

REPORT ON THE ESTABLISHMENT OF  
ACADEMIC PROGRAMMING OFFERED  
THROUGH DISTANCE EDUCATION:  
WESTERN CONNECTICUT STATE UNIVERSITY

Substantive Change: December 23, 2021

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## Descriptive Information

Name and title of person with institutional responsibility for the academic quality of the distance education programming: Dr. Missy Alexander, Provost and Vice President for Academic Affairs, Western Connecticut State University

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## URLs for information about Distance Education and Online Services

### FACULTY

- Blackboard Training Support: [https://support.wcsu.edu/?ht\\_kb=faculty-where-can-i-receive-training-on-blackboards-functions](https://support.wcsu.edu/?ht_kb=faculty-where-can-i-receive-training-on-blackboards-functions)
- On Demand Knowledge Center: [https://help.blackboard.com/Learn/Administrator/Hosting/Watch\\_Videos](https://help.blackboard.com/Learn/Administrator/Hosting/Watch_Videos)
- Blackboard Videos: <https://help.blackboard.com/>
- Other Technology Support: [https://support.wcsu.edu/?ht\\_kb\\_category=training](https://support.wcsu.edu/?ht_kb_category=training)
- Center for Excellence in Teaching and Learning (CELT): <https://www.wcsu.edu/celt/>
  - <https://www.wcsu.edu/celt/instructional-technology/>
  - <https://www.wcsu.edu/celt/course-design/>
  - <https://www.wcsu.edu/celt/summer-2020-workshops/>

### STUDENT

- Academic Advising <https://www.wcsu.edu/aac/>
- Tutoring Resource Center <https://www.wcsu.edu/trc/>
- Ansell Commons (Tutoring for JLA/BBA) <https://www.wcsu.edu/ansell-commons/>
- Math Clinic <https://www.wcsu.edu/math/math-clinic/>
- Writing Center <https://www.wcsu.edu/writingcenter/>
- Student Research Support <https://libguides.wcsu.edu/help/consultations>
- Career Success Center <https://www.wcsu.edu/careersuccess/>
- Technology Support <https://support.wcsu.edu/>
- Student Technology Center <https://www.wcsu.edu/sttc/>
- Blackboard Support for Students <https://help.blackboard.com/Learn>
- Accessing Blackboard [https://support.wcsu.edu/?ht\\_kb=how-do-i-access-blackboard-learn](https://support.wcsu.edu/?ht_kb=how-do-i-access-blackboard-learn)
- Talk Campus <https://www.wcsu.edu/counseling/talkcampus/>
- All Student Services <https://www.wcsu.edu/currentstudents/>
- Undergraduate Catalog <https://catalogs.wcsu.edu/ugrad/>
- Graduate Catalog <https://catalogs.wcsu.edu/grad2122/>
- Registrar Policies <https://www.wcsu.edu/registrar/policies/>
- Complaints Processes (SARA) <https://www.wcsu.edu/registrar/policies/>

## Technical Infrastructure

There are several technical infrastructure components that support distance learning at WCSU. Our Learning Management System is Blackboard Learn, version 9.1 which is a SaaS, cloud hosted solution. It also includes Blackboard Collaborate for synchronous online video capabilities. Additional live video applications include Microsoft Teams and Cisco WebEx. Software to support online learning includes the

Microsoft Office 365 Suite (email, cloud storage, etc.) and Kaltura MediaSpace (video portal and CaptureSpace for recording lectures) hosted by Kaltura Cloud. Ellucian Banner is our Student Information System. Students use Banner to register for classes, check midterm and final grades and access their unofficial transcripts. DegreeWorks is our Advising module. All of these applications are hosted in the cloud. Incremental backups of all on-premises data are performed daily, with a full back up weekly. Retention period is 4 months and backup tapes are held in secure storage offsite.

Remote students connect to our LMS through a browser and authenticate via our Active Directory for all Single Sign-On (SSO) supported applications.

CEN (The Connecticut Educational Network) is our internet provider. We are currently a hub for CEN and extend CEN internet access to schools and libraries in our area. Our CEN service is 10Mb and is fed from Hartford and Stamford for redundancy. Over the past year, we peaked at 20% of our available bandwidth. Students rely on their Internet Service Provider for data connectivity to online learning tools and systems from their location.

Security is maintained by the cloud vendors as well as our Information and Network Security staff and our Palo Alto firewalls. Forsite assists us in managing the Firewalls (updates, patching, notifications, etc.).

WCSU's (Local Area Network) LAN is approximately five years old and consists of a Cisco core network, a distribution network and an edge network. The LAN connectivity across all buildings and between both campuses is a 10Gb fiber optic backbone.

Our network is supported by in-house staff as well as a Managed Services Provider. The provider monitors all network components at their NOC (Network Operations Center) 24x7x365. Their service includes email notification of network anomalies, failures and issues. In addition, their team of Cisco certified engineers diagnoses issues remotely and can escalate complex issues to Cisco in our behalf. Our network hardware is also supported by Cisco for failures, security updates and troubleshooting of complex issues.

Our Service Desk uses SolarWinds (Samanage) for incident reporting and service requests. We have additional support from Blackboard Support after hours for a combined 24x7x365 assistance for all faculty, staff and students.

Associated staffing (some portion of each person's time) includes:

- Two in Network Services
- Two in Infrastructure Services
- One LMS Administrator
- One Instructional Technologist
- One Information Systems Manager
- One Information Security Officer
- One Network Security Administrator
- Two Instructional Designers (not part of IT&I staff)
- Service Desk
  - One Service Desk Manager
  - One part time (UA) Service Desk support
  - Five part time student workers
  - 24 x 7 support via Blackboard Help Desk (when our staff is not working)

## **Verification Process**

For all students who enroll at WCSU, their initial enrollment involves submission of information that identifies who they are (social security number or other national identifier) and where they are (home addresses). Students are then issued a University ID number and they are mailed and emailed the information necessary to set up the digital access points to the university. The University ID is a unique identifier that provides secure log-in to course content and all other university services. As of fall 2021, most services also require Multi-Factor Authentication, which strengthens that security. Students must also update their password on a regular schedule, which also requires multi-factor authentication.

## **Inventory of Online and Hybrid Degree Program**

This table includes all planned for online and hybrid programs at this time. This includes legacy programs, those that switched as of 2021, and those planned for 2022. Several programs will have online and on-ground options. [Table 1 Distance Education Data Table](#)

## **Narrative**

This substantive change application represents Western Connecticut State University's intention to permanently expand its online program offerings to better meet the needs of our graduate students and working adults seeking opportunities to complete their undergraduate degrees. Building on the success of our EdD in Nursing Education, MS in Applied Behavior Analysis, and the MFA in Creative and Professional Writing, where we have offered online and low residency programs for several years, and our experience in the last year with approval for all programs to be delivered online, we have grown our capacity to develop curricula for online delivery that is pedagogically sound and attractive to adult learners.

The expansion of our work online during COVID-19 has allowed us to put in place appropriate student support structures and build a library of instructional design tutorials to ensure that both faculty and students have the resources they need to thrive in an online environment. This has allowed us to consider moving several existing graduate degrees online permanently, and expansion of our capacity to deliver online education has helped to move us forward in our desire to attract new audiences to our university. With a focus on adult learners, we plan to enhance our enrollments significantly, offsetting the drop in traditional undergraduate students typical of New England at this time. This is an important step for the health of the university and will meet the emerging needs of the region.

In the pages that follow, we will describe how online education fits in with our mission, the work we have done to ensure quality, and the infrastructure we have developed to support a good online experience for the students we hope to serve.

## **Standard 1: Mission and Purposes**

Founded in 1913 as one of Connecticut's Normal Schools, Western Connecticut State University has always demonstrated a commitment to professional education within a liberal arts context. Whether preparing teachers, nurses, historians, or performing artists, we are committed to providing the programs that meet the academic and professional goals of our students and serve the workforce and civic needs of the region. Our recently revised mission statement (2015) continues to reflect this history and our vision for the future.

*Western Connecticut State University changes lives by providing all students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.*

*To achieve this, we*

1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.
2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.
3. Attract student-centered faculty who are passionate teachers and accomplished scholars.
4. Establish partnerships that create opportunities for internships, research, and experiential learning.

Our mission serves as a reference point in our annual planning as well as our strategic plan ([Appendix 1: Strategic Plan](#)). We routinely evaluate the portfolio of academic programs to be sure they are meeting the expectations of the disciplines as defined by national organizations and/or accrediting bodies. Recently this has meant accreditation of our health programs (CEPH), reaccreditation of our education programs (CAEP), counseling programs (CACREP), social work (CSWE), music and music education programs (NASM), and an upcoming initial visit for our computer science program (ABET) for which we anticipate a positive result. ([Appendix 2: Accreditation](#)). These discipline-focused accreditations help us align with national standards and emerging trends in those fields, ensuring our students have an opportunity to graduate with the knowledge and skills most appropriate to their fields.

Part of our routine planning includes the monitoring of enrollment in each degree program. Recently we have closed four programs that were no longer in high demand and launched several new degrees (MS in Addiction Studies, MS in Nutrition, MS in Integrative Biological Diversity, Doctorate in Nurse Practitioner, and BA in Applied and Computational Mathematics) that are more in line with emerging regional workforce needs. The Governor's Workforce Council: Workforce Strategic Plan specifically identifies Healthcare, Life Sciences, and Information Technology fields as priorities ([See Exhibit 1](#)). Indeed, it is our attention to these trends that has informed our decision about which programs to move to an online format. In making this change, we are meeting regional needs and addressing weaknesses in enrollment patterns that have emerged with the demographic shifts in New England.

In addition to routine assessment of our academic programs (described in Standards 5 & 8), we recently started tracking our graduates' career trajectories through a First Destination Survey, which focuses on initial employment post-graduation. The results have spurred our focus on improving the connections between the academic experience and our students' career goals by expanding experiential learning and internship opportunities, including capstone experiences in research and/or creative activities relevant to every major, and most recently, adopting a career education curriculum that is being piloted this year ([See Appendix 3: Career Education Curriculum](#) for details). Career resources are available online and on-ground and we have turned our focus to supporting graduate students more intentionally in the last year. With the online pivot, they will have great access to the virtual career fairs, resume review, and career coaching materials to help focus job searchers and professional goals.

Our faculty focus on teaching excellence as their first priority as they participate in informal mentorship relationships, pedagogy focused workshops sponsored by the Center for Excellence in Learning and Teaching (CELT) ([See Appendix 4: Sample CELT Workshops](#)), and with the support of faculty retraining grants that support educational experiences focused on teaching or emerging trends in fields ([see Appendix 5: Faculty Retraining Grants](#)). Most recently our CELT workshops have paid special attention to online pedagogies, as we transitioned to online courses during COVID-19. These workshops continue as we transition back to on-ground, in support of good instructional design whether as a course enhancement or a fully online course. Faculty are also supported as scholars through various research grants and/or reassigned time. The scope of their work can be seen in our annual Creative Activity publication (samples of this work can be seen here <https://www.wcsu.edu/academics/publications/>). We are particularly proud to note that many faculty members include students in their research, either as a routine part of the major

curriculum or on special grant-funded projects. Indeed, this is a robust feature of our STEM programs and our graduate degrees in nursing and education. Supporting student/faculty collaboration is often the focus of the grant funds that we receive (student researchers are indicated with \* in the creative activity reports).

In sum, our mission serves as our guide as we make decisions to invest in new academic or co-curricular programs and reminds us that we exist to serve the students of our region. Our professionally oriented academic programs are built on a liberal arts foundation and are aligned with emerging trends in the field. Our liberal arts programs are increasingly connecting classroom experiences to internships, research, and service opportunities to help students chart courses to careers from any discipline. Our advanced degrees help students to move into leadership roles in their fields, expanding on their undergraduate work and moving them further. Our outreach to K-12 districts, health care facilities, social work agencies, mental health providers, entrepreneurs, and arts organizations, helps us continuously evaluate our offerings in light of regional needs so that we can best serve our students and our community.

**Standard 2: Planning and Evaluation**

As part of WCSU’s strategic planning process, completed in 2017, the faculty and staff identified the need to grow our enrollment as essential to the health of the university. Like many institutions in New England, we examined our own enrollment trends and the projections for the next 10 years in the region and recognized that it was important to look for new opportunities for recruitment. Our recognition of this can be seen in several of the goals of the strategic plan, but most of all in goals 1 & 5.

- *Goal 1: Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.*
- *Goal 5: Create a self-sustaining financial model.*

Goal 1 was an acknowledgement that our traditional recruiting environment includes many students who are the first in their families to attend college, many of whom need both academic and financial support at rates that we were not set up to provide. Several of the efforts that have taken place since the strategic plan was adopted have been aimed at addressing these needs. ([See Appendix 6: Sample Strategic Plan Updates.](#))

Goal 1.2 focused on expanding offerings for adult learners both at the graduate and undergraduate levels. This has led to the development of several new graduate degrees (MS Addiction Studies, MS Applied Behavioral Analysis, MS Human Nutrition, MS Integrative Biological Diversity, revisions to the MS Health Administration, and the DNP Nursing Practice (launching in fall 2022). An additional program, the MS in Homeland Security is now under review at the Board of Regents and our plan is to launch this degree in fall 2022. The focus on graduate programs has yielded encouraging enrollment trends, with an overall growth at the graduate level for the last four years.

**All Graduate Students 2019-2021**

Fall 2019	Fall 2020	Fall 2021
542	566	582

Despite these encouraging results, some of our recent updates at the graduate level are still seeing lagging enrollments. During the pandemic the MSED programs and the EdD in Curriculum Leadership shifted online, and our students have asked us to continue in this modality going forward. All of the students are



working teachers and the flexibility of online is more desirable than a traditional program. We hope that this will grow our audience for these important credentials.

According to the 2019 report *Some College, No Degree*<sup>1</sup>, there were nearly over 380,000 people in Connecticut who may be eligible for a degree completion program. Their research indicates that about 15% of these would select a four-year public university. WCSU has identified this audience as another opportunity to grow enrollment. At the undergraduate level, we selected two degrees to serve returning adult learners: the BA in Interdisciplinary Studies and the BA in Communication Studies. The BA in Interdisciplinary Studies was designed as a degree completion option for returning adult students and for students who were unsuccessful in their first (or second) major. This degree has grown from 5 to 44 students in just four years with 16 degrees awarded in 2020. The BA in Communication has long been a popular option for returning adults, without any particular effort at recruitment. We plan to start with a seats available model, allowing us to grow our audience over time, without accruing additional costs.

To launch any new degree program, WCSU relies on several evaluations to project demand. The first step is focused on the curriculum and how it aligns with the evolving needs of a field. Our MS in Addiction Studies, for example, was developed in close consultation with practitioners in CT and their observations about the skills and habits our graduates would need to do well in this field. This consultation allowed us to establish the first such degree of its kind in Connecticut. The MS in Human Nutrition was aligned with national standards and was developed because of the missing public opportunities for this content in Connecticut. The re-designed Master of Health Administration has grown significantly after adjusting curriculum to more specific workforce demands. The hiring of a new faculty member with significant experience in this field was instrumental in this transition. All of this work is faculty driven and part of our normal curriculum approval processes (see standard 3 & 4).

For all new programs we also consult Jobs EQ to establish career demand and degree saturation in the region ([See Appendix 7: Sample JobsEQ Report for Healthcare Management](#)). This simple tool is very helpful for matching new programs with the emerging employment opportunities, allowing us to make the case for the degree with direct career connections in view. It also identifies where degrees are already produced and helps us to avoid duplication beyond demand. In addition, proposals for new programs must include projected enrollments for three years. The Board of Regents reviews those projections after three years and asks for a plan of action if the targets were not met. It should be noted that the BOR also requires plans of action for “low completer programs” which sets minimum expectations for degrees awarded over a three-year timeline ([Appendix 8: Low Completer Program Policy](#)). Finally, all program planning includes a budget review process that includes planning for initial investment and projected timelines to break even and surpluses. These are tied to the enrollment projections in the original proposals and are closely monitored. ([Appendix 9: BOR Program Approval Template](#))

In sum, there is rigorous planning at the program level and in relation to the university’s strategic plan.

### **Standard 3. Organization and Governance**

The development of distance education programs follows the same process that all program development at WCSU. Per the faculty handbook, programs are developed by the faculty in the departments with the relevant expertise. All program proposals follow well-established governance review practices that move from department, to school Program Review Committee, Curriculum Committee (Grad or Undergrad), University Senate, and the Board of Regents. New programs also stop at the University Planning and

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<sup>1</sup> National Student Clearing House: Research Center. (2019). *Some College, No Degree: A 2019 Snapshot for the Nation and 50 States*. [https://nscresearchcenter.org/wp-content/uploads/SCND\\_Report\\_2019.pdf](https://nscresearchcenter.org/wp-content/uploads/SCND_Report_2019.pdf)

Budgeting Committee to determine the associated costs of delivery. Enrollment and budget planning details are also required by the Board of Regents. WCSU does not rely on outside vendors for any of our programs. (This is detailed in the [Faculty Handbook](#) and will be described in detail in Standard 4).

Like program development, all programs must have clearly stated learning outcomes and an assessment plan. Assessments are generally done at the department level, though some also draw on external exams, particularly in programs with licensure options. Faculty in the discipline are responsible for the assessment and turn in reports on a regular schedule (1-, 2-, and 3-year rotations as defined by the department). Results are sent to the school dean and the University Assessment committee for review, but it is the faculty in the department who are charged with responding to the assessment. External reviewers are part of Program Assessments which happen every 5-7 years, depending on additional accreditation criteria. In sum, online programs follow the same guidelines as traditional, on-ground programs. (Sample assessments are described in Standard 8).

For all new programs or programs that are changing modalities, after department or campus review, the CT Board of Regents also reviews the proposals. Like the campus review, proposals will include the faculty expertise, projected enrollments, staffing plans, and an overall budget for the program. (See [Appendix 9: BOR Program Approval Template](#)). This adds an additional layer of review to ensure that the program has a reasonable chance of success and sustainability. Of particular importance for online degrees is the avoidance of duplication within the CSU system.

WCSU has invested in two full-time instructional designers to support course and program development online. They work directly with faculty, helping them imagine their courses and supporting them with information about new technologies and best practices. In addition, there is a standing Online Education Committee ([Appendix 10: Online Education Committee Bylaws](#)), to promote best practices in online pedagogy and advocate for technological solutions as needed. As part of the CSU system, our learning platform is Blackboard, and our Information Technology & Innovation Department, collaborates with the Instructional Design Team to promote new options within Blackboard that facilitate better interactions between students and faculty.

Because WCSU has a very strong system of shared governance, our processes are necessarily collaborative, respecting the expertise of faculty and working toward creating suites of strategies for instruction that allow professors to choose the best option for their goals. Support for learning about teaching online is available online, on demand, or in person. In addition to the programs offered by CELT, listed in Appendix 5, there are on-demand tutorials from Blackboard Learn that all faculty can access through our Information Technology and Innovation Website. ([Appendix 11: Support for Using Blackboard.](#))

#### **Standard 4. The Academic Program**

All distance education programs at WCSU are constructed with the same policies and protocols as our traditional on-campus offerings. In the case of the programs described in this substantive change application, nearly all were developed for on-campus delivery first and then converted to online modalities as student demand indicated the need for the change. As those transitions happened, courses were re-designed for online delivery using the same course outlines and program goals as the original on-campus version. Normal curriculum development processes are as follows:

- All program development takes place at the department level drawing on the expertise of the faculty in the discipline. In the case of an interdisciplinary degree, faculty from multiple departments work together to construct the curriculum. Faculty authority in this realm is clearly defined in the approval processes outlined in our faculty handbook and the CSU-AAUP contract ([Appendix 12: 5.17 and 5.17.1](#)).

- From the department, all curriculum moves through several committees including a school Program Review Committee (PRC) which ensures that there are not conflicting offerings within the school and that the appropriate level of rigor is evident in the course outlines. ([Appendix 13: PRC Bylaws](#)). Our Faculty Handbook includes definitions of course levels to assist in this discussion ([Appendix 14: Course Level Definitions](#)).
- For new programs, the next step is the University Planning and Budgeting Committee (UPBC) where questions of staffing, facilities, and other related program costs are considered. With a clearly codified adjunct cap of 20-21%, all programs must have a staffing plan ([Appendix 15: CSU-AAUP 10.8.1](#)). In recent years, UPBC has focused more directly on linking proposals to the larger university goals outlined in the Strategic Plan. The current strategic plan directly references the need to grow programs for adult audiences including graduate and degree completion programs. Recent developments in enrollments have made it clear that the distance model is the most desired by our students.
- PRC approval is followed by curriculum review by the Committee for Undergraduate Curriculum and Academic Standards (CUCAS) or the Graduate Council. ([Appendix 16: CUCAS and Graduate Council Bylaws](#)). These committees look at the program from a university-wide perspective, often requiring revisions before approval. If approved by one of these bodies, new programs are next reviewed at the University Senate.
- On campus approval is followed by Board of Regents approval. Our proposals on campus are aligned with BOR expectations, so they will include a case for the need for the program, description of the learning outcomes and assessment plans, staffing and enrollment projects, and an argument for how the degree meets system-wide and state workforce needs. Any program that is approved must also submit updates on projected enrollments at three- (initial) and seven-year (routine program review practices) intervals. ([Appendix 17: Application for Continued Licensure and Accreditation](#))

For the programs proposed in this substantive change, all were approved as modality changes at the BOR in the last year, with one more currently under review. This is generally a fast-track option because the curriculum is already established, and the cost of delivery is already part of our annual operating budgets. To apply for a modality change, the department makes the recommendation to the Provost and the BOR assesses the impact of the modality on the system and the finances. In most cases, we are retiring our on-campus versions of the programs because it is unlikely we will attract a large enough audience for two versions. This allows us to transition faculty to the new modality and maintain appropriate staffing levels. In a few cases we will run two programs (BA Interdisciplinary Studies, BA Communication Studies) because they have robust on-campus demand. The online courses are available to those who want an online program and to those who just want an online course. This allows us to launch our adult degree completion initiatives on a seats available basis to assess demand. If it results in enrollment growth, more faculty will be hired.

At WCSU, assessment practices are defined at the department level often aligned with national standards and in many cases specialized accrediting bodies. Faculty define the learning outcomes and the assessment cycle and reviews results annually. Learning outcomes are not differentiated by modality. All programs must also conduct a full program review every seven years (many do it at five-year intervals per accreditor guidelines). These evaluations assess program outcomes in terms of academics and external placements, enrollment trends, staffing and facilities' needs, and plans for change in the next seven years. These routine evaluations allow WCSU to monitor all programs in terms of quality and sustainability. ([Appendix 19: Academic Program Review](#))

As is appropriate in higher education, WCSU faculty are free to imagine course design in ways unique to their goals and preferences. This necessarily means that we do not have a standardized online format. Nevertheless, there are recommended best practices from the Distance Education Committee that are adopted by most faculty. In several programs, the course layouts have been standardized by faculty agreement (EdD Nursing, MS Counseling, MS Education programs, MS Applied Behavior Analysis). These programs in the School of Professional Studies, benefit from the support of a dedicated instructional designer to help support that consistency and new innovations as they emerge. Most recently, faculty in SPS have adopted the collaboration tools in Blackboard to facilitate more interaction between and with their students.

Although we do not mandate uniform instructional design across all areas, we do ensure quality through our routine assessment practices and shared course outlines approved at the department level. Students also have the opportunity to provide feedback in every course, through student opinion surveys, which help us identify any areas in need of improvement in terms of interaction, design, or course content.

All courses meet the normal (Carnegie Unit) credit hour expectations. In most cases, our online programs follow 15-week semester structures alongside our traditional on-campus semesters. In the summer sessions, these are compressed, but the course materials are reorganized to meet that timeline. The official course-outline does not change. Course outlines are the mechanism by which we define course expectations; the assessment is where we determine whether that students are meeting the standards as defined. Assessment has generated program changes in several instances, including revised curriculum (MHA Revised Curriculum), additional preparation for certification testing (MS ABA Comprehensive Exam), and changes in admissions standards (MBA Reduced Pre-requisites).

Students in our online programs have access to faculty by email, phone, web-based conferences (Zoom, WebEx, Teams), and face-to-face as best suits their needs. As per our contract, faculty must be available during regularly scheduled office hours for 5 hours per week ([Appendix 18: CSU-AAUP 10.9](#)). Most faculty make themselves available by email and other technologies far more than five hours. In addition, our graduate programs often include an orientation as part of their enrollment process. This generally occurs within the first course or just prior to it. Where no formal orientation is planned, students meet with their faculty advisor and have access to a variety of web-based resources (Sample site: [MFA Creative and Professional Writing](#)). Every student has an academic advisor who can also be reached to assist with all components of their academic program. Advisors are among the full-time faculty teaching in the program. Additional supports (tutoring, etc.) are described in Standard 5.

For all students who enroll at WCSU, their initial enrollment involves submission of information that identifies who they are. Students are then issued a University ID number and they are mailed and emailed the information necessary to set up the digital access points to the university. This is a unique identifier that provides secure log in to course content and other university services. As of fall 2021, most services also require Multi-Factor Authentication, which strengthens that security.

When necessary, faculty use plagiarism detection software (Safe Assign) and other data analytics tools in Blackboard to monitor the integrity of the work submitted. In limited cases we also use proctoring software, particularly when it is a standardized test. We have not yet determined what the best proctoring software is for our needs and continue to review features. It is important to note, that in addition to our security procedures, online students are known to their advisors and faculty. The scale of our programs and our commitment to keeping our adjunct ratio low, allows for stability of contacts among the faculty. A marked change in the style and quality of the work submitted would not go unnoticed. Our faculty

communicate with each other about the progress of their students. In addition, students who stop logging into class receive multiple communications to help them get back on track.

In addition to tracking our learning outcomes and student feedback on our programs, WCSU also monitors retention and graduation rates in all programs. Overall, the rates of completion in our online programs is on par with our on-campus programs, but we continue to strive for improvement. The relationship with academic/program advisors is critical to keeping our students on track.

Finally, WCSU has invested in two full-time instructional designers who are available to help faculty develop or revise their courses. There are regularly available tutorials and workshops (both on-demand and live), and several faculty members serve as peer mentors as faculty begin to work in the online environment. The instructional designers often partner with the Center for Excellence in Learning and Teaching (CELT) to broaden the scope of their offerings and develop panels of faculty experts to talk about some of strategies they use to create engaging classes. These offerings greatly expanded during COVID-19 and are continuing to draw participation this year. Our capacity to offer online courses has greatly improved as a result.

WCSU's Information Technology & Innovation Department contributes expertise in supporting the new tools that emerge with Blackboard on a regular basis. They collaborate with CELT in supporting faculty and addressing gaps in any online learning infrastructure.

#### **Standard 5. Students**

In the development of online programs at WCSU, the university is evolving to meet the needs of students who are currently in the workforce looking to advance their skills. As a regional comprehensive with a history of expanding access to higher education, this next step recognizes the value of additional modalities to serve alumni and other adults in the region who need advanced degrees to advance their careers (particularly in nursing, education, and counseling, which require advanced degrees for credentials).

For our undergraduate degree completion options, the degrees proposed have been selected to provide flexibility for students who have stopped out of college and are now ready to re-engage. By focusing on specific options in our BA in Interdisciplinary Studies and adding an online option in Communication Studies, we hope to accommodate a variety of career goals and academic histories. For the RN-to-BSN, this transition to online is a direct response to drops in enrollment and the need to keep options available for working adults. These programs will have a dedicated advisor and will be admitted through a transfer admissions specialist.

Admission to all graduate programs start with a required BA/BS from an accredited college or university. For most of the MA/MS programs the minimum undergraduate GPA must be 3.0, with a request for additional materials if they fall below this measure. In some cases, the additional material is in the form of a standardized exam (GRE or a MAT); in other cases, essays and resumes suffice. This allows for a nuanced read of materials, considering the work and life experiences that have occurred between undergraduate and graduate education.

For our doctoral programs the admissions requirements include an MA/MS degree at a minimum GPA level of 3-3.5, and in most cases a related credential (licensure). All of these admissions standards reflect the widely accepted level of preparation necessary for success at graduate levels. ([Appendix 21: Links to Relevant Admissions Pages.](#))

For our degree completion programs, students will be admitted under our normal undergraduate admissions standards. Applicants will be evaluated as transfer or readmitted students, depending on where the student’s education began. WCSU has a transfer specialist in admissions, qualified to review existing courses within our extensive list of already approved transfer equivalencies and then do outreach to the appropriate department for any specific courses in need of review. After this admissions process, students will meet with an advisor in their academic department to map out their degree plan. We are in the process of establishing a published rotation of the online courses available for these programs so that all students admitted will have a clear sense of the time to degree completion.

Once admitted to WCSU, all students are given a unique WCSU account and password. This is linked to their application and student ID. This account is a unique identifier and will be used to securely access online course content/assignments. In addition, access to the suite of tools offered as part of admission (Microsoft Office Suite and email) require multi-factor authentication to log in, prompting an additional verification of identity from all students.

WCSU also offers access to tutoring, library services, accessibility services, and career services in online modalities. Links to these services are featured on our website and in many cases, visible on log-in to the Blackboard environment as well. The advent of COVID-19 helped us make this transition fully and we are maintaining a percentage of all services in an online format going forward. In addition, WCSU has partnered with Talk Campus to provide 24-hour counseling support for all students. ([Appendix 22: Student Support](#))

WCSU monitors retention rates in all programs and as an overall number for the university. For the traditional undergraduate degrees that are moving online, the face-to-face retention rates are detailed in the table below. It should be noted that the Transfer Retention rates are as good or better than the first-time full-time retention rates. The online versions of these degrees are targeted to transfer and returning adults and we anticipate that retention rates will be similar to the transfer rates already exhibited.

**Retention Rates for the Undergraduate Programs Transitioning to Online**

	2018-2019		2019-2020	
	FTFT	TRFT	FTFT	TRFT
BA Communication	85.7%	73.3%	81.8%	92.3%
BA Interdisciplinary Studies	0	66.7%	0	100
	FT	PT	FT	PT
BS Registered Nursing (RN to BSN) (Transfer Only)	0	69.2%	100%	72.7%

All of these degrees have included online courses for many years. Although not scheduled in a way that students could take the entire degree online before 2020, our overall analysis of success in online courses reveals a positive impact overall. WCSU has found that for students in the traditional programs, enrolling in at least one online course tends to improve retention rates.

**Impact of Enrolling in An Online Course on Retention Rates**

	2015-2016		2016-2017		2017-2018	
	One or more	None	One or more	None	One or more	None
FTFT	85.3%	75.2%	79.6%	73.1%	83%	73.0%
TRFT	81.8%	73.3%	86.2%	74.4%	71.4%	75.7%



In the graduate degree programs proposed for online or hybrid status retention rates will be routinely tracked in order to monitor the impact of the move online. Given that this is the preferred modality for most adult learners, we do not anticipate a negative result.

The undergraduate and graduate catalogs include complete lists of program requirements so that students have a clear understanding of what is required to complete the degree. At the graduate level, the rotations of courses are published by each department and discussed with degree candidates during the admissions process and during routine advising. For our undergraduate degree completion programs, we are currently developing that proposed rotation, which will be published prior to launch of the degree programs in the fall of 2022.

Guidance on navigating Blackboard is embedded in the Blackboard landing page after log into the system. WCSU contracts with Blackboard to provide 24/7 support to students ([Appendix 22: Student Support](#)). In addition, our help desk is available daily from 8:00am-8:00pm. All materials related to the course (syllabi, assignments, etc.) are located within the Blackboard course shell. Faculty are free to design their course shells to fit their preferred pedagogy but must dedicate a portion of the first week to going over expectations for interaction, preferred communication modes, and the particular tools they are employing for the semester.

WCSU publishes tuition and fees on our website (<https://www.wcsu.edu/registration/tuition/>). This includes any specific fees for registration, online learning costs, and fees specific to the discipline. WCSU publishes program outcomes such as retention and graduation rates on consumer information page (<https://www.wcsu.edu/academics/consumer/>).

### **Standard 6: Teaching, Learning, and Scholarship**

Faculty teaching in the online courses and programs at WCSU meet the same standards set out for all faculty employed by the university. As per our collective bargaining agreement, faculty must have advanced degrees in fields relevant to their area of instruction; terminal degrees are preferred. In some very limited instances, an instructor's professional experience may be considered equivalent to an advanced degree (for example, in the performing arts programs), but this is in a small number of cases. Department Chairs and faculty determine the appropriate credentials for the discipline. In situations where the common definitions are expanded (due to the interdisciplinary nature of a subject), these are reviewed by the appropriate Academic Dean. Nearly all full-time faculty possess one of the following advanced degrees: Ph.D., Ed.D., DA, DNP, and MFA, and MSW. In some disciplines an MA or MBA are considered sufficient. In addition, there are several degrees that require certifications, particularly in Nursing, Health, and Education. Part-time faculty generally have at least a master's level credential and many have doctoral degrees ([Appendix 23: Faculty Credentials](#)).

WCSU faculty are encouraged to routinely present research at conferences related to their discipline and to occasionally move from presentation to publication. Departments both define and set the standard for sufficient scholarship, informed by the subject experts. ([Appendix 24: CSU-AAUP Evaluation Criteria for Promotion and Tenure](#)). For the graduate degrees, faculty may have more time devoted to scholarship, using our pool of reassigned time to support these efforts, but it is not the main consideration when assigning a faculty member to a graduate course. The department determines the faculty member with the appropriate expertise when developing teaching assignments. The majority of faculty produce some scholarship every year. In addition, many include students in their research area and produce co-authored posters, presentations, and publications with them. (See recent [Creative Activity documents](#)).

Our CBA includes defined support for travel to conferences every year. In addition, there are funds available in the form of both dollars and reassigned time for research. ([See Appendix 25: CSU-AAUP Funds for Scholarship, etc.](#)) Part-time faculty also have access to funding to attend conferences or present research. One other fund of interest here is the Faculty Retraining Grant. This money has been used by faculty to develop new skills in their field as new areas emerge. Recent use of this fund has supported training in data analysis (several faculty members enrolled in a certificate program), updating statistical analysis skills, using new editing software, using GIS, Diversity Equity and Inclusion training, and enrollment in programs that advance teaching skills in STEM. Finally, the Provost has access to some funding and reassigned time for curriculum development, which has supported many efforts, among which have been converting curriculum to online formats. (See distribution of grants for the last three years).

WCSU has two full-time instructional designers on staff, with additional support from our Digital Innovation Officer, who is located in the Information Technology & Innovation Division. In collaboration, the instructional designers and IT&I hold workshops on emerging tools and provide support for faculty developing or updating their online curricula. The instructional designers have created a series of on-demand workshops and, in collaboration with the Center for Excellence in Learning and Teaching (CELT), have hosted numerous panels. These opportunities focus on some of the technical steps for using some of the tools in Blackboard, facilitating interaction in online courses and other pedagogy focused topics. The instructional designers host weekly drop-in hours weekly to complement the pre-recorded seminars (<https://www.wcsu.edu/celt/training-on-demand/>). In addition, there has been a tradition of hosting a day each year where faculty can drop in and see demonstrations of new academic tools as they emerge. Taken as a whole, these resources help support good practices and experimentation in instructional design.

WCSU also has a standing Online Education Committee charged with promoting good practices in developing online curricula. Under their leadership they have developed recommended templates for faculty to use when setting up courses, piloted the teaching evaluations for online courses, and recommended the Online Course Quality Review Rubric as a tool for evaluating our course offerings. In respect for the diversity of approaches to online instruction and teaching more broadly, all of these are recommendations, not requirements. Nevertheless, faculty are seeking support from the instructional designers and opting for many of these practices.

Students provide feedback in the online courses via student opinion surveys and this serves the same role as the feedback gathered in on-ground classes: it is part of faculty self-evaluation of their effectiveness and included in tenure and promotion portfolios. Student opinion surveys are part of the periodic evaluation of faculty and department chairs who notice patterns of negative feedback over time are able to intervene where appropriate. For some of our graduate degrees, our students also have representatives who meet with program directors to discuss concerns as they emerge. This practice is particularly common in our education programs.

WCSU has two paths to advisement. Undergraduates who have not identified a major work with professional advisers in the Center of Academic Advising. Those with a major are assigned to a faculty advisor in their discipline. At the graduate level, often the graduate director serves as the graduate advisor. Graduate Directors receive reassigned time to help support their administrative tasks and this advising duty. These practices are the same for online and on-ground programs. Advisors walk students through the program requirements and connect students with additional supports as needed. Faculty are available on web-based platforms (Teams, WebEx, Zoom), in person, and by phone.



## Standard 7: Institutional Resources

Western Connecticut State University has been struggling with enrollment for several years. Like most institutions in New England, the demographic shifts have hit us hard and this was amplified with COVID-19. Supporting our split campus with reduced enrollments left us with a negative fund balance in our reserves in FY 2021. Taking several cost containment measures and advocating for adjusted funding formulas at the System Office, we are now on track to close that deficit and begin building toward financial sustainability. The increased focus on our online offerings is a critical part of our strategy.

Prior to COVID-19, WCSU had secured permission to recruit students from New York and New Jersey at in-state tuition prices. Our campus is located on the New York border, effectively cutting the in-state recruiting radius in half. By extending our opportunities to recruit, first in the seven New York counties adjacent to our location, and then extending it to all of NY and NJ, we have been able to enter a more populous recruiting market. We invested in personnel and marketing in those areas to boost our recruiting efforts. This initiative has led to a steady increase in cross-border enrollments, helping to bridge the gap in students in our traditional pipelines.

### Summary of Enrollments by State since the Cross-Border Initiative was Endorsed

TOTAL UG	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
NY	5%	9%	13%	17%	19%	20%
NJ	0%	0%	1%	1%	1%	1%
CT	93%	89%	85%	81%	78%	77%
Other	1%	1%	1%	1%	1%	2%

An important part of this initiative is planned growth in the number of students living in our residence halls. As the cost of education has increased, many local families are encouraging their children to commute, leading to a steady drop in demand for housing. Without having our residence halls at or near capacity, the cost of operating them on two campuses strains our budget. In our first cross-border recruiting initiatives, this problem was replicated, with students within 45 minutes of the campus opting to commute. As we moved farther afield to New Jersey and Long Island, we saw some recovering in housing demand.

Unfortunately, COVID-19 devastated the residential population. This left us with a negative reserve fund balance of -\$825,370 at the end of 2020-2021. The university has responded with numerous cost-containment measures, significantly reducing our O&E budgets and limiting hiring to essential personnel. A recent re-evaluation of the state funding formula has resulted in an increase in funding for WCSU, helping us get closer to where we need to be as we rebuild our reserves and strengthen our financial position. At mid-year FY 2022, we are on track to restore our reserve fund balance and begin building up the necessary reserves for financial stability over the next five years. (See [Exhibit 2: Budget Documents.](#))

Recruitment for the traditional undergraduate cohort entering 2022, is well under way and still impacted by COVID, largely due to the preponderance of virtual recruiting visits. Virtual visits are not effective for the populations served by WCSU, so we are concerned about this. However, the state of Connecticut just supported a fee-free admission day during which WCSU saw 1147 applications. As of December 2021, overall applications for fall 2022 are up by 600 students.

As part of our [strategic plan](#), we identified graduate markets as important to our fiscal health. Over the past four years we have added several programs to meet regional needs for professional development.

These programs included MS in Addiction Studies, MS in Integrative Biological Diversity, MS in Human Nutrition, DNP Nurse Practitioner, new concentrations in our MS in Nursing that focus on mental health, and currently under review is the MS in Homeland Security. Each of these new degrees has been developed with career growth in mind. Since they were developed, we have seen the increased demand for online opportunities and this substantive change application is the next step in supporting enrollment growth in the adult learner market. It is our intention to grow graduate by another 300-400 students in the next five years. The online modality is essential for this shift.

Because all but two of these online programs have existed for several years, we have already invested in the staffing necessary to run them and indeed, we will be able to deploy our faculty resources effectively as we make up for some lagging undergraduate enrollments. For example, the RN to BSN no longer draws as many students as it did four years ago. Resources from that program have been shifted to other nursing degrees, including the DNP and the mental health focus in the MS in Nursing. The MS in Homeland Security will rely on faculty who had been teaching at the undergraduate level in the Justice and Law Administration. The demand for our undergraduate JLA major has dropped slightly in recent years which frees up faculty workload for this new degree. At the same time, we have had tremendous success in the MS in Applied Behavior Analysis and have added faculty to support that growth, ensuring a high-quality educational experience for all students enrolled. With the thoughtful use of full- and part-time faculty we are able to manage our costs and invest in faculty training as described in Standard Six.

The process for approving these programs includes a thorough review of costs, staffing needs and the projected enrollments necessary to fund those costs. We use JobsEQ to examine the career opportunities related to each degree as well as the range of competition in the region. More recently, we have also become more focused on following up on these initial projections, making sure that we are meeting our targets and if not, re-evaluating the program. The closure of two low-enrolled graduate programs is evidence of this new diligence in our oversight of enrollments and costs. ([Appendix 26: New and Retired Programs](#)). The accountability to the Board of Regents for low enrolled programs emphasizes the need for budgetary oversight of new and legacy programs. (See [Appendix 8](#) to review BOR Policy).

At the undergraduate level, the three online degrees proposed are meant to help adult learners complete their education in a way that is flexible and meaningful. Offering these opportunities online is the best way to support working adults with families. For the RN-to-BSN, we have been experimenting with online for several years, helping to manage lower than optimal enrollments. The competition in the market for these students is strong and the online option is our best strategy to stabilize enrollments. Our nursing programs are highly regarded, and we believe there will be increased demand from students in NY if we create this online opportunity.

For the BA in Interdisciplinary Studies and the BA in Communication Studies, we have offered a mix of online and on-ground to our traditional students for nearly eight years. While never approaching the scale of an online degree, these online opportunities have been scheduling problem-solvers for students and they have been highly successful in terms of enrollment. To launch these degree completion options, we plan to start with a seats-available model. We will publish a scheduled rotation of the courses for each degree but allow both traditional and degree completion students to enroll, ensuring full sections. The adult learners will have seats set aside that will be released if there is limited demand. This approach allows us to spend time building an audience for these programs as we work on growing the capacity to serve adult learners as a separate group.

At this time, our resources are sufficient to support the programs we have planned for in this application. The majority are already running and the shift to online is our opportunity to grow enrollments. For the

new MS in Homeland Security, our research suggests that this will be a high demand program, with many alumni eager to enroll. As it rolls out, we will be meeting with relevant organizations within CT and neighboring New York counties to recruit directly. (See [Appendix 27: Homeland Security Program Proposal](#)).

Because we are hoping to build enrollment in several existing programs, we have already invested in technological and library resources necessary to support the educational experience effectively. Students also have access to support services in online formats, including library, tutoring, and mental health services that are offered remotely. (See Standard 5 for details).

Our data security formats meet the standards of the industry with secure platforms and two-step verification for logging into our systems. Our IT infrastructure supports the entire university, not just our on-line programs, and has adequate back up support from Blackboard Learn to ensure continuity of service in an emergency. The costs associated with programs are published on our admissions pages, including any required residencies or other fees. (See Standard 9).

Our instructional design support is adequate for the number of online programs to be offered (two full-time instructional designers, with additional support for IT staff and on-demand learning resources. Each program does routine analysis of student outcomes, addressing gaps in content, or the learning experience as they emerge (see Standard 4).

While we view moving to online as integral to our financial recovery, it is also important to note that the CSCU system office has supported WCSU in engaging NCHEMS to conduct a comprehensive review of our operations. They will provide us with a preliminary analysis in January 2022, and then work with us to develop a comprehensive plan for long-term fiscal health. We will be drawing on that knowledge for all future plans, which will be included in our Decennial Review in 2023.

### **Standard 8. Educational Effectiveness**

WCSU is committed to routine assessment and seeking opportunities for improvement for all programs regardless of modality. Every program at the university has defined learning outcomes and an assessment plan. Learning outcomes are published in the graduate and undergraduate catalogs and updated periodically as departments review them. In most programs those learning outcomes align with national standards or the guidelines of a discipline specific accreditor. Assessment plans are filed with the Dean and the University Assessment Committee, as are the periodic assessment reports. All plans include direct measures of student learning generally observed through rubrics and/or exams, some also include indirect measures such as employer and student feedback. All programs must also conduct a full program review every 5-7 years, per our faculty handbook and the Board of Regents policy. Academic Program Reviews encourage departments to look at enrollment trends and consider future plans, rather than only focusing on past assessments and outcomes. This process has informed decisions to revise and sometimes to close programs in the last three years.

MS in Applied Behavior Analysis has significantly improved the pass rates for the certification exam over the last five years. These improvements arose from a major revision to the curriculum to meet the evolving Verified Course Sequence standards for this field and a stronger focus pre- and post-test assessments in each course to align with the comprehensive exam. The comprehensive exam is direct preparation for the licensure exam. ([Appendix 29: MS ABA Program Review](#))

### Certification Exam Pass Rates MS Applied Behavior Analysis

2016	2017	2018	2019	2020
63% (11)	50% (8)	66% (29)	64% (22)	82% (28)

MS in Justice and Law Administration was closed six years ago in response to student input regarding modality preferences (they preferred online) and the department's ability to meet those demands. The result was the closure of that program and the development of a new MS in Homeland Security that will be offered fully online. This program also meets the growing demand for this particular expertise in the region and provides a professional development opportunity for our many undergraduate students majoring in Justice and Law Administration, Cybersecurity, and Psychology.

The MHA in Health Administration paused admissions five years ago in response to concerns from students about the match of experiences with the demands in the field. The program was revised at that time and has been on a healthy growth trajectory since it was re-launched. ([Appendix 30: MHA Revised Curriculum](#)) Moving it to a fully online program is the next step in meeting the needs of the students enrolled in the program.

In addition to these curricular assessments, WCSU also monitors retention and graduation rates as a regular part of its annual report process. As a regional comprehensive university with an access mission, those numbers for undergraduates are always on our list of things that should improve. In recent years we have made changes to the undergraduate curriculum in an effort to improve these outcomes, with some success.

### Retention Rates 2015-2020 (Five Year Average)

	Admitted	Retained (1 year)	% Retained
WCSU All Master's Programs	1053	841	79.9%
MBA Business Administration*	129	96	74.4%
MHA Health Care Administration**	54	44	81.5%
MA History	33	25	75.8%
MA Mathematics	22	15	68.2%
MFA Creative and Professional Writing (Online)	60	52	86.7%
MS Addiction Studies (New 2019) **	16	14	87.5%
MS Integrative Biological Diversity (New 2019)	14	9	64.3%
MAT Secondary Education (re-launched 2018)	12	9	75%
MS Applied Behavior Analysis (Online)	291	225	77.3%
MS Counselor Education, Clinical**	73	66	90.4%
MS Counselor Education, School**	66	57	86.4%
MS Education, Instructional Technology**	6	6	100%
MS Education, Literacy & Language Arts (New 2018) **	8	8	100%
MS Education Special Education (New 2018) **	11	10	90.9%
MS Nursing	89	82	92.1%
MFA Visual Arts	10	7	70%
MS Music Education	21	19	90.5%

\*Adding and online option. \*\*Moving to online or hybrid permanently.

Graduate programs that have been running as online degrees (prior to 2020) have retention rates that are well within the norms of all of our graduate programs. As we move additional programs online, we will be

closely monitoring any changes in these measures that might indicate a need for student support or program revision.

For all the programs transitioning to online, the standards for admission will not change, nor will the learning outcomes, or assessment practices. We will monitor any changes in outcomes as compared with past assessments to make sure that the online environment has not negatively impacted our goals for student learning. For the programs that are being developed exclusively for online delivery, we will monitor the outcomes defined in the program proposal and address gaps in performance or retention as they emerge. In short, our practices are fully aligned with those we employ for traditional on-ground programs.

While WCSU has offered graduate degrees online for several years, this application represents a new target audience at the undergraduate level. In proposing the BA in Interdisciplinary Studies and the BA in Communication Studies, we are opening the door to returning adult learners seeking degree completion opportunities. Both of these degrees are offered on ground and have established assessment practices that easily transfer to the online environment. What will be new is the admissions process for adult learners. We will be leveraging the skills of our transfer experts in admissions in collaboration with the program directors/department chairs for these majors to help students sort out the credits they have amassed before entering WCSU. We are now setting up the flow of this process and anticipate an easy roll out for fall 2022.

Following best-practices for adult learners, we have an agreed upon rotation of courses in these majors and in the general education curriculum, that will run year-round, allowing this audience to progress in a predictable path while continuing to work full- or part-time. WCSU does not yet have a system for doing Prior Learning Assessment, although we do recognize CLEP and some of the credits approved by the American Council on Education. We do offer students the option of working with Charter Oak State College for PLA, but we will discuss the opportunity to do it in-house as we set up this new admissions flow. If adopted, PLA practices will be aligned with nationally recognized best-practices.

(<https://www.cael.org/lp/pla>)

### **Standard 9: Integrity, Transparency, and Public Disclosure**

WCSU is part of the Connecticut State Universities and Colleges System (CSCU) which is a public entity and regulated by state statutes. As such all ethics policies and commitments to integrity stem from state and BOR policies. Of particular relevance are the policies Ethics ([Appendix 31: CSCU Ethics Policy](#)); Code of Conduct ([Appendix 32: CSCU Code of Conduct](#)), and Nepotism ([Appendix 33: CSCU Policy on Nepotism](#)).

For the development of programs, the BOR is the approving authority for all new programs and changes to existing programs, including modality changes. Once approved, they pass on that information to the Office of Higher Education so that the list of approved programs in CT are update and public available by search. Recently, the OHE updated the reporting requirements for online programs such that the inclusion of hybrid and online designations in these listing (<https://www.ctohe.org/HEWeb/Programs.asp?F=1088>). WCSU has moved several forward during the past year, while we had emergency approvals for online programs from NECHE. We will update as needed depending on the decision regarding this application.

Grievance processes are delineated in the faculty and staff contracts, with amply protection for academic freedom. For students, whether online or on-ground, the grievance process is delineated in the Faculty Handbook (<https://www.wcsu.edu/faculty-handbook/policies-pertaining-to-students/grade-appeals-palpable-injustice/>), Student Handbook Academic Honesty Policy (<https://catalogs.wcsu.edu/ugrad/academic-services-procedures/>), Graduate Catalog

(<https://catalogs.wcsu.edu/grad2122/academic-policies/>) , and Undergraduate Catalog (<https://catalogs.wcsu.edu/ugrad/academic-services-procedures/>). Complaint procedures beyond the grade appeal processes for online students are listed on the registrar's pages <https://www.wcsu.edu/registrar/policies/>. This complies with SARA's guidelines.

WCSU has transitioned the undergraduate and graduate catalogs to an online format so that students can access information from wherever they are. In a redesign last year, the undergraduate catalog included four-year plans in the catalog for every program. The registrar makes sure that these are updated annually to ensure they reflect the current standards. Graduate degree programs also have program sheets (summaries) to help them plan their schedules for the full program. The director of Graduate Admissions works with program directors to ensure that these are accurate each year. All programs list the learning outcomes associated with the program. Recent evaluations of these materials are driving another iteration of the catalogs to improve navigation. Our catalogs are also charged with indicating which semester each course will be offered. This has largely been implemented at the undergraduate level and is currently being updated in the graduate catalog. These changes will be implemented in the 2022-2023 catalog.

Admissions criteria are clearly described on the WCSU admissions pages as are the associated costs of attendance. Under the direction of the Provost and the Associate VP for Enrollment Management, these are also updated annually to ensure accuracy. In addition, the consumer information pages are updated annually <https://www.wcsu.edu/academics/consumer/>, as are some general information on enrollment patterns <https://www.wcsu.edu/president/facts-figures/> which includes a link to College Navigator should students wish to compare organizations. As we launch programs that are both online and on-ground, our pages will reflect any differential outcomes of note.

Transfer policies for graduate programs are listed in the Graduate Catalog. For undergraduates there are links to a published list of pre-approved transfer equivalencies (<https://webapp.wcsu.edu/transfer/lookup>) with links for follow up questions for anything that falls outside of this list. Additional approvals are evaluated by faculty content experts.

The Division of Information Technology and Innovation (IT&I) maintains a robust website with instructions on how to access all of the tools available to students attending WCSU. <https://www.wcsu.edu/iti/> This website includes the basics of accessing email and logging into our registration systems (Banner Self-Service), how to access Blackboard Learn which is our online course management system, how to use Office 365 (free to all students) which includes TEAMS, etc. In addition, there is a help desk available from 8:00am-8:00pm every day and then 24-hour support provided through our licensing with Blackboard. These services allow students to troubleshoot any problems arising from different operating systems, etc., as they enroll in online education opportunities.

Expectations for engagement with faculty for online programs are set by each faculty member, as is appropriate for the independence of course design suggested in our strong academic freedom policies. However, all programs and courses include regular feedback from faculty in the form of graded assignments, most include discussions or group work that are monitored and/or directed by the faculty, and all faculty must hold published weekly office hours where students may interact with them directly via phone, web conferencing or in person. There are no self-paced courses at this time.

Access to resources such as the library, tutoring, and advising are discussed in Standard 5. Access to admissions and student financial services are also managed remotely via email or phone. As we increase our offerings for adult learners we are exploring adding additional hours of live support later in the day to accommodate work schedules. We anticipate the development and launch of a web page with a more

detailed analysis of institutional success measures that include analysis of online vs. on-ground programs to be launched in January 2022.

### **Summary**

WCSU has a strong foundation on which to build robust online programs. Our curriculum is developed by faculty, conforming to licensure guidelines where relevant. That faculty ownership of program development includes a responsibility for routine assessment of the program's effectiveness. Program directors and department chairs conduct their assessments on a regular schedule and act on the results when warranted. Student feedback is part of every course, through online student opinion surveys. These mirror our on-ground protocols and faculty use this feedback to adjust teaching strategies or revise material. Students have access to the typical supports – advising, tutoring, counseling, career services, and financial aid – in an accessible online format. Processes for complaints are outlined in the student handbooks and catalogs and are fully available online.

The scale of our programs and our reliance on a good blend of full- and part-time faculty, ensures that students are known by their professors and in their departments. This connection is the best way to support retention and a rewarding academic experience. Retention rates for the existing online programs have been comparable to the on-ground programs and, with our investment in instructional design support, faculty have the opportunity to learn about emerging best practices in online and adult learning. There are also funding opportunities for faculty who may wish to enroll in instructional design programs as they develop their courses. In addition, the standing committee on Online Education, promotes information regarding instructional design, sorting through emerging scholarship and recommending strategies to their peers.

The programs selected for online learning target adult learners, whether at the graduate level or for degree completers. This is the population most suited to online learning opportunities. Most of our programs focus on areas that help our students advance their careers through new certifications or new specializations. This strategy serves our students well and is important for the state of Connecticut. We anticipate adding more graduate opportunities in the next few years as we adjust to the changing expectations of our students and the demographic shifts in the region. This transition to online is our best opportunity to stabilize enrollments and firm up our finances.

All of the proposed programs will be monitored for both academic and financial effectiveness, ensuring that our investments have a positive impact on the health of the university and that students have great learning experiences. We anticipate gradual growth, allowing us to master the many variables that go into quality online education as we strive for 1000 graduate students (growth of 300-400) in the next four years. This approach, we believe, is sound, student-centered, and the best strategy for creating a sustainable future for WCSU.

**Table 1 Distance Education Table**

**TABLE 1. Proposed Degree Program and Certificate Information**

<b>Proposed Degree Program or Certificate Name</b>	<b>Level of Degree (A, B, M, D) or Certificate (C)</b>	<b>Initiation Date (First Enrollment) (Year Only) *</b>	<b>Number of Required Credits</b>	<b>No. of Credits Which May be Completed Online</b>	<b>Projected Student FTE Enrollment Year 1</b>	<b>Projected Student FTE Enrollment Year 2</b>	<b>Number of FT Faculty Available to Teach in Proposed Program or Certificate</b>
DNP Doctor of Nursing Practice (Online Only)	D	2022	40	40	8	15	4
EdD Nursing Education (Joint Degree with SCSU) (Online Only)	D	2014	51	51	5	5	4
EdD Instructional Leadership (Online Only)	D	2008/'21	60	60	10	12	5
MBA Business Administration (Online Option)	M	1990/'22	30-37	30-37	19	22	8
MFA Creative and Professional Writing (on-campus residencies required) (Online Only) **	M	2007/'21	60	60	25	25	5
MS Addiction Studies (Hybrid)	M	2019/'21	37	15	18	18	4
MS Homeland Security (Online Only)	M	2022	36	36	1	32	5
MS Applied Behavior Analysis (Online Only)	M	2015	30	30	65	65	3
MS Literacy and Language Arts (Online Only)	M	2018/'21	36	36	9.5	12	4
MS Special Education (K-12 Cert) (Online Only)	M	2018/'21	36	36	4	8	4
MS Counselor Education (Hybrid)	M	1976/'21	60	36	50	53	4
MS Health Administration (Online Only)	M	1986/'21	36	36	12	15	3
MS Human Nutrition (Hybrid)	M	2021	38	24	4.3	8	1



BS Nursing (RN to BSN) Transfer Degree (Online Only)	B	1974/'21	60	60	12	12	3
BA Communication Studies (Online Option)	B	1976/'22	120	120	20	20	6
BA Interdisciplinary Studies (Online Option)	B	2016/'22	120	120	16	20	2
BA Spanish (Online Only)	B	1973/'22	120	120	10	10	2

\*Date of first enrollment includes when the program launched on-ground and the online/hybrid launch date.

\*\*Was approved as low-residency program, per the 2007 definition. We are moving to online because it no longer meets that standard as online/distance education definitions evolved.

## **Appendices**

This section includes all documentation and supporting data for this substantive change application.

## Appendix 1: Strategic Plan

Updates and Progress are tracked on our website: <https://www.wcsu.edu/strategicplan/>

### Comprehensive Goals

#### **Goal 1: Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.**

Rationale: As a public university committed to access, it is important to respond to the varied backgrounds and needs of our students. One size does not fit all, and our offerings should recognize that. The steps outlined below are meant to improve retention and graduation rates and increase enrollment in degree completion and graduate degree programs.

- 1.1. Strategy 1: Develop support services that address both cognitive and non-cognitive areas for all students, including first-generation and/or under-prepared students.
  - 1.1.1. Create First Year Program (FYPlus) to support Educational Achievement and Access Programs (EAP) and other at-risk first year students.
    - Responsible parties: FY Coordinator/EAP Director
    - Deadlines: Partial program (EAP) Fall 2018, Fall 2019 EAP + other at-risk students
    - Success measures: Increased retention and graduation rates for EAP and at-risk students; decreased instances of probation; increase in satisfactory academic progress
  - 1.1.2. Establish a university-wide peer mentoring program to support all students, including first-generation/under-prepared.
    - Responsible parties: FY Coordinator/Department Chairs
    - Deadlines: Fall 2018
    - Success measures: Increased overall retention rates, increased student engagement, decreased DWF rates in critical gateway courses
- 1.2. Strategy 2: Develop academic programs and supports for adult learners to expand our recruiting options and better serve the regional needs for continuing and advanced education.
  - 1.2.1. Establish a University College\* (programs for graduate and continuing studies), with a separate admissions process for both graduate and bachelor's degree-seeking adults that recognizes acculturation barriers, work/family constraints, and expectations, and values prior learning where appropriate.
    - Responsible parties: Planning committee appointed by Provost to include admissions, academic advisement center, and faculty from selected disciplines based on the enrollment management report produced (see 1.2.2.)
    - Deadlines: Admissions processes should be developed and implemented by Fall 2019
    - Success measures: Student satisfaction surveys and increased enrollments

*\*University College refers to a college experience designed for adult learners, often with specially designed degree structures and offerings.*

- 1.2.2. Offer degrees that meet the current demands, interests, and opportunities for returning adults and graduate education.
  - Responsible parties: Enrollment Management to produce a report on trends and preferred modalities for these populations (Spring 2018 and biannually thereafter)
  - Deadlines: Academic Affairs and faculty to develop curriculum
  - Success measures: Increased enrollments in graduate programs, increased enrollment, retention, and satisfaction for returning adults
  
- 1.2.3. Design specialized schedules for continuing education and graduate students that include evenings, weekends, online, hybrid, and accelerated formats including fifth-year and full-time graduate programs.
  - Responsible parties: Academic Affairs/Faculty/Instructional Designer/Registrar
  - Deadlines: Start selected programs for Fall 2018. Add additional programs 2019, 2020
  - Success measures: Increased enrollment, increased degree completion, decreased stop outs, increased satisfaction, increase enrollments of students from other countries
  
- 1.3. Strategy 3: Develop student-centered scheduling practices to insure timely degree completion and an efficient use of resources.
  - 1.3.1. Publish and follow course rotations for all undergraduate and graduate degrees in the catalog, on department websites, and in a print format available to students. Be sure that there is a two-year schedule of planned course rotations available at all times. As part of this effort, a new centralized electronic platform should be adopted so that edits occur in one place and are deployed to all relevant electronic locations.
    - Responsible parties: Department Chairs/Registrar
    - Deadlines: Fall 2018
    - Success measures: Improved graduation rates and decreased credit overloads (more than 120)
  
  - 1.3.2. Determine the feasibility of offering key major requirements both fall and spring. Implement wherever financially possible.
    - Responsible parties: Department Chairs/Fiscal Affairs/Registrar

- Deadlines: Fall 2018
  - Success measures: Improved graduation rates
- 1.3.3. Adopt a data-driven scheduling model to maximize degree completion opportunities and eliminate scheduling conflicts for essential major requirements. Include a plan for degrees to be completed during the day and at night, where possible.
- Responsible parties: Department Chairs/Registrar/Academic Affairs
  - Deadlines: Fall 2018
  - Success measures: Improved graduation rates, student satisfaction in course selection processes
- 1.3.4. Develop 3-, 4-, and 5-year plans with summer courses and intersession courses included to support different paces for different types of students. Discount tuition in summer and reconfigure financial aid packages where possible.
- Responsible parties: Department Chairs/Registrar/Fiscal Affairs/Financial Aid
  - Deadlines: Fall 2018
  - Success measures: Improved graduation rates, lower instances of stopping out, lower instances of probation, robust summer enrollments
- 1.4. Strategy 4: Increase participation in international exchange programs to support both WCSU's commitment to intercultural competence and a widely recognized high-impact practice.
- 1.4.1. Identify and promote best abroad locations for each major and create a list of approved major courses at those locations, wherever possible.
- Responsible parties: ISEP Coordinator/International Services Coordinator/Department Chairs
  - Deadlines: Fall 2018 for baseline, updates supplied annually
  - Success measures: Increased participation and better alignment of courses taken abroad with the student's academic program (not reg100, but course to course transfers)
- 1.4.2. Include best semesters for travel on program sheets.
- Responsible parties: Department Chairs
  - Deadlines: Fall 2018
  - Success measures: Completion of the project is the short-term success. Long-term is increased participation in abroad programs
- 1.4.3. Double the number of faculty-led study-abroad experiences over the next three years, with a published rotation to insure a wide variety of opportunities. Currently we offer Italy (intersession), Spain/Morocco (summer), Barbados (summer), Costa Rica (spring break alternate years), Paris (starting spring 2018).

- Responsible parties: Deans/Faculty/ISEP Coordinator/International Services Coordinator
  - Deadlines: Fall 2019
  - Success measures: Establishment of these opportunities, spread across all four schools, and regular participation in them
- 1.4.4. Require all students who study abroad to present information about their experiences at a welcome-back event each fall and spring.
- Responsible parties: International Services Coordinator/Western International Center
  - Deadlines: Immediately
  - Success measures: Participation at the events and increases in the number of students who enroll in an ISEP program thereafter
- 1.4.5. Determine the current level of scholarship funding available for students with high financial need who wish to study abroad, promote the availability of those funds, and work to grow the dollars available annually.
- Responsible parties: Western International Center/Institutional Advancement/ISEP Coordinator/International Services Coordinator
  - Deadlines: Establish initial dollar amounts in Spring 2018, set annual donor goals, measure growth. In addition, measure use of the funds to ensure that students access them
  - Success measures: Increased funding and increased distribution of funding
- 1.5. Strategy 5: Support applied learning opportunities including research, innovation, performance, and service to support connections between curriculum, community, and careers.
- 1.5.1. Dedicate funds to support student participation in professional conferences and performances and simplify the process for acquiring those funds.
- Responsible parties: Academic Affairs/Student Affairs/Institutional Advancement/Fiscal Affairs
  - Deadlines: Fall 2018
  - Success measures: Clear instructions for application for funds that do not vary by year (semester), published dollar amount available each year, increased student travel to attend or present at conferences
- 1.5.2. Establish a WCSU organization/infrastructure that allows students and faculty to collaborate with local organizations to invent, innovate, problem-solve, and accept fees for services where appropriate.
- Responsible parties: President/Provost
  - Deadlines: Summer 2018
  - Success measures: Approval of the organization and ease of processes

1.5.3. Expand community partnerships to support service learning and applied research and innovation projects.

- Responsible parties: Service-Learning Coordinator/Community Relations Officer/Faculty
- Deadlines: Ongoing
- Success measures: Increased participation in service-learning projects

1.5.4. Acknowledge students, faculty, and staff who support these opportunities through awards, ceremonies, and an up-to-date list maintained on the WCSU website, and on the academic transcript.

- Responsible parties: Academic Affairs/Student Affairs/Community Relations/Registrar
- Deadlines: Fall 2018
- Success measures: Improved morale of faculty involved, greater awareness of these experiences among students and faculty, university reputation begins to be associated with applied learning

Goal 2: Develop and implement processes, facilities, and support services to meet the needs of a diverse campus community.

Rationale: WCSU serves students from a wide variety of backgrounds, preparation, and responsibilities. Students are full-time, part-time, commuter and residential, traditional undergraduates, returning adults, veterans, and graduate students managing school and careers in progress. In addition, all of society has shifted to on-demand, on-line processes, access to learning materials from a keypad, and instant responses. As such it is imperative that we work to meet the expectations of access and responsiveness that go beyond an 8:00-4:30 time frame. In addition, WCSU should provide faculty with adequate resources and support so that they can engage in the research necessary to be productive scholars, remain current in their disciplines, continually update their courses, and attain tenure and rank.

2.1. Strategy 1: Develop administrative and support processes that are effective and efficient and available at times and in places that students are likely to access them.

2.1.1. Continue efforts to convert all admissions, financial aid, bursar, and registrar processes to fully online formats, to support ease of access for students. This will include review of academic policies that impact signature approval paths, and a cost/benefit analysis of not accepting VISA. This will not include the elimination of face-to-face services when they are most appropriate.

- Responsible parties: Enrollment Management Services/IT&I/Academic Affairs/Registrar
- Deadlines: Initial completion, AY-2018-2019, ongoing thereafter

- Success measures: Measure 1: Completion of the transition to online service process. Measure 2: Student satisfaction measures initial survey spring 2018, follow up annually
- 2.1.2. Review schedules of tutoring, library hours, media services, IT&I help desk, and other academic support functions to meet the needs of day and evening students. Expand where possible. Revisions will include new scheduling models and the potential for online/interactive support systems.
- Responsible parties: Tutoring Center Directors/Library Director/Media Services/IT&I/Academic Advisement Center/HR
  - Deadlines: Implement Fall 2018
  - Success measures: Measure 1: Usage logs, Measure 2: Student satisfaction measures
- 2.1.3. Develop and implement a plan to ensure classroom and faculty technology replacement and expansion to support a 21<sup>st</sup> century institution.
- Responsible parties: Facilities Management/IT&I/Media Services
  - Deadlines: Continuously
  - Success measures: Faculty and student surveys
- 2.1.4. Ensure all faculty and staff serving student support functions have adequate training to provide accurate and helpful information.
- Responsible parties: Academic Affairs-CELT/HR/Student Affairs
  - Deadlines: Annual training sessions starting Spring 2018
  - Success measures: Increased retention, improved graduation rates, student satisfaction surveys; faculty and staff feedback on training should be ongoing
- 2.1.5. Develop a means of gathering real-time and annual feedback on processes and operations and integrate feedback into operational plans.
- Responsible parties: VPs of all areas/IT&I
  - Deadlines: Fall 2018
  - Success measures: Improved student feedback
- 2.2. Strategy 2: Advance advising practices that are student-centered and specific to the needs of a diverse student population.
- 2.2.1. Provide training for faculty and staff in the different needs and expectations of traditional undergraduates, under-prepared students, first-generation students, adult degree-completers, veterans, and graduate students.
- Responsible parties: Academic Affairs/CELT
  - Deadlines: Implement first steps during AY 2018-2019; follow up with approximately 4 training or discussion sessions annually.



- Success measures: Faculty and staff knowledge of distinct group needs, student satisfaction surveys, retention
- 2.2.2. Develop online advising strategies/protocols that meet the needs of the busy schedules of all student types.
- Responsible parties: Academic Affairs/Department Chairs/AAUP/HR/IT&I
  - Deadlines: Fall 2018
  - Success measures: Student satisfaction measures; earlier registration, improved retention and graduation rates
- 2.2.3. Adopt a co-advising strategy that partners faculty advisors\* and the academic advisement center to ensure accuracy of information and maximum availability of support.
- Responsible parties: Academic Affairs/Department Chairs/Academic Advisement Center/Faculty Advising Liaison\*
  - Deadlines: Fall 2018
  - Success measures: Improved student feedback, timely registration, accuracy in advice given  
*\*This is the re-establishment of a faculty advising representative. It will involve some reassigned time.*
- 2.2.4. Include advising tutorials about process, accessing information, and deadlines in the First-Year courses.
- Responsible parties: First Year Coordinator/Instructional Designer/Registrar
  - Deadlines: Fall 2018
  - Success measures: Increased retention; improved SAP, earlier registration
- 2.2.5. Monitor the tools available to advisors to ensure they are effective, accurate, and up to date.
- Responsible parties: Registrar/IT&I
  - Deadlines: Summer 2018 Phase 1, Continuously thereafter
  - Success measures: Increased retention; improved SAP; improved student feedback
- 2.3. Strategy 3: Support career development from admission to post-graduate placements.
- 2.3.1. Develop and require an employment practicum course (career explorations, resume writing, cover letters) as part of a second-year program.
- Responsible parties: Writing Department/Career Services
  - Deadlines: Fall 2018
  - Success measures: Numbers of students placed and number of students seeking internships/student awareness of career support at WCSU

- 2.3.2. Add internships to four-year plans to highlight their importance and drive students to advisors and/or career services.
  - Responsible parties: Department Chairs
  - Deadlines: Fall 2018
  - Success measures: Numbers of students placed
- 2.3.3. Work with each major to identify and promote internal (WCSU) and external internship placements for their students.
  - Responsible parties: Department Chairs/Career Services
  - Deadlines: Fall 2019
  - Success measures: Numbers of students placed; list of internships grows
- 2.3.4. Host career panels featuring alumni in every department at least once a year.
  - Responsible parties: Department Chairs/Alumni Relations/Career Services
  - Deadlines: Spring 2018
  - Success measures: Event participation, graduating student feedback
- 2.3.5. Expand and incentivize participation in leadership opportunities (HSLP, LCCC) and student organizations.
  - Responsible parties: Center for Student Involvement/Academic Affairs/Multicultural Affairs
  - Deadlines: Spring 2018
  - Success measures: Numbers of students enrolled and those completing each program
- 2.4. Strategy 4: Develop a student-centered plan for facilities and food service that meets the needs of a diverse community of learners.
  - 2.4.1. Create informal spaces in all buildings that support student collaboration and meet the needs of a commuter environment.
    - Responsible parties: Facilities Management/Student Affairs
    - Deadlines: Spring 2018
    - Success measures: Usage logs to document the activities in the spaces
  - 2.4.2. Develop formal learning spaces that support diverse pedagogies.
    - Responsible parties: Facilities Management/Academic Affairs/IT&I/Faculty
    - Deadlines: Spring 2018
    - Success measures: Faculty and student feedback on how well classrooms meet their needs and expectations
  - 2.4.3. Ensure easy to follow signage everywhere (doors, digital, apps) to assist with campus navigation.
    - Responsible parties: Media Services/IT&I/Publication and Design

- Deadlines: Goal of 2018, but budget constraints may mean a phased approach
  - Success measures: Student feedback on the information available and their ability to navigate campus
- 2.4.4. Develop a plan for recreational spaces, including clubs, athletics, and other co-curricular activities based on student input and expectations.
- Responsible Parties: Student Affairs/Facilities Management
  - Deadlines: Continuously
  - Success measures: Usage, participation, attendance at events
- 2.4.5. Align food services with student time constraints and dietary preferences.
- Responsible parties: Student Affairs/Sodexo
  - Deadlines: Fall 2018
  - Success measures: Increased satisfaction with food services, increased use of Sodexo by commuters, faculty, as well as residential students
- 2.5. Strategy 5: Support faculty scholarly activity by strengthening and streamlining access to university-based resources and providing administrative assistance to apply for and manage external grants.
- Responsible parties: Academic Affairs
  - Deadlines: Fall 2018
  - Success measures: Survey faculty

Goal 3: Create a sense of campus community and pride.

Through a greater focus on communication and collaboration, and engagement among students, faculty, and staff, foster a sense of community both on campus and in the greater Danbury region.

- 3.1. Strategy 1: Strengthen online and on ground student engagement.
- 3.1.1. Measure current student engagement in campus and community activities and with faculty/staff to establish a baseline and assess annually thereafter.
- Responsible parties: Student Affairs/Academic Affairs
  - Deadlines: Initial survey completed by Spring 2018; every year thereafter
  - Success measures: Create or obtain and implement survey tool
- 3.1.2. Utilizing the above data, develop and implement plan for community-building that begins with enrollment and endures past graduation to alumni status.
- Responsible parties: Admissions/Student Affairs/Academic Affairs/Alumni Relations

- Deadlines: Plan completed by January 2019, begin implementation Spring 2019 and complete by Spring 2020
  - Success measures: Participation at activities/annual giving/alumni association membership
- 3.1.3. Continue to assess summer orientation to ensure we use best practices so that it helps students feel connected and builds meaningful connections among students/faculty within major and school.
- Responsible parties: Admissions/Student Affairs/Orientation Committee/Academic Affairs
  - Deadlines: Data tracking begins spring 2018 and annually
  - Success measures: Formal report; student satisfaction surveys; tracking student retention
- 3.1.4. Evaluate freshmen welcome week and establish strategies for integrating academics and social activities for students with or without declared majors.
- Responsible parties: Admissions/Student Affairs/Orientation Committee/Academic Affairs
  - Deadlines: Evaluate freshmen welcome week September 2018; implement plan by summer 2019
  - Success measures: Student satisfaction surveys and participation; production of report
- 3.1.5. Initiate welcome back week for entire community.
- Responsible parties: Student Affairs/Academic Affairs
  - Deadlines: Fall 2018 and annually
  - Success measures: Satisfaction surveys and participation
- 3.1.6. Develop plan for increasing attendance at university and community events (including expanding opportunities for using WestConnect cards in the community).
- Responsible parties: Student Affairs/Academic Affairs
  - Deadlines: Fall 2018 and annually
  - Success measures: Is plan done/implemented?
- 3.2. Strategy 2: Create a vibrant co-curricular environment with events and activities that are attractive to the varied disciplines and goals of our student population and surrounding community.
- 3.2.1. Develop a master calendar that is easily accessed by the WCSU community (including Ives Concert Park) and an event planning process so that events are spread out in time and location.
- Responsible parties: Events/Student Affairs/Academic Affairs/IT&I

- Deadlines: Fall 2018
  - Success measures: Calendar publication and push notifications
- 3.2.2. Increase the number of co-curricular events on weekends for residential students and commuters.
- Responsible parties: Student Affairs/Academic Affairs
  - Deadlines: Spring 2018
  - Success measures: Develop counting mechanism
- 3.2.3. Create events that acknowledge the presence of and/or are specifically geared toward adult learners and graduate students at WCSU.
- Responsible parties: University College Director/Departments/Career Services
  - Deadlines: Fall 2018 and annually
  - Success measures: Develop counting mechanism
- 3.2.4. Improve communication with internal and external audiences in support of programming of events and activities.
- Responsible parties: University and Community Relations
  - Deadlines: December 2018 and annually
  - Success measures: See 3.4.1.
- 3.2.5. Cultivate relationships with area providers of daycare for children and animals to be able to provide existing options for students, faculty, and staff.
- Responsible parties: University and Community Relations
  - Deadlines: Fall 2018
  - Success measures: Did it occur?
- 3.3. Strategy 3: Improve opportunities for engagement among faculty and staff.
- 3.3.1. Measure and improve current faculty/staff engagement and sense of community by assessing annually.
- Responsible parties: Academic Affairs
  - Deadlines: Initial survey completed by Fall 2018; every Spring thereafter
  - Success measures: Create or obtain and implement survey tool
- 3.3.2. Schedule more frequent all-faculty and faculty/staff meetings (e.g., once per semester) to facilitate communication and engagement.
- Responsible parties: Academic Affairs
  - Deadlines: Fall 2018 and annually
  - Success measures: Did they occur?

- 3.3.3. Establish all-faculty development days once per semester.
  - Responsible parties: Academic Affairs/Schools
  - Deadlines: Fall 2018 and annually
  - Success measures: Did they occur?
  
- 3.3.4. Establish faculty/staff social gatherings (at least once per semester).
  - Responsible parties: Academic Affairs/Schools
  - Deadlines: Fall 2018 and annually
  - Success measures: Did they occur?
  
- 3.3.5. Provide a physical space for faculty interaction (e.g., a lounge or coffee bar for faculty).
  - Responsible parties: Academic Affairs/Facilities
  - Deadlines: Spring 2019
  - Success measures: Is plan developed by Spring 2018? Are subsequent deadlines met for plan milestones? Once space is created/identified, develop utilization measurement
  
- 3.3.6. Institute community/common experience like “One Book, One Community.”
  - Responsible parties: Academic Affairs/Student Affairs
  - Deadlines: Fall 2019
  - Success measures: Did it occur? What is the participation rate?
  
- 3.4. Strategy 4: Strengthen sense of community via multi-platform communications.
  - 3.4.1. Obtain/improve WCSU’s app/platforms for communication to students/faculty/staff that will: allow for message targeting to specific groups; allow recipients to select what messages to receive; be easy to use; constantly updatable.
    - Responsible parties: IT&I; Computer Science Department
    - Deadlines: January 2018
    - Success measures: Does it exist? Does it perform expected functions?
  
  - 3.4.2. Create or purchase scheduling software for faculty for scheduling student appointments and offer training.
    - Responsible parties: IT&I/Academic Affairs
    - Deadlines: December 2018
    - Success measures: Does it exist? Does it perform expected functions?
  
  - 3.4.3. Create overall online strategy (such as replacing traditional department web pages with Facebook pages, integrating Twitter/Instagram, etc.).
    - Responsible parties: Academic Affairs/IT&I/Outside Company
    - Deadlines: Summer 2018

- Success measures: Company white paper/evaluation tool
- 3.4.4. Evaluate purpose and effectiveness of WestConduit and revamp/replace.
- Responsible parties: IT&I/Academic Affairs/Student Affairs
  - Deadlines: Complete changes by May 2018
  - Success measures: Evaluation completed
- 3.5. Strategy 5: Increase/strengthen pride.
- 3.5.1. Establish a “What is a Colonial? A Colonial is someone who...” campaign. Define Colonial in a way that exemplifies what is unique about WCSU. Connect with new first year initiative #ichosewcsu. Include participation in campus traditions as a way to be defined as a Colonial. Supplement with posters, banners, etc. around campus.
- Responsible parties: Student Affairs/Academic Affairs
  - Deadlines: Fall 2018 for website
  - Success measures: Does it exist? Is it recognized?
- 3.5.2. Add a feed to the WCSU home page that regularly rotates stories that highlight the accomplishments and activities of our students, faculty, staff, and alumni.
- Responsible parties: Student Affairs/Academic Affairs/IT&I
  - Deadlines: Spring 2018
  - Success measures: Initiate/create student position to manage/produce. Is it online and continually updated?
- 3.5.3. Establish one or more unifying themes/shared purpose and instantiate in a new motto.
- Responsible parties: Academic Affairs/Student Affairs/President
  - Deadlines: Fall 2018 and annually
  - Success measures: Does it occur?
- 3.5.4. Promote the school colors and mascot with highly visible flags and signage on campus.
- Responsible parties: Academic Affairs/Student Affairs/President
  - Deadlines: Fall 2018 and annually
  - Success measures: Does it occur?

Goal 4: Create a distinct identity.

Through our branding, program offerings, and focus on student success, WCSU will differentiate itself from regional universities and colleges.

- 4.1. Strategy 1: Celebrate and promote the importance of faculty scholarly activities as part of the WCSU brand.
- 4.2. Strategy 2: Examine the viability and purpose of designating individual programs as Signature Programs.
  - 4.2.1. In conjunction with the University Senate, create an ad hoc committee to review the concept of “Signature Status” and report recommendations to the University regarding whether this designation should be retained.
    - Responsible parties: Academic Affairs
    - Deadlines: Spring 2018
    - Success measures: Submission of the report
  - 4.2.2. If WCSU decides to retain the “Signature Program” designation, define criteria for gaining signature status, clarify what it means to be a signature program, and post to the website.
    - Responsible parties: Academic Affairs
    - Deadlines: Spring 2018
    - Success measures: Enrollment #s/ programs not shared with other CSUs
  - 4.2.3. If WCSU decides to retain the “Signature Program” designation, for each existing Signature Program identify what sets it apart from competitor programs in Connecticut and regionally, and post to the website.
    - Responsible parties: Individual school deans and departments
    - Deadlines: Fall 2018 and at designation of new programs
    - Success measures: Is it done?
  - 4.2.4. If WCSU decides to retain the “Signature Program” designation, incorporate signature status into department brochures, marketing and admissions materials.
    - Responsible parties: Admissions
    - Deadlines: Spring 2019 and subsequent to designation of new programs
    - Success measures: Is it done?
- 4.3. Strategy 3: Develop the WCSU brand and publicize through sustained marketing efforts.
  - 4.3.1. Decide on “WestConn vs. Western” as branded name and reflect this in all WCSU materials, web pages, departments, athletic teams, etc.
    - Responsible parties: University President (as decision maker)
    - Deadlines: Fall 2018
    - Success measures: Is it done?



- 4.3.2. Promote updated Colonial image and include in new “WestConn/Western” brand name.
  - Responsible parties: Admissions
  - Deadlines: Fall 2018
  - Success measures: Is it done?
  
- 4.3.3. Create a new slogan for the university as a whole and tie new logo into “WestConn/Western” name adoption.
  - Responsible parties: Admissions
  - Deadlines: Fall 2018
  - Success measures: Is it done?
  
- 4.3.4. Leverage WCSU as the “best of both worlds” (rural/urban; New England/NYC, etc.).
  - Responsible parties: Admissions
  - Deadlines: Fall 2018
  - Success measures: Is it done?
  
- 4.3.5. Incorporate “success for a diverse community of learners” into our identity and marketing.
  - Responsible parties: Admissions
  - Deadlines: Fall 2018
  - Success measures: Succinctly define what this means and provide and publicize “how” we do it on website, in marketing materials, etc.
  
- 4.3.6. Evaluate whether WCSU has “kept the promises” marketed to incoming students.
  - Responsible parties: Admissions/Student Affairs/Academic Affairs
  - Deadlines: Spring 2020
  - Success measures: Survey a group of students upon entry. Follow up with these students at the end of their first year

Goal 5: Create a self-sustaining financial model.

The goal is informed by planning, budgeting, and accountability, and will include a monitoring role for an ongoing Strategic Plan Committee to play, particularly with regard to viability and evaluation of programs. A paper about the process to achieve this goal is included.

- 5.1. Strategy 1: Create a plan to evaluate academic, support, outreach, and administrative programs.
  - 5.1.1. Establish an Evaluation of Programs Committee constituted by the University Senate and the Office of Academic Affairs to develop a systematic process, informed by the *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance* by Robert C. Dickeson, published by Jossey-Bass, 2010.
  - 5.1.2. Each of the goals related to determining priorities of programs or viability would be informed by the following steps:
    - Preparation: Define programs
    - Information-Gathering: Institutional Research, Environmental Scan Report, Accreditation Reports

- First Stage Analysis—Deans and Directors
- Second Stage Analysis—Provost and Vice Presidents
- Final Stage Analysis—President and Strategic Plan Implementation Committee
- Integration and Synthesis—Campus Community
- Final Decision Stage—President
- Implementation
- Renewal Stage—Evaluation of Programs Committee and Strategic Plan Implementation Committee

5.2. Strategy 2: Create greater efficiencies and affinities in Institutional Advancement.

5.2.1. Increase the percentage of valid email addresses for alumni and other constituents to promote student success stories and build affinity.

- Responsible parties: Institutional Advancement/Alumni Relations
- Deadlines: Fall 2018
- Success measures: 25% increase of total

5.2.2. Increase total number of donors.

- Responsible parties: Institutional Advancement/Alumni Relations/Alumni Association
- Deadlines: Fall 2019
- Success measures: 10% increase

5.2.3. Develop a strategy to increase participation of community members and partners in the life of the campus.

- Responsible parties: Institutional Advancement
- Deadlines: Fall 2019
- Success measures: Development of the strategy

5.2.4. Systematize community member contact and critical background information in the fundraising database.

- Responsible parties: Institutional Advancement
- Deadlines: Fall 2019
- Success measures: Increase by 15%

5.3. Strategy 3: Redesign the functions of Alumni Relations to have alumni interacting with current students and working to enhance the mission of the university.

5.3.1. Partner with Career Services.

- Responsible parties: Alumni Relations and Career Services
- Deadlines: Fall 2018
- Success measures: Number of students who are able to make contacts with employers of alumni or companies owned by alumni

5.3.2. Focus contributions to be on the success of the university rather than on being a member of an alumni association.

- Responsible parties: Alumni relations

- Deadlines: Fall 2018
- Success measures: Set goal for amount of contributions from alumni

5.4. Strategy 4: Align the efforts of the University Planning and Budget Committee (UPBC) with the plan to evaluate programs.

5.4.1. New programs, after a designated amount of time, will be required to present at UPBC their achievements in terms of hitting projected enrollment numbers.

- Responsible parties: UPBC membership, University Senate President, Provost to enact changes to required paperwork and then UPBC membership
- Deadlines: Fall 2018
- Success measures: Enact prioritization goals set by the campus. Assess 3 years from start of new program and then every 2 years

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## Appendix 2: Accreditations

WCSU lists all accreditations on the admissions website and on the relevant department pages:

<https://www.wcsu.edu/admissions/accreditations/>

- Western Connecticut State University is accredited by
- New England Commission of Higher Education (NECHE)
- Board of Regents of Higher Education, State of Connecticut
- Connecticut State Department of Education (CSDE)
- Association to Advance Collegiate Schools of Business (AACSB)
- American Chemical Society (ACS)
- Collegiate Commission on Nursing Education (CCNE)
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Association of Schools of Theatre (NAST)
- Council of Education for Public Health (Baccalaureate level) (CEPH)
- Council on Social Work Education (Baccalaureate level) (CSWE)
- Council for Accreditation of Counseling & Related Educational Programs (CACREP)
- Council for the Accreditation of Educator Preparation (CAEP).

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### Appendix 3: Career Education Curriculum

In addition to the courses described below, the Career Success Center offers workshops, job fairs, and career counseling, all of which are available online. <https://www.wcsu.edu/careersuccess/>

#### CED 110 - Designing Your Life

**Course Description:** The purpose of this course is to provide students with the knowledge basics and practice of concepts that will help them develop a constructive and effective approach to design their vocation. Using design thinking methodology, the course integrates the designer mindsets of curiosity, reframing, radical collaboration, awareness, and prototyping. It offers frameworks, tools, and most importantly, a community and network of peers, mentors, and others who can support the design, reflection and execution of life prototypes. This is accomplished through in-class and outside-class exercises, reflections, and presentations. This course includes “lab before lecture” style modules, in class exercises, seminar-style discussions, personal written reflections, peer affirmations, guest speakers, and individual mentoring/coaching. The assignments of Personal Journey Maps or “Odyssey Plans” formation and reflection will focus on the many future options available to students both pre- and post-graduation, as will the methodologies of prototyping via experience, networking and conversations.

This course is based upon the nationally recognized work of Bill Burnett and Dave Evans of the Stanford Design School which has exported their curriculum to and trained over 150 other colleges and universities throughout the world, including WCSU. In June 2019, a team of three WCSU representatives (the Director of the Career Success Center and faculty members from ASB and MSAS) attended the Stanford Life Design Studio Training.

#### CED 120 - The Employment Process

**Course Description:** Every student at WCSU can benefit from the significant opportunities, training, professional guidance and services available at the Career Success Center. The purpose of this course is to guide students through the process, techniques, and tools available to help them acquire great jobs and/or internships. Students will learn how to identify and leverage their skills, present their talents and personal brand, learn how to navigate the complex job acquisition process, and open themselves up to new opportunities for growth. Through an examination of personal mission and design of real career preparation experiences and processes, students will discover, evaluate, and demonstrate their effectiveness toward the life they want to lead. Applied Learning opportunities (including part time/full time jobs, internships, credentialing, networking, gigs, volunteering, branding, association/club membership, and/or networking, etc.) will be compared for their value toward development of professional and essential career competencies. Upon analysis and comparison of personal goals, knowledge, skills and abilities to that of an aspirational employment opportunity, students will demonstrate all aspects of the job activation process, from research to onboarding. This course includes a personal inventory assessment, seminar-style discussions, personal written reflections, occupational research, peer affirmations, guest experts, professional software navigation, and individual mentoring/coaching. The final assignment is the creation of a professional portfolio with all documents and samples a student or graduate may need to conduct and land a desirable job.

#### CED 130 - Workplace Professionalism for Career Success

**Course Description:** As students prepare to succeed in an ever-changing workplace, they will need to build and refine the essential skills that employers demand. The purpose of this course is to provide students with a reflective dive and an engaging platform to jump into the principles, concepts and practices that help people adapt to and thrive in their work circumstances. Using the concept of career-readiness as defined by the National Association of Colleges and Employers (NACE): “... the attainment and demonstration of requisite competencies that broadly

prepare college graduates for a successful transition into the workplace”, this course will guide students through their identification, presentation and future leverage of the following ten essential professional skills recommended by WCSU: Communication, Critical Thinking, Teamwork, Diversity, Equity and Inclusion, Adaptability, Technology, Professionalism, Self-awareness, Leadership, Compassion.

Central to each of these skills in the workplace is communication. Developing excellence in communication is extremely important to career success, whether the students are already working or are about to enter today’s increasingly digital workplace. In this course, classroom meets the working world as students network with and learn from professionals in the workforce. By the end of this course, students will understand and convey their professional competencies and strengths, network with organization/business leaders, demonstrate how to navigate the changing professional landscape, develop a personal brand, and identify successful practices to thrive in the workplace. The course includes seminar-style discussions, career-decision model assessments, peer-to-peer and personal reflective exercises, formal correspondence with guest speakers, and recapitulation of lessons learned in each class. The final assignment is the creation of a knowledge portfolio garnered throughout the class.

In addition to these classes, the Career Success Center offers workshops, job fairs, and career counseling, all of which are available online. <https://www.wcsu.edu/careersuccess/>

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## Appendix 4: Sample CELT Workshops

This Center has frequent workshops, many of which are on demand. These are offered in conjunction with our full-time Instructional Designers, Aura Lippincott and Colleen Cox.

<https://www.wcsu.edu/celt/>

Here is a sample list from the last two years.

[CELT Panel: Demystifying the digital pedagogy of teaching online](#) (4/16/2020) (online)

4/17/2020 With four weeks of emergency remote teaching behind you, are you looking to take your online teaching to the next level? Are you new to online, or have some experience, but want to learn “how others are doing it?” As we have all moved to remote teaching, what are some lessons learned that we can apply to the rest of the semester and beyond? During this session, faculty panelists – from brand new to experienced practitioners – will share their experiences, lessons learned, “aha” moments, and the challenges and rewards of online teaching. Learn about what is involved in planning, preparing and facilitating an online course. Gain insights on how this modality is different from (and the same) as on-ground teaching. Learn valuable lessons, tips and tricks from those who have already tried (with or without success).

Hosted by Adam Brewer, Director of the Center for Excellence in Teaching and Learning. Moderated by Aura Lippincott, Instructional Designer

Panelists:

- Eileen Campbell, EdD, APRN, ACNS-BC, Assistant Professor, Undergraduate Coordinator, Department of Nursing
- Bruce Dunbar, MA, Adjunct Professor, Photography, Department of Art
- Kristin A. Giamanco, PhD, Assistant Professor, Department of Biological and Environmental Sciences
- Stephanie Kuhn, PhD, Assistant Professor, Coordinator ABA Program, Department of Education

[Part 2: Demystifying the digital pedagogy of teaching online](#) (5/5/2020)

Please join your colleagues for another thought-provoking conversation about the digital pedagogy of teaching online hosted by the Center for Excellence in Learning and Teaching.

This session will focus on fostering online student engagement and learning through fostering community and rapport in the class. We will discuss a variety of techniques, such as group work, discussion, peer to peer learning and other online course community building techniques. Faculty panelists will share their experience, tips, techniques, and lessons learned on this important and challenging aspect of online learning.

Hosted by **Adam Brewer**, CELT Director  
Opening Remarks by **Missy Alexander**, Provost  
Moderated by **Aura Lippincott**, Instructional Designer

Panelists:

- **Maya Aloni**, Ph.D., Associate Professor, Department of Psychology

- **Nicole DeRonck**, Ph.D., Ed.D., CRC, School Counseling Program Coordinator, Assistant Professor of Counseling, Department of Education & Educational Psychology
- **Sharon Yamen**, J.D., Associate Professor, Division of Justice & Law Administration
- **Sharon Young**, LCSW, Ph.D., Associate Professor, Department of Social Work

### [Summer Training for Faculty Teaching Online](#) (6/1/2020)

Dear Faculty,

You are invited to register for training sessions taking place June 15-26 and July 13-24. There are a wide variety of times and dates to fit your summer schedules. Workshop descriptions and sign up links are available via the CELT [Summer 2020 Workshops](#) page.

6/23/20 update:

New Sessions added (June 29-30, July 7-9, and July 27) – Full details on the [Summer 2020 Workshops](#) page:

- Session 12: Blackboard Basics (Track 5 Tech Tools)
- Session 13: Kaltura Capture (Track 5 Tech Tools)
- Session 14: Blackboard Ally Accessibility (Track 5 Tech Tool)
- Session 15 Incorporating Writing into Any Course, Part 1/2 (Track 2 Course Design)
- Session 16: Designing Rubrics and Providing Feedback for Writing Assignments, Part 2/2 (Track 2 Course Design)

### [Faculty Training for Fall Start!](#) (8/17/2020)

Faculty Training Sessions – Fall 2020

**Blackboard Basics:** Learn the basics of building your course in Blackboard

– Thursday, August 20, 9am-11am

**Blackboard Collaborate Ultra:** learn about synchronous online meeting using Blackboard’s integrated meeting tool.

– Thursday, August 20, 1pm-2:30pm

**Blackboard Tests:** learn how to create online quizzes and tests in Blackboard

– Thursday, September 10, 12pm-1pm

– Tuesday, September 15, 2pm-3pm

**Blackboard Grade Center:** learn how to set up and navigate your course gradebook

– Wednesday, September 23, 12pm-1pm

– Thursday, October 1, 9am-10am

### [Synchronous Online Teaching Session](#) (2/1/2021)

Are you teaching synchronously this term and want to learn and share tips, techniques, success and lessons learned?



Please sign up to attend this webinar session on **Friday, February 5, 2021, 10:30am – 12pm** via WebEx

### [Instructional Design Consulting](#)

Instructional design consulting is available for WCSU faculty who wish to design, redesign, or modify an online or hybrid course. Here are some commonly asked questions about this service:

*How do I make an appointment?* Please email [RequestInstructionalDesign@wcsu.edu](mailto:RequestInstructionalDesign@wcsu.edu) or call Aura Lippincott 203-837-3287. School of Professional Studies Faculty: Contact Colleen Cox.

*What kind of assistance can I expect?* Instructional design consulting engagements range from offering occasional suggestions and guidance to fully collaborating in the instructional design process (from course goals/outcomes, writing learning objectives, designing assessments and activities, procuring/developing instructional material (including media), identifying appropriate instructional technology; and technical consultation for the final course build).

*How long does it generally take to design or redesign a course?* A good rule of thumb is to start your project 3-6 months in advance of when you are scheduled to teach the course. While this may seem like a lot, it allows time to discuss course goals, brainstorm strategies, design the learning experience, draft/feedback/revise, and build the course in Blackboard. It also allows for time to produce or procure any necessary media and instructional materials. Lastly, this timeframe assumes that you are engaged in other activities while you are working on your course design. If you are primarily devoted to your course design project or if your project is a partial design, a shorter schedule is possible. Early in the consultation, the instructional designer will discuss a reasonable schedule that meets your teaching needs.

### [Return to Standard 1](#)

## Appendix 5: Faculty Retraining Grants

2018-2019

Last Name	Department	Description	Date Requested	Amount Approved
Bandhauer	Social Sciences	online Refresher courses on Statistics	July 1 to September 30, 2018	\$150.00
Barone	Communication & Media Arts	training in current Postproduction Software and Practices	July 1 to September 30, 2018	\$177.00
Giamanco	Biological & Environmental Sciences	attend Summer Institutes for Scientific Teaching in Storrs, Connecticut	July 22 - 26, 2018	\$936.41
Haynes	Music	take online course in Audio Mastering Techniques	July 1 to September 30, 2018	\$1,200.00
Murthy	Computer Science	take Microsoft Professional Program for Data Science	July 1 to September 30, 2018	\$1,200.00
Wiss	Communication & Media Arts	attend the Meditation Teacher Training Program at Spirit Rock Meditation Center	July 2017-Fall 2020	\$9,428.00
Custer	Writing	attend International Writing Centers Association Summer Institute	June 16-21, 2019	\$2,382.25
Donegan	ASB	attend the Intensive Data Analytic Workshop	June 9-14, 2019	\$1,227.00
Ganon	Accounting	attend Intensive Data Analytic Workshop	June 9-14, 2019	\$863.00
Dugal	Management	take online Data Analytics 360 Program	1-Apr-19	\$3,780.00
Haynes	Music	take online course "Microphone Techniques"	April 4-June 30, 2019	\$1,497.00
Murphy	Psychology	attend summit "Building Bridges and Finding Answers: the Opioid Crisis"	Spring 2019 - Summer 2019*	\$1,725.00
Pinou	Biology	take Strategies for Success course	June 12-14, 2019	\$849.00
Rotondo	Accounting	take online Data Analytics course	1-Apr-19	\$2,880.00
				<b>\$28,294.66</b>

**2019-2020**

Last Name	Department	Description	Date Requested	Amount Approved
Burnard	Management	take Lean Six Sigma Green Belt online course	April 1 - June 16, 2020	\$2,195.00
Clements	Writing	take online certificate program in Diversity, Equity and Inclusion in Teaching	February - June 30, 2020	\$1,005.00
Hayes	Mathematics	attend workshop at the American Mathematical Society	14-Jan-20	\$1,562.00
Pinou	Biology	take Geometric Morphometrics course in Poland	March 30-April 3, 2020	\$2,301.00
				\$7,063.00

**2020-2021**

Last Name	Department	Description	Date Requested	Amount Approved
Boily	Biology	attend the Teaching to Increase Diversity and Equity in STEM Institute	June 27-30, 2021	\$3,162.00
Teucher	CELT	Online course for 10 cohort "UDL1: A Framework for Addressing Learner Variability: Theory into Practice"	June 6-August 30, 2021	\$4,725.00
Teucher	CELT	attend and online synchronous training program "Ensuring Equitable Success in HigherEd"	April 30-May 27, 2021	\$1,975.00
Harris	Social Work	take an 8-week online course, Uncovering Racial Trauma	October 3- November 21, 2020	\$1,000.00
Krell	Biology	attend the Teaching to Increase Diversity and Equity in STEM Institute	June 27-30, 2021	\$3,162.00
Lin	Finance	take a 6-week online course, Business Analytics Certificate Program	January 2 - April 30, 2021	\$3,600.00
Marino	JLA	take the Inside-Out Prison Exchange Instructor on-line training	January 10-15, 2021	\$1,700.00
McLean	Social Work	take an 8-week online course, Uncovering Racial Trauma	October 3- November 21, 2020	\$1,000.00
Salas	Social Work	take an 8-week online course, Uncovering Racial Trauma	October 3- November 21, 2020	\$850.00
Vo	Finance	take online certificate of business analytics course	January 2 - April 30, 2021	\$3,600.00
				<b>\$24,774.00</b>

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## Appendix 6: Sample Strategic Plan Updates

### Sample Update 1: Peer Mentoring

<b>Strategic Plan Goal</b>	
Goal 1: Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.	
<b>Rationale</b>	
Rationale: As a public university committed to access, it is important to respond to the varied backgrounds and needs of our students. One size does not fit all, and our offerings should recognize that. The steps outlined below are meant to improve retention and graduation rates and increase enrollment in degree completion and graduate degree programs.	
<b>Action Step</b>	
Strategy 1: Develop support services that address both cognitive and non-cognitive areas for all students, including first-generation and/or under-prepared students.	
1.1.2 Establish a university-wide peer mentoring program to support all students, including first-generation/under-prepared.	
<b>Cabinet Member(s) Responsible</b>	Provost/VPAA Missy Alexander
<b>Project Leader</b>	Assoc Dean Academic Success Programs, Veronica Kenausis
<b>Other participants in the implementation of this project (list below)</b>	
This strategy was revised with leadership from Tutoring Resource Center Coordinator, Lauren Arvisais; First Year Librarian, Julie Hunter; and input and assistance from Learning Commons Coordinator, Elise Budnick; Rob Pote, Director of EAP, and the FY Coordinator, Chuck Rocca. Additional planning work also included Maribeth Griffin, Housing & Residential Life, Isabel Carvalho, Academic Advising Center Director; Walter Cramer, Dean of Students; and Lou Santiago, Director of Admissions.	
<b>Summary of Project to Date: Please describe actions taken to advance this component of the strategic plan. If you have a detailed report, please attach it to this document. This is not required, but welcome if you feel it is appropriate. For the purposes of tracking our strategic plan, a summary of steps and progress toward implementation is sufficient.</b>	
Thorough investigation of WCSU's retention record and the impact of strategies employed in EAP to support students transitioning to higher education, this project was redefined to focus on students who qualify for direct admission but are at a higher risk of being lost after the first year than their peers. The number one indicator of this risk is a High School GPA below 84. After a pilot program to test intervention strategies (in collaboration with Elise Budnick and Rob Pote), Julie Hunter and Lauren Arvisais developed a proposal for a peer mentor program to support this group of students. As part of this plan, students in this group will be enrolled in <b>LIB101 Fundamentals of Academic Success</b> and matched with a peer to support them in weekly meetings as they discuss resources available and strategies for college success. Peer Mentors will have the opportunity to earn a peer mentor certification and will be compensated for their work. This program will begin in Fall 2021.	
<b>Assessment: If you have assessed the impact of completed action steps, please describe what you measured and what was achieved. If you have not, please describe how you will assess/measure the impact of identified action steps.</b>	
The first assessment of this program will take place in spring 2021. Measures will a review of the participant's academic progress (GPA, Course Completion, Enrollment in the next semester), student satisfaction surveys for feedback on the program, and belonging measures.	
<b>Next Steps: Is this project complete? If not, what are the remaining action steps? If the project is complete, are there any components that require ongoing monitoring on an ongoing basis?</b>	

This program was designed to improve our retention rates by better meeting the needs of students who might need support as the transition to higher education. Given the landscape of public higher education in New England, this approach will need continued analysis and review annually. Analysis should be conducted by the Academic Success Programs Working Group and recommendations for adjustments should move forward based on their findings or emerging best practices.

**Recommendations: As a result of the work done so far, are there any insights/additional actions/recommendations to enhance the success of the strategic plan?**

The final plan for this program involved designating a graduate assistant to support implementation. It is important to evaluate the sufficiency of this structure for ongoing operations.

Sample Update 2: Adult Learners

**Strategic Plan Goal**

Goal 1: Create, strengthen, and enhance programs and curricula that are responsive to the needs of a diverse community of learners.

**Rationale**

Rationale: As a public university committed to access, it is important to respond to the varied backgrounds and needs of our students. One size does not fit all, and our offerings should recognize that. The steps outlined below are meant to improve retention and graduation rates, and increase enrollment in degree completion and graduate degree programs

**Action Step**

Strategy 2: Develop academic programs and supports for adult learners to expand our recruiting options and better serve the regional needs for continuing and advanced education.  
 1.2.1. Establish a University College\* (programs for graduate and continuing studies), with a separate admissions process for both graduate and bachelor’s degree-seeking adults that recognizes acculturation barriers, work/family constraints, and expectations, and values prior learning where appropriate.  
 \*University College refers to a college experience designed for adult learners, often with specially designed degree structures and offerings.  
 1.2.2. Offer degrees that meet the current demands, interests, and opportunities for returning adults and graduate education.  
 1.2.3. Design specialized schedules for continuing education and graduate students that include evenings, weekends, online, hybrid, and accelerated formats including fifth-year and full-time graduate programs.

<b>Cabinet Member(s) Responsible</b>	Provost/VPAA Missy Alexander/AVP Enrollment Services, Jay Murray
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<b>Project Leader</b>	Alexander/Chair of Ad Hoc Committee TBD
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**Other participants in the implementation of this project (list below)**

**Summary of Project to Date: Please describe actions taken to advance this component of the strategic plan. If you have a detailed report, please attach it to this document. This is not required, but welcome if you feel it is appropriate. For the purposes of tracking our strategic plan, a summary of steps and progress toward implementation is sufficient.**

Prior to COVID-19, we added two new graduate programs that are responsive to regional needs. Since COVID-19, several of our graduate degree programs have opted to transition to fully online programs, or to add online options, to better serve their students. These efforts will continue.

The development of undergraduate degree completion programs is just beginning. Our recent move to online instruction has increased faculty interest in online instruction and so several programs are offering courses online, that may become part of the BA in Interdisciplinary Studies, allowing adults to combine a few different concentrations to suit their needs and interests. Part of this work has begun with applying for approval to offer the BA Interdisciplinary Studies online (program modification application is now in Hartford.) Four departments have agreed to offer courses online on a regular basis. This will help create a predictable schedule for the adult learners. In addition, the BA in Communication Studies will be available fully online.

In preparation for this project, a guaranteed gen-ed online was also identified. This allows returning adults, most of whom will have some credits, to catch up where they need to without straining resources. There will simply be a fixed rotation of courses with seats available for returning adult students. Students are welcome to enroll in any course of interest to them, but these are the promised options.

Finally, WCSU is now on a path to full approval as an online degree granting institution. The preliminary work was done in May 2020. A site visit is required for Fall 2022, to complete this substantive change. If successful, the university will have more flexibility in the launch of online and hybrid degrees.

Next steps will require the development of a full plan for adult learners.

**Assessment: If you have assessed the impact of completed action steps, please describe what you measured and what was achieved. If you have not, please describe how you will assess/measure the impact of identified action steps.**

No assessment has been done because the program is not yet implemented. Initial research indicates that there are over 400,000 residents of CT who have some college, but now degree. Best practices in developing programs for adult learners have been reviewed. In addition, a list of programs that are most in demand for degree completers has been compiled.

**Next Steps: Is this project complete? If not, what are the next steps. If the project is complete, are there any components that should be monitored on an ongoing basis.**

Appoint an *ad hoc* committee charged with developing a full plan for a Division of Graduate and Continuing Professional Education (tentative title, to take the place of University College, which appears to be confusing). This committee will be charged with adding to the foundational research done by the Provost and AVP for Enrollment Services. They will help to determine the organizational infrastructure, evaluate the best strategy (space-available programs vs. programs dedicated to adult learners), and evaluate the role of Prior Learning Assessment in this division. It will also be important to include some of our adult and graduate students in surveys or focus groups as part of this process.

**Recommendations: As a result of the work done so far, are there any insights/additional actions/recommendations to enhance the success of the strategic plan?**

Recommended *ad hoc* committee:  
Katie Lever, Communication and Media Arts  
Emily Stevens, Health Promotion Studies  
Stan Bazan, Management  
Cigdem Usekes, Philosophy and Humanistic Studies  
Brian Clements, Writing, Linguistics and Creative Process  
Chris Shankle, Graduate Admissions  
Nicole Kullberg, Transfer Admissions  
Aura Lippincott, Instructional Designer  
Graduate or Adult Student, TBD.

## **Appendix 7: Jobs EQ Report for the Healthcare Administration**

This sample report shows job growth and a significant number of positions seeking candidates with graduate degrees. Since most, if not all people seeking this credential, are already working, moving this online is a good opportunity to increase enrollments.



JOBS e Q

Education Report

**Health/Health Care Administration/Management**

Connecticut





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Connecticut Regional Map ..... **Error! Bookmark not defined.**

FAQ ..... **Error! Bookmark not defined.**

## Definition of Health/Health Care Administration/Management, CIP 51.0701

A program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems. Includes instruction in planning, business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services.

### Awards

The table below is a list of postsecondary awards in CIP 51.0701 that were granted by institutions located in Connecticut in the 2020 academic year.

Schools	Certs & 2yr Awards <sup>1</sup>	4yr Awards <sup>2</sup>	Post-Grad Awards <sup>3</sup>	Avg Net Price <sup>4</sup>
University of New Haven			57	\$34,353
Charter Oak State College	1	35		\$10,724
University of Connecticut		20	5	\$20,042
Yale University			24	\$18,073
Albertus Magnus College		19		\$25,972
Western Connecticut State University			6	\$18,110
Quinebaug Valley Community College	4			\$9,736
Sacred Heart University				\$41,570
<b>Total</b>	<b>5</b>	<b>74</b>	<b>92</b>	

1. Undergraduate certificates and associate's degrees

2. Bachelor's degrees and post-baccalaureates

3. Master's, post-master's, and doctorates

4. Data as of the 2018-2019 academic year

Awards data are per the National Center for Education Statistics (NCES) and JobsEQ for the 2020 academic year. Any programs shown here reflect only data reported to the NCES; reporting is required of all schools participating in any federal finance assistance program authorized by Title IV of the Higher Education Act of 1965, as amended—other training providers in the region that do not report data to the NCES are not reflected in the above.

### Occupation Crosswalk

The below table lists all occupations linked with the program, Health/Health Care Administration/Management, CIP 51.0701.

		Education and Training Requirements			Educational Attainment				
		Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency in the Occupation	No College	Some College, No Degree	Associate's Degree	Bachelor's Degree	Postgraduate Degree
11-9111	Medical and Health Services Managers	Bachelor's degree	Less than 5 years	None	7%	8%	8%	32%	46%

Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2021Q2 along with source data from the BLS

### Definition of Medical and Health Services Managers (11-9111)

Plan, direct, or coordinate medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.

### Occupation Details

As of 2021Q2, total employment for occupations linked to Health/Health Care Administration/Management in Connecticut was 6,276. Over the past three years, linked occupations added 271 jobs in the region and are expected to need in aggregate approximately 4,669 newly trained workers over the next seven years.

### Snapshot of Occupations Linked to Health/Health Care Administration/Management in Connecticut<sup>1</sup>

SOC	Occupation	Empl	Current			Unempl Rate	Online Job Ads <sup>3</sup>	3-Year History Ann %	7-Year Forecast			Avg Ann Growth %	
			Mean Ann Wages <sup>2</sup>	LQ	Unempl				Total Demand	Exits	Transfers		Empl Growth
11-9111	Medical and Health Services Managers	6,276	\$130,500	1.36	124	1.9%	1,788	1.5%	4,669	1,193	2,625	851	1.8%
	<b>Total - Linked Occupations</b>	<b>6,276</b>	<b>\$130,500</b>	<b>1.36</b>	<b>124</b>	<b>1.9%</b>	<b>1,788</b>	<b>1.5%</b>	<b>4,669</b>	<b>1,193</b>	<b>2,625</b>	<b>851</b>	<b>1.8%</b>

## Snapshot of Occupations Linked to Health/Health Care Administration/Management in Connecticut<sup>1</sup>

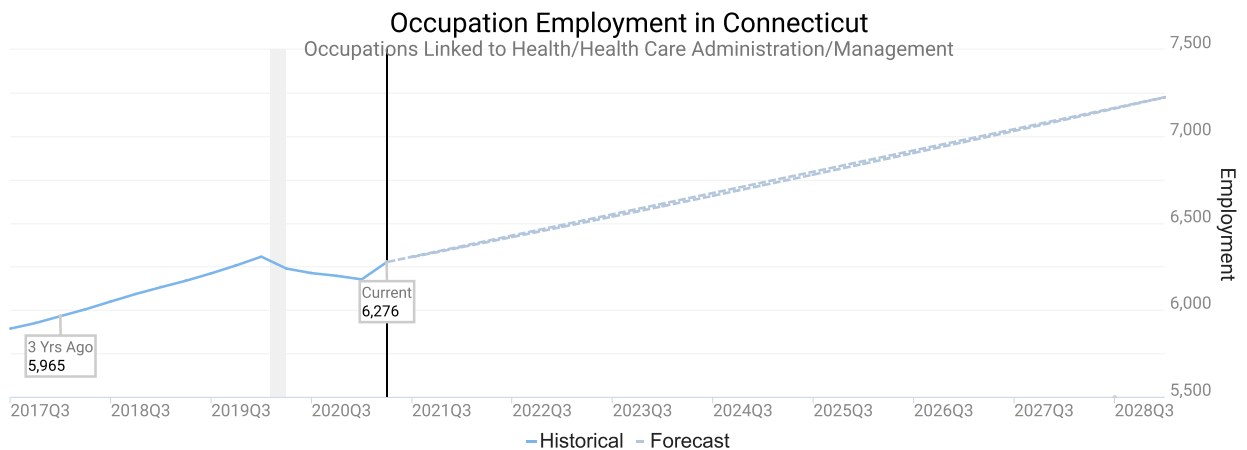
SOC	Occupation	Empl	Mean Ann Wages <sup>2</sup>	Current			Online Job Ads <sup>3</sup>	3-Year History Ann %	7-Year Forecast			Avg Ann Growth %
				LQ	Unempl	Unempl Rate			Total Demand	Transfers	Empl Growth	
	<b>Total - All Occupations</b>	1,665,792	\$64,300	1.00	141,998	7.9%	108,560	-2.2%	1,185,580	479,580	773,066	-0.6%

Source: [JobsEQ®](#)

Data as of 2021Q2 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.
2. Wage data are as of 2020 and represent the average for all Covered Employment
3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the pop up window ad list).



Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q1, imputed where necessary with preliminary estimates updated to 2021Q2. Wages by occupation are as of 2020 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

## Employment by Industry

The table illustrates the industries in Connecticut which most employ occupations linked to Health/Health Care Administration/Management. The single industry most employing these occupations in the region is General Medical and Surgical Hospitals, NAICS 6221. This industry employs 1,783 workers in the linked occupations—employment which is expected to increase by 201 jobs over the next ten years; furthermore, 1,494 additional new workers in these linked occupations will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

### Industry Distribution for Occupations Linked to Health/Health Care Administration/Management in Connecticut

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
6221	General Medical and Surgical Hospitals	28.4%	1,783	467	1,027	201	1,695
6211	Offices of Physicians	14.4%	907	244	537	160	941
6231	Nursing Care Facilities (Skilled Nursing Facilities)	9.5%	596	152	335	36	523
6214	Outpatient Care Centers	8.8%	550	159	350	193	702
6216	Home Health Care Services	4.4%	275	79	173	91	343
6213	Offices of Other Health Practitioners	3.4%	215	63	139	87	289
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	3.2%	202	58	127	64	248
6241	Individual and Family Services	3.1%	194	60	132	106	299
5511	Management of Companies and Enterprises	2.8%	177	48	105	29	181
5241	Insurance Carriers	2.8%	174	47	103	31	181
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	2.3%	144	42	93	55	190
6219	Other Ambulatory Health Care Services	1.9%	118	32	70	22	124
6113	Colleges, Universities, and Professional Schools	1.7%	109	29	64	18	111
5417	Scientific Research and Development Services	1.3%	84	22	49	11	81
5611	Office Administrative Services	1.1%	72	21	46	26	92
6215	Medical and Diagnostic Laboratories	1.1%	71	20	44	18	81

**Industry Distribution for Occupations Linked to Health/Health Care Administration/Management in Connecticut**

NAICS Code	Industry Title	Current		10-Year Demand			
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
9221	Justice, Public Order, and Safety Activities	1.1%	70	18	40	7	65
6212	Offices of Dentists	1.0%	62	16	36	9	62
6222	Psychiatric and Substance Abuse Hospitals	1.0%	61	17	38	19	74
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	0.8%	52	16	34	22	72
	All Others	5.7%	361	95	209	45	348

Source: JobsEQ®

Data as of 2021Q2 except wages which are as of 2020. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

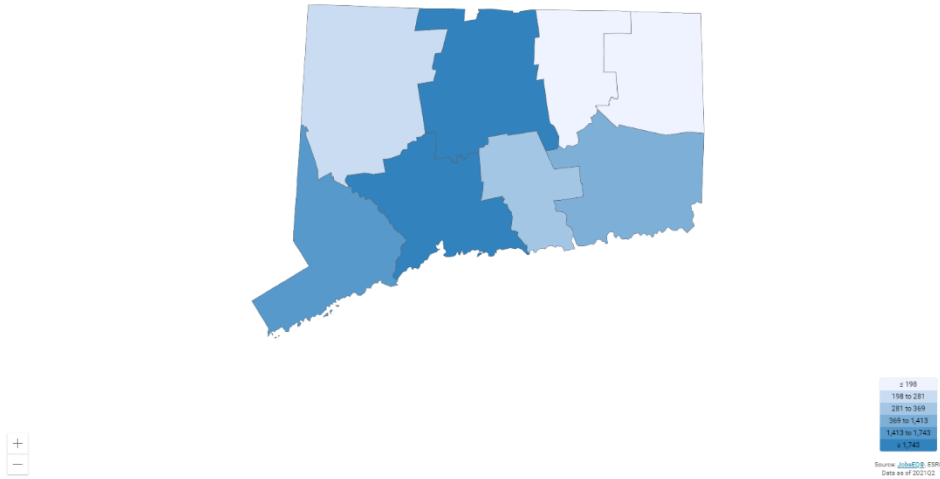
Note: Figures may not sum due to rounding.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q1, imputed where necessary with preliminary estimates updated to 2021Q2. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

## Geographic Distribution

The map below illustrates the county-level distribution of employed workers in Connecticut in occupations linked to Health/Health Care Administration/Management. Employment is shown by place of work.

Connecticut, Occupation Concentration by Place of Work for Occupations Linked to Health/Health Care Administration/Management



### Top Counties with Employment Linked to Health/Health Care Administration/Management, 2021Q2

Region	Employment
Hartford County, Connecticut	1,964
New Haven County, Connecticut	1,744
Fairfield County, Connecticut	1,413
New London County, Connecticut	369
Middlesex County, Connecticut	281
Litchfield County, Connecticut	199
Windham County, Connecticut	135
Tolland County, Connecticut	114

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q1, imputed where necessary with preliminary estimates updated to 2021Q2.

## Demographic Profile

The population in Connecticut was 3,575,074 per American Community Survey data for 2015-2019.

Of individuals 25 to 64 in Connecticut, 41.3% have a bachelor's degree or higher which compares with 33.5% in the nation. Per American Community Survey 2015-2019 estimates, the region has about 52,859 students enrolled in grade 12.

### Summary<sup>1</sup>

	Percent		Value	
	Connecticut	USA	Connecticut	USA
Population (ACS)	—	—	3,575,074	324,697,795
Male	48.8%	49.2%	1,744,245	159,886,919
Female	51.2%	50.8%	1,830,829	164,810,876
Median Age <sup>2</sup>	—	—	41.0	38.1
Under 18 Years	20.8%	22.6%	743,833	73,429,392
18 to 24 Years	9.7%	9.4%	348,146	30,646,327
25 to 34 Years	12.4%	13.9%	441,742	45,030,415
35 to 44 Years	11.9%	12.6%	424,739	40,978,831
45 to 54 Years	14.2%	13.0%	508,428	42,072,620
55 to 64 Years	14.2%	12.9%	507,133	41,756,414
65 to 74 Years	9.4%	9.1%	336,422	29,542,266
Population (Pop Estimates) <sup>4</sup>	—	—	3,557,006	329,484,123
Population Annual Average Growth <sup>4</sup>	-0.1%	0.6%	-2,217	2,015,698
People per Square Mile	—	—	736.3	92.9
Labor Force Participation Rate and Size (civilian population 16 years and over)	66.3%	63.2%	1,932,092	163,555,585
Prime-Age Labor Force Participation Rate and Size (civilian population 25-54)	85.2%	82.1%	1,167,475	104,634,905
Armed Forces Labor Force	0.3%	0.4%	8,733	1,073,907
Veterans, Age 18-64	3.1%	4.6%	68,791	9,143,042
Veterans Labor Force Participation Rate and Size, Age 18-64	81.0%	76.6%	55,698	7,003,778
Median Household Income <sup>2</sup>	—	—	\$78,444	\$62,843
Per Capita Income	—	—	\$44,496	\$34,103
Mean Commute Time (minutes)	—	—	26.6	26.9
Commute via Public Transportation	4.7%	5.0%	83,525	7,641,160
No High School Diploma	7.8%	10.9%	147,729	18,550,150



## Summary<sup>1</sup>

	Percent		Value	
	Connecticut	USA	Connecticut	USA
High School Graduate	25.5%	25.7%	478,990	43,627,868
Some College, No Degree	17.2%	20.7%	324,547	35,174,790
Associate's Degree	8.1%	9.1%	153,023	15,526,064
Bachelor's Degree	23.8%	21.2%	448,020	35,997,848
Postgraduate Degree	17.5%	12.3%	329,733	20,961,560
Total Housing Units	—	—	1,516,629	137,428,986
Median House Value (of owner-occupied units) <sup>2</sup>	—	—	\$275,400	\$217,500
Homeowner Vacancy	1.8%	1.6%	16,415	1,257,737
Rental Vacancy	6.3%	6.0%	31,528	2,793,023
Renter-Occupied Housing Units (% of Occupied Units)	33.9%	36.0%	465,065	43,481,667
Occupied Housing Units with No Vehicle Available (% of Occupied Units)	8.8%	8.6%	120,277	10,395,713
Poverty Level (of all people)	9.9%	13.4%	344,146	42,510,843
Households Receiving Food Stamps/SNAP	11.9%	11.7%	162,967	14,171,567
Enrolled in Grade 12 (% of total population)	1.5%	1.4%	52,859	4,422,344
Disconnected Youth <sup>3</sup>	1.5%	2.5%	3,012	423,273
Children in Single Parent Families (% of all children)	32.8%	34.1%	234,537	23,790,005
Uninsured	5.3%	8.8%	187,937	28,248,613
Speak English Less Than Very Well (population 5 yrs and over)	8.2%	8.4%	279,077	25,615,365

Source: [JobsEQ®](#)

1. American Community Survey 2015-2019, unless noted otherwise

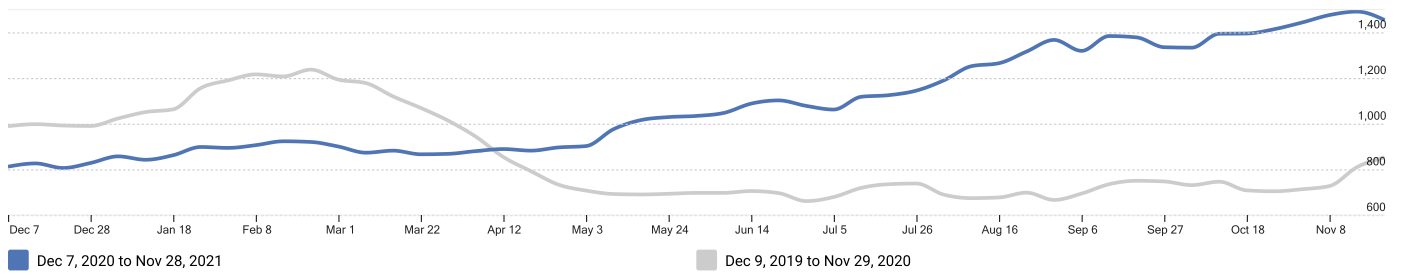
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

3. Disconnected Youth are 16-19 year olds who are (1) not in school, (2) not high school graduates, and (3) either unemployed or not in the labor force.

4. Census 2020, annual average growth rate since 2010

RTI (Job Postings)

Active Job Ads by Date










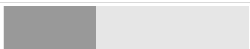
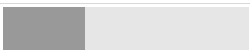
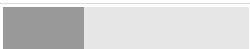
### Occupations

SOC	Occupation	Active Job Ads
11-9111.00	Medical and Health Services Managers	6,648











### Locations

Location	Active Job Ads
Hartford, Connecticut	418
New Haven, Connecticut	308
Danbury, Connecticut	153
Bridgeport, CT 06608	143
Ridgefield, Connecticut	137
Stamford, Connecticut	130
Bridgeport, Connecticut	97
Norwalk, Connecticut	95
Middletown, Connecticut	88
New Haven, CT 06510	78

## Employers

Employer Name	Active Job Ads	
Hartford HealthCare	393	
Western Connecticut Health Network	204	
Yale New Haven Health	202	
Yale New Haven Health System	167	
United Health Group	157	
CVS Health	154	
Anthem	149	
Humana	147	
Yale University	130	
Boehringer Ingelheim	129	

## Certifications

Certificate Name	Active Job Ads	
Registered Nurse (RN)	352	
Certification in Cardiopulmonary Resuscitation (CPR)	161	
Driver's License	112	
Licensed Practical Nurse (LPN)	102	
Basic Life Support (BLS)	79	
Licensed Clinical Social Worker (LCSW)	67	
Project Management Professional (PMP)	49	
Advanced Cardiac Life Support Certification (ACLS)	45	
First Aid Certification	38	
Licensed Professional Counselor (LPC)	36	






### Hard Skills

Skill Name	Active Job Ads	
Health/Wellness	1,674	
Microsoft Excel	1,103	
Microsoft Office	918	
Microsoft PowerPoint	570	
Microsoft Word	467	
Presentation	406	
Microsoft Outlook	394	
Teaching/Training, Job	384	
Home Health Care	321	
Long-Term Care	305	

### Soft Skills

Skill Name	Active Job Ads	
Communication (Verbal and written skills)	4,304	
Cooperative/Team Player	3,445	
Supervision/Management	2,685	
Problem Solving	1,330	
Interpersonal Relationships/Maintain Relationships	1,243	
Leadership	1,187	
Accountable/Responsible/Reliable/Dependable/Trustworthy	1,141	
Self-Motivated/Ability to Work Independently/Self Leadership	1,128	
Organization	1,117	
Customer Service	1,116	

### Job Titles

Job Title	Active Job Ads	
Assistant Director of Nursing	46	
Program Manager	37	
Care Coordinator	33	
Infection Preventionist	29	
Practice Manager	28	
Nursing Home Administrator	26	
Business Associate	25	
Customer Health Care Concierge	23	
Patient Care Coordinator	22	
Care Manager	21	







### Job Types

Type	Active Job Ads	
Full-Time	4,398	
Permanent	610	
Part-Time	316	
Temporary (unspecified)	78	
Temporary (long-term)	8	
Temporary (short-term)	4	
Temp-to-Hire	4	
Unspecified/other	1,977	

## Programs

Program Name	Active Job Ads	
Nursing	820	
Business Administration	453	
Business	407	
Healthcare Administration	306	
Pharmacy	156	
Public Health	149	
Medicine	141	
Healthcare	137	
Social Work	126	
Engineering	120	

## Education Levels

Minimum Education Level	Active Job Ads	
Bachelor's degree	3,059	
High school diploma or equivalent	655	
Master's degree	547	
Associate's degree	441	
Doctoral or professional degree	200	
Unspecified/other	1,746	

### About This Report

This report and all data herein were produced by JobsEQ®, a product of Chmura Economics & Analytics. The information contained herein was obtained from sources we believe to be reliable. However, we cannot guarantee its accuracy and completeness.

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## Appendix 8: Low Completer Program Policy

### Connecticut Board of Regents for Higher Education

#### Academic Program/Low Completer Review Process

#### **Proposal:** Amend Academic Program Review Policy

#### History

The Board of Regents established the Academic Program Review Policy on August 21, 2014 declaring academic program review to be integral to academic planning and assessment efforts at the institutional level. The Board considers APR to be a means of ensuring continuous quality improvement of academic programs and an informative instrument to facilitate dialogue among the Regents, System administrators and institutional administrators. Key elements of such discussions include reflections on educational practices and the review of academic programs within the totality of academic offerings at the institutional level.

#### Purpose

State statutes empower the Board of Regents (BOR) to grant accreditations to the institutions of the Connecticut State Colleges and Universities (CSCU) System and their academic programs; therein authorizing them to operate and confer higher educational credentials (Connecticut General Statutes, Sections 10a-143, 10a-87 and 10a-72). Degrees are conferred by the BOR in their capacity as the board of trustees of the specific constituent unit.

Among the BOR's responsibilities is assuring the public about the educational quality and effectiveness of the credential-granting institutions it governs. NECHE standard 3.15, however, notes, "The [accredited] institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. Faculty have a substantive voice in matters of educational programs,..." Therefore, when the BOR questions the efficacy of a program the faculty and academic dean/provost at that institution shall be encouraged to offer data and documentation supporting the retention of the program if they believe maintaining the program is in the best interests of their students and their community.

The BOR's Academic Program Review (APR) Policy is its chief instrument for quality assurance - the principal, catalytic mechanism for assessing program quality and effectiveness, and providing information for the continuous quality improvement of teaching and learning. In determining program viability, the BOR relies heavily upon the CSCU institutions to employ APR as a tool for quality control. Within that control is a forthright self-study, which specifically includes an examination of the degree to which an academic program actually confers the credential(s) for which it was established.

This policy amendment is enacted to facilitate a process to conduct reviews of low producing academic programs in terms of the program's productivity over a three-year period – see Definition below. This aspect of program review is also applicable to considerations regarding

the duplication of existing programs as an evaluative tool to determine a program's viability and continuation. The assessment analysis, and outcomes that result will contribute to making higher education more efficient, sustainable, and valuable to the state of Connecticut and its citizenry.

#### Definition

An academic program is to be examined as a **Low Completer** if it has, at the point of its periodic reporting to the BOR, a three-year average fewer than the following number of credentials conferred:

<u>Credential</u>	<u>Productivity Level</u>
Undergraduate Certificate	12 (avg. 4 per year)
Associate Degree	24 (avg. 8 per year)
Bachelor's Degree / Post-Bachelor's / Graduate Certificate	30 (avg. 10 per year)
Masters' Degree / Post-Masters	15 (avg. 5 per year)
Doctoral	3 (avg. 1 per year)

In the interest of uniformity, all programs at all institutions will be subject to these guidelines. This includes programs granted some type of maintenance provision (temporary, conditional or unconditional) in the most recent review.

#### Preliminary Screening

The System's Office of Research & System Effectiveness (ORSE) will provide each CSCU institution with a roster of academic programs that appear to meet the **Low Completer** definition. ORSE will compile data from the federal Integrated Postsecondary Education Data System (IPEDS) reporting for the 2014-15, 2015-16 and 2016-17 academic years. Hence, the institutions will be afforded the opportunity to **examine programs that meet the low completer designation**, adding completions data for the 2017-18 academic year. Consequently, the institutions must decide upon a course of action outlined below in the Process.

Recommendations resulting from the preliminary screening are to be presented to the Board of Regents for its consideration via the System Office of the Provost and Senior Vice President for Academic and Student Affairs.

In subsequent years, the examination of **Low Completer** programs becomes an element of the annual academic program review process. The APR Policy requires "all academic programs to undergo a comprehensive review" and states that "at a minimum, each degree and certificate granting program is subject to review at least once every seven-years." An APR formal report, per the CSCU institution's format/structure, is due to the institution's chief academic officer or his/her designee by June of the program's reporting year. The institution's synopsis of all the formal reports submitted that reporting year is due to the System Office of the Provost in August. In that synopsis – the End-of-Year Report (APR Form 2) – those academic programs meeting the **Low Completer** definition must be identified in column (d), with one of the four recommending actions stipulated below:

#### Process

The reporting academic program deemed a Low Completer in consultation with the institution's chief academic officer must recommend one of the following actions to the BOR at designated periods of time:

1. Program Termination
2. Program Suspension
3. Program Consolidation
4. Program Continuation



### Termination

Community College and Charter Oak State College program officials, with the explicit approval of the institution, submits an *Application for Discontinuation of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy. State University officials shall follow the process set forth in the CSU- AAUP BOR Collective Bargaining Agreement.<sup>1</sup>

### Suspension

Program officials, with the explicit approval of the institution, submits an *Application for Suspension of Existing Program*, per the System's existing procedures and instructions of the application form which includes a Phase Out / Teach out Strategy, as well as a projected reinstatement or termination date.

### Consolidation

Program officials, with the explicit approval of the institution, submits a rationale for program consolidation that address each of the following issues:

- A brief description of what the consolidation would entail and a plan for implementation, including program modality and any curricular adjustments;
- Reasons why a consolidated program would succeed as compared to previous arrangements;
- Anticipated fiscal impact and opportunities for reinvestment, with consolidation;
- All relevant issues identified in the program's formal APR report

### Continuation

Program officials, with the explicit approval of the institution, submits an A. Improvement Plan B. Zero Fiscal-Impact Statement; or C. A rationale for program continuation that addresses contributions of the Program to Students, the Community, and/or the Institution.

- A. An Improvement Plan to increase program completions should address each of the following applicable issues in the order presented:
  1. Brief description of the program, to include enrollment by year classification, faculty supporting the program by type (T/TT, FT, PT, adjunct, other), space/facilities, and administrative support;
  2. Projected enrollees and completers for the next five years with justification for such projections.
- B. The program is deemed to have a zero fiscal impact it was to be either continued or terminated; and the following issues are addressed:
  1. The parent degree program and its actual enrollments and completions for the preceding three academic years;
  2. Any curricular elements required for the certificate but not for the degree, and their faculty inputs;
  3. Projected program enrollees and completers for the degree program, for the next three years with justification for such projections; and
  4. Projected total revenue and total expenditures for the degree program, for the next three years.
- C. A description of the contributions of the program to students, the community, and/or the

institution should address each of the applicable items in the order presented:

1. The parent degree program and its actual enrollments and completions for the preceding three academic years (this need not be repeated, if the rationale for continuation includes A or B above);
2. Contribution to economic development (and/or workforce) of the state;
3. Uniqueness or relevance of the program to the region or area;
4. Institutional need to maintain this program to support other programs, contributions of program faculty to General Education, or to maintain accreditation. Measures of productivity of program faculty (i.e. number of student credit hours taught by faculty affiliated with the program or academic discipline) can be included;
5. Documented costs of revenue loss anticipated with elimination (e.g., recent major investments, external funding support, tuition, etc.);
6. Placement of graduates (positions held, places of employment, enrollment in graduate or baccalaureate study);
7. Passage rate of completers on licensure/certification exams or measures;
8. Program quality as reflected by regional or national reputation, faculty qualifications, and the documented achievements of program graduates;
9. Measures of program productivity other than numbers of graduates (grants, publications or other); and
10. In the case where program duplication exists (other programs in the statewide inventory within the same CIP code and level), evidence to warrant the continuation of the degree program when similar programs are available within the state. Plans for collaboration or sharing resources with other programs or new delivery mechanisms may be included as applicable.

After the institution presents and submits its report and recommendation, the BOR will either (a) accept the report or (b) request further information from the institution and program.

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## Appendix 9: BOR Program Approval Template

All Board of Regents Approval Documents can be found here <https://www.ct.edu/academics/approval>.

### SECTION 1: GENERAL INFORMATION

<b>Institution:</b>		Date of Submission to CSCU Office of the Provost:	
Most Recent NECHE Institutional Accreditation Action and Date:			
<b>Program Characteristics</b> Name of Program: Degree: Title of Award ( <i>e.g. Master of Arts</i> ) Degree Certificate: ( <i>specify type and level</i> ) Stand-Alone Certificate: ( <i>specify type and level</i> ) Anticipated Program Initiation Date: Anticipated Date of First Graduation: Modality of Program:    On ground    Online Combined  If "Combined", % of fully online courses? Locality of Program:    On Campus    Off Campus Both		<b>Program Credit Distribution</b> # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements ( <i>include internship, etc.</i> ):  <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ):  From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:	
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR			
CIP Code Number		Title of CIP Code	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:			
Program Discontinued:		CIP:	OHE#:
Phase Out Period		BOR Accreditation Date:	
Date of Program Termination			
Institution's Unit ( <i>e.g. School of Business</i> )		Location ( <i>e.g. main campus</i> ) Offering the Program:	
Other Program Accreditation:			
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional license, please identify: (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)</li> </ul>			
<b>Institutional Contact for this Proposal:</b>		Title:	Tel.:        e-mail:

## SECTION 2: PROGRAM PLANNING ASSESSMENT

### **Alignment of Program with Institutional Mission, Role and Scope**

*(Provide concise statements)*

### **Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*
- How does the program make use of the strengths of the institution *(e.g. curriculum, faculty, resources)* and of its distinctive character and/or location?
- Equity (eliminating achievement disparities among different ethnic/racial, economic and gender groups) is one of the Board of Regents' Goals. In addition to current institutional efforts already underway, what distinct actions will the proposed program undertake to advance equitable student success?
- Describe any transfer agreements with other CSCU institutions that will be instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

### **Cost Effectiveness and Availability of Adequate Resources**

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

### **Student Recruitment / Student Engagement**

What are the sources for the program's projected enrollments. Describe the marketing, advisement and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

SECTION 3: PROGRAM QUALITY ASSESSMENT

**Learning Outcomes - L.O.** *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

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

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

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

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

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

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

**Special Resources** *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Expenditures Projections spreadsheet)*

Curriculum

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

Course Number and Name	L.O. # <sup>2</sup>	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
<b>Total Other Credits Required to Issue Credential</b> <i>(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)</i>						
<b>Program Outline</b> <i>(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.</i>						

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

<sup>2</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application



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

<b>PROJECTED Enrollment</b>	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)																		
Continuing Students progressing to credential																		
Headcount Enrollment																		
<b>Total Estimated FTE per Year<sup>1</sup></b>																		
<b>PROJECTED Program Revenue</b>	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>																		
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
<b>Total Annual Program Revenue</b>																		



PROJECTED Program Expenditures <sup>3</sup>			
	First Year	Second Year	Third Year
Administration (Chair or Coordinator) <sup>4</sup>			
Faculty (Full-time, total for program) <sup>4</sup>			
Faculty (Part-time, total for program) <sup>4</sup>			
Support Staff ( lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other <sup>5</sup>			
Estimated Indirect Costs <sup>6</sup>			
<b>Total Expenditures per Year</b>			

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

- 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring  
Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.
- Revenues from all courses students will be taking.
- Capital outlay costs, instructional spending for research and services, etc. can be excluded.
- If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.
- e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
- Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

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## Appendix 10: Online Education Committee Bylaws

### Committee on Online Education Bylaws

#### I. Objectives

- A. To ensure that university online education is consistent with the needs and mission of Western Connecticut State University.

#### II. Responsibilities and Powers

- A. To Identify the needs of faculty concerning effective online education, specifically in relation to pedagogical and technological knowledge, skills and training.
- B. To review available technology and services for effective online education, course design, and delivery and make recommendations to the University Senate.
- C. To determine need for and types of administrative support for effective online education and make recommendations to the University Senate.
- D. To review issues of governance where online education is concerned and to make recommendations to the University Senate.
- E. To make recommendations to the University Senate about university online education strategy.
- F. To establish ad hoc or standing subcommittees as needed.

#### III. Membership

Members:

- 1 Academic Dean (Ex officio/Appointed by VPAA annually)
- 1 Information Technology & Innovation (Ex Officio/Appointed by Chief Information Officer)
- 1 Instructional Designer (Ex Officio/Appointed by the Director of Library Services)
- 1 Director, AccessAbility Services (or representative appointed by the Director)
- 7 Teaching Faculty (2 at large, 1 from each school and 1 librarian): Elected by Teaching Faculty, overlapping for three-year terms
- 1 Administrative Faculty (Elected by Administrative Faculty for three-year term)

IV. *12 Total – All members are voting members including the chairperson*

#### V. Conduct of Business

##### A. Meetings

1. The first meeting of each academic year shall be convened by the previous chair. In his/her absence, the President of the University Senate will designate a committee member to convene the committee.
2. A quorum shall consist of six (6) members, at least four (4) of whom are elected.
3. Attendance and participation for meetings may occur either when members are physically present or via audio/web conferencing or a combination of the two.
4. At the first meeting of the academic year, the Committee Chair will distribute the Committee bylaws for review and discussion.
5. A call to meeting accompanied by an agenda shall be presented to each member at least one week before each meeting.

6. Concerned parties may attend, or be invited to attend, to discuss specific items.
7. Decisions of the committee are made by majority vote of those members present.
8. If all members are physically present for the meeting, voting will occur verbally. If meetings are held via audio/web conferencing, or if some members are on audio/web conferencing and others physically present, a roll call vote will be conducted. In the event a vote is required between meetings an email vote will be conducted and the motion and results of the voting will be recorded in the next meeting minutes.
9. Meetings shall be held at least monthly during the regular academic year, as called by the chairperson, or in the absence of the chairperson, by a quorum of the committee.

B. Officers

1. The chairperson shall be elected by a majority vote at the first meeting of the academic year.
2. The position of secretary shall be filled by each member in turn on an alphabetical rotating basis, unless otherwise agreed upon by the committee.

C. Reports and Recommendations.

1. The committee, through its chair, shall report all policy recommendations to the University Senate.
2. The committee shall submit an annual report to the University Senate.
3. The committee shall refer to other University-wide standing committees matters appropriate to their function.
4. The committee shall refer for action to the University Senate recommendations for University policy change which is outside the responsibility of any standing committee.

D. Minutes

1. Minutes of all meetings shall be distributed and posted as appropriate.
2. Annual report will be approved by majority vote by the committee at the end of the academic year. It will be distributed and posted as appropriate.

E. Amendments

These Bylaws may be amended by a two-thirds vote of members present at any regularly scheduled meeting at which there is a quorum and by the approval of the University Senate and the President of the University.

*Senate 4/18/2001; Admin. 5/1/2001*  
*Senate 11/16/2016; Admin. 1/3/2017*  
*Senate 2/3/2002; Admin. 5/10/2002*

*Senate 2/2/2007; Admin. 5/4/07*  
*Senate 9/23/2019; Admin. 9/23/2019*

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## Appendix 11: Support for Faculty Using Blackboard

### [Faculty: Where can I receive training on Blackboard's functions?](#)

Have you ever heard of E-Learning or want to know what Blackboard Learn is all about? Would you like to incorporate videos and other media into your online or on-ground courses? Or learn how to engage the students more? Did you know that Blackboard Learn can be used in other collaborative ways other than in the classroom – for clubs, organizations, committees, training, etc.?

For assistance with designing your online, hybrid or digital enhanced course, please contact Aura Lippincott [lippincotta@wcsu.edu](mailto:lippincotta@wcsu.edu) Instructional Designer. If you are a School of Professional Studies faculty member, please contact Colleen Cox [coxc@wcsu.edu](mailto:coxc@wcsu.edu), Instructional Design Coordinator. For all other inquires, email Information Technology & Innovation's Service Desk.

Depending on what type of supplementary training method you prefer, Blackboard training can be conducted either in person, via online, or by self-paced tutorials and videos.

#### Other helpful resources include:

- Explore Blackboard Learn through [On Demand Learning Center](#) which includes short videos, Getting Started Guides, and other documentation.
- [Blackboard knowledge base](#)
- For additional resources or to report a problem, email WCSU IT&I Service Desk at [RequestIT@wcsu.edu](mailto:RequestIT@wcsu.edu) or call at **203-837-8467**. The hours of operation during the **regular** semesters are:  
Monday-Thursday 8:30AM-8:30PM  
Friday 8:30AM-4:30PM  
The hours of operation during the **Summer, Spring Break, and Winter Intersession** are: Monday-Friday 8:30am-4:30PM.

Additionally, Blackboard support services can be reached 24/7/365. Please continue to call our local Service Desk phone number for technical issues/questions. Calls will be forwarded to Blackboard's Support Help Desk, if for any reason our local team is not available. Blackboard will forward any unresolved tickets to WCSU's Service Desk for Tier II support.

Updated on June 14, 2019

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## **Appendix 12: CSU-AAUP 12: 5.17 and 5.17.1**

5.17 The department shall have responsibility for the content and development of courses, curriculum and programs of study within its discipline, research and service within its area, and for evaluation of the performance of all department members, subject to all other provisions of this Agreement.

5.17.1 For interdisciplinary programs, the members of the several departments involved, or those who regularly teach in the program, shall have responsibility for the content and development of the courses and curriculum of the program, unless specified otherwise in the establishment of the program. Curricular changes involving individual courses and departmental programs shall be initiated at the departmental level following procedures of review as established by the Senate and approved by the President; a similar process shall be followed for interdisciplinary courses and programs. Curricular changes involving core curricula shall be initiated in the appropriate university-wide curricular body and shall follow established procedures of that body. Program review recommended by a department, interdisciplinary program, University Curriculum Committee, Senate or any member of the University administration shall directly involve the affected department(s) or program(s) at the earliest practicable time.

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## Appendix 13: PRC Bylaws

These represent one of the four schools at WCSU. All are similar to this model. The rest of the bylaws can be found in the Faculty Handbook (<https://www.wcsu.edu/faculty-handbook/standing-committees-of-schools/>)

### Ancell School of Business Undergraduate Program Review Committee Bylaws

#### Overview of Process

##### I. Objective

- A. To ensure that the undergraduate curriculum is:
  - 1. consistent with the University and the Ancell School of Business Strategic Plans,
  - 2. compliant with the NEASC and AACSB accreditation standards, and
  - 3. satisfying the long term educational needs of students, employers and society.

##### II. Definitions

- A. Stakeholders-Students, Employers, Connecticut State Colleges & Universities (CSCU), Western Connecticut State University (WCSU), Connecticut Board of Regents for Higher Education (BOR), American Association of Collegiate Schools in Business (AACSB), New England Association of Schools and Colleges (NEASC) and the Faculty of the Ancell School of Business, Business Departments (ASBBD).
- B. BBA Core-Those courses required of all students who graduate with the Bachelor of Business Administration (BBA) degree at WCSU.
- C. Ancell General Education Requirements-Those courses that the BBA program specifically requires that the student complete and which satisfy, in part, the university's general education requirements.
- D. Ancell School of Business, Business Departments (ASBBD)-Accounting, Finance, Management, Management Information Systems, and Marketing.
- E. Ancell School of Business Department Faculty-The full-time faculty of the Ancell School of Business departments listed in III.D. above.

##### III. Areas of Responsibility

- A. To ascertain whether the courses and content of the courses within the BBA curricula meet stakeholder needs, expectations and/or requirements.
- B. To review and make non-binding recommendations to the responsible departments and the ASB faculty concerning the courses that comprise the BBA core and those courses specifically required of BBA students in the General Education Requirements.
- C. To review and make non-binding recommendations to responsible departments concerning the content within courses that comprise the BBA core and those courses specifically required of BBA students within the University's General Education Requirements.
- D. To receive from departments, review, and grant approval or disapproval for any new BBA majors, options within Majors, Minors, or the discontinuance of any major or options.
- E. To receive from departments, review and grant approval for new courses, deleted courses, or change in course outline for all courses in the BBA program.
- F. To receive from departments, review and grant approval for changes in courses that are required for specific BBA majors, options within Majors, or Minors.
- G. To create procedures to accomplish responsibilities of this committee.

- IV. Membership
  - A. Voting membership is composed of one faculty member elected by and from each ASBBD department for balanced and rotating two-year term.
- V. Officers
  - A. The chairperson shall be elected by majority vote at the first meeting of the academic year.
  - B. The position of the secretary shall be filled by each member, (excluding Chairperson) in turn on an alphabetic rotating basis, unless otherwise agreed to by the committee.
- VI. Conduct of Business
  - A. The first meeting of each academic year shall be convened by the previous year's chairperson if that individual still serves on the committee. In his/her absence, the Dean of the ASB will appoint a committee member to convene the committee.
  - B. The first order of business of each academic year is to elect the chairperson.
  - C. A quorum shall consist of over 50% of the membership.
  - D. Meetings are to normally be held at least once in each full month of the academic year.
  - E. Meetings are to be called by the chairperson at a time that does not conflict with a faculty member's teaching responsibilities. Faculty members may have to change their office hours to accommodate meeting times.
  - F. The call to meeting, accompanied by the agenda, shall be delivered to committee members at least seven calendar days prior to each meeting.
  - G. No decision concerning curriculum matters shall be made at the meeting unless material documenting the change was received at least seven calendar days prior to the meeting.
  - H. Decisions of this committee require a majority vote of the members present.
  - I. Ad hoc committees who report to this committee may be appointed by the Chairperson. The members of these committees do not have to be members of this committee.
  - J. The committee operates under Robert's Rules of Order except where noted differently in these bylaws.
- VII. Submissions to Be Received from Departments
  - A. Proposals shall be received from departments to:
    - 1. Add new courses, delete existing courses, or change course outlines.
    - 2. Change courses required of majors, or options within majors,
    - 3. Add new or discontinue majors, or options within majors.
    - 4. Change the composition (add or delete courses) of the BBA core or the Ansell General Education requirements.
- VIII. Authority
  - A. The committee has authority to approve, disapprove, or take no action on submitted proposals to
    - 1. Add new courses, delete existing courses, or change course outlines.
    - 2. Change required courses in majors or options within majors.
    - 3. Add new or discontinued majors or options.
    - 4. Change the composition (add or delete) of the BBA core or Ansell General Education requirements.





**200-level:** Course of intermediate college-level difficulty, course with 100-level course(s) as prerequisite(s) or survey courses devoted to particular areas or fields within a discipline. These courses may require skills obtained by first-year experience and writing intensive competencies.

**300-level:** Course of advanced college-level difficulty taken by majors and/or upper division students. These are often considered to be courses in the major, or offered to students with sufficient skill and expertise to find success through completion of a major creative, experimental or research project.

**400-level:** Advanced upper-division courses, seminars or tutorials designed as culminating experiences where students have the capacity to work independently, while under the guidance of an instructor.

*Senate Approval: May 18, 2016*

*Admin. Approval: May 19, 2016*

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#### **Appendix 15: CSU-AAUP 10.8.1**

10.8.1 Both parties agree that the part-time percentage for a particular university as defined in Article 10.8.2 should not be more than twenty percent (20%). However, a University may exceed the twenty percent (20%) goal by one percent (1%) for 2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021.

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## Appendix 16: CUCAS and Graduate Council Bylaws

### Undergraduate Curriculum and Academic Standards Bylaws, Committee on (CUCAS)

- I. Objectives  
To ensure that academic programs are consistent with the mission of Western Connecticut State University.
- II. Areas of Responsibilities
  - A. To develop an academic program which shall be required of all students regardless of major.
  - B. To review all proposals for change in courses, programs and academic standards for need, potential duplication, and conformity to University policy.
  - C. To receive, review and make recommendations for any program discontinuance.
  - D. To initiate and stimulate ongoing periodic progress of academic program review.
  - E. To develop, review and recommend to the University Senate and administration policy concerning the undergraduate grading system and its application.
- III. Powers
  1. To request and receive reports and recommendations from departments, schools, faculty, etc., regarding curriculum and/or academic standards.
- IV. Membership (17 Voting, 3 Non-Voting)
  - . Eight (8) teaching faculty members, elected for three-year overlapping terms; two (2) members from each school elected by the teaching faculty of that school.
  - A. Four (4) academic school deans, ex officio, only two (2) as voting members, appointed annually.
  - B. Registrar or Registrar's Office designee, ex officio.
  - C. Four (4) student members, one from each school, selected by the SGA for one-year terms.
  - D. Two (2) at-large teaching faculty members, elected for three-year terms by the teaching faculty.
  - E. Director of Institutional Research or his or her designee from the Assessment Committee, ex officio, non-voting.
- V. Conduct of Business
  - . Meetings
    1. Meetings are to be convened by the Chairperson. In the absence of the Chairperson, his or her designate shall convene meetings, except as follows: If no new Chairperson is elected at the last meeting of the academic year, then the first meeting of the academic year shall be convened by the previous year's Chairperson if that individual still serves on the committee. In the absence of a Chairperson elected at the last meeting of the prior year, or the previous Chairperson still serving on the committee, the President of the University Senate will designate a committee member to convene the committee.
    2. A quorum shall consist of nine (9) members, at least five (5) of whom are teaching faculty.
    3. Meetings are to be held not less than once a month during the academic year and at the request of the Chairperson.
    4. The call to meeting, accompanied by the agenda, shall be delivered to committee members at least three school days prior to each meeting.

5. Ordinarily, no decision shall be made on program or course proposals at a meeting the first time such items are discussed unless said material was received by the members at least three school days prior to the meeting.
  6. Decisions of the committee require a majority vote of the members present.
  7. Concerned parties may attend meetings to discuss, or be invited to discuss, particular items on the agenda.
  8. The committee operates under a modified form of parliamentary procedure.
- A. Officers
1. The Chairperson shall be elected by majority vote at the first meeting of the academic year. Only those committee members serving in the next academic year may vote for the chairperson and a quorum of such members is required to conduct the election. If there is no quorum of members serving in the next academic year present for the vote, then the vote for Chairperson shall be held at the first meeting of the next academic year.
  2. The position of secretary shall be filled by each member (excluding Chairperson) in turn on an alphabetical rotating basis, unless otherwise agreed to by the committee.
- B. Reports
1. To whom reports are given:
    - a. The committee, through its chair, shall report all policy recommendations to the University Senate.
    - b. The committee shall submit an annual report to the University Senate.
    - c. The committee shall report to the appropriate department and school dean concerning recommendations regarding program and course proposals and changes.
    - d. The committee shall report to the Provost/Vice President for Academic Affairs (as the University President's designee) for appropriate administrative review of the committee's action.
  2. From whom reports are received:
    - a. Course and program proposals and course title, level descriptions and credit changes and the common core courses and proposals from the appropriate school curriculum review committees.
    - b. New programs and options of major impact to the University from the University Planning and Budgeting Committee.
    - c. Any University curriculum proposals from the Student Government Association.
    - d. Any change from the University Senate concerned with the common core.
    - e. Any recommendation for program discontinuance from a department, the University Senate, or the President
- C. Minutes
1. Minutes of all meetings shall be distributed to:
    - a. All members of the committee
    - b. University Senate President
    - c. University Senate Archivist (2 copies)
    - d. School curriculum review committee chairs

- e. Provost/Vice President for Academic Affairs
- f. Each department chairperson and program director
- g. SGA President

## VI. Amendments

These Bylaws may be amended by two-thirds vote of members present at any regularly scheduled meeting at which there is a quorum, and the approval of the University Senate and the President of the University.

*Senate Approval: 3/18/1992 (R92-2-1)*

*Senate Approval: 12/20/2006 (R-06-11-05)*

*Admin. Approval: 4/14/1992*

*Admin. Approval 4/23/2007*

*Revised: Senate Approval 5/19/1999*

*Revised: Senate Approval 5/15/2002*

*(R-02-04-08)*

*Admin. Approval: 7/3/2002*

## Graduate Council Bylaws

### I. Name and Purpose

#### A. Name

This body shall be called the Graduate Council.

#### B. Responsibilities

1. The Graduate Council is responsible for developing, maintaining, and recommending changes in graduate program policies at Western Connecticut State University.
2. The function of the Graduate Council is to foster high academic and professional quality in programs, faculty, students, and support services.
3. The Graduate Council sets admission and university standards by:
  1. Developing minimum admission and academic standards for all graduate students.
  2. Reviewing admission and academic standards of graduate programs.
4. Curriculum  
The Graduate Council reviews and makes recommendations on all curriculum matters involving graduate programs.

### II. Membership

- A. The Associate Vice President for Academic Affairs (nonvoting)
- B. The Associate Vice President for Enrollment Services (nonvoting)
- C. The Associate Director of the Graduate Admissions (nonvoting)
- D. The Deans of the Schools (two voting)
  1. Ansell School of Business
  2. Macricostas School of Arts and Sciences
  3. School of Professional Studies
  4. School of Visual and Performing Arts
  5. The two (2) voting deans are selected annually, on a rotating basis, by the provost/Vice President for Academic Affairs
- E. The faculty members designed as Coordinator of graduate programs (voting)

- F. Two graduate students as representatives at large recommended by the Graduate Council Chair and approved by the Council (voting)

### III. Officers

#### A. Chairperson

1. The chairperson shall be elected by a majority vote of the Graduate Council at the May meeting.
2. She/he may designate a member of the Graduate Council to serve as chairperson in his/her absence.

#### B. Secretary

1. Associate Vice President for Academic Affairs or his/her designee shall serve as Secretary.

### IV. Meetings

#### A. Frequency and Place

1. Regular meetings of the Graduate Council shall ordinarily be held once a month from September through May each academic year. An annual schedule of meetings and meeting places (in agreement with the official academic calendar) shall be published on or before September 20 of each year by the incumbent chair. In the event that the chair cannot publish the schedule, the Associate Vice President for Academic Affairs shall do so.
2. Agenda items and all supporting documentation must be posted electronically at least seven (7) days prior to the regularly scheduled meeting.
3. Meetings shall be conducted according to Robert's Rules of Order.

#### B. Records of Meetings

1. The Secretary shall keep the minutes of all business transacted at meetings.
2. Copies of the minutes of meetings shall be posted electronically to all members at least three (3) days prior to the next meeting.
3. The official permanent record of the minutes is stored electronically. Courses and programs approved are maintained by the Office of Academic Affairs.

#### C. Voting

1. A quorum shall consist of a majority of the voting members.
2. All decisions of the Council shall be made by a majority vote of those present except as noted elsewhere in these bylaws.
3. In the event that a quorum is not met at a regularly scheduled meeting of the Council, voting may take place electronically within one (1) week.

#### D. Reports

1. The Graduate Council, through its chair, shall report all policy recommendations to the University Senate and the Provost/Vice President for Academic Affairs.
2. The Graduate Council shall submit an annual report to the University Senate.

### V. Function

#### A. Ad Hoc Committees

The Council may establish ad hoc committees to perform specific tasks. The chairperson and members of such committees will be appointed by the Graduate Council. An ad hoc committee will cease to exist when its final report has been accepted by the Graduate Council.

B. Four (4) Standing Committees

The chairperson and members of standing committees will be appointed by the Graduate Council.

1. Curriculum Committee

The Curriculum Committee reviews all proposed changes to curriculum prior to submission to the Graduate Council.

- a. Membership: Minimum of three (3)
- b. Meetings: Once a month or as necessary
- c. Reports: At Graduate Council meetings, as necessary

2. Scholarship Committee

The Scholarship Committee reviews, evaluates, and recommends candidates for graduate scholarships.

- a. Membership: Minimum of three (3)
- b. Meetings: Once a month or as necessary
- c. Reports: At Graduate Council meetings, as necessary

2. Vision Committee

The Vision Committee prepares and reviews the Strategic Plan for Graduate Studies prior to submission to the Graduate Council.

- a. Membership: Minimum of three (3)
- b. Meetings: Once a month or as necessary
- c. Reports: At Graduate Council meetings, as necessary

3. Catalog Committee

The Catalog Committee reviews the online catalog and recommends changes to the Graduate Council.

- a. Membership: Minimum of three (3)
- b. Meetings: Once a month or as necessary
- c. Reports: At Graduate Council meetings, as necessary

VII. Changes to the Bylaws

These bylaws may be amended by approval of two-thirds of all voting members of the Graduate Council. This can occur at any meeting. The amendment must have been moved and accepted at a previous meeting. Such changes must then be approved by the University Senate and the President of the University.

*Approved by the Graduate Council: 4/10/89*

*Senate Approval: 4/26/89*

*Revised 12/13/89*

*Senate Approval R-03-09-03*

*Administrative Approval 10/10/03*

*Senate Approval: 2/21/07(R-07-02-12)*

*Admin. Approval 5/4/07*

*Senate Approval: 11/17/10 (R10 11 03)*

*Revised 4/15/13*

*Senate Approval: 5/7/14*

*Senate Approval: 5/10/17*

*Administrative Approval: 5/16/17*

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**Appendix 17: Applications of Continued Licensure and Accreditation**

CSCU-Board or Regents: Applications of Continued Licensure and Accreditation  
SECTION 1: GENERAL INFORMATION

<b>Institution:</b>		Date of Submission to CSCU Office of the Provost:	
Most Recent NECHE Institutional Accreditation Action and Date:			
<b>Program Characteristics</b> Name of Program: Degree: Title of Award ( <i>e.g. Master of Arts</i> ) Degree's Associated Certificate(s) (if any) Stand-Alone Certificate: ( <i>specify type and level</i> ) Semester Date Program was Initiated: Year 3 – 7 <sup>th</sup> Semester Date: Date of First Graduation: Modality of Program:    On ground    Online Combined If "Combined", % of fully online courses? Locality of Program:    On Campus    Off Campus Both		<b>Program Credit Distribution</b> # Credits in General Education: # Credits in Program Core: # Credits of Electives in the Field: # Credits of Other Electives: # Cr Special Requirements ( <i>include internship, etc.</i> ):  <u>Total # Cr in the Program</u> ( <i>sum of all #Cr above</i> ):  From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:	
Date of BOR Approval:	CIP:	OHE#:	
<b>Institutional Contact for this Proposal:</b>		Title:	Tel.:      e-mail:

SECTION 2: PERFORMANCE INDICATORS

<p><b>Student Enrollment</b>                  Projected full-time equivalent (FTE) enrollment for program's Year 3:                  Actual full-time equivalent (FTE) enrollment for program's 7<sup>th</sup> Semester:  <i>Difference:</i></p> <p><b>Cost Effectiveness</b>                  Total Revenue generated by program during its Year 3:                  Total Expenditures apportioned to program in its Year 3:  <i>Difference:</i></p> <p><b>Learning Outcomes</b>                  Summarize assessment of student learning outcomes at end of program's Year 3:</p>
---

SECTION 3: UPDATE OF PROGRAM CHANGES (if any)

<p><b>Curricular and Other Program Changes</b> (<i>Describe any changes since program was initiated, in curriculum, admission and/or completion requirements, program administration, faculty, and resources, or any other significant changes</i>). <i>If needed, provide details on curricular changes in the table below</i>.</p>
--

**Other Narrative Background to be Considered Since Approval** (As needed, discuss other changes such as program need and demand, transfer agreements developed, etc.)

**Compliance with Special Requirements Given at the time of Program Approval** (As applicable, please summarize how the program responded to requirements issued by the BOR, at the time it was licensed. Include any attachments as necessary.

**Details of Curriculum Changes for a Licensed and Accredited Program** *(to be use as needed)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements*		
Core Course Prerequisites				Elective Courses in the Field		
<b>Total Other Credits Required to Issue Credential</b>						

**Other Narrative Background Since Initial Licensure and Accreditation Approval** (As needed, consider other changes such as program need and demand, transfer agreements developed, etc.)

**Learning Outcomes - L.O.** *(Discuss any significant changes in the Learning Outcomes and relevant curricular changes; if any)*

**SECTION 4: EXPLANATORY & CORRECTIVE ACTION PLAN**

**Fiscal Impact** – succinctly disclose the financial impact upon institution of negative *Difference* within Cost Effectiveness

**Improvement Plan**

If negative *Difference(s)* reported above for **Student Enrollment** and/or **Cost Effectiveness**, present plan(s) for corrective actions:

**Curricular Change**

If institution/program is not satisfied with the degree to which the Learning Outcomes have been achieved, what course of action is planned for improvement of teaching and learning:



**SECTION FIVE: FUTURE PROGRAM RESOURCES AND COST ESTIMATES**

*(For the next three years to be specified, please complete the Resources and Cost Estimates form below, and provide a narrative below regarding the financial sustainability of the program)*

Resources and Costs Estimates Form  
(Whole Dollars Only)

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (do not include internal transfers)						
Program-Specific Fees						
Other Revenue (Annotate in narrative)						
<b>Projected Program Revenue</b>						

PROJECTED Program Expenditures*	Year 1		Year 2		Year 3	
	Number	Amount	Number	Amount	Number	Amount
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)						
Faculty (Part-time, total for program)						
Support Staff						
Graduate Assistants						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)						
Estimated Indirect Costs (e.g. student services, operations, maintenance)						
<b>Total Annual Expenditures</b>						

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## **Appendix 18: CSU-AAUP 10.9**

10.9 Office Hours Teaching members are expected to be available to meet their obligations and confer with their students outside of class. Each full-time teaching member shall be required to hold office hours appropriate to the needs of their students and their academic discipline. Each full-time teaching member shall schedule and hold at least five (5) office hours per week each semester. These office hours shall be scheduled in agreement with the department Chairperson on at least three (3) teaching days per week at times reasonably convenient for students. Such hours shall be posted on the appropriate departmental office bulletin board and reported by the department Chairperson to the appropriate academic Dean or Chief Academic Officer no later than the first day of classes. If in the judgment of the Dean, the reported hours do not meet the standard above, the Dean may require that the Chairperson establish appropriate office hours. Alternate office hour arrangements for full-time teaching members with substantial off campus loads, or with alternate duties, may be made with the approval of the Chief Academic Officer. Office hour requirements may be temporarily increased by the appropriate academic Dean during registration periods. The Board and CSU-AAUP agree that all students will be given adequate advising by members during registration and throughout the school year to assure the pursuit of sound educational objectives. Part-time faculty shall make reasonable efforts to advise and counsel their students as needed.

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## Appendix 19: Academic Program Review

### Academic Program Review Process

- I. Purpose and Rationale: As mandated by the BOR, all WCSU undergraduate and graduate degree programs approved by the Connecticut Board of Regents for Higher Education and all BOR approved Centers will undergo review every seven years\*. Scheduled program reviews are an integral part of the University's strategic planning process. They support ongoing efforts to demonstrate institutional effectiveness and maintain accreditation by the [New England Commission on Higher Education \(NECHE\)](#). The program review is intended to be a rigorous, collegial, and supportive process. It is a peer review process including Department faculty, external evaluators, deans, appropriate governance bodies, and the provost.

\*For programs with specialized accreditation, the most recent self-study or mid-cycle report may be submitted as the program self-study and action plan. However, care must be taken to align that report with the criteria described hereafter. A summary of that alignment should be included in the Program Review Materials.

- II. Contents of Program Review Self Study
  - A. Purposes (Mission, Goals, Objectives, Vision): The Departmental Program Review Committee (DPRC) should examine and when necessary suggest revisions of the program's mission, goals, and/or objectives to ensure congruence with the University's mission and Strategic Plan. Documents to be consulted include: The University Mission, Vision, Values, and Strategic Plan, the Program Mission and Vision, Program Mission and Strategic Plan (where applicable), Program Annual Reports, Accreditation Standards (NEASC or discipline specific).
  - B. Evaluation of Curriculum: The DPRC should evaluate the curriculum from internal and external perspectives.
  - C. Internal perspectives should focus on the organization of curriculum, the relevance and communication of the program learning outcomes. To do this the DPRC should review:
    1. The organization of the curriculum to ensure that courses are clearly aligned with the program learning outcomes. Evidence for this alignment will be found in course outlines and syllabi, which should include relevant program learning outcomes.
    2. The sequencing of requirements and course pre-requisites to ensure that they are logical and support student success.
    3. A review of any requirements outside of the major (cognates) and a description of their relevance to success in the major. Examples of such relevance may include syllabi from the major that build on the knowledge from the cognate, e.g., nursing syllabi assume knowledge of anatomy and physiology, meteorology syllabi assume knowledge of calculus.
  - D. External perspectives may include comparisons with peer programs at other universities, comparisons with national or international standards or guidelines, advisory committee reports, and specialized accreditation standards where applicable.
  - E. Assessment of Student Learning Outcomes: The DPRC should review direct and indirect assessments of the program learning outcomes as part of the evaluation of the program's effectiveness.
    1. For direct assessment, the DPRC should examine the full program assessment plan and results of the last five years to see that the plans are appropriate to the kinds of evaluation needed and that the results are used to improve curriculum. Materials to be consulted are: a complete assessment plan and description of the protocol, assessment results for the last five years, records of any changes to curriculum or pedagogy that

resulted from the review of assessment results. All of the above should be documented on the [NEASC E Series](#) (now NECHE) forms as a summary.

2. For indirect assessment, the DPRC should examine any documents that reflect external assessments of the program or student success after graduation. Materials to be consulted may include: employment rates (overall and/or in field) one or more years after graduation, rates of graduate/professional school applications and acceptances, surveys of supervisors of student teachers and/or interns/co-op/practicum students, surveys of recent graduates and/or other alumni, assessments of co-curricular activities relevant to the program, and descriptions of any changes made based on this data.
- F. Student Enrollment, Retention, Satisfactory Progress and Graduation Rates ([See NEASC Data First forms – Now NECHE](#)): The DPRC should review the baseline program data for the last 5 years to determine the health of the program in its current state. Baseline Program data includes five year data on the following: FTE in the major, Retention rates, Six Year Graduation rates, Demographic information (gender, ethnicity, first generation). Additional data may include: percent of students on academic probation and on the Dean’s list, evaluation of gateway courses and their impact on student progress to degree completion, impact of program specific recruiting efforts, and assessment of any department-wide advising efforts where applicable.
- G. Assessment of Resource Needs: The DPRC should examine the program resources (human, physical and fiscal) in terms of their adequacy in supporting the program in its effort to meet its mission, goals and objectives.
1. For faculty and staff, the DPRC should review faculty credentials to determine if they are appropriate to discipline and determine sufficiency of current staffing to support the program. Consider the ability to staff regular course rotations, faculty-student ratio, advising loads, and adjunct ratios.
  2. For facilities, the DPRC should describe the spaces and technologies allocated to this program, and determine if they are sufficient for current needs and if there a need to expand facilities in the next 7 years based on your enrollment and curriculum plans.
- H. Public Disclosure and Integrity: The DPRC should review the program’s compliance with Federal and NEASC standards with regard to public disclosure and integrity. This includes all communication about the program in the university catalog (print and electronic versions), websites, Facebook and other social media.
- I. Evaluation, Planning and Projections: The DPRC should review all information in the report to develop an overall assessment of the program’s quality and viability. From this information, the DPRC should develop an action plan for the next seven (7) years to address any curriculum, enrollment, or staffing challenges, or opportunities for growth. The plan should describe the aspects of the program that will be maintained, deleted, and/or modified and those changes should be discussed in relation to program quality, enrollment projections, and resource implications. In the event that program closure is recommended, a plan to accommodate existing students in the program should be developed.
- J. Required Appendices
1. Baseline Program Data from the past five years (Data First Forms)
  2. Assessment Plans, NEASC Forms E Series, Assessment Reports and Data from the past five years.
  3. For programs with discipline specific accreditation, a map of how NEASC and the discipline standards are aligned.
  4. Report from External Evaluators

### III. Role and Selection of External Evaluators

The program review process includes an external evaluation to provide feedback and guidance from qualified faculty and/or professionals in the discipline. For programs with specialized accreditation, the selection process and format of such a report will conform to the accrediting body's guidelines. For those programs with NEASC accreditation only, the following guidelines should be followed:

- A. The DPRC will suggest to the Dean up to six (6) potential candidates to serve as external evaluators. Candidates shall include individuals from NEASC institutions and/or practitioners in the field and/or members of professional associations related to the discipline.
- B. The Dean will review the curriculum vitae of potential external evaluators with the Provost before approving the team of evaluators. A team will usually include two (2) evaluators. In case of a disagreement in the selection of candidates, the Dean and DPRC will meet to resolve the issue.
- C. The Dean will contact the recommended individuals and make arrangements concerning duties, timeline, and compensation (travel, honoraria, and additional stipend for writing the final report).

### IV. Program Review Timeline

#### A. Year 1

1. Notification of the start of a program review from the Provost by May 1.
2. Selection of Departmental Program Review Committee (DPRC) at the first department meeting in September.
3. Collection of self-study data by the committee, facilitated by the office of Institutional Research and Assessment completed by January 30.
4. Recommendations for external evaluation to the appropriate Dean by February 1.
5. The Dean, in consultation with the Provost selects two external evaluators. (For programs with discipline specific accreditation, the protocol will follow the recommendations of the accrediting body).
6. Analysis of data and preparation of the Self Study Report completed by May 1. The maximum length of the report is six (6) pages, excluding appendices. The DPRC submits the document to the program's faculty, Chair, and Dean for review and reaction. If revisions are necessary, they should be incorporated into the report no later than the start of the fall term.

#### B. Year 2

1. Self-study report and action plan are submitted to the external evaluators no later than September 15.
2. External evaluators conduct a site visit no later than the second week in November.
3. External evaluators submit a written report to the Department and Dean by December 15.
4. The Dean and DPRC review the report of the external evaluators. If the DPRC wishes to respond to the external review, that response is due to the Dean by January 15.
5. The Dean provides a summary report and any recommendations, and all Program Review Materials (Program Review Report, Action Plan, and External Evaluation) to the Provost by February 1.
6. The Provost forwards all program review documents to the appropriate Senate Committee (CUCAS or the Graduate Council) by February 15.

7. The Senate committee reviews all documents and makes a recommendation to the Provost later than April 1.
8. The Provost submits all relevant documents to the President in May.
9. The Provost provides the DPRC and Dean with written reactions and recommendations by July 1.
10. The Provost submits a summary report to Board of Regents by September 1st.

C. Year 3-7 Implementation of the Action Plan

*Passed by University Senate: 10/17/1984; Approved by President: 11/4/1984*

*Rev. Senate Approval: R-12-05-04; Admin. Approval 5/10/12*

*Passed by University Senate 4/19/2017*

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## Appendix 21: Links to Relevant Admissions Pages

EdD Nursing Education	<a href="https://catalogs.wcsu.edu/grad2122/sps/programs/doctor-of-education-in-nursing-education/">https://catalogs.wcsu.edu/grad2122/sps/programs/doctor-of-education-in-nursing-education/</a>
DNP Nursing Practice	<a href="https://catalogs.wcsu.edu/grad2122/doctor-of-nursing-practice/">https://catalogs.wcsu.edu/grad2122/doctor-of-nursing-practice/</a>
MS Applied Behavior Analysis	<a href="https://catalogs.wcsu.edu/grad2122/master-of-science-in-applied-behavior-analysis/">https://catalogs.wcsu.edu/grad2122/master-of-science-in-applied-behavior-analysis/</a>
MHA Health Administration	<a href="https://catalogs.wcsu.edu/grad2122/asb/programs/master-of-health-administration/">https://catalogs.wcsu.edu/grad2122/asb/programs/master-of-health-administration/</a>
MS Homeland Security	Pending Approval: See full proposal <a href="#">Appendix 27</a>
MSED Literacy and Language Arts	<a href="https://catalogs.wcsu.edu/grad2122/masters-in-education-in-literacy-and-language-arts/">https://catalogs.wcsu.edu/grad2122/masters-in-education-in-literacy-and-language-arts/</a>
MSED Instructional Technology Option	<a href="https://catalogs.wcsu.edu/grad2122/sps/programs/master-of-science-degree-program-in-education/">https://catalogs.wcsu.edu/grad2122/sps/programs/master-of-science-degree-program-in-education/</a>
MSED Special Education	<a href="https://catalogs.wcsu.edu/grad2122/masters-in-education-special-education-k-12/">https://catalogs.wcsu.edu/grad2122/masters-in-education-special-education-k-12/</a>
MFA Creative and Professional Writing	<a href="https://catalogs.wcsu.edu/grad2122/sas/programs/master-of-fine-arts-in-professional-writing/">https://catalogs.wcsu.edu/grad2122/sas/programs/master-of-fine-arts-in-professional-writing/</a>
RN to BSN Nursing	<a href="https://www.wcsu.edu/nursing/rnbs/">https://www.wcsu.edu/nursing/rnbs/</a>
BA Communication Studies	<a href="https://www.wcsu.edu/admissions/programs/communication/">https://www.wcsu.edu/admissions/programs/communication/</a>
BA Interdisciplinary Studies	<a href="https://www.wcsu.edu/admissions/programs/interdisciplinary-studies/">https://www.wcsu.edu/admissions/programs/interdisciplinary-studies/</a>
BA Spanish	<a href="https://www.wcsu.edu/admissions/programs/spanish/">https://www.wcsu.edu/admissions/programs/spanish/</a>

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## Appendix 22: Student Support

Academic Advising	<a href="https://www.wcsu.edu/aac/">https://www.wcsu.edu/aac/</a>
Tutoring Resource Center	<a href="https://www.wcsu.edu/trc/">https://www.wcsu.edu/trc/</a>
Ancell Commons	<a href="https://www.wcsu.edu/ancell-commons/">https://www.wcsu.edu/ancell-commons/</a>
Math Clinic	<a href="https://www.wcsu.edu/math/math-clinic/">https://www.wcsu.edu/math/math-clinic/</a>
Writing Center	<a href="https://www.wcsu.edu/writingcenter/">https://www.wcsu.edu/writingcenter/</a>
Student Research Support	<a href="https://libguides.wcsu.edu/help/consultations">https://libguides.wcsu.edu/help/consultations</a>
Career Success Center	<a href="https://www.wcsu.edu/careersuccess/">https://www.wcsu.edu/careersuccess/</a>
Technology Support	<a href="https://support.wcsu.edu/">https://support.wcsu.edu/</a>
Student Technology Center	<a href="https://www.wcsu.edu/sttc/">https://www.wcsu.edu/sttc/</a>
Blackboard Support for Students	<a href="https://help.blackboard.com/Learn">https://help.blackboard.com/Learn</a>
Accessing Blackboard	<a href="https://support.wcsu.edu/?ht_kb=how-do-i-access-blackboard-learn">https://support.wcsu.edu/?ht_kb=how-do-i-access-blackboard-learn</a>
Talk Campus	<a href="https://www.wcsu.edu/counseling/talkcampus/">https://www.wcsu.edu/counseling/talkcampus/</a>
All Student Services	<a href="https://www.wcsu.edu/currentstudents/">https://www.wcsu.edu/currentstudents/</a>

Upon login to Blackboard the following information is on the landing page

### WCSU Support and Resources

Need Assistance?

#### Blackboard Support

Explore Blackboard Learn through [On Demand Learning Center](#) which includes: short videos, Getting Started Guides, and other documentation.

Also check the knowledge base at <https://help.blackboard.com/>.

#### WCSU Service Desk

The hours of operation during *regular* semesters are: Monday-Thursday 8:30am-8:30pm and Friday 8:30am-4:30pm.

The hours of operation during the *Summer, Spring Break, and Winter Intersession* are: Monday-Friday 8:30am-4:30pm.

Email the IT Service Desk at [RequestIT@wcsu.edu](mailto:RequestIT@wcsu.edu) or call **203-837-8467**.

#### Blackboard Support Services

Blackboard Support Services provides 24/7/365 supplemental support for Blackboard Learn and general technical issues. Please continue to call our local Service Desk phone number for technical issues/questions. Calls will forward to the Blackboard Support Help Desk if, for any reason, our local team is not available. Blackboard will forward any unresolved tickets to WCSU's Service Desk for Tier II support.

### Academic Support Services Online:

**AccessAbility Services:** Have a documented disability? Ask about accommodations.

**Ancell Commons:** Peer tutoring in selected courses in Justice and Law, Business, ECO 211, ECO 213, and other major-related courses. We also offer presentation coaching and assistance with Excel, Word, and PowerPoint. By appointment, virtually or in person.

**Computer Science:** Tutors available via "CS Tutoring" Microsoft Team. Tutors will provide help in real-time for CS110, CS140, CS170, and will answer other Computer Science questions.



**Library Research Services:** Need articles? books? statistics? We are here to help! Research services are available in person and virtual. For in-depth questions, make an appointment for a [research consultation](#).

**Math Clinic:** Tutors available virtually, primarily via WebEx, on a first-come, first-serve basis for all Math (MAT) courses. No appointments needed. Tutor WebEx Personal Links necessary. Precise information can be found at the Math Clinic Website, linked above.

**Tutoring Resource Center:** Peer tutoring in [select courses](#) in the Arts & Sciences, Visual & Performing Arts, and Professional Studies. By appointment, virtually or in person.

**Writing Center:** Free help with any writing project at any stage, including papers from all classes, scholarship applications, and more! Appointments and drop-in hours available.

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## Appendix 23: Faculty Credentials

The list below includes full-time faculty who regularly teach in the programs listed. They may also teach in other areas. This is not a list of all full-time faculty in the related departments.

Full-time Education Faculty: EdD Instructional Leadership, MS Ed Language & Literacy, MSED Special Education (K-12), MSED Curriculum: Instructional Technology	
Marcia Delcourt	B.S., Bloomsburg State University; M.A., Ph.D., University of Connecticut.
Catherine O'Callaghan	B.A., St. Joseph's College; M.S., Ph.D., Fordham University
Jody S. Piro	B.S., M.S., University of Illinois; Ed.D., Northern Illinois University
Tricia Stewart	B.A., St. John Fisher College; M.S., University of Minnesota; Ph.D., University of Rochester.
John Caruso	B.A., M.A., Ph.D., University of Connecticut; M.A., The George Washington University; M.S., M.S., P.E.D., Southern Connecticut State University.
Marsha Daria	B.A., Columbia College; M.Ed., University of North Texas; Ph.D., Texas Woman's University.
Katherine Roe	B.A., Columbia College; M.Ed., University of North Texas; Ph.D., Texas Woman's University.
Ariana D'Arms	B.S. Oglethorpe University; M.A./Ph.D. Western Michigan University
Theresa Canada	B.A., University of Rochester, M.A., M.Ed., Columbia University; Ed.D., University of Rochester.
Full Time Educational Psychology Faculty: MS Counseling, MS Applied Behavior Analysis	
Adam Brewer	B.S., West Virginia University; M.A., Ph.D., University of Kansas
Nicole DeRonck	B.A., Gettysburg College, M.S., SUNY Albany; Ed.D., Central Connecticut State University, Ph.D., University of Connecticut.
Stephanie Kuhn	B.A. Virginia Tech; M.A./Ph.D. Louisiana State University
Diane Naddeo	PSYD Chestnut Hill College, Clinical Psychology
Lorrie-Anne Monte	B.S. University of Connecticut; MS Southern Connecticut State University; M.P.H. Southern Connecticut State University
Davide Mariotti	B.A. Universita degli Studi di Urbino Carlo Bo; Ph.D. Old Dominion University
EdD Nursing Education	
Linda Warren	BSN from Southern Connecticut State University in 2004 and an MSN in nursing education from the University of Hartford
Ellen Abate	BS in Nursing from Mount Saint Mary College; MA in Nursing from New York University; and her Ed.D. from Teacher's College, Columbia University
Mary Ellen Doherty	B.S., Mount Saint Mary College; M.S., Rutgers University College of Nursing; C.N.M., University of

	Medicine and Dentistry of New Jersey; Ph.D., University of Rhode Island, College of Nursing
Jeanette Lupinacci	Nursing, B.S., Quinnipiac University; M.S., Western Connecticut State University; Ed.D., University of Hartford.
<b>DNP Nursing Practice</b>	
Mary Nielsen	B.A., University of Hartford; B.S., Western Connecticut State University; M.S.N., Southern Connecticut State University; D.N.P., Sacred Hart University., Ed.D., Western Connecticut State University
Linda Dalessio	B.S. Regents College; M.S. Quinnipiac University; A.C.N.P., Saint Louis University School of Nursing, EdD Western Connecticut State University
Eileen Campbell	A.D., Hostos Community College, B.S.N., Lehman College, M.S., Ed.D., Western Connecticut State University.
Mary Ellen Doherty	M.A., J.D., Azad University; M.Phil., City University of New York; M.A., Ph.D., CUNY, John Jay College of Criminal Justice.
Monica Sousa	Ed. D., Western Connecticut University
<b>RN to BSN Nursing</b>	
Barbara Piscopo	B.S.N., Fairleigh Dickinson University; M.S., Western Connecticut State University; M.Ed., Ed.D., Columbia University Teachers Colleg
Linda Dalessio	B.S. Regents College; M.S. Quinnipiac University; A.C.N.P., Saint Louis University School of Nursing, Ed.D., Western Connecticut State University
Bozena Padykula	A.S., A.S., Capital Community Technical College; B.S., Charter Oak State College, M.S., University of Hartford; Ed.D., University of Hartford
<b>MHA Health Administration</b>	
Yaseen Hayajneh	B.S., M.S., Jordan University of Science and Technology; Ph.D., University of Iowa
Stanley Bazan	B.S., Western New England College; M.B.A., Ph.D., University of Connecticut
Dan Weltmann	B.S., university of Waterloo; M.A., National Chiao Tung University; M.S., Ph.D., Rutgers University.
<b>MBA Business Administration</b>	
Stanley Bazan	B.S., Western New England College; M.B.A., Ph.D., University of Connecticut
Mohinder Dugal	B.Sc., Panjab Engineering College, Ph.D., University of Pittsburgh.
Jennifer Flynn	B.B.A., Western Connecticut State University; M.B.A., DProf., Pace University.
Linda Forbes	B.S., Rollins College; M.A., Ph.D., University of South Florida
Youngbin Kim	B.S., Seoul National University; M.B.A, Nanyang Technological University; Ph.D. University of Hawaii

Carol Chinwen Huang	B.A., National Chung Hsing University; M.S., St. Louis University; Ph.D., City University of New York
Brosh Teucher	B.A., University of Haifa; M.Sc., Technio-Israel Institute of Technology; Ph.D., University of Washington.
Kevin Burnard	B.Eng., Ph.D., Loughborough University
<b>MS Homeland Security</b>	
Hasan T. Arslan	J.D., Marmara University Law School; Ph. D., Sam Houston State University.
Rainer Kroll	Division of Justice & Law Administration; B.A., M.A., John Jay College; M.Phil., Ph. D., CUNY.
Divya Sharma	B.A., M.A., Panjab University; M.A., Temple University; Ph.D. Panjab University
Terrence P. Dwyer	B.A., Fordham University; J.D., Pace University School of Law
Mohsen Alizadeh	M.A., J.D., Azad University; M.Phil., City University of New York; M.A., Ph.D., CUNY, John Jay College of Criminal Justice.
<b>MFA Creative and Professional Writing</b>	
Anthony D'Aries	B.A., Farmingdale State College; B.F.A., Emerson College; M.F.A., University of Southern Maine.
Brian Clements	B.A., Southern Methodist University; M.A., Ph.D., SUNY at Binghamton.
Oscar de los Santos	B.A., Corpus Christi State University; M.A., Ph.D., Ohio State University
Ed Hagan	B.A., Fordham University; M.A., Ph.D., SUNY at Stony Brook
John Roche	B.A. Marist College; M.F.A Western Connecticut State University
<b>MS Addiction Studies</b>	
Dr. Shane Murphy	B.A., University of New South Wales; M.A., Ph.D. Rutgers University
Dr. Nicholas Gallucci	B.A., Vanderbilt University; M.A., Ph.D., University of Louisville
Janan Wyatt	B.A., Syracuse University; Ph.D. University of Rhode Island
Mary Nelson	B.S., Saint Mary's College; M.S., Ph.D. Iowa State University
<b>MS Human Nutrition</b>	
Dr. Ethan Balk	B.S., M.S., Florida State University; Ph.D., Ohio State University.
<b>BA Communication Studies</b>	
Dr. Katie Lever	B.A., Binghamton University; M.S., Ithaca College; Ph.D., Rutgers University
Dr. Jay Brower	B.A., California State University; M.S., Ph.D., Southern Illinois University.
Dr. William Petkanas	B.A., SUNY at New Paltz; Ph.D., New York University.

Jessica Eckstein	B.A., University of Nebraska; M.A., University of Montana; Ph.D., University of Illinois at Urbana – Champaign.
Dr. Kathryn Wiss	B.A., M.A., University of Illinois; Ph.D., University of Massachusetts Amherst
Dr. Truman Keys	B.S., University of Illinois; M.A. DePaul University; Ph.D., Howard University.
<b>BA Interdisciplinary Studies</b>	
Dr. Cigdem Usekes	M.A., Bogazici University; M.A., University of Minnesota Duluth; Ph.D., University of North Dakota.
Dr. D.L. Stephenson	B.A., Springfield College; M.S., Michigan Technical University; Ph.D., University of Massachusetts Amherst.
<b>BA Spanish</b>	
Galina Bakhtiarova	B.A., M.A., Moscow Linguistic University; M.A., Ph.D., University of Southern California.
Stacey Alba Hawkins	B.A., University of Illinois; M.A., Ph.D., University of Wisconsin-Madison.

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## **Appendix 24: CSU-AAUP Evaluation Criteria for Promotion and Tenure**

### **4.11.9 Evaluation Criterion and Categories**

It is recognized that faculty work outside specific requirements identified in this Agreement by maintaining and updating professional skills through activities such as review of professional journals, participation in curricular revisions, course updating, pursuit of research, publication and other scholarly activities.

The criterion for evaluating and recommending full-time teaching faculty shall be the quality of activity, including keeping current in one's field, within each of the categories listed below (Articles 4.11.9.1 - 4.11.9.5). All individuals and bodies evaluating members shall weight these categories in the order listed. Any special conditions in the member's letter of appointment or subsequent extensions or modifications of such appointment as provided in Article 4.7 shall be considered in the evaluation process for renewal, promotion or tenure. (See Article 6.8 – Coaches Evaluation Criterion; Article 6.9 – NonInstructional Athletic Trainer Evaluation Criterion; Article 7.3 – Counselor Evaluation Criterion; and Article 8.3 – Librarian Evaluation Criterion.)

4.11.9.1 Load credit activity for which the member receives load credit or the equivalent, e.g. one or more of the following: teaching, department chairperson, division director, research, student supervision, or any other function specified in the letter of appointment or subsequent extension or modifications of such appointment (see Article 4.7), or identified in a letter of agreement (see Article 10.4).

4.11.9.2 Creative activity appropriate to one's field, such as delivering papers at professional conferences, production/performance of artistic works, research, study, and publication.

4.11.9.3 Productive service to the department and university.

4.11.9.4 Professional activity, such as attendance and participation in conferences and workshops, membership and service in appropriate professional organizations and other professional activities.

4.11.9.5 Years in rank.

4.11.9.6 Record of any disciplinary action in the member's personnel file at the time of the evaluation.

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## **Appendix 25: CSU-AAUP Funds for Scholarship, Etc.**

### 9.5 Conference and Workshop Funds

9.5.1 From the amount appropriated for the purposes enumerated in Article 12.10.1, funds may be allotted for members for attendance at professional seminars, workshops, conferences or educational exchanges. The President or designee shall consult with the cabinet and the Senate President in assigning the travel funds. Each full-time member shall normally not be allowed more than \$1,500 reimbursement per contract year toward the cost of fees, travel, food and lodging related to attendance at such events, provided such travel is approved in advance; for part-time members this amount shall be no more than \$750. Reimbursement for travel, food and lodging shall be consistent with Articles 9.7 and 9.8 of this Agreement.

9.5.2 Requests for funds to attend professional seminars, workshops, conferences, or educational exchanges must be submitted to the appropriate Dean for approval at least five (5) weeks in advance. Upon approval, the President or designee shall process the request at least two (2) weeks in advance of the attendance. The administration shall give due consideration to requests which cannot be submitted in accordance with specified time limits.

9.5.3 Not more than thirty (30) days following the activity, the member shall submit a claim for reimbursement on the appropriate form, documentation following as soon as possible thereafter. The business office shall process the claim no more than forty-five (45) days following the receipt of the claim and/or required documentation. If no claim has been submitted to the business office within the thirty (30) day deadline, funds committed for the particular activity may be made available to others.

9.5.4 If a member fails to attend a seminar, workshop, conference or like activity for which CSU-AAUP Collective Bargaining Agreement 2016-2021 52 funding has been previously approved, the member shall inform the University's business office, which shall promptly inform the appropriate personnel.

9.5.5 Unreasonable denial of a member's requests to attend workshop/conferences may be appealed to the President or designee.

9.6 Faculty Development From the amount appropriated for purposes enumerated in Article 12.10.1, funds shall be allotted for faculty development. The parties agree that faculty development shall be construed broadly to mean activities by and for all full- and part-time members that enhance their ability to be productive and innovative professionals. There shall be an appropriate committee at each university to advise the Chief Academic Officer concerning the distribution of these funds.

9.10 University Research Grants During the life of this Agreement there shall be available to full-time members a pool of money to fund research grants in the amounts set forth in Article 12.10.1. These monies shall be available at each university in an aggregate amount proportional to the number of full-time members at that University.

There shall be a Connecticut State University Grants Committee of thirteen (13) individuals: four (4) appointed by the President of CSU-AAUP (one (1) from each university), four (4) appointed by the BOR President (one (1) from each university), and one (1) from the University System Office who shall serve in a non-voting capacity. The remaining four (4) committee members shall be appointed as follows: two (2) by the President of CSU-AAUP and two (2) by the BOR President in consultation with each other in an effort to achieve disciplinary balance on the Committee. No member of the Committee shall apply for a grant under this article. No person who is not an employee of CSU shall be eligible to receive or retain a grant under this article.

The Committee shall establish criteria and priorities for selection each year and shall solicit and review grant proposals, which must be received by the Committee not later than February 1st of each year. The Committee shall recommend meritorious proposals to the BOR President by April 15 of each year. The BOR President shall forward recommendations to the Board of Regents, which shall announce the approved grants by May 10 of each year. Approval of grant proposals shall be based solely on the merit of the proposal and availability of funds.

Grant applicants, using the form provided by the Committee, shall describe the nature of the proposed research and include a budget of up to \$5,000 with no more than \$2,500 as CSU-AAUP Collective Bargaining Agreement 2016-2021 54 a stipend and the remainder for support services, supplies and/or equipment. The stipend shall be outright and the grant shall be unrestricted. Any equipment purchased under said grant shall become the property of the University. The member may determine whether the purchase of support services, supplies, and/or equipment shall be made directly or administered through university procedures.

Within three (3) months of the termination date of a grant, the principal investigator(s) shall submit to the Committee and the Chief Academic Officer at the appropriate University a report describing the results of the research and shall include a detailed accounting of the funds granted. Any funds unaccounted for shall be returned to the University.

9.11 Curriculum-Related Activities From the amount appropriated for the purposes enumerated in Article 12.10.1, funds shall be distributed among the universities on a prorated basis for curriculum-related activities performed by full-time members during the summer or intersession. Such funds shall be expended at the discretion of the President or designee following an advisory system established by the Academic Vice President.

9.12 Retraining Funds From the amount appropriated for the purposes enumerated in Article 12.10.1, funