in education theory and practice, and develop greater expertise in their fields of study. Upon successful completion of the program, students will be eligible to transfer their credits to a CSU, where they can apply for acceptance into the teacher certification program. Students are advised to review the requirements of the transfer institution with their academic advisor prior to course selection.

Program Learning Outcomes:

In addition to meeting the general education outcomes, graduates will:

- Work **creatively** with others, including culturally and intellectually diverse peoples; think critically; and demonstrate an appreciation for learning.
- Describe the role of the teacher in the classroom.
- Identify the requirements for teaching based on academic program requirements and state certification requirements.
- Recognize broader historical, cultural, global and scientific perspectives as they relate to education.
- Demonstrate a respect for others, coupled with an understanding of ethical behavior and civic responsibility.

Program Descriptors:

*Possible Field work
*Basic skills testing
*State of Connecticut Certification Portal

General Education Core (21-22)

	Course Number or Category	Course Name	# of Credits
1	ENG*101	English Composition	3
2	Math	**STEM teacher candidates should see advisor** Math 137/137L Intermediate Algebra for Liberal Arts	3
3	Arts and/or Humanities	Choose one from courses vetted for TAP Arts and Humanities ARC 102, ART**,** COM, DGA, ENG, ESL (2 top levels), GRA, HUM, MUS, PHL, THR **Recommended Courses: See advisor**	3
4	Scientific Knowledge and Understanding	AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes. **Recommended Courses: See advisor.** You must complete one course that includes a lab. It can be in either category (Scientific Knowledge and Understanding, or in Scientific Reasoning in Program Core.)	3-4
5	Historical Knowledge	HIS 201: US History I **or** HIS 202: US History II	3
6	Written Communication II	Choose an <u>ENG</u> course vetted for TAP Written Communication II outcomes	3
7	CCS 101	CCS 101: College and Career Success	3
	General Education Core Credits		**21-22**

Program Requirements (38-45 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
EDUC 2010	Foundations of U.S. Public Education	3	Eligib. ENG 101
EDUC 2020 or ECED 215	Normal and Exceptional Childhood and Adolescent Development (formerly PSY 216) **or** Exceptional Learners **Recommended Courses: See advisor** based on transfer institution and endorsement level.	3	PSY 111 or ECED 182 (for EDUC 2020) Or ENG 101, ECED 182 and PSY 204 or permission of program coordinator
PSY 111	General Psychology	3	TBD
Child and/or Human Growth and Development	*For Elementary Education Emphasis* ECED 182, PSY 201, PSY 202, or PSY 204 **or** *For Secondary Education Emphasis* PSY 201, PSY 202, or PSY 204 **Recommended Courses: See advisor** based on transfer institution and endorsement level.	3	Varies upon Choice
MAT	*For Elementary Education Emphasis* MAT 143 Math for Elementary Education or Math 141 Number Systems **or** *For Secondary Education Emphasis* MAT 146 Math for the Liberal Arts or higher	3-4	
Scientific Reasoning	Choose One from Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning **Recommended Courses: See advisor** You must complete one course that includes a lab. It can be in either category (Scientific Reasoning or in Scientific Knowledge and Understanding in General Education Requirements.)	4	Varies upon Choice
COM 173 OR COM 101	Public Speaking **or** Intro to Mass Communications	3	Varies upon Choice
World Language	Choose 0-8 credits of ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL, or the two upper-level courses of ESL *If exempt from all or some of world language requirement through placement, choose appropriate number of content area electives to meet total credit requirement for the degree (minimum 60).* *The completion of three years of study up to the third level in a single*	0-8	Varies upon Choice

	language at the high school level meets the language requirement for the Pathway to Teaching Careers, A.A. Degree. *Transfer institutions can vary widely in their world language requirements. For example, the SCSU world language requirement is waived for students who complete this degree. Additionally, Sign language courses do not meet this requirement at all schools. For example, Sign language courses fulfill this requirement at CCSU, but not ECSU.* **Recommended Courses: See advisor** *Before selecting a language sequence, check the specific transfer requirements for the colleges and universities to which you are considering transferring and/or consult an advisor.*		
	Content Area Electives: ***Choose appropriate number of content area electives to meet total credit requirement for the degree (minimum 60).*** *Note that all Connecticut public school elementary and secondary level teachers are required to have a subject area major in addition to education. Transfer institutions vary widely in their content area requirements and not all community college courses are available at all campuses* **Recommended Courses: See advisor**	7-23	Varies upon Choice
	Program Requirement Credits	**38-45**	
	General Education Core Credits	**21-22**	
	Program Total Credits	**60-66**	

Program Name: Public Utility Management

Degree Type: Associate of Science Degree

Program Description: The Public Utility Management program will provide graduates with a wide variety of career options in the field. The industry offers an array of career tracks for those with a strong technical background as well as graduates with an aptitude in business, marketing, accounting, information technology, data analysis, and office administration. Credits from the Certificate in Water Management count toward an associate degree in Public Utility Management. Earning an Associate of Science Degree in Public Utility Management allows the opportunity for a seamless transfer to Southern Connecticut State University (SCSU) where students can earn a bachelor's degree in Business Administration with a specialization in Public Utility Management.

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

- Describe and apply the operations of public utility management
- Apply effective written and oral communication skills to articulate opportunities, ideas, and problems identified, as well as appropriate strategic responses across the economic social, environmental, public and political spheres
- Formulate team dynamics and working in groups, particularly in relation to the functioning of critical incident response teams
- Devise and translate ideas into logical steps that utilize resources and establish best practices with colleagues for customers and suppliers/vendors
- Employ and make use of written documents such as Environmental Protection Agency methods of analysis, internal standard operating procedures, safety rules, policy manuals, and professional journals
- Analyze and interpret the legal and/or regulatory implications of business and utility management
- Perform laboratory testing and analyses required for operational control and regulatory compliance

Program Descriptors:
This program transfers to Southern Connecticut State University's Business Administration - Public Utility Management B.S. degree.

General Education Core Courses			
Course Number		**Course Name**	**# of Credits**
1	ENG*101	English Composition	**3**
2	MAT*167	Principles of Statistics	**3**
3	ENG 102 or ENG 200	**Arts and Humanities:** Literature and Composition Advanced Composition	**3**
4	EVS 114 or ENV 101 and 101L	**Scientific Reasoning/Scientific Knowledge + Understanding:** Environmental Science with Laboratory or Intro to Environmental Science with Lab	**4**
5	ECN 101	**Social/Behavioral Science:** Macroeconomics	**3**
6	BBG 210	**Oral Communication:** Business Communication	**3**
7	CCS 101	College and Career Success	**3**
		General Education Core Credits	**22**

Program Requirements			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ACC 113	Principles of Financial Accounting	**3**	Pre-req: MAT 095 or satisfactory placement on the Basic Skills Assessment
ACC 117	Principles of Managerial Accounting	**3**	Pre-req: Completion of ACC*113 with a C or higher ACC 113
BMG 110	Public Utility Management	**3**	None
BBG 231	Business Law I	**3**	Pre-req: Completion of ENG* 101 with C- or better
BBG 240	Business Ethics	**3**	Pre-req: Completion of ENG* 101 with C- or better
BMG 202	Principles of Management	**3**	Pre-req: Completion of ENG* 101 with C- or better
BMG 216	Rates and Revenues	**3**	Pre-req: Completion of ENG* 101 with C- or better
BMG 219	Asset and Infrastructure Management	**3**	Pre-req: Completion of ENG* 101 with C- or better
BMG 221	Customer Relations	**3**	Pre-req: Completion of ENG* 101 with C- or better
ECN 102	Microeconomics	**3**	Eligibility for ENG 101
CSA 135	Spreadsheets Applications	**3**	TBD
ENV 110	Environmental Regulations	**3**	Pre-req: ENV 101 and ENV 101L
Directed Elective	**Elective Choices – Must choose 2:** BBG 292 Business Practicum BBG 299 Business Coop/Internship QUA 114 Principles of Quality Control BMK 201 Principles of Marketing WMT 101 Water Treatment and Distribution WMT 102 Special Topics in Water Treatment WMT 103 Special Topics in Water Distribution	**6**	Pre-req: BBG 292 and 299 by permission QUA 114 – MFG 105 or equivalent BMK 201- Completion of ENG* 101 with C- or better WMT 101, 102 and WMT 103 - none
	Program Requirement Credits	**42**	
	General Education Core Credits	**22**	
	Program Total Credits	**64#**	

##The program is requesting an exemption of the three credits of CCS 101 toward the credit normalization policy.

Program Name:

Small Business Management and Entrepreneurship

Degree Type: **Associate in Science**

Program Description:
Small businesses are vital to the growth of our economy and will create most new jobs. This career program prepares students to be entrepreneurs and to start up new businesses, expand existing businesses, or apply entrepreneurial skills in a corporate setting. It also develops small business management skills to operate small businesses. This program will provide an opportunity to develop entrepreneurial skills with an understanding of marketing, accounting, business law, and management as they relate to business ownership. Practical training is provided through internships in small business settings. The program courses may be transferred to bachelor's degree programs.

Program Learning Outcomes:
1. Identify core concepts of entrepreneurial ventures and small business management and their impact on society and the global economy.
2. Describe the legal and ethical environments for entrepreneurs and small businesses.
3. Demonstrate analytical, problem-solving, and decision-making skills applicable to entrepreneurial ventures and small business management
4. Demonstrate information literacy through research skills and the use of technology.
5. Apply effective written and oral communication skills to business situations.

Program Descriptors:
This is a career/workforce specialized degree. The Small Business Management and Entrepreneurship students utilize the Gateway Small Business Center, and the Werth Center for Innovation and Entrepreneurship at Housatonic Community College. The Werth Center provides mentoring, workshops, MakerSpace, and a student store/website. In the Launch a Business (BES 295) capstone course, students focus on launching businesses or growing their existing businesses. The BES 295 course is currently taught jointly with Gateway and Housatonic students.   This degree program can be completed fully online.

Note: According to the *Wall Street Journal* on Nov. 29, 2021, **"**The pandemic has unleashed a historic burst in entrepreneurship and self-employment. Hundreds of thousands of Americans are striking out on their own as consultants, retailers, and small-business owners. The number of unincorporated self-employed workers has risen by 500,000 since the start of the pandemic, Labor Department data show, to 9.44 million. That is the highest total since the financial-crisis year 2008, except for this summer. The total amounts to an increase of 6% in the self-employed, while the overall U.S. employment total remains 3% lower than before the pandemic."

General Education Core Courses		
Course Number	**Course Name**	**# of Credits**
1 ENG*101	**English Composition**	**3**
2 MAT XXX	**Math Course (MAT*109 or higher)**	**3**
3 Arts & Humanities	**Arts or Humanities Course** Any course vetted as Arts or Humanities Course Recommend ENG, ART or GRA	**3-4**
4 Science	**Scientific Reasoning or Scientific Knowledge and Understanding** Any course vetted as Scientific Reasoning or Scientific Knowledge and Understanding	**3-4**
5 ECN 101 or ECN 102	**Social/Behavioral Science** ECN 101 Macroeconomics or ECN 102 Microeconomics	**3**
6 BBG 210	**Oral Communications** Business Communications	**3**
7 CCS 101	**Continued Learning/Information Literacy** College and Career Success	**3**
	General Education Core Credits	**21-23**

Program Requirements

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ACC 113	Principals of Financial Accounting	3	Pre-req: MAT 095 or satisfactory placement on Basic Skills Assessment
ACC 125	Accounting Computer Applications	3	Pre-req: ACC 113 with C- or better
BBG 231	Business Law I	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BBG 294	Business Internship	3	ENG 101, fifteen earned credits in business courses, minimum overall GPA 2.5. Instructor's permission
BES 218	Entrepreneurship	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BES 219	Management and Growth – Small Business	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BES 239 or BES 295	Business Plan Launch a Business	3	BES 239 – BES 218 and pre/co ACC113 and BMK 201 or instructor's permission BES 295 Pre req: - BES 218 or Instructor's Permission
BMK 201	Principles of Marketing	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BMK 215	Principles of eBusiness	3	None
CSA 105 or CSA 135	Introduction to Software Applications Spreadsheet Applications	3	TBD
Business Elective	ACC, BES, BBG, BFN, BMG, BFN, BMK, ECN, HSP 244, CSA; elective can be outside of the business department with approval of program coordinator if course is related to business being started.	9	Depends on elective selected
	Program Requirement Credits	**39**	
	General Education Core Credits	**21-23**	
	Program Total Credits	**60-62**	

Credit Certificate Program Name:
Small Business Management and Entrepreneurship

Certificate Description:

The certificate program is designed to prepare prospective entrepreneurs in the fundamentals of starting and managing their own businesses and to launch new ventures. For entrepreneurs who already have an established business, the program will help them strengthen their business and managerial skills. Students may complete the program in two semesters. Students should check with their advisor during the scheduling process to make sure courses are taken in proper sequence and any prerequisites have been met. Students will be able to apply the credits earned towards an AS degree in Entrepreneurial Studies.

Certificate Learning Outcomes:

1. Identify core concepts of entrepreneurship and small business management and their impact on society and the global economy.
2. Describe the legal and ethical environments for entrepreneurs and small businesses.
3. Demonstrate analytical, problem-solving, and decision-making skills applicable to entrepreneurship and small business management
4. Demonstrate information literacy through research skills and the use of technology.
5. Apply effective written and oral communication skills to business situations.

Certificate Descriptors:
This is a workforce specialized certificate focusing on launching a business. It can be selected as a focus for General Studies Students. It can build upon an existing degree to develop the skills in starting a business related to an existing discipline, such as art, automotive, early childhood, fashion, retailing, accounting, culinary, or hospitality.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ACC 113	Principals of Financial Accounting	3	MAT 095 or satisfactory placement on Basic Skills Assessment
BES 218	Entrepreneurship	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BES 219	Management and Growth – Small Business	3	Pre-req: Completion of ENG 101 with a grade of C- or better
BES 239 or BES 295	Business Plan or Launch a Business	3	Pre-req: BES 239 – BES 218 and pre/co ACC 113 and BMK 201 or instructor's permission Pre-req: BES 295 - BES 218 or Instructor's Permission
BMK 201	Principles of Marketing	3	Pre-req: Completion of ENG 101 with a grade of C- or better
Business Elective	Business Elective – ACC, BES, BBG, BFN, BMG, BFN, BMK, ECN, HSP 244, CSA	6	Depends on elective selected
	Certificate Program Total Credits	21	

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

Program Name: Social Work Studies

Degree Type: A. A.

Program Description: Admission to CSU Social Work programs is highly competitive. This A. A. degree does NOT guarantee admission to any CSU Social Work degree program. With this degree, you will be able to transfer to any CSU and apply to the following majors at the following campuses:

> Central Connecticut State University Social Work, B.A.**
> Eastern Connecticut State University Social Work, B.A.***
> Southern Connecticut State University Social Work, B.S.****
> Western Connecticut State University Social Work, B.A.*****

The Social Work Studies A.A. degree is the first degree towards becoming a State of CT certified social worker.

Program Learning Outcomes:

1. Students who complete this degree are prepared to transfer to a four-year CSU university with junior status.
2. Students who complete this degree are prepared to apply for admission to a CSU Social Work B.A. degree program.

In addition to the above, students who complete this program of study should be able to:

1. Identify the historical and philosophical foundations of social welfare
2. Apply the ecological system perspective to micro-, meso-, and macro- client systems
3. Demonstrate basic assessment and problem-solving skills to a range of micro-, meso-, and macrosystems problems
4. Identify and resolve ethical dilemmas
5. Develop and sustain professional relationships with diverse populations
6. Demonstrate active listening, verbal, non-verbal, and written communication skills with diverse populations
7. Self-evaluate thoughts, feelings and behaviors to ensure professional conduct.

Program Descriptors:
How to apply to a CSU Social Work Program:

**For admission to CCSU's Social Work program
(1). Minimum overall GPA of 2.00, which includes both CCSU grades and grades for courses taken at other institutions.
(2) Minimum overall GPA of 2.50 for the following introductory Social Work courses and related requirements (Program GPA) Community College SOC 201, HSE 101/SOC 235, SOC 101, BIO 115, POL 111, & MAT 167/MAT 201/MAT 165/MAT 168; AND CCSU SW 225, SW 227, SOC 233, & ECON 200. Each of these courses must be completed with a minimum grade of C.
(3) A minimum score of 2 (emerging) on the Potential for Professional Competence for Generalist Social Work Practice Scale in each of the following CSWE competencies 2.1.1, 2.1.3, and 2.1.4.
(4) A minimum score of 3 or higher in every category of the Volunteer Experience Evaluation for HSE 101/SOC 235 and SW 227.
(5) Minimum scores of 3 on the Professional Social Work Disposition Rubric for SW 225, HSE 101/SOC 235, and SW 227.

The Transfer Student Reference Form may be substituted for field experiences from other colleges. Applications to the Social Work Program are accepted three times a year with deadlines of August 1st, October 1st, and March 1st. Students must submit an admission portfolio and have an interview with the Social Work faculty. The ideal time to apply to the Program is when the applicant is enrolled in SW 227 at CCSU. For TAP Transfer Students, this should be in the first semester at CCSU.

***For admission to ECSU's Social Work program Admission to the Social Work Program is competitive and is not guaranteed by admission to Eastern Connecticut State University. Applications for the social work major are due on January 31 each year for students expecting to graduate in May, two years following application. Applications received after that date are reviewed as space is available in the junior class. The online application must be completed in one session (you cannot log out of your computer, save your work, or return to a survey that has been submitted).

You should prepare the following documents to be uploaded with your application:
(1) Application Essay
(2) Resume (optional)
(3) Supplemental information regarding community standards (if relevant)
(4) Transcripts from all higher education institutions attended (see instructions)
(5) Professional Reference

****For admission to SCSU's Social Work program Students interested in majoring in social work must complete a two-step admission process. Initially, students must be accepted into the University by the Admissions Office. Then, application is made for admission to the Bachelor of Social Work Program in the spring semester prior to the fall semester in which students anticipate enrolling in 300-level social work courses. Applications are available on the Department of Social Work website. The Department of Social Work admissions application deadline is the 1st of March. Students who plan to apply to both SCSU and the BSW Program for a Fall semester date may need to complete both admission processes simultaneously. For optimal consideration for acceptance into the program, you must express your intent to apply prior to the March 1 admissions application deadline by emailing the BSW Coordinator.

*****For admission to WCSU's Social Work program social work majors must earn at least a "C+" in all designated major courses to have the course credit apply to the degree program. Students must apply for junior and senior program status following a group advisement session (for potential Juniors in late fall preceding the registration period for spring semester; for potential Seniors in spring semester of the junior year). Transfer students are required to interview with the department chair, the student must arrange the meeting and meet the above criteria. The Junior standing class is limited to 45 Social Work majors. If applications that meet minimum requirements exceed 45 majors, the 45 students with the top GPAs in Social Work Major Requirements will be given first preference, with university GPA serving as Social Work GPA tiebreaker.

General Education Core Courses (credits)		
Course Number	**Course Name**	**# of Credits**
1 ENG 101	English Composition	**3**
2 MAT 167	Principles of Statistics	**3**
3 Arts and Humanities	Any ARC 102, ART, COM, DGA, ENG, ESL (two top levels), GRA, HUM, MUS, PHL, THR, or Language and Culture (ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS and SPA) course vetted for Arts and Humanities	**3-4**
4 Scientific Reasoning	BIO 127 Cell Biology w/Organ Systems (note: replaces BIO 115: Human Biology) or BIO 110 & 110L Biology of the Human Body w/Lab	**4**
5 SOC 101	Principles of Sociology	**3**
6 Written Communication II	Written Communication II – ENG course vetted for Written Communication II outcomes	**3**
7 Scientific Knowledge & Understanding	Any AST, BIO, CHE, EAS, ENV EVS, GLG, MET, OCE, PHY, or SCI course vetted for Scientific Knowledge and Understanding	**3**
8 Historical Knowledge	Historical Knowledge – HIS course vetted for Historical Knowledge outcomes	**3**
9 Oral Communication	Oral Communication- course vetted for Oral Communication outcomes	**3**
10 CCS 101	College Success	**3**
General Education Core Credits		**31-32**

	Pathway 30: Program Requirements, Additional General Education, and Unrestricted Electives		
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
Global Knowledge	General Education II Global Knowledge- course vetted for Global Knowledge	**3**	
Creativity	General Education I Creativity- course vetted for Creativity	**3-4**	
PSY 111	General Psychology	**3**	
SOC 201	Contemporary Social Issues	**3**	
POL 111	American Government	**3**	
ANT 105	Cultural Anthropology	**3**	
HSE 101 or SOC 235	Introduction to Human Services or Introduction to Social Welfare	**3**	
Choose 1 or 2 courses	POL 122 Politics of Social Welfare PSY 212 Health Psychology PSY 245 Abnormal Psychology SOC 210 Sociology of the Family SOC 220 Racial and Ethnic Diversity SOC 225 Death and Dying SOC 285 Community Organization HSE 115 Child Advocacy in Human Services HSE 133 Disabilities and Mental Health HSE 134 Introduction to the Mental Health System HSE 141 Addiction and Mental Illness in Behavioral Health Care (*Proposed new title: Introduction to Behavioral Healthcare)* HSE 147 Change Theory and Strategies in Behavioral Health Care HSE 170 Introduction to Gerontology HSE 198 Social and Contemporary Issues in Human Services HSE 202 Introduction to Counseling and Interviewing HSE 210 Group and Interpersonal Relations HSE 236 Professional, Ethical, and Legal Issues in Human Services HSE 241 Human Services Agencies and Organizations HSE 243 Human Services Skills and Methods HSE 247 Supervision and Management in Human Services HSE 251 Working with Individuals and Families HSE 281 Human Services Field Work I HSE 287 Practicum in Mental Health (*Proposed new title: Behavioral Health Field Placement*) HSE xxx/EDUC 2800 Foundation of Research Methods in Human Services and Education	**3-6**	
Unrestricted Elective	Unrestricted Elective *Recommended course SOC 210 Sociology of the Family*	**3-6**	
	Pathway 30	**30-31**	
	General Education Framework30 Credits	**31-32**	
	Program Total Credits	**61-63**	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Acceptance of Selectees for Board of Regents Faculty Awards

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2021-22 academic year, and

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2021-22 academic year.

A True Copy:

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

STAFF REPORT   **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

ITEM
Acceptance of the Board of Regents Faculty Awards

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

PROCESS
For the 2021-22 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board's consideration.

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

04/09/2021 – BOR-Academic and Student Affairs Committee
04/22/2021 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS
2021-2022 Academic Year

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

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

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

Teaching Awards[1&2]
(Connecticut State Universities)

Teaching Awards[1&2]
(Connecticut Community Colleges)

Research Awards[1&2]
(Connecticut State Universities)

Scholarly Excellence Awards[1&2]
(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards[3]

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

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards
(Connecticut State Universities)

Institution	Campus Nominee	Faculty Rank / Discipline
Central	Dr. Heather Rodriguez	Associate Professor / Sociology
Western	Ms. Sabrina Marques	Associate Professor / Art

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

System's Teaching Award
(Connecticut State Universities)

Ms. Sabrina Marques
Western Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards
(Connecticut Community Colleges)

Institution	**Campus Nominee**	**Faculty Rank / Discipline**
Housatonic	Ms. Rachel Cain	Associate Professor / Math and Science
Middlesex	Ms. Norma Rosado-Javier	Associate Professor / Early Childhood Education
Naugatuck Valley	Dr. Nikki McGary	Associate Professor / Sociology and Anthropology
Norwalk	Ms. Teuta Dalip	Associate Professor / Mathematics
Tunxis	Ms. Kelly O'Brien Mann	Associate Professor / Psychology/Social Science

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

System's Teaching Award
(Connecticut Community Colleges)

Dr. Nikki McGary
Naugatuck Valley Community College

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FACULTY AWARDS

Research Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Central	Dr. Ivan Small	Associate Professor / Anthropology
Southern	Dr. Stephen Axon	Assistant Professor / Environment, Geography and Marine Sciences

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

System's Research Award

Dr. Ivan Small
Central Connecticut State University

Scholarly Excellence Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck	Mrs. MaryBeth Rajczewski	Assistant Professor / Mathematics
Three Rivers	Dr. Todd Barry	Associate Professor / English
Tunxis	Mr. Alva Hanson, Jr.	Instructor / English and Humanities

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

System's Scholarly Excellence Award

Mrs. MaryBeth Rajczewski
Asnuntuck Community College

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck	Mrs. MaryBeth Rajczewski	Assistant Professor / Mathematics
Three Rivers	Dr. Todd Barry	Associate Professor / English
Tunxis	Mr. Alva Hanson, Jr.	Instructor / English and Humanities

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

System's Scholarly Excellence Award

Mrs. MaryBeth Rajczewski
Asnuntuck Community College

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Ms. Yumi McCarthy
Norwalk Community College
Adjunct Professor – Humanities

&

Ms. Lisa Rioux
Charter Oak State College
Adjunct Professor – Nursing

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above: The other nominees were:

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck	Mr. Adam Bernard	Adjunct Professor / Art
Naugatuck Valley	Mr. William Cone	Adjunct Professor / Theater
Norwalk	Ms. Yumi McCarthy	Adjunct Professor / Humanities
Tunxis	Ms. Angela Lauretano	Adjunct Professor / Biology, Chemistry, Allied Health, and Medical
Charter Oak	Ms. Lisa Rioux	Adjunct Professor / Nursing
Southern	Ms. Kelly Falvey	Adjunct Professor / History

BOARD OF REGENTS
FACULTY AWARDS
Selection Committees

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

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

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

The members of the various Selection Committees were:

Dr. Mobin Agah Norwalk Community College	Dr. Charles Baraw Southern Connecticut State University	Dr. Steven Brady Southern Connecticut State University
Dr. Patrick Bryan	Dr. Neeta Connally	Dr. Joshua Cordeira

Middlesex Community College	Western Connecticut State University	Western Connecticut State University
Dr. Kelli Custer Western Connecticut State University	Mr. Matthew Dunne Housatonic Community College	Dr. Mark Fabrizi Eastern Connecticut State University
Dr. Chelsea Harry Southern Connecticut State University	Mr. Joshua Hummel Capital Community College	Dr. Susan Koski Central Connecticut State University
Ms. Marie Kulesza Central Connecticut State University	Mr. Andrew Marvin Three Rivers Community College	Ms. Shelly Stoehr-McCarthy Southern Connecticut State University
Dr. Richard Zipoli Southern Connecticut State University	Ms. Jessica Zolciak Manchester Community College	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Recipient of the CSCU Shared Governance Award

April 21, 2022

WHEREAS, Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Council (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions; and

WHEREAS, Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions; and

WHEREAS, CSCU establishes the Shared Governance Award as an annual recognition of an individual CSCU college or university, in the spirit of the 1966 Statement on Government of Colleges and Universities, jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges; therefore, be it

RESOLVED, The 2021-22 CSCU Shared Governance Award is conferred upon Three Rivers Community College by the FAC and the BOR. The governance model at Three Rivers "nurtures an environment of open communication, active participation, and transparent decision-making", as observed by President Mark Ellen Jukoski.

A True Copy:

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

ITEM
CSCU Shared Governance Award

BACKGROUND
On April 7, 2016 the Board of Regents for Higher Education, in conjunction with the Faculty Advisory Committee established the CSCU Shared Governance Award to annually recognize a CSCU institution for its outstanding contribution to shared governance within CSCU.

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Committee (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance within the CSCU System and its individual institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff and students which advance excellence in the operations of institutions of higher education and their governing bodies.

SELECTION PROCESS
The FAC and the BOR jointly selects one CSCU institution annually for the Shared Governance Award from the pool of applicants received during the academic year. The CSCU Provost solicits applications from all CSCU institutions and submissions are reviewed by a four-member Selection Committee consisting of current members of the FAC and the BOR. Following review of the applications, the Selection Committee recommends an award recipient. The awardee is announced at a subsequent Board of Regents meeting.

RECOMMENDATION
The application process for the 2021-22 academic year yields Three Rivers Community College as the recipient of the CSCU Shared Governance Award.

04/08/2022 – BOR Academic & Student Affairs Committee
04/21/2022 – Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Promotions and Tenures

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities.

A True Copy:

_____

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

ITEM

Approval of the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities

BACKGROUND

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

05/06/2022 – BOR Academic & Student Affairs Committee
05/19/2022 – Board of Regents

MEMORANDUM

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

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

DATE: April 28, 2022

SUBJECT: Promotion and Tenure

I am pleased to present my recommendations for instructional faculty promotion and tenure to be effective with the Academic Year 2022-23:

To Professor

Elisabeta Pana, Finance
Cassandra Broadus-Garcia, Art & Design
Julie Schnobrich-Davis, Criminology & Criminal Justice
Katherine Sugg, English
Nghi Thai, Psychological Science
Wujun Wang, Art & Design
Sally Drew, Special Education & Interventions
Rachel Schwell, Mathematics
Sarah Maurer, Chemistry & Biochemistry
Paul Hapeman, Biology
Sadie Marjani, Biology

To Associate Professor

Trevor Allen, Political Science
Silvia Corbera Lopez, Psychological Science
Michelle Cubellis, Criminology & Criminal Justice
Jeffrey Kreeger, Geography
Christie Maturo, Theatre
Reginald Holt, Counselor Education & Family Therapy
Catherine Thomas, Nursing
Jeremy Visone, Educational Leadership, Policy, & Instructional Technology
Jessica Smith, Biomolecular Science
Shushan Zhao, Computer Electronics & Graphics Technology
Nilda Alicea-Velazquez, Chemistry & Biochemistry

(Continued)

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To Full Librarian

Steven Bernstein, Library

To Assistant Librarian

Jillian Maynard, Library

The following will be granted Tenure

Elisabeta Pana, Finance
Heidi Hughes, Management & Organization
Marie Kulesza, Accounting
Hamid Sakaki, Finance
Trevor Allen, Political Science
Silvia Corbera Lopez, Psychological Science
Michelle Cubellis, Criminology & Criminal Justice
Christie Maturo, Theatre
Reginald Holt, Counselor Education & Family Therapy
Yvonne Patterson, Social Work
Jeremy Visone, Educational Leadership, Policy, & Instructional Technology
Felice Russell, School of Education and Professional Studies
Jessica Smith, Biomolecular Science
Shushan Zhao, Computer Electronics & Graphics Technology
Nilda Alicea-Velazquez, Chemistry & Biochemistry

/sjm

Office of the President

April 22, 2022

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

Dear President Cheng:

The following are my recommendations for Promotion and Tenure for candidates reviewed in Spring 2022.

TENURE

Dr. Paul Canavan (Health Sciences)
Dr. Maeve Doyle (Art & Art History)
Dr. Christine Garcia (English)
Dr. Brianna Halladay (Economics & Finance)
Dr. Jonathan Hulvey (Biology)
Dr. Phyllis Lee (Psychological Science)
Boya Li (Art & Art History)
Dr. Isabel Logan (Sociology)
Dr. Nicolas Simon (Sociology)
Angela Walker (Library)

PROMOTION TO ASSOCIATE PROFESSOR

Dr. Paul Canavan (Health Sciences)
Dr. Christine Garcia (English)
Dr. Jonathan Hulvey (Biology)
Dr. Phyllis Lee (Psychological Science)
Boya Li (Art & Art History)
Dr. Nicolas Simon (Sociology)

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<u>PROMOTION TO FULL PROFESSOR</u>

Dr. Sukeshini Grandhi (Accounting and BIS)
Dr. Bryan Oakley (Environmental Earth Science)

Please let me know if you have any questions.

Sincerely,

Elsa Nunez (Apr 22, 2022 18:33 EDT)

Dr. Elsa M. Núñez
President

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

EMN/agi

April 14, 2022

Dr. Terrence Cheng
President
Board of Regents for Higher Education
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

The following are my recommendations for Promotion and Tenure, which will be effective on August 22, 2022:

TENURE

Dr. Jemel Aguilar (Social Work)
Dr. David Allen (Accounting)
Dr. Stephen Axon (Environment, Geography, and Marine Science)
Ms. Kauther Badr, J.D. (Management/Int. Business)
Dr. Steven Brady (Biology)
Dr. William Farley (Anthropology)
Dr. Marisa Ferraro (Curriculum and Learning)
Mr. Parker Fruehan (Library)
Dr. Rachel Furey (English)
Dr. Joshua Groffman (Music)
Dr. Candy Hwang (Chemistry)
Dr. Young Kyu Kim (Marketing)

Dr. Kevin McGinniss (Recreation, Tourism, and Sport Management)
Dr. A. Casey McPherson (Counseling and School Psychology)
Dr. Frances Penny (Nursing)
Dr. Kristie Rupp (Health and Movement Sci.)
Dr. Carrie Anne Sherwood (Curriculum and Learning)
Dr. Alaa Sheta (Computer Science)
Dr. Carmela Smith (Social Work)
Dr. Mikolaj Sulkowski (Biology)
Dr. Fred Volkmar (Special Education)
Dr. Zheni Wang (Management/Int. Business)
Dr. Hao Wu (Computer Science)

PROMOTION

From Assistant to Associate Professor:

Dr. David Allen (Accounting)
Dr. Stephen Axon (Environment, Geography, and Marine Science)
Ms. Kauther Badr, J.D. (Management/IB)
Dr. Sara Baker Bailey (Communication, Media, and Screen Studies)
Dr. Patty Bode (Art)
Dr. Steven Brady (Biology)
Dr. Dana Casetti (Physics)
Dr. Marian Evans (Public Health)
Dr. William Farley (Anthropology)
Dr. Marisa Ferraro (Curriculum and Learning)
Dr. Rachel Furey (English)

Dr. Candy Hwang (Chemistry)
Dr. Young Kyu Kim (Marketing)
Dr. Kevin McGinniss (Recreation, Tourism, and Sport Management)
Dr. Khoa Nguyen (Finance)
Dr. Frances Penny (Nursing)
Dr. Kristie Rupp (Health and Movement Sci.)
Dr. Carrie Anne Sherwood (Curr. and Learning)
Dr. Carmela Smith (Social Work)
Dr. Mikolaj Sulkowski (Biology)
Dr. Katarzyna Toskin (Business Infor. Systems)
Dr. Zheni Wang (Management/IB)

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From Associate to Full Professor:

Dr. Valerie Andrushko (Anthropology)
Dr. Frank Bevvino (Accounting)
Dr. Gene Birz (Finance)
Dr. Braxton Carrigan (Mathematics)
Dr. Jessica Kenty-Drane (Sociology)
Dr. Sobeira Latorre (World Languages and Literatures)

Dr. Elizabeth Lewis Roberts (Biology)
Dr. Elizabeth Rodriguez-Keyes (Social Work)
Dr. Alaa Sheta (Computer Science)
Dr. Carol Steward (Management/Int. Business)
Dr. Kelly Stiver (Psychology)
Dr. Richard Zipoli (Communication Disorders)

From Assistant to Associate Librarian:

Mr. Parker Fruehan (Library)

From Coach I to Coach II

Brian Nill

From Coach II to Coach III

Kevin Siedlecki
Mark Fogel
Edward Bethke
Stephanie Hiriak-Lund

I request that the Board of Regents act on these recommendations at its May 19, 2022 meeting. Please let me know if you have any questions.

Sincerely,

Joe Bertolino
President

JB/meh

To: Terrence Cheng
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark

Date: April 5, 2022

Re: WCSU Promotion & Tenure Recommendations

I support and concur with the recommendations of Provost Missy Alexander that the following faculty members receive promotion and tenure:

Tenure
Dr. Emad AbouElgheit, Marketing Department
Dr. Hasan Arslan, Division of Justice & Law Administration Department
Dr. Kevin Burnard, Management Department
Mr. Anthony D'Aries, Writing, Linguistics & Creative Process Department
Dr. Krista Heybruck, Health Promotion & Exercise Science Department
Dr. Youngbin Kim, Accounting Department
Dr. Thomas Miller, Division of Justice & Law Administration Department
Dr. Teresa Puckhaber, Nursing Department
Dr. Hannah Reynolds, Biology Department
Dr. Katharine Roe, Education & Educational Psychology Department
Dr. H. Howell Williams, Social Sciences Department

Promotion to Professor
Ms. Darby Cardonsky, Art Department
Dr. Kelli Custer, Writing, Linguistics & Creative Process Department
Dr. James Greene, Music Department
Dr. Christine Hegel-Cantarella, Social Sciences Department
Dr. Carol Huang, Finance Department
Dr. Kim Marino, Division of Justice & Law Administration Department
Dr. Helena Prieto, Chemistry Department
Mr. Jack Tom, Art Department
Ms. Catherine Vanaria, Art Department
Dr. Sharon Young, Social Work Department

Promotion to Associate Professor
Dr. Kevin Burnard, Management Department
Dr. Patricia Cumella, Nursing Department

Mr. Anthony D'Aries, Writing, Linguistics & Creative Process Department
Dr. Alexandra Galli-Debicella, Management Department
Dr. Doreen Graham, Nursing Department
Dr. Anna Maria Malavisi, Philosophy & Humanistic Studies Department
Mr. Thomas Miller, Division of Justice & Law Administration Department
Dr. Theresa Puckhaber, Nursing Department
Dr. Hannah Reynolds, Biology Department
Mr. Kenneth Scaglia, Art Department
Dr. H. Howell Williams, Social Sciences Department

c: M. Alexander, Provost & V.P. for Academic Affairs
         S. Christofi, Promotion & Tenure Committee Co-Chair
         F. Cratty, Chief Human Resources Officer
         F. Robertson, Promotion & Tenure Committee Co-Chair

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of Awardees for CSU-AAUP Faculty Research Grants

May 19, 2022

RESOLVED: That the Board of Regents for Higher Education approve the funding
recommendations of the CSU-AAUP Faculty Research Grants' Selection
Committee for the 2022-23 program year.

A True Copy:

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

ITEM
CSU-AAUP Faculty Research Grants

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

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

RESOURCES
A total of $1,014,953 has been allocated for the 2022-23 program year of the CSU-AAUP Faculty Research Grants Program. Additionally, a total of $191,552 in residual funds from previous years is available for distribution this year. A grand total of $1,206,505 is available for research projects to be recommended for funding during the 2022-23 program year.

Each proposal is reviewed and scored on a scale of 1 (poor) to 5 (excellent) by two faculty members from other CSU institutions. Selection Committee members at the awarding institutions employ those scores as the basis for their funding recommendations.

RECOMMENDATION
The Selection Committee has recommended that a total of 172 proposals receive grants totaling $775,759. Its recommendations are contained in the attached roster by CSU institution.

05/06/2022 – BOR Academic and Student Affairs Committee
05/19/2022 – Board of Regents

CCSU 2022 Roster of Faculty Research Grants for BOR

Principal Investigator		Grant Information	
Name	**Department**	**Grant Title**	**Amount Funded**
Abbas, Syed	Biology	The affects of light deprivation on aggression in crayfish	$5,000.00
Albayram, Yusuf	Computer Science	Investigating the effectiveness of personalized content in the form of videos when promoting privacy-enhancing technologies	$5,000.00
Alicea-Velazquez, Nilda	Chemistry & Biochemistry	Regulation of the Assembly of SET1 Histone Methyltransferase Core Complexes	$5,000.00
Barr, Burlin	English	Literary Essays on Post-Emancipation Lives	$5,000.00
Barrington, Candace	English	Medievalism and Gwendolyn Brooks' "The Anniad"	$2,500.00
Berman, Marcie	Psychological Sciences	Perceptions of refugees and health-related stigma in relation to climate change	$5,000.00
Bragg, Caleb	Psychological Science	Comparing COVID Course Content	$2,500.00
Bray, Alicia	Biology	Trapping for introduced wood-boring beetles in forest habitats along coastline in Connecticut	$5,000.00
Brewer, Elizabeth	English	Disability and the Teaching of Writing	$2,500.00
Chae, Myungjin Choi, Jiyong	Manufacturing and Construction Management (MCM)	Development of Underground Pipeline and Manhole Scanner Technology	$9,470.00
Chakraborty, Sourav	Chemistry & Biochemistry	Development and optimization of a method for direct determination of inorganic anions such as nitrate (NO3-) and nitrite (NO2-) from aqueous systems using hydrophilic interaction liquid chromatography (HILIC) using diode array (DAD) and corona charged aerosol detection (CAD)	$4,996.00
Chen, Jason	Accounting	Diverse Contents and Cross-Cultural Competency: A Group Investigation Approach	$5,000.00
Chen, Sixia	Computer Science	Efficient Biometric Authentication Using Fuzzy Extractors	$5,000.00
Choi, Jiyong Lee, Namhun Chae, Myunglin	Department of Manufacturing and Construction Management	Preliminary Study to Apply Circular Economy Principles to the Construction Industry:Evaluating a Material Use Efficiency for Healthcare Projects	$13,400.00
Cistulli, Mark Snyder, Jason	Marketing	Effectiveness of YouTube Advertising on Graduate School Enrollment Intention	$5,000.00
Cohen, Diana	Political Science	Women of the Hobby: Sport Card Collecting in the Digital Age	$5,000.00

Corbera Lopez, Silvia	Psychological Science	Social Cognitive and Affective Processing in Individuals in the Schizotypal Personality and Autism Spectrum Disorder Continuum and its Role in Social Functioning and Quality of Life	$5,000.00
Crundwell, Guy	Chemisry and Biochemistry	Silver perchlorate and its role in the degradation of (E)-1-(5-methylthiophen-2-yl)-N-(4-nitrophenyl) methanimine analogs -- The capture of two different metal-ligand complexes from one solution	$4,963.00
Dharavath, Haji Naik	Computer Electronics and Graphics Technology	Effect of Color Output Modification Approach (COMA) for the Gray Balance in Inkjet Printing: A Mismatch of Device Calibration, Destination and Source Profiles, and Halftone Screening	$5,000.00
Dowling, Robert	English	A Place in Time: The Life and Work of Sam Shepard	$5,000.00
Drew, Sally Thomas, Jeff	Special Education & Interventions	A Mixed Methods Examination of Efficacy of Self-regulated Strategy Development (SRSD) and the DEFEND Strategy to Improve Students' Argument Writing in Inclusive High School Science Classrooms	$9,950.00
Efremoff, Ted	Art	Sowing the Tempest: Seeds of Change in Climate Fact and Myth	$5,000.00
Frazee, Leah	Mathematical Sciences	Supporting Preservice Teachers' Understanding of Building Procedural Fluency from Conceptual Understanding Through Curricular Noticing	$5,000.00
Gallagher, Sean	Art	"What She Left, and What She Kept": Solo Art Exhibition	$3,939.00
Garbovskiy, Yuriy	Physics & Engineering Physics	Ions and Nanomaterials in Liquid Crystals	$5,000.00
Gichiru, Pauline Wangari	Educational Leadership, Policy, and Instructional Technology	Critical Democratic Citizenship in Ethnically Diverse Spaces: A Qualitative Study of Pre-Service Teachers' Political Attitudes and Voting habits in General Elections in Kenya	$5,000.00
Gilmore, Susan	English	"Language of the Unheard": Riot on the American Cultural Stage	$2,500.00
Givens, Eugena	Criminology and Criminal Justice	Adolescent Substance Use and its Impact on Juvenile Delinquency	$4,960.00
Goh, Tan Leng Leong, Chee Hoi	Physical Education and Human Performance	The Effects of Physical Education Program on Children's Social and Emotional Learning and Physical Activity	$10,000.00
Gotchev, Ivan	Mathematical Sciences	Cardinal Functions on Hausdorff Topological Spaces	$5,000.00
Hammad, Khaled	Engineering	Expansion Ratio and the Heat Transfer Characteristics of Suddenly Expanding Viscoplastic Flows	$5,000.00

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Hapeman, Paul	Biology	Camera Surveys to Detect Long-Tailed Weasel (Mustela frenata) at Historical Sites in Florida	$5,000.00
Hartwig, Heidi	English	Tracing Catholic Conversion in Christopher St. John's Novels, Plays, and Translations	$5,000.00
Hoopengardner, Barry	Biomolecular Sciences	RNA editing in Seahorses	$4,850.00
Jackson, Mark	Biology	Serotonin Regulation of Resting membrane Potential in Crayfish Eyestalk	$5,000.00
Johnson, Steven	Engineering	An Experimental Investigation into the Effect of Oxygen/Oxide Reducing Treatments on the Processing of Light Metal Alloy Powders	$5,000.00
King, Thomas R.	Biomolecular Sciences	Determining the genetic basis of the spontaneous "lightning bolt tail" (Bolt) mutation in mice	$5,000.00
Koulidobrova, Elena "Helen"	English/Linguistics	Documenting dialectal variation in the time of health crisis: Anishinaabemowin in South East Manitoba	$5,000.00
Kurkovsky, Stan	Computer Science	An Examination of Competency-based Accreditation and Its Applications in Computing Education	$5,000.00
Lim, Hyoun-Sook	Management & Organization	Does age increase or decrease creativity? The moderating effect of perceived organizational support	$2,500.00
Marjani, Sadie	Biology	Analysis of epigenetic regulators in bovine cloned embryos with different developmental efficiencies	$2,498.00
Maurer, Sarah	Chemistry & Biochemistry	Reduction of Pyruvate by NAD+ in protocells to inform the formation of metabolisms for the origins of life	$5,000.00
Meng, Yunliang	Geography	Using Geographically Weighted Regression to Explore County Subdivision Level Predictors of Drug Overdose Death in Connecticut, U.S.	$3,000.00
Mione, Thomas	Biology	You say tomato, I say Jaltomata	$2,800.00
Mitrano John SSBE	Sociology	Heritage Tourism Program Design and Ethnic Identity: An Examination of Processes and Outcomes	$4,925.00
Naoumov Viatcheslav LMPCET	Engineering	Study of the combustion of Papaffine-Based Fuels using upgraded hybrid propellant rocket engine test facility and instrumentation system and advanced facility for solid propellant grains fabrication	$4,910.00
Pana, Elisabeta	Finance	Broker-Dealers and the COVID-19 Crisis	$4,500.00
Penniman, Clayton	Biology	Variability in Community Physiological Profiles of Epiphytic Heterotrophic Prokaryotes in the Biofilm Attached to the Thalli of the Intertidal, Canopy-forming, Brown Seaweed, Ascophyllum nodosum	$5,000.00

3

Pope, Cynthia	Geography	The Gendered Impacts of COVID-19 in Belize, Central America	$5,000.00
Potter, Christopher	Biology	Identification of downstream targets of Hoxc13 regulation in hair follicles.	$5,000.00
Protzko, John	Psychological Science	The Online Volunteer Subject	$4,800.00
Ryan, Antoinette	Educational Leadership, Policy, and Instructional Technology	Women as Catalysts for Third-Order Change Leadership:	$4,960.00
Saha, Krishna	Mathematical Sciences	Methods for the Analysis of Bivariate Correlated Binary Data in Multiple Comparative Clinical Trials	$5,000.00
Salama, Talat	Manufacturing and Construction Management	Concrete Mixture Design using Volcanic Ash for Bridge Construction	$5,000.00
Savatorova, Viktoria	Mathematical Sciences	Mathematical modeling of wave propagation in heterogeneous material with periodic structure and a hierarchy of spatial scales	$3,000.00
Sharma, Nimmi	Physics & Engineering Physics	Shedding Light on Air Pollution with Laser Radar	$5,000.00
Singh, GurbakhshashT	Mathematical Sciences	Conditions for dissimilar estimates of log-binomial and Poisson regression parameters	$5,000.00
Singhal, Rahul LeMaire, Peter	Physics and Engineering Physics	Effect of synthesis method on physical and thermal properties of ternary metal oxide for supercapacitor applications.	$10,000.00
Stewart, Alicia	Special Education and Interventions	Investigating the effects of the Intensification of a Comprehension Intervention Using Student Data on the outcomes of students with high levels of inattention	$4,300.00
Takemae, Natsuko	Special Education and Interventions	International Research on Universal Design for Learning: Systematically Embedding Natural Support for Equity and Inclusive Education	$5,000.00
Wei, Fu Shang (John)	Engineering	CCSU HELICOPTER FLIGHT SIMULATOR WITH VIRTUAL REALITY DESIGN	$5,000.00
Westcott, Barry	Chemistry & Biochemistry	Small molecule models of the Zn(II) site in zinc fingers	$4,920.00
Wizevich, Michael	Geological Sciences	Checking the Pulse of the Sevier Orogeny	$5,000.00
Zabihimayvan, Mahdieh	Computer Science	Deep Neural Classification of Darknet Traffic	$5,000.00
Zalewski, Leanne	Art	The New York Market for French Art in the Gilded Age, 1867-1893, Contextualizing Art Markets series (New York: Bloomsbury Visual Arts, expected publication 2022)	$577.00
Zalewski, Leanne	Art	Competing in a Man's Field: Anna Vaughn Hyatt's Joan of Arc	$947.00
Total			$317,665
Available funding			$398,146
Carry over to 2023-24			$80,481

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ECSU 2022 Roster of Faculty Research Grants for BOR

Principal Investigator		Grant Information	
Name	**Department**	**Grant Title**	**Amount Funded**
Michelle Bacholle	World Languages	Marcelino Truong and Alice Guy Blaché: Two International Presentations and an Edited Volume	$4,000
Thomas Balcerski	History	"The Greatest Party Ever Known: A History of Democrats from Jefferson to Biden"	4,000
JJ Cobb	Performing Arts	Research and residency in support of Harvey Hourse play *The Couriers*	$5,000
Brian Day	Performing Arts	Documentary Production – Stepping Into the Shade: Tobacco's Connection to Civil Rights - Joint proposal	$9,976
Daniel Donaghy	English	Against Erasure: Poems for Racial Equity and Social Justice (book of original poems)	$3,000
Mark Fabrizi	Education	Historical Dictionary of Horror Literature	$3,696
Christine Garcia	English	Semillitas, Writing Seeds: A Gloria E Anzaldua Approach to Teaching Writing	$4,000
Barbara Liu	English	Self-Advocacy and the Early Rhetorical Development of an ME/CFS Social Health Movement: An Archival Research Project	$2,500
Raouf Mama	English	Burning Candles -- a novel in progress	$3,000
Maureen McDonnell	English	Exit Stage Left: An Ethnography of the "Mellon School: Final Session"	$4,000
Scott Moore	History	The Virginia Witch: Grace Sherwood in History and Legend	$5,000
Afarin Rahmanifar	Art and Art History	"Female Identified:" Visual Methods of Storytelling	$5,000
Allison Speicher	English	Fictions of Age: A Literary History of Aging in Nineteenth-Century America	$1,920
Christopher Torockio	English	Murmurs: A Novel	$4,000
Total			$59,092
Available funding			$197,708
Carry over to 2023-24			$138,616

SCSU 2022 Roster of Faculty Research Grants for BOR

Principal Investigator	Grant Information	
Name	Grant Title	Amount Funded
Risisky, Debra S.	Academic Outcomes and Campus Engagement Among Students in Living Learning Communities (Phase II)	$5,000.00
Griswold, Michele	Understanding Clinician's Perceptions, Attitudes and Beliefs Toward Breastfeeding and HIV	$4,980.00
Permubilly, Sebastian	Integration of Yoga in Substance Addiction Treatment Programs: Results from a Mixed Methods Research Study.	$4,634.00
Walters, Kenneth	Sluggish Cognitive Tempo and ADHD in College: An Executive Function Comparison.	$2,500.00
Kerr, Audrey	Here are the Words of Some of the Women I Have Been: Mapping the New Language of Resistance Among Black Women and Girls	$5,000.00
O'Brien, Kyle	Examining the depiction of dementia and its usefulness in children's literature.	$2,500.00
Rupp, Kristie L. (w/ Abel-Berei, Catherine; Health and Movement Sciences)	Understanding Weight-Related Experiences, Goals, and Health Behaviors in Young Women	$10,000.00
Schmitt, Elena	Bilingual Students in Post-Secondary Education: Obstacles, Needs, and Supports	$5,000.00
Vu, Thuan	TRANSLATING VIETNAMESE IMAGERY	$5,000.00
Nguyen, Khoa	Disease Outbreak Risk Exposure: The case of the U.S. Travel and Tourism Industry	$1,810.00
Skoczen, Kathleen	Working at the Dump: Women Informal Waste Collectors in Samaná, Dominican Republic.	$5,000.00
Yang, Chulguen	Fostering Contemplative Leadership in Management Education	$4,500.00
Chen, Qu	The Continuing Quest for Identity in the Counseling Profession: A History of ACES from 1985 to Present	2,500
Sorokina, Anastasia	Language Loss Effect on Bilingual Autobiographical Memory: Disseminating Research through Presenting and Publishing	$4,600.00
Marsoobian, Armen	A Virtual Exhibition of Ottoman Era Anatolian Armenian Photography, 1880s -1920s	$5,000.00

Slomba, Jeffrey	Adapting Materiality: Digital Influence on New Analog Sculptures	$5,000.00
Chen, Qu	Effects of Individualistic and Collectivistic Culture on Emotional Empathy in Counselor Trainees	$2,330.00
Wang, Zheni	Employees' perceptions on Cooperate Social Responsibilities, Sensemaking for Meaningfulness and Work Engagement	$5,000.00
Breny, Jean	Achieving Health Equity Through Uncovering and Addressing Systemic Racism	$5,000.00
Wang, Junhong (w/ Prince, Melvin; Marketing)	The Impact of Individual Differences, Machiavellianism and Moral Disengagement on Academic Dishonesty	$6685.00
Harry, Chelsea	Expanding the Canon: Women and Ancient Greek Philosophy	$5,000.00
Serchuk, Camille	Border Control: Cartography and its Frames in Early Modernity, 1500-1650	$5,000.00
Njoku, Anuli	COVID-19 and Environmental Health Disparities: Causes and Solutions	$5,000.00
Ferraro, Marissa	Pivoting to nature-based preschool programs in a pandemic: Lessons from German-based Waldkindergarten	$5,000.00
Liu, Yue	The Hidden Effect of Experiential Consumption: Relieving Us from Feeling Lonely	$5,000.00
Stiver, Kelly (w/ Gayle Bessenoff, Psychology)	Examining Pro- and Anti-social Behavior in Online Gaming	$10,000.00
Brownell, Mia	Garden-Variety	$5,000.00
Smith, Jason	Sea Power and Spectacle: A Cultural History of American Navalism, 1890-1916	$3,767.00
Warner, Heather	Oral Health Matters: Interdisciplinary Implications	$5,000.00
Yavuz, Olcay (w/ Denver Fowler, Educational Leadership)	Implementation and Evaluation of the Inaugural Southern Connecticut State University (SCSU) School Leadership Institute	$5,000.00
Richmond, Andrew	Modeling Medieval Literature in a Digital Environment	$2,500.00
Roe, Sarah	Old Ideas, New Mechanisms:what Schelling's "infinite activity" can add to a modern debate	$2,500.00
Coca, Adiel	Synthesis and Antimicrobial Evaluation of Equisetin Analogues $5,000.00	$5,000.00
Liu Yan	Digital Library of Virtual Laboratories for High School Students	$5,000.00
Chevan, David	Our Feet Began to Pray	$5,000.00

Ellis, Scott	Thomas Wentworth Higginson, the Civil War, and the Rise of Nature Writing	$5,000.00
Groffman, Joshua	Recording of "Lemur," a recent, original composition for baritone and chamber ensemble	$5,000.00
Kim, Younjun (w/ Yoon, Sang; Economics	Do Computerization and Automation Increase Gig Workers?	$5,000.00
Hardenberg, Wendeline A.	Support for Publication of Literary Translations with Small Independent Presses	$2,500.00
Lavin, Terrence	Improving Outcomes in Cast Glass and Metal from 3D Printed Models	$5,000.00
Weng, Miaowei	Art and Anti-Asian Racism in Contemporary Spain	$5,000.00
Axon, Stephen	Developing a Sustainable Parenting Toolkit	$4,281.00
Bordner, Kelly (w/ Rachel Jeffrey (Biology))	Effects of early prenatal THC exposure on subsequent addiction, anxiety and social behaviors in the rat model.	$10,000.00
Hwang, Candy	Understanding the Role of Antibiotic Resistant Biofilms in Lyme Disease using Medicinal Plants	$5,000.00
Kim, Young Kyu (w/ Prince, Melvin; Marketing)	Perceived Discrimination, College Disidentification and Stress Levels among Community College Transfer Students to a 4-Year College	$6657.50
Barboza, Meghan	Using TEM to describe the ultrastructure of respiratory epithelium, including solitary chemosensory cells, of marine mammals	$5,000.00
Cross, Emma	Quantifying the impact of co-culturing seaweed and shellfish on water quality and biodiversity to build environmental resilience for the shellfish aquaculture industry	$5,000.00
Fisher, Michael L.	Investigating the Role of the Host Microbiome on Bacterial Pathogenesis in C. elegans	$5,000.00
Jayawickreme, Dushmantha	Assessing Watershed Responses to Urbanization, Seasonal Climates, and Extreme Weather Events	$5,000.00
Weinbaum, Jonathan	Excavation and Interpretation of a Late Triassic fossil site in northeastern Arizona	$5,000.00
Crawford, Sarah	Design of a Preclinical Model of Brain Tumor Formation and Invasion	$5,000.00
Horch, Elliot	Science Observations with the Southern Connecticut Stellar Interferometer	$4,980.00
Parrish, Timothy	Revision of MIMWAR!, A Hybrid Novel and Memoir	$2,500.00

Thompson, C.M.	From Imperial Tribute to Illegal Animal Trafficking: How Historical Data on the East Asian Tributary System Can Help Control Global Poaching of Wild Plants and Animals	$4,800.00
Uribe, Melanie	Journey to Safety: Migrant routes	$4,790.00
Breslin, Vincent T.	Temporal Trends in Sediment Metal Contamination in New Haven harbor (2001-2021)	$5,000.00
Hossain, MD S.	Effectiveness of Zoom Gestures for Age Estimation $5,000.00	$5,000.00
McGill Kenneth	Race, Language and Economics in the Working-Class Workplace	$5,000.00
Kim, Hyoseok	Website Identification and Shopping Behavior	$5,000.00
Pang, Yulei	Comparing Machine Learning Approaches for Predicting Spatially Explicit Life Cycle Global Warming and Eutrophication Impacts from Corn Production	$5,000.00
Ryder, Todd	Multicomponent Reactions of Ketone Substrates	$5,000.00
Chrissidis, Nikolaos A.	Sophia Bakunina: Balancing Journalism between the Russian Empire and the Middle East	$5,000.00
Barnes, Ericka	High-Accuracy Computational Quantum Chemistry Investigation of the Polymerization of Boron-Containing Chromophores	$4,906.00
Kearns, James	Can Liquid Chromatography Mass Spectrometry be used to identify new natural products/antibiotic molecules for the treatment of Borrelia Burgdorferi (the Lyme Infection)?	$5,000.00
Chung, Hanyong	The Effect of Product Market Competition on Analysts Forecast Characteristics	3,250
Chandler, Jeremy	Terra Incognita: Creating and Exhibiting Photographic Artwork	$5,000.00
Antonios, Imad	Characterization of the Effect of Measurement Artifacts on Power Loss Estimation in Electrical Grids	$4,600.00
Kalbfleisch, Elizabeth M.	Anti-Scientism and the Politics of Literacy Instruction in America	$2,500.00
Pang, Jiong Dong	Acetylcholine Esterase Kinetics and Potential for Alzheimer's Treatment	$2500.00
Palma, Pina	Pontano and the Renaissance at the Court of Aragon	$2500.00
Total		$331,571.00
Available funding		$430,957.00
Carry over to 2023-24		$99,386.00

WCSU 2022 Roster of Faculty Research Grants for BOR

Principal Investigator		Grant Information	
Name	**Department**	**Grant Title**	**Amount Funded**
Arslan, Hasan	Justice and Law Administration	Presidential Policies, Legislative Actions and Anti-abortion Violence in the United States	$2,500
Bandhauer, Carina	Social Sciences	The Modern Anti-Immigrant Movement	$5,000
Chuang, Ming-Ling	Management	The Challenges of Rebuilding US Domestic Supply Chains	$5,000
Eckstein, Jessica	Communication	Psychometrics and Population Utility of the Technology-Mediated Abuse (TMA) Scale: Testing Sample Reliability and Convergent, Face, and Expert-Validity of Victimization Measurement	$4,931
Gallucci, Nicholas	Psychology	Validation of a Performance Anxiety Inventory	$5,000
Kraybill, Jess	Psychology	Addressing Mental Health in College Students	$5,000
Marino, Kim	Justice and Law Administration	Coronavirus Behind Bars: The effect of the pandemic in Connecticut's Prisons	$5,000
Misra, Manoj	Social Sciences	Anti-Coal Protest and Asymmetric Environmentalism	$5,000
Nelson, Mary	Psychology	Embedded questions with appropriate controls improve understanding of pre-class material	$5,000
Owoye, Oluwole	Social Sciences	The Analysis of Public Governance Performance in African Countries in the 21st Century	$5,000
Pan, Zuohong	Social Sciences	An Assessment of China's Central Bank Intervention and Its Impact on the Renminbi Exchange Rate Fluctuations	$5,000
Sharma, Divya	Justice and Law Administration	Ethics, methods, and narratives surrounding media coverage of victims of COVID-19	$5,000
Stewart, Tricia	Education and Educational Psychology	Teachers on Teaching during the COVID-19 Pandemic: Experiences from a Time of Collective Trauma	$10,000
Total			$67,431
Available funding			$179,694

Carry over to 2023-24			$112,263

April 21, 2022

To the Board of Regents;

I would like to recommend the following Northwestern faculty and staff who are retiring this year for emeritus status. All of those listed below have at least 15 years of service to the system.

Thank you for your consideration. Please let me know if you have any questions or concerns.

Grantley Adams, Marketing Director
Robert Beck, Faculty
Sarah Bement, Faculty
Susan Dichter, Program Coordinator Team Success Scholars
Karen Hunter, Academic Associate
Ann Marie Hyres, Library Associate
Janet Nesteruk, Faculty
Valerie Royals, Faculty
Jessica Treat, Faculty

Sincerely,

Michael A Rooke, Ph.D.
President

March 10, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:
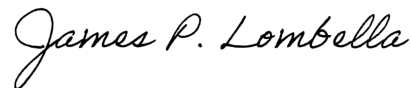
On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I support and concur with the recommendation of Professor Candace M. Carbone be awarded the designation of Emeritus status.

Thank you for your consideration of this request.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

April 28, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
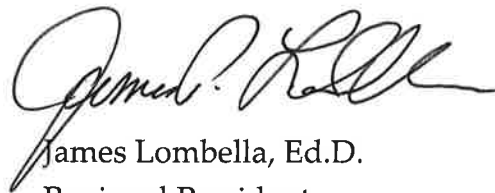61 Woodland Street
Hartford, CT 06105
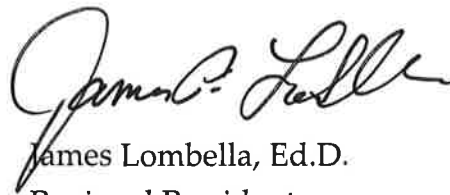
President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I recommend that Professor Lisa Celona be awarded the designation of Emeritus status.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

Dear Dr. Reome,

Please consider granting Lisa Celona Emeritus status. Her work with foreign language students, the Spanish Club, and organizing cultural events at Tunxis has had a significant impact on our campus.

Professor Celona works to make her classes relevant to students' lives. She encourages them to participate in study abroad programs and consider majoring or minoring in Spanish, and (pre-pandemic) to join her bi-weekly *Mesa Española* Spanish Club luncheons to practice conversing in Spanish. Professor Celona's students enjoy tasting Spanish food in her classes, attending extra credit cultural opportunities, and native speaker interviews, as well as Latin musical performances, salsa lessons, and museum trips.

She is a member of the Master Advising Committee, International Committee, and Center for Teaching Committees at Tunxis, and helped to organize previous International Weeks. She also is a member of the Community College Foreign Language Instructors Consortium. Additionally, Professor Celona has helped to write three Discipline Reviews; led the Foreign Language TAP Pathways effort: and recruited, trained, and observed Spanish adjuncts.

Debbie Bradford
Professor of English
English & Humanities Department Co-Chair
dbradford@tunxis.edu
tunxis.edu

Education That Works For a Lifetime

December 7, 2021

Pam Heleen
Associate Director of Board Affairs
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear Pam,

On behalf of Tunxis Community College and the North-West Region, Dr. Lombella and I fully support Emeritus status for Cathy Felice. Cathy recently retired from state service (Tunxis Community College) and did an outstanding job of serving our campus community for over thirty-years.

Regards,

Dr. Darryl Reome
Campus CEO

Dr. James Lombella
Regional President
North-West Region

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
860.773.1300
tunxis.edu
A Connecticut Community College

April 28, 2022

Education That Works For a Lifetime

Terrence Cheng
President
Connecticut State Colleges & Universities
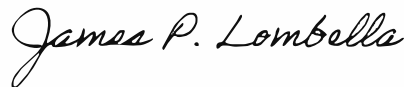61 Woodland Street
Hartford, CT 06105
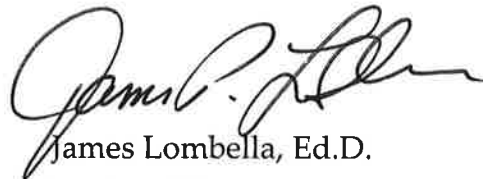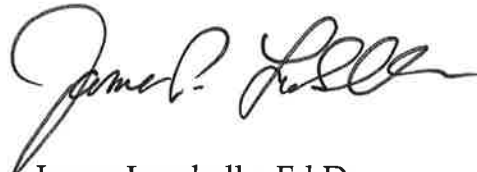
President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James
Lombella and I recommend that Professor Susan Gentry be awarded the designation of
Emeritus status.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

Dear Dr. Reome,

It is with great pleasure and enthusiasm that I recommend Professor Susan Gentry for Emeritus status.

Professor Gentry has been a guiding light for faculty and students during her tenure at Tunxis Community College, and she continues to be an active and supportive member of our faculty. Professor Gentry maintains a level of excellence and creativity in her work that continues to be an exemplar for our department and our college.

Professor Gentry is a skilled researcher and was instrumental in spearheading the research when our department moved from standalone classes to integrated skills. We are the department that we are because Professor Gentry helped to pave the way.

While at Tunxis Community College, Professor Gentry was the Pathway to Teaching Careers Program Coordinator and the Composition Course Lead. She was responsible for planning anti-racist pedagogy conversations and led 4th Tuesday department meetings to further advance our department's efforts in equity and inclusion as well as overall cohesion.

While teaching and guiding our faculty and students, Professor Gentry was also the co-chair of the Connecticut Coalition of English Teachers (CCET) and discussed and fought for policy changes that would ultimately benefit our department.

Professor Gentry has co-led the Instructional Skills Workshop (ISW) to build greater confidence in our faculty and is an instrumental member of the Center for Teaching. She has been engaged in numerous conferences on the discipline to aid in her own development and the development of other educators.

Thank you for considering Professor Gentry for this tremendous and well-deserved honor.

Rashida K. Williams
Department of English and Humanities
Office Phone: 860-773-1619
rwilliams@tunxis.edu

April 28, 2022

Education That Works For a Lifetime

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James
Lombella and I recommend that Dr. Kimberly James be awarded the designation of
Emeritus status.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

April 13, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I recommend that Professor Stephen Klema be awarded the designation of Emeritus status.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

April 28, 2022

Terrence Cheng
President
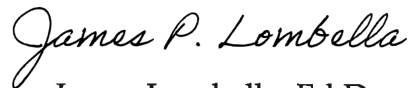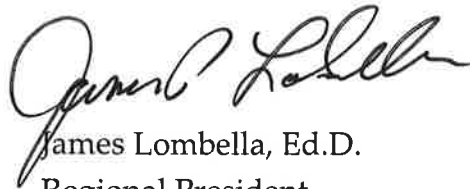Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James
Lombella and I recommend that Judy Reilly-Roberts be awarded the designation of
Emeritus status.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

Dear Dr. Reome,

I am recommending that Judith Reilly-Roberts be given emeritus status upon her retirement from Tunxis Community College this spring. She has served the Tunxis community well and has earned this distinguished honor.

Judith was hired in 1988 to establish an Academic Support (Success) Center with assistance for Developmental Education. It included lab activities, placement testing, tutorial services, out of class testing, ESL support and disabilities programming. She hired and trained a wide range of staff members over her first 9+ years including ESL Specialists, Reading Specialists, 2 Business Specialists, Assessment Specialist, Learning Specialist, Tutoring Coordinator and made a recommendation for the Placement Test Coordinator position. She then designed a new center with DPW. She incorporated NJ Basic Skills testing and eventually Accuplacer testing into program services, hiring part-time faculty to administer test. The tutoring program was eventually expanded with Educational Assistants and student tutors to serve thousands of students.

Judith was a Development Team member for the 1st Title III grant in 1994-95 which created a Career Center and Assessment Center. It developed our Online course program and brought a tremendous amount of technology resources to the campus. She co-wrote sections of the 5-year Implementation plans with other members of the team.

Judith wrote and managed Carl Perkins grants between 1991 and 2022 totaling between 2 and 3 million dollars. These grants funded curriculum development, significant quantities of supplies, equipment and technology for computer labs, the library, career and advisement centers and the Early Childhood Center to support the students at Tunxis. Grants also purchased software for computer programs and the library and supported CCP HS course articulations with books and funded many professional development activities, as well as travel expenses for high school students to attend Open Houses and Orientation programs on campus.

In 1997, Judith transitioned to the Counseling Office and remained there until 2022. She advised and counseled thousands of students needing a variety of services including crisis and personal growth counseling, academic advising, and career and transfer information. During this time, Judith presented professional development activities for faculty, staff and students at professional days, faculty meetings, PSO and in classroom settings. She engaged with open houses, major fairs, orientations and wellness screenings. Before her retirement, she worked on the JED Foundation initiative (mental health and suicide prevention), referring students to TimelyMD and assisting with the grant writing for the Governor's Emergency Education Relief (GEER) fund application for Mental Health initiatives (supported by federal CARES funding).

Judith coordinated five Health Fairs out of the Counseling Office between 2012 and 2016 which included both Mental Health and overall Wellness professionals from community agencies and businesses in our service area. She wrote and supervised/managed original Summer Bridge grants between 2000 and 2003. She assisted with additional grants including CT Charts-A-Course, Adult Basic Education, and the Hartford Arts Council. She served on 2 NEASC College teams. In 2000-2001 she chaired the Student Services chapter and in 2010-2011 served on the Student Services section committee.

As part of the Development Team for the 2nd Title III grant in 2000 – 2004, she researched the original program components with faculty. This grant included a tremendous amount of technology, lab

development for Eportfolio work, institutional assessment/research and the Ability-based Education initiative with Alverno College which resulted in our own ABE model.

In 2001 and 2011, Judith facilitated 2 Perkins Program Reviews. This was an extensive evaluation process of a specific funding year involving college administrators, faculty, outside community college representatives and SDE personnel. She coordinated/facilitated the Comprehensive Local Need Assessment (CLNA) process for the SDE Perkins Grant application in fall of 2020 for Tunxis CC and the Northwest CC region. She identified college and regional stakeholders, worked with Institutional Research to access and gather data and wrote a large percentage of the TCC plan.

Judith has served on numerous college committees over the years including Basic Skills, President's Council, Sabbatical, Promotions, Tenure, Institutional Effectiveness, Strategic Planning, PSO Executive Board, BIT, Student Services, Perkins campus, regional and statewide with SDE, Search Committees and many faculty and staff searches, System Basic Skills committee, Counselors' Association, Learning Directors council, Title III Development and Steering Committees.

In Judith's 34 years at Tunxis, she has made an incredible and long-lasting impact in the lives of her colleagues and the numerous students she has worked with. She will be greatly missed by many.

Sincerely,

Susan Winn
Associate Dean of Academic & Student Affairs

April 13, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James
Lombella and I recommend that Professor Colleen Richard be awarded the designation
of Emeritus status.

Regards,

Darryl Reome

Darryl Reome, Ed.D.
Campus CEO

James P. Lombella

James Lombella, Ed.D.
Regional President
North-West Region

April 28, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I recommend that Professor Sally Terrell be awarded the designation of Emeritus status.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

Dear Dr. Reome,

I am pleased to recommend Professor Sally Terrell for emeritus status.

Professor Terrell has been an active and supportive faculty member at Tunxis Community College. She is the consummate teacher, colleague, and mentor. If there is a model for professionalism and collegiality, it resides within Professor Terrell.

During her incredible career at Tunxis, Professor Terrell successfully taught English and communication courses. She is adored and respected by her students who consistently and constantly lauded her engaging presence and deep knowledge of the subject matter in her courses. Professor Terrell taught with a keen attention to the learning styles of her students, ever mindful that her task was to teach individual students.

At the campus level, Professor Terrell developed the first-year writing program and the portfolio assessment approach for Composition and Composition II courses. Professor Terrell was the coordinator of the First Year Writing Program from 2010-2015, leading curriculum, portfolio norming, and professional development for Comp and Comp II. Professor Terrell also co-chaired e-portfolio initiative at Tunxis beginning in 2012, including faculty professional development events and student showcases. Professor Terrell was also the chief architect of the memoir sequence for creative writing courses.

During her time at Tunxis, Professor Terrell was a co-editor of FAB, the anthology of student writing from Tunxis students who completed Composition and Composition II. Professor Terrell also found the time to be a chapter editor for the rhetoric and reader <u>Reading Our Histories, Understanding Our Cultures</u>, (Pearson, 1st ed., 1998; 2nd ed., 2001).

There is no one more dedicated to discipline-specific professional development than Professor Terrell. She was active in Center for Teaching (CFT) early in career, serving as the assistant to CFT state chairperson from 1993-1996. She was also on staff at the Barnes Seminar from 1994-1996. Professor Terrell was the chairperson of CCET (CT Coalition of English Teachers) from 2001-2006 during era emphasizing professional development and inter-college communication about pedagogy and assessment.

Professor Terrell was engaged in campus, system-wide, and professional organization committees and pedagogical enterprises that are far too numerous to count in this letter. What is important is that Professor Terrell cemented a legacy of teaching with compassionate and exercising collegiality all with goal of enriching her beloved Tunxis Community College family. Thank you for your consideration of this most deserving honor for Professor Terrell.

Kerry L. Beckford, M. F. A.
Professor of English
Tunxis Community College
Interim Associate Director of Diversity, Equity, and Inclusion
Connecticut State Community College
kbeckford@txcc.commnet.edu

April 28, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James
Lombella and I recommend that Professor Marguerite Yawin be awarded the
designation of Emeritus status.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

Dear Dr. Reome,

I would like to enthusiastically recommend Marguerite Yawin for Emeritus status. Professor Yawin's contributions to our college are innumerable and profound.

First, Professor Yawin was instrumental in revising our First Year Experience course, and pushing for it to be rigorous and required, well before most colleges were focusing on FYE. She trained many faculty and adjuncts to teach the course, as well as mentored our new FYE coordinator so that he can take over the program. This is a course that almost every Tunxis student takes, and students who complete it successfully have always had better outcomes and retention at Tunxis. In other words, she impacts virtually every student who attends our college on a daily basis.

Professor Yawin has been a mentor to many of our most dedicated and impactful faculty members, as well as adjuncts. Personally, I began at Tunxis with basically no teaching experience. Professor Yawin took a chance on me and helped me develop into a strong instructor, leader, and contributing member of the Tunxis community.

Professor Yawin has had many roles at Tunxis over the years – from admissions/Tech Prep coordinator to Director of First Year Programs, to faculty, to department chair. In every role, she has gone out of her way to stay current with best practices, reflect on her role and her impact on those she works with, and focus on serving our students. She has a particular passion for new students – she has worked on student orientation, summer bridge, and regularly volunteers for new student registration sessions and other opportunities to present directly to that group.

Professor Yawin has served on about 10 search committees, leading to 12 hires. She chaired/co-chaired accreditation committees at Tunxis three times. Through these activities, and many others, she continues to enrich the college – and will continue to do so for decades after her retirement.

Finally, but of equal importance, Professor Yawin takes care of the people around her. She is known for feeding both students and faculty – she never goes to class without baked goods or her jar of snacks so hungry students can stay focused. She is always available to colleagues and students for pep talks and deep conversation. She brings her sense of humor to this, and everything she does, consistently lightening the mood, and offering perspective (and amazing analogies). In the departments she has chaired, she has always created an atmosphere of community, support, and engagement. She is dedicated to offering regular professional development and committed to designing programs meant to help faculty – new and experienced, full- and part-time – grow as instructors and keep a focus on the metacognitive components and affective dimensions of teaching and learning.

I could not have wished for a better mentor. Tunxis is so lucky to have had Professor Yawin for as long as we have. Her retirement will be felt deeply by this institution.

Thank you for your consideration.

Debbie Bradford
Professor of English
English & Humanities Department Co-Chair
dbradford@tunxis.edu
tunxis.edu

Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
1.800.818.5501 toll free
860.343.5800 phone
860.344.7488 fax

April 6, 2022

Mr. Terrence Cheng, President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105
Sent via email tcheng@commnet.edu

Dear President Cheng,

It is my distinct honor and pleasure to recommend that the Board of Regents confer emeritus status to the following faculty members who will be retiring from State service at the end of the 2021-22 academic year. I offer these nominations under the process found in the Congress collective bargaining agreement (Article X, Section 6.O).

- Dr. John T. Ambenge, Professor Emeritus of Anthropology & Sociology
- Leonel Carmona, Professor Emeritus of Mathematics
- Donna Hylton, Professor Emerita of Computer Information Technology
- Richard Lenoce, Professor Emeritus of Digital Media Production
- Patricia Raymond, Professor Emerita of Business Administration
- Dr. Judy Wallace, Professor Emerita of Biology

Attached, please find letters from my colleagues in support of these nominations.

Thank you for your consideration of this request.

Sincerely,

Steven Minkler, Ed.D.
Chief Executive Officer
sminkler@mxcc.edu • 860-343-5706

March 23rd, 2022

Chief Executive Officer Minkler, Ed.D.
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457
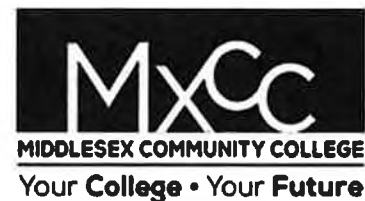
Dear CEO Minkler:

With over 20 years of service to Middlesex Community College, Professor John Ambenge is worthy of receiving Professor Emeritus. In all that he has done for his disciplines, sociology and anthropology, our college, and, most importantly, for his students, Professor Ambenge has helped shape Middlesex Community College.

Academic Excellence:

Dr. Ambenge was born and raised in rural Kenya. He earned his bachelors and master's degree from Concordia University in Montreal Canada. He then went on to earn his Doctorate in Sociology from the University of Connecticut.

Dr. Ambenge has an interdisciplinary background in sociology, political science, and anthropology. His areas of specialty are in sociology and cultural anthropology. Dr. Ambenge currently serves as a Professor of Sociology and Anthropology at MxCC. His teaching experience includes instruction in courses in sociology and anthropology, including principles of sociology, introduction to anthropology, cultural anthropology, social problems, juvenile delinquency, sociology of the family, and social inequality. He is an advocate of community engagement and service learning as important instructional tools.

Outside of MxCC, Dr. Ambenge's teaching experience extend to several colleges and universities in an adjunct professor capacity, including the University of Connecticut, Eastern Connecticut State University, Bay Path College, Springfield College, Three Rivers Community College, and Quinebaug Valley Community College. He is also the former chair of Sociology and Anthropology at Egerton University, Kenya.

Contributions to Students:

Dr. Ambenge's contributions to students are best reflected in testimonial from former MxCC students. Students posted the following comments.

"I have had professor Ambenge for Cultural Anthropology and he came to me as a nice person. A professor I was able to relate to and had no problems interacting with him at all. He definitely demands you work hard for every point you get, which is a good thing. Students should not expect easy grades. I would definitely take a class with him."

"I took his courses in sociology and I did well in both of them. Professor Ambenge is a terrific instructor. Don't be fooled by what lazy students who expect free grade say about this guy. I loved his accent."

"Dr. Ambenge is an amazing teacher. He makes you think about what you are learning. His stories are awesome because he is from another country (Kenya). His stories definitely help the learning, besides being great. His accent is a bit hard at first, but he's great!"

"Awesome guy......makes class interesting and funny."

Contributions to Fields/Discipline:

Dr. Ambenge has author two textbooks within the past 10 years. The first textbook, *Analysis of Female Rural-Urban Migration in Kenya; Female Rural – Urban Migration (*ISBN 978-38484305529) was published in 2012. The book has been described as one of the bestselling books in the field of sociology. The text focuses on those factors more likely to have significant effects on female rural-to-urban migration and cultural change and processes of adaptation that have taken place for the past three decades. Dr. Ambenge includes a complete theoretical framework and an African perspective. The book offers readers insights into why some women move and others stay in the rural area and the actions of those who enter the migration process.

Recently, Dr. Ambenge wrote and published a second textbook titled *"Sociology"* (ISBN-13: 978-1662408915) and has a copyright date of 2021. The overview of the text described the book as featuring "real-life examples and amazing diversity focusing on sociology's unique ability to personally resonate well with students' experiences. Throughout the text, the Dr. Ambenge carefully balances coverage of core topics and contemporary changes in society. Every chapter explores unique topics, such as same-sex marriage, Boko Haram, mob justice, Sharia law, as well as issues of inequality related to race, ethnicity, gender, social class, and urbanization. The text empowers students to use the lenses of sociological imagination to see sociology in everyday life. Using sociological imagination, theory, and sociological perspectives, the text helps students move beyond individual perspective to gain a sociological perspective."

Contributions to College

In conjunction with authoring two textbooks, Dr. Ambenge has also severed on various committees at MxCC to include the following:

- President's Committee on Diversity
- Social Science Search Committee
- Behavioral science/Psychology Search Committee.
- MxCC Mission Statement committee
- College Council
- Strategic Planning committee.
- General education assessment taskforce
- Systemwide TAP pathway Committee for Sociology
- Restructuring Governance System
- President's Committee on Diversity
- Student Development Committee

Contributions to Community/Society:

Throughout his career, Dr. Ambenge has been active in many professional and community organizations at the state and national level. He has served on as an Advisory Board member of Anthropology as well as an advisory board member for African Studies. Dr. Ambenge is also a member of the national Council of Black American Association NCBAA.

Locally, Dr. Ambenge served as the Ambassador of MxCC for the ice region and beyond as part of the Andimi Foundation. The foundation promoted leadership, community outreach, and civic engagement.

Innovation/Creativity/Originality:

Regarding innovation, creativity, and originality, Dr. Ambenge has been active within the realm of curriculum development. He served on the statewide Sociology TAP Pathway workgroup. His contribution helps lead to the developed and implementation of a Sociology TAP Pathway A.A Degree at MxCC.

Colleagues:

During his 15+ year tenure at MxCC, Dr. Ambenge has been active in support his colleagues. He served as chair designee by attending meeting to represent the Division Chair Professor Felton. During that time, he was available and present to respond to faculty and student concerns. Dr. Ambenge also served as a chair on several committees that are dedicated to collegial development to include; the Faculty and Staff Development Committee, the Professional and Sabbatical Contract Committee, and College Council. For the past 2 years, Dr. Ambenge has serves as the point of contact and organizer of the Area of Study (AOS) Social and Behavioral Science group.

Based on all the aforementioned contributions to MxCC and the community, it is without reservation that we recommend Dr. Ambenge for Professor of Emeritus at MxCC.

Respectfully submitted:

Rebecca Rist-Brown

Criminal Justice Program Coordinator

Donna Bontatibus, Ph.D.

Interim Dean of Academic and Student Affairs
Middlesex Community College

Steve Krevisky

Professor of Mathematics
Middlesex Community College

Steve Krevisky

February 1, 2022

Chief Executive Officer Minkler, Ed.D.
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

Dear CEO Minkler:

With over 30 years of service to the State of Connecticut, Professor Leonel Carmona is worthy of receiving Professor Emeritus. Professor Carmona has made countless contributions to the students at both Capital Community College and Middlesex Community College. In various roles, Professor Carmona has inspired both students and faculty alike, encouraging and supporting each to reach their full potential. Professor Carmona's career path began as Educational Assistant and bilingual tutor in both mathematics and science at CCC. As the years went on, his roles with the college grew. Professor Carmona began teaching as an adjunct faculty member in 1997. He continued to teach as an adjunct as he took on more responsibilities as the Academic Support Center Program Coordinator and eventually Interim Director. By 2005, Professor Carmona joined the full-time faculty of CCC where he remained until he joined MxCC in 2015.

Academic Excellence and Contributions to the Students

Throughout his career at both CCC and MxCC, Professor Carmona has taught a broad spectrum of classes from developmental to advanced mathematics as well as computer engineering, electrical engineering, physics, and chemistry courses. No matter the level of course, Professor Carmona remains consistent in his goals to stimulate students' interest, self-confidence, and desire to acquire knowledge to accomplish their academic goals. His commitment to his students is steadfast. Professor Carmona makes himself available to his students far beyond the faculty expectation whether it be for extra help or advising. He is selfless with his time, and his passion for teaching and student learning is felt by all around him. Professor Carmona has remained dedicated to evolving his teaching through the attendance of workshops and professional conferences. He has acquired extensive knowledge of technology such as Blackboard Learn, Geogebra, SPSS, Derive, MyMathLab, MyOpenMath and the TI graphing calculator.   This mastery of technology allows Professor Carmona's exceptional teaching style to extend beyond traditional classes and into other formats such as LRON and fully online courses. He actively recruits students to be a part of events such as Pi Day and the statewide MATYCONN Math Contest each year.

Professor Carmona was the deserving recipient of the Merit Award 2020. The nominating faculty member, Professor Emeritus Pam Frost had the following to say: "Professor Carmona is well-respected for his excellence in teaching. He is not known for being an easy teacher, but he expects no more of his

students than he does of himself. Students seek out Professor Carmona for his guidance and enrichment in math."

Throughout his career, Professor Carmona has made academic advising a priority. At both CCC and MxCC he has served as an academic advisor to assist students in developing educational plans consistent with their educational goals. Professor Carmona has participated in ongoing workshops related to advising models. He served as a member of the Advising Registration and Retention Task Force from 2017-2019. Professor Carmona provides a tremendous amount of support to his advisees who are seeking advice for their programs and transferring to other institutions. He is proactive in reaching out to his advisees on an ongoing basis throughout the semester. Professor Carmona's advisees look to him for guidance, which they always find.

Contributions to the College and Community:

Professor Carmona has had an overwhelmingly large list of contributions to the colleges he has served during his career. Although too many to list individually, you will see some highlights below.

Professor Carmona served as a NEASC self-study committee member in 2014. From the year 2011 to 2014, he was a member of the Physical Science Team member. In this role, Professor Carmona designed pre-tests for all physical science courses and subsequently compiled and analyzed the data to improve student advisement. He was an active member of the College Senate from 2004-2012.

In 2008, Professor Carmona was part of a team that developed the Honors Program. As a result, CCC became an institutional member of the National Collegiate Honors Council. Fitting with his goals as a teacher, the main goal of the Honors Program is to promote student success. More recently, Professor Carmona has been serving as Co-Advisor of Math Club as well as a Faculty Sponsor for Mu Alpha Theta Mathematics Honor Society.

There are few, if any, college committees that Professor Carmona has not contributed to in some capacity or another. He has been a member of numerous search committees, Minority Fellow Program, Director of Finance, Music Faculty, Mathematics Support Specialist, Counseling and most recently the Office of Academic and Student Affairs Secretary II. He has been member of the Tenure committee at Middlesex, as well Promotion Committee at Capital. From 2017-2019 Professor Carmona was a part of the Accuplacer Transition Team, the Instructional Technology Advisory Committee, and the Middlesex Center for Teaching Steering Committee.

In addition to serving his colleges, Professor Carmona generously volunteers his time to various organizations such as Travelers Capital Crossroads to Careers and Focus on Kids. In 2005 he also volunteered for the Dave Campo/Darren Woodson Invitational to benefit Connecticut Children's Charities.

Contributions to the Fields/Discipline:

Professor Carmona's contributions to his field and discipline are equally as impressive as his contributions to the colleges he's served. There is nothing Professor Carmona does without 110% effort and dedication.

Professor Carmona has served as the Discipline Coordinator for Mathematics at MxCC from 2019 to present. In his time as Discipline Coordinator, Professor Carmona has gone above and beyond the job

responsibilities. Just as mentioned above about being available to students, Professor Carmona works tirelessly and endlessly to support both full-time and adjunct faculty. He is available to his faculty for any assistance during summer and winter sessions and provides opportunities every semester for all the math faculty to meet to discuss the past and upcoming semesters. Professor Carmona is undoubtedly a mentor to all.

Professor Carmona took a leading role in creating and writing the Discipline Review Report in 2020. Due to his thoroughness and attention to detail, the Chair of the ART Committee commended the members of the department, stating "the Math program review was outstanding. Honestly, one of the best reviews we have had in my tenure on the team."

Recently, the math departments throughout the system are going through a tremendous amount of change to align our courses and curriculum. Professor Carmona has remained at the forefront of this change by serving on the state-wide Connecticut Mathematics Advisory Committee as well as the Alignment and Completion of Math and English Committee. He has also been a committed member of MATYCONN throughout his career and has served as chair of the Elections committee for several years.

During the year 2017-2018, Professor Carmona was a member of PA 12-40 as well as the General Education Team.

Creativity and Innovation

Professor Carmona's career has been anything but stagnant. He has attended and presented at countless workshops to constantly bring new ideas and practices to his teaching, tutoring and mentorship. In the winter of 2014, Professor Carmona designed two booster courses for Systems of Equations and Vectors in Two Dimensions for the Health and Life Science Career Initiative.   In 2011, he served as a member of the executive committee for Community College Undergraduate Research Initiative which was involved in the creation of curriculum modules that are delivered in introductory biology courses.

Consistent with the theme throughout his career, Professor Carmona constantly provided students with as much support as he could offer. He developed and presented several workshops to students to help them master the use of the TI-83 graphing calculator. In addition, Professor Carmona as a member of the Application to Assessment of Mathematics Group (AAM). Part of his time in this group was designated to presenting workshops titled "Math Teach Count" and creating assessment questions to determine the success rate of all developmental and gateway courses. In conjunction with AAM, Professor Carmona also designed and implemented a process for assessing the degree of concordance between high school Tech-Pres Algebra II courses and CCC's Intermediate Algebra.

During the past few years, Professor Carmona has been instrumental in adopting Open Educational Resources (OER) for the math department. He helped to pilot these materials for our Elementary and Intermediate Algebra courses as well as the gradual implementation of OER into our remaining courses. Professor Carmona has contributed significantly with input and reflections on these OER materials, which has ultimately led to the benefit of all students in these courses.

Colleagues:

Just as is with his students, Professor Carmona offers his colleagues an extraordinary amount of support. A math colleague of many years, Kegan Samuel, had this to share:

"Leonel has made significant contributions during his tenure at Middlesex Community College. He dedication to the students was clear in his interactions whether in class, advising or during Math Club meetings. He was always willing to help students inside and outside of class. He has been a mentor to junior faculty and is always willing to share his knowledge and expertise with others. The Mathematics department and in turn the college have benefited from his dedication and contribution over the years."
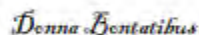
Kim Riordan, the Math Support Specialist at MxCC, had these thoughts to share:

When you look at Professor Carmona's career holistically, it is easy to see the common theme throughout. Professor Carmona believes in his students wholeheartedly and has worked endlessly to help them achieve whatever success they are hoping for. All his involvements to the college and his discipline have ultimately been to benefit the students at the community college. His daily commitment to the students he works with is equally as commendable as his long list of career accomplishments and involvements. His successful career of 30+ years has been the culmination of extraordinary dedication to his students, peers, colleges, and communities. Professor Carmona is, without a doubt, a worthy recipient of Emeritus status.

Sincerely,

Sarah B. Leone, Assistant Professor of Mathematics, MxCC

Donna Bontatibus, Dean of Academic Affairs, MxCC

Kegan Samuel, Professor of Mathematics, MxCC

Kim Riordan, Math Support Specialist, MxCC

March 21, 2022

Chief Executive Officer Minkler, Ed.D.
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

Dear CEO Minkler and the CSCU Board of Regents:

With nearly 25 years of exemplary service to Middlesex Community College, Professor Donna Hylton is an ideal candidate for Professor Emeritus. As a professor and the coordinator for the Computer Information Technology and Management Information Technology programs, the Founder of the MxCC Computer Club and Technology Center, and the initiator/creator of several STEM community programs, Professor Hylton has significantly contributed to the computer and information systems education at Middlesex Community College, positively impacting the lives of many students and people in her community. Particularly, Professor Hylton is passionate about serving women and minority groups and inspired many young people among the underserved to pursue STEM as a career.

Academic Excellence

- Since 1997, Professor Hylton has been an outstanding teacher of Information Systems/Information Technology. Students routinely comment about the great quality of Professor Hylton's teaching, and the active, engaging community of learning fostered in her classroom. Professor Hylton's care for her students certainly shines throughout all that she does to make the classroom a meaningful place of educational enrichment.
- Professor Hylton is a member of the founding faculty that developed the Transitional Year Program (TYP) that offers innovative educational and personal support to first year developmental students.
- Professor Hylton integrated civic engagement projects in her classroom to allow students to actively participate in solving business problems using technology. One such example was a software solution developed by her students and implemented in the college for evaluating transcripts.
- During 2021-22, Professor Hylton served on the CIT/MIS consolidation work groups and dedicated much of her time to discuss with her peers and develop the consolidated programs and courses for the One College.
- Professor Hylton has contributed meaningfully and comprehensively to the

development of the CIT/MIS Program to ensure that it embodies academic excellence. She modified the old Information Systems degree program to become the current Information Technology program, which more adequately reflects the current needs of industry, and she developed the Management Information Systems program, a transfer-oriented degree program, to make better articulations with four-year institutions.

Contributions to Students

- Professor Hylton founded the Computer Club and the MxCC Technology Center and has served as the faculty advisor. The signature programs of the Club and the Center include the annual e-cycling event, computer clinics, and the computer giveaway program. The Technology Center is a student-led computer repair center that serves the campus community and promotes service learning. The Club and the Center have been a wonderful way to foster students' passion to apply knowledge and skills to real life experience. Professor Hylton has truly been a role model as she lives her philosophy of service to the community.
- Having completed all required course work in Master's Degree in Professional Counseling, Professor Hylton incorporated the skills learned on career counseling and at-risk youth counseling, and greatly improved student retention in her programs.
- The Network Event that Professor Hylton organized featured experts from both IT and HIM disciplines and served as the catalyst to help students make concrete career decisions.
- In many years, Professor Hylton served as a Faculty Mentor in MxCC Meriden Center to help students at risk.
- Professor Hylton's work with her students both inside and outside the classroom has enhanced their learning, developed their leadership skills, fostered civic responsibility, and inspired life-long learning.

Contributions to College and Discipline

- Throughout her tenure at Middlesex Community College, Professor Hylton has assumed major leadership roles. Professor Hylton has served as the Program Coordinator for Computer Information Technology and Management Information Systems. In addition, Professor Hylton has overseen three certificate programs in Communications Networking, Help Desk Technician, and Software Developer. Professor Hylton developed a range of CSA/CSC/CST courses. Professor Hylton's coordinator responsibilities have been comprehensive, substantive, and meaningful.
- Professor Hylton developed the new HIM associate degree and certificate to prepare students for careers in the emerging field of Health Information Management. By working with the Interim HIM Program Coordinator and Consultant, Professor Hylton ensured that the degree was accredited in a timely manner.
- Professor Hylton acquired and refurbished computers donated by local business partners for use in classroom and the Technology Center. She established the

Technology Center's workshop space, and the ongoing clinics held there serve the needs of the campus community.

- Professor Hylton forged relationships with corporations and academia to provide opportunities for student's Co-Op/Internships. This network also serves as a feedback stream to provide program assessment and adjustment.
- Professor Hylton served on NEASC committee as co-chair, numerous faculty and staff search committees, and numerous task forces and specialty committees. Professor Hylton developed the Tech Fest, an outreach program to expose high school students to technology and to showcase MxCC students' technical skills. Professor Hylton served on the Executive Planning Board of the Credit for Life Fair. She worked with business and community leaders to organize and host the financial literacy program at Middletown High School, while assuming the role of an ambassador for the MxCC. Indeed, with 25 years of service, Professor Hylton has positively impacted all avenues of academic and student life at MxCC.

Contributions to Community (Innovation and Creativity)

- Professor Hylton's passion and commitment to education extends beyond the walls of the college. For almost 25 years, Professor Hylton has served as the director of JOY Camp, a free summer program for children of the community.
- In 2002, Professor Hylton developed the Adventures in Learning program. In 2008, the program received the Distinguished Community Service Award in a special ceremony held at the United Nations in New York City. Her community outreach, which began with a vision to touch children with a positive and inspirational message, has grown over the years to include educational field trips and academic enrichment. Numerous other awards were received, including the United Way Women's Initiative for the Adventures in Learning STEM Camp for youth, and Microsoft's Skills for Employability Grant, for her work in the community.
- In Fall 2017, Professor Hylton took a sabbatical leave to search for innovative ways to attract women and minorities to STEM. As a result, STEAM Train was developed as a non-profit organization that is committed to moving generations, especially underserved and underrepresented populations, to careers in STEM and beyond. STEAM Train has received numerous awards, including the NASA CT Space Grant, the Middlesex County Grant for the FastTrack Academy Program, CT Entrepreneur 2018 Community Favorite Education Award, and the Economic Development Initiative Award.
- For their 30 years of community service, Professor Hylton and her husband were the recipients of the Presidential Award for Volunteer Service 2015 from President Barak Obama. Professor Hylton envisioned to use her influence and available resources to create conduits that will encourage specific sectors of population to pursue their education at Middlesex.
- Professor Hylton has served on the Education and Technology Committee at the Midstate Chamber of Commerce to provide school-to-career opportunities for students of all ages, educators, and businesses in the greater Meriden area.

Because of her 25 years of heartfelt dedication and professional service, Professor Hylton is deserving of Professor Emeritus. Her work has enriched the very foundation of Middlesex Community College and profoundly benefited its faculty, staff, students, and community.

Sincerely,

Lin Lin, Ph.D.
Professor and Program Coordinator
Computer Science, Engineering and Technology
Middlesex Community College

Donna Bontatibus
Donna Bontatibus, Ph.D.
Interim Dean of Academic and Student Affairs
Middlesex Community College

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March 30, 2022

Re: Emeritus Nomination for Richard Lenoce

We, the full-time faculty and staff members of the Center for New Media would like to nominate Richard Lenoce for Professor Emeritus status. Professor Lenoce has officially submitted his intention to retire at the end of the 2021-2022 academic year. We feel Professor Lenoce has made unique and substantial contributions to Middlesex Community College, its students, the greater college community, and even the state of Connecticut. We feel these contributions are deserving of awarding him Emeritus status. Below are some of the major contributions that Professor Lenoce has made during his tenure at Middlesex.

Highlights of Major Career Accomplishments and Contributions:

- Served as Director of the **Center for New Media**, a high-tech media production center providing students, the college, community, and state with state-of-the-art media opportunities. Professor Lenoce oversaw the creation of the new production facility through the administration of a 2.5-million-dollar federal grant – one of the largest single grants awarded the college in its history. He has since served as its director and major champion, helping build its operation and reputation as a premier media education and production facility. The Center for New Media is now a recognized "center of excellence" in media in the state. As Director, Professor Lenoce has overseen center staff including a fulltime facility associate, two part-time associates, and numerous student workers.

- Co-developed, updated, and maintained **unique and innovative curriculum offerings** in media production, including programs in Broadcast-Cinema, Digital Media Production, and New Media Production as well as several new courses in these areas. Working in cooperation with other media faculty, Professor Lenoce lead efforts to revise program curricula to keep them up-to-date with changing developments in media. This included the development of a unique set of Associates degrees and certificate programs with seven areas of concentration in media production, including:
  - Audio and Music Production
  - Corporate Media Production
  - Digital Marketing
  - Film and Video Production
  - Multimedia
  - News and Sports Production
  - Web Design and Development

Recently, Professor Lenoce adapted this set of programs for the new one college, CT State Community College, proposing and receiving approval for it as a unique program status.

- Served as the long-time **Program Coordinator** of the **Broadcast-Cinema** and **Digital Media Production** programs, including overseeing both fulltime and parttime faculty in these program areas. Duties included hiring, supervising, and evaluating part-time

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faculty; scheduling courses, promoting the program to potential students, supervising the program's internships, partnering with community and corporate partners, organizing and conducting regular meetings of an advisory board, among many other activities.

- Helped expand the **Corporate Media Center**, a unique professional media production facility. Working in cooperation with Director Dan Nocera and college administration, Professor Lenoce helped expand and streamline the unique corporate media production services department. This center is involved in producing professional-level media projects for corporations, state agencies, and community organizations. This initiative has provided hundreds of thousands of dollars in additional income for the college and department as well as providing special opportunities for media students to receive professional production experience through the cooperate media practicum and the Corporate Media concentration within the Digital Media Production program.

- Co-coordinated the **Academic Awards** ceremony honoring outstanding students. For several years, Professor Lenoce has served as co-coordinator of the Academic Awards ceremony that takes place at the end of each academic year. Most faculty and staff agree that this ceremony is one of the most meaningful events of the academic year where program coordinators honor the most outstanding students in each of their program areas.

- Co-developed the annual **Broadcast-Cinema Awards** and **Arts and Media Festival.** The awards event first honored students in the Broadcast-Cinema and Multimedia programs. The event was later expanded to the **Arts and Media Festival** which showcased the best student work in all areas of arts and media in cooperation with faculty in both the media and fine arts departments. The festival is always very popular and well-received with hundreds of people attending annually. It is also a meaningful experience for the many students who are honored.

- Co-developed and supervised special summer programs including the **Media Arts Workshop, The Film Industry Training Program,** and the **Production Assistant Training** program. These special summer programs and courses provided unique experiences and training opportunities for both regular Middlesex students as well students throughout the state. The programs were often funded through special grants and included unique partnerships with the state and Film Industry office, other colleges, Connecticut Public Television, and professionals in the film industry. Most people involved in the programs, especially the Film Industry Training program described then as the best training programs they had ever been involved with.

And these represent only some of the contributions made by Professor Lenoce during his tenure at the college. In conclusion, we strongly recommend him for Emeritus status.

John Shafer   Rick Eriksen   Dan Nocera   Todd Levesque
Professor   Professor   Director, CMC   Media Associate

February 21, 2022

Chief Executive Officer Minkler, Ed.D.

Middlesex Community College

100 Training Hill Road

Middletown, CT 06457

Dear Dr. Minkler:

Professor Patricia Raymond is being recommended for Professor Emerita. Since 2006, Professor Raymond has been a full-time faculty member at Middlesex Community College.

Academic Excellence

Professor Raymond has long been dedicated to her teaching. Within the Business Department, Professor Raymond has taught a range of courses, which include CSC101 Introduction to Computers, BMG202 Management, BMG204 Managerial Communication, and BBG115 Business Software Applications. Early in her teaching, Professor Raymond wanted to reach more students. For this in 2012, Professor Raymond took iTeach to help transition ground business courses to fully online. Since the pandemic in 2020, Professor Raymond expanded to LRON, particularly for students who still wanted to interact with their professors. Indeed, Professor Raymond has been an advocate for the LRON course delivery and has spoken about its many positive attributes. With her background in Center for Teaching, Professor Raymond is particularly mindful of the importance of collaboration among students to help prepare students for team approaches that are oftentimes experienced in the business world. Even more, Professor Raymond is knowledgeable about learning styles and included varied learning methods to reach her students. Certainly, Professor Raymond encouraged her students to excel.

Contributions to Students

Professor Raymond is an advocate for student success. She believes firmly in preparing students for business and industry and has supplemented her teaching with sessions with her students to prep them for internships and interviews. For years, Professor Raymond would visit the Freshman Seminar classes FS1OO to introduce the different majors (Marketing, Management, and Accounting) in business to the students. Often, Professor Raymond would highlight the importance of business courses, such as Accounting and Managerial Communication, even for nonmajors because she recognized that business skills were essential in many professions. However, Professor Raymond did not stop with the business courses. She explained to the students the importance of general education courses, such as English and

Math, in a program of study. As someone who worked in industry, Professor Raymond saw first hand the importance of technology, oral and written communication, and numeracy skills.

Contributions to Field Discipline

Over the years, Professor Raymond has contributed to the curriculum development of her department. She developed and enhanced BBG115 Business Software Applications and BMG 204 Managerial Communication. Through Continuing Education, Professor Raymond helped to create Business Development and Communications and Medical Coding Certificates early in her tenure at MxCC. Also, early in her tenure, Professor Raymond worked through Continuing Education to provide professional development opportunities. As Professor Raymond helped to update curricula in her department, she also realized when programs may need to be retired. She worked to terminate Business Office and Technology Program to concentrate on programming that met the current business and industry needs.

To share her knowledge with other professionals, in 2011 and 2012, Professor Raymond attended the Clute Institute Conference where she won an award for "Business Development and Communication: Inside the Classroom" (2012). This award recognized the importance of business and the community college to prepare students for their professions. It was a national award.

Contributions to College

Throughout her tenure, Professor Raymond held several roles at MxCC. As noted since 2006, Professor Raymond has been a full-time faculty member in the Business Department. From 2011-2013, Professor Raymond served as the Chair of the Business Department. From 2006 to 2015, Professor Raymond was a co-advisor for PTK, the college's national honor's society. Students were so appreciative of her dedication that she was recognized with national and regional awards, which included Service to her Chapter (2015) and the Pinnacle Award (2009, 2010, 2012, 2014).

Additionally, from 2007-2015, she served as the Center for Teaching Consultant at MxCC and on the steering community for the community colleges. During this time, Professor Raymond hosted numerous workshops, including evening ones for instructors who found this time frame more convenient. Professor Raymond is also certified in ISW (2012) and has hosted training sessions in the system, including at MxCC, for faculty. Her work on Center for Teaching involved activity on subcommittees that helped plan the Spirit of Teaching and the Schwab Leadership Institute workshops.

Moreover, Professor Raymond had long been a member of FIRC and sat on steering committee for TAP Transfer and Articulation Programs at its start. This was a significant endeavor with the 12 community colleges coming together with the state universities to discuss transfer.

In addition to her many roles at MxCC, Professor Raymond served on several committees, including Promotion, Tenure, Curriculum, College Council, Faculty and Staff Development, the Financial Literacy Task Force, and the Library Advisory Board.

Contributions to Community

During her tenure, Professor Raymond has engaged her community. Since 2011, Professor Raymond has participated in Chamber events and business Expos as a member of the Middlesex County Chamber of Commerce. From 2011-2016, she served on the Business and Industry Advisory Board as a liaison. Even more, she and her department sponsored programs with area high schools to bring them to MxCC to

learn about the college and the Business Programs as prospective majors. Professor Raymond hosted several business division seminars for Middletown High School students to help foster a connection to MxCC. Over the years, Professor Raymond has invited professionals from Business and Industry to her classes to share real-life success stories and provide insight into the world of work. Because of her business background, Professor Raymond participated in Regional DECA events from 2010 to 2016 evening serving as a regional judge.

Even during her last semester as a full-time faculty member, Professor Raymond is working with the college's librarian to present a workshop to the community on topics, such as Info Graphics. Most, certainly Professor Raymond forged an excellent partnership with the Learning Commons to support students.

Since she began her full-time teaching career at MxCC, Professor Raymond has supported her students and their success. She has worked creatively to support her students inside the classroom and tried to innovate the curriculum to address the evolving industry needs, so students would be prepared for the professional workplace. She believes that her role in Business was that of service, which also reflected one of the hallmarks of the PTK honor society where she held the role of advisor for several years. Ultimately, Professor Raymond's teaching, different roles, and various activities supported the college's Strategic Plan and mission by helping her students become "productive, engaged global citizens."

Again, given her years of service to the college and her students, Professor Raymond is recommended for Emerita status.

Sincerely,

Donna Bontatibus, Ph.D.

Interim Dean of Academic and Student Affairs

Landi Hou

Academic Associate

Lin Lin, Ph.D.

Professor and Program Coordinator of Engineering, Computer Science & Technology

Chief Executive Officer Steven Minkler, Ed.D.
Middlesex Community College
100 Training Hill Road
Middletown, CT 06457

March 31, 2022
RE: Judy Wallace, D.P.T.
Professor and Program Coordinator of Radiologic Technology,
Computed Tomography & Mammography Programs

Dear Campus C.E.O Minkler,

This letter is in enthusiastic support of the appointment of Dr. Judy Wallace to Professor Emerita at Middlesex Community College (MxCC). Dr. Wallace has served her students, her discipline, and the college for over 20 years. Her educational background includes a Bachelor of Science Degree in Allied Health from the University of Connecticut (UCONN), a Master of Science Degree in Biology from Central Connecticut State University, and a Doctorate in Physical Therapy from Sacred Heart University. Her contributions are best categorized into six broad areas; (1) Academic Excellence; (2) Contributions to Students; (3) Contributions to the Field/Discipline; (4) Contributions to the College; (5) Contributions to the College; and (6) Innovation/Creativity/Originality.

Academic Excellence

Dr. Wallace has made significant contributions to one of the college's signature programs: Radiologic Technology. During her tenure at the college, she fully redesigned the Radiologic Technology Program curriculum and all associated courses. She worked with community partners to develop new post-primary certifications and all related courses in Computed Tomography, Mammography, and Magnetic Resonance Imaging. Most recently, she collaborated in the alignment of the Radiologic Technology Program for the future Connecticut State Community College (CSCC). In the past, she served as the MxCC Faculty Representative to the Allied Health Subcommittee resulting in the Health Careers Certificate Program (2006). She also helped created an Accelerated Medical Pathway (AMP) to profile the college's accelerated upper-level science courses.

Contributions to Students

Dr. Wallace has consistently advocated for the health and wellbeing of her students. As a senior faculty member, Dr. Wallace has been an integral part of the college's Behavioral Intervention Team (BIT) for many years. In addition, her medical training (C.P.R., A.E.D., First and Narcan

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(860)343-5800	*An Equal Opportunity Employer*	(203)238-7962
(860)344-7488 fax	*Connecticut State Colleges &University System*	(203)630-4011 fax

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Certifications) has benefited students in her role as a member of the Medical Emergency Response Team (MERT). Dr. Wallace has also co-hosted the Statewide Radiology College Bowl along with the Connecticut Society of Radiologic Technicians. This event has featured student teams from across the state including Gateway Community College, Manchester Community College, Middlesex Community College, Quinnipiac University and the University of Hartford.

Contributions to Field/Discipline

Dr. Wallace sought and competed for nationwide and statewide initiatives to improve training in the allied health fields. She was a participant in the Connecticut (CT) Health and Life Science Career Initiative (HL-SCI) grant, which was awarded in 2012. She was a member of the UCONN Health Education Initiative (HEI) to embed public health in allied health curricula. This initiative led to the creation of an HLT 160 Introduction to Public Health course. She also worked to ensure the college's programmatic compliance for a three-year US Department of Labor (DOL) Allied Health Grant which was awarded in 2006.

In addition, Dr. Wallace has served on External Review Teams for the science and allied health disciplines at Manchester Community College, Tunxis Community College, and Naugatuck Valley Community College.

Contributions to the College

In addition to maintaining a demanding course load, Dr. Wallace coordinated numerous courses including all the radiology courses offered by the college, all the post-primary certification courses (CT, Mammography, and MRI), the Human Biology courses, Anatomy and Physiology courses, and the Investigations in Health Careers course.

Dr. Wallace served on various advisory boards at the college including Criminal Justice, Veterinary Technology, Radiology Technology, and the Jean Burr Smith Library Advisory Board. She also represented the college on various statewide committees, but most recently she has made significant contributions as the MxCC representative and secretary of the system-wide Faculty Advisory Committee (FAC). She served on subcommittees within the FAC most notably the Compliance and the Conference Planning subcommittees. Recently, she represented the college on the Students First Academic and Student Affairs Consolidation Committee (SF ASA CC).

Contributions to Community/Society

For many years, Dr. Wallace has been committed to encouraging students and underrepresented minorities to pursue careers in the sciences and the allied health fields. She represented the college as a judge for many statewide science fairs including the CT Invention

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Convention (CIC) at UCONN. She has also served as a panelist for the Women in Math, Science, and Engineering (WIMSE) program at UCONN. Most recently, she has cohosted a conference entitled the "CT Medical Cannabis Program: Examining the Palliative Use of Marijuana" on campus.

Innovation/Creativity/Originality

Dr. Wallace has ensured the strength and the sustainability of the Radiology Technician program, which recently celebrated its 50th year. She worked with community partners at the Diagnostic Imaging department of the Middlesex Health Network. She recently worked tirelessly to win a Connecticut Health and Educational Facilities Authority (CHEFA) Grant to fund a completely renovated, energized lab at the School of Radiology located at the Middlesex Hospital of Middlesex Health. Dr. Wallace has worked hard for many years to strengthen the relationship between the college and Middlesex Health. This relationship has allowed students to receive training on cutting edge medical instrumentation.
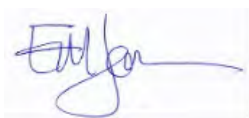
Colleagues

It would be remiss not to mention Dr. Wallace's dedication to the success of her colleagues at the college. Dr. Wallace served as a faculty mentor for Dr. Frank Stellabotte, Professor of Biotechnology since the Spring 2014 semester when he was hired as a part time instructor. She has consistently advocated for the countless part time instructors she has hired during her tenure at the college. She gathers part time faculty input regarding nearly all the policies and decisions she makes regarding course content and evaluations. Additionally, Dr. Wallace encourages her part time instructors to engage in professional development trainings. She has also encouraged new instructors to seek training from the Center for Teaching, Barnes Seminar, Pathways to Teaching and other system wide teaching programs.

Dr. Wallace's heartfelt dedication to the college, its faculty and staff, students and community partners had made her most deserving of Professor Emerita.

Very truly yours,

Frank Stellabotte, Ph.D.,
Professor of Biotechnology

Eva Jones, Ph.D.,
Professor of English

Donna Bontatibus, Ph.D.
Interim Dean of Academic
and Student Affairs

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Middlesex Community College

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April 28, 2022

Mr. Terrence Cheng, President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105
Sent via email tcheng@commnet.edu

Dear President Cheng,

It is our distinct honor and pleasure to recommend that the Board of Regents confer emeritus status to the following staff members who will be retiring from State service by the end of the 2021-22 academic year. We offer these nominations under the process found in the Congress collective bargaining agreement (Article X, Section 6.O).

- Emily Canto, Counselor Emeritus
- Janet Klinck, Student Activities Director Emeritus

Attached, please find letters from our colleagues in support of these nominations.

Thank you for your consideration of this request.

Sincerely,

Kimberly Hogan
Interim Campus CEO
khogan@mxcc.edu ~ 860-343-5702

Steven Minkler, Ed.D.
Former Campus CEO
sminkler@ccsu.edu ~ 860-832-2253

April 5, 2022

Dear Chief Executive Officer Dr. Steven Minkler and the CSCU Board of Regents:

It is with great pleasure that I recommend Emily Canto for Staff Emeritus. Emily has been a valued member of the MxCC team for over 23 years, and her work in the Career Development and Counseling Center has been a vital resource for our students, staff and faculty. Emily's commitment to her work and the success of our students has made a lasting impact on our campus and further supports my recommendation for Emeritus status.

Emily was instrumental in founding the Career Development and Counseling Center at MxCC and had structured the center to provide academic advising, transfer advising, career guidance and exploration, and mental health support. While her position reported to the Student Affairs department, Emily's commitment to seeing her students succeed academically had made her an invaluable resource to our academic colleagues. Emily has also dedicated countless hours to the CT State consolidation efforts by serving as the campus representative to the common General Studies core team. She collaborates and communicates with our faculty and her opinions are well regarded and respected. Emily also co-coordinates our MxCC Honors Program, which is a true gem in our community college system. Her dedication to our Honors students is unparalleled.

While Emily has provided sound career advice to our students, she goes above and beyond by facilitating countless workshops and professional development opportunities for the entire campus. Some of her much-appreciated efforts have been centered on providing all students mental health support and outreach. She has been a member of the campus Behavioral Intervention Team since its inception and has leveraged her ongoing professional development to help the team grow and learn. Emily is always there to listen and comfort a student in need and ensures they feel supported and heard.

Emily has brought innovative and new ideas to the campus that will live on long after her retirement, and our students are better for learning in an environment Emily was instrumental in creating. Given Emily's 23 years of dedication to our campus and work to make MxCC a better place, she is more than deserving of Emeritus status. Our college is a better place because of Emily and we are committed to recognizing her legacy.

Sincerely,
Dr. Sara K. Hanson
Associate Dean of Student Development

April 5, 2022

Dear Chief Executive Officer Dr. Steven Minkler and CSCU Board of Regents:

With over 15 years of service to both Middlesex Community College and Gateway Community College, I am writing to recommend Janet Kinck for Staff Emeritus status. Janet is a dedicated and thoughtful professional with a passion for student success and engagement. In her role as Administrative Assistant to the Dean of Student Affairs and later as the Director of Student Activities, Janet never lost focus of our students. She has worked diligently to create a fun, supportive, and engaging environment where students could thrive and learn.

As the Director of Student Activities, Janet has adopted a holistic approach to student activities. She ensures that students are presented with events and workshops that address mental health and well-being, stress management, creativity, and fun. She has curated a collaborative relationship with our Listening Lounge and regularly met with the team to provide comprehensive support to students.

As the supervisor to the Student Senate, Janet has made tremendous strides in attracting new students to the senate and to club membership across the campus. The Senate is active and invested in our campus and in our community, and that is due to Janet. Janet has encouraged and fostered the students to think outside the box and to create a robust schedule of events that have been well-attended and successful. Of particular mention is Janet's work during the pandemic. Not only did she plan virtual activities for the students, but we were also one of the few campuses to resume on-ground scheduling when safe to do so under her direction.

Janet has served on many campus committees including commencement, new student orientation, and retention. Janet created events with retention in mind, and students have often said that they wish they could have stayed on campus longer because MxCC was such a fun place to be. This is directly due to the impact Janet has had on our campus. She has set the standard high for a student activities program.

In agreement and support with our entire student senate, I wholeheartedly recommend Janet for Staff Emeritus. It has been a pleasure working with her and she is very deserving of this honor.

Sincerely,
Dr. Sara K. Hanson
Associate Dean of Student Development

CSCU

**Connecticut State
Colleges & Universities**

RESOLUTION

Recognizing

Connecticut State Colleges and Universities

Phi Theta Kappa (PTK) All-Connecticut Academic Team

May 19, 2022

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the All-Connecticut Academic Team is one of the All-USA Community College qualifying teams sponsored by Phi Theta Kappa, the international honor society of two-year colleges and academic programs; and

WHEREAS, each student selected for the All-Connecticut Academic Team is earning an associate degree, maintains a 3.5 GPA or higher and is involved in campus activities; and

WHEREAS, the 2021 – 2022 All-CT Academic Team includes 26 outstanding CSCU Community College students:

Gary Gendron, Asnuntuck Community College
Azjhante White, Asnuntuck Community College
Sylvia Agbolosu, Capital Community College
Aiyasha Singh, Capital Community College
Valeria Amezquita Cajamarca, Gateway Community College
Grace Chiroodza, Gateway Community College
Christine Grabo, Gateway Community College
Glen Diaz, Housatonic Community College
Katlyn Soderholm, Housatonic Community College
Nicholas Hirth, Manchester Community College

Kristen Reep, Manchester Community College
Rupert Tawiah-Quashie, Manchester Community College
Jacob Goodman, Middlesex Community College
Amber Leclaire, Middlesex Community College
Randolph Anderson, Naugatuck Valley Community College
Merlenesse Polanco, Naugatuck Valley Community College
Audrey Case, Northwestern Connecticut Community College
Isabella Jacobs, Northwestern Connecticut Community College
Lisa Kober, Norwalk Community College
Claire Rodriguez, Norwalk Community College
Angelique Caouette, Quinebaug Valley Community College
Dana Normandie, Quinebaug Valley Community College
Mustapha Bello, Three Rivers Community College
August Carignan, Three Rivers Community College
Aidan Laliberte, Tunxis Community College
Aidan Reynolds, Tunxis Community College

WHEREAS, Madison Peladeau of Jackson, Mississippi and a student at Northwestern Connecticut Community College was also named a Coca-Cola Academic Team Silver Scholar and will receive a Coca-Cola Foundation scholarship; and

WHEREAS, Professors Todd Bryda and Crystal Wiggins devoted their time and expertise in preparing the students for selection; now therefore, be it

RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the students of the 2021 – 2022 All-CT Academic Team and their advisors.

A True Copy:

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

RESOLUTION

Recognizing

Connecticut State Colleges and Universities

Henry Barnard Distinguished Student Award Recipients

May 19, 2022

WHEREAS, it is central to the mission of the Connecticut State Colleges and Universities (CSCU) to engage students in educational experiences that prepare them to continue their academic pursuits and begin careers, well-prepared to meet the evolving demands of the state's workforce; and

WHEREAS, the Board of Regents for Higher Education embraces an unwavering commitment to academic excellence, leadership, and career development; and

WHEREAS, the Henry Barnard Distinguished Student Award Recipients are chosen by their respective Connecticut State University and presented with the award and a $500 scholarship by the Connecticut State Colleges and Universities Foundation; and

WHEREAS, each student has maintained a 3.7 grade-point average and has a record of substantial voluntary service to their universities and communities; and

WHEREAS, twelve students representing the Connecticut State Universities have received a 2022 Henry Barnard Distinguished Student Award:

Central Connecticut State University

- Tamara Alexander
- Carissa Daigle
- Matthew Iossa
- Dezrene Thompson

Eastern Connecticut State University

- Natalie Devlin
- Nelson Javier Santos Ferrer

Southern Connecticut State University

- Greta Brunello
- Dominique Dickenson
- Sarah Gossman
- Sydney King

Western Connecticut State University

- Catherine Costa
- Olivia Moore

Be it

      RESOLVED that the Connecticut State Colleges and Universities Board of Regents for Higher Education hereby recognizes the outstanding accomplishments of the student recipients of the 2022 Henry Barnard Distinguished Student Award.

A True Copy:

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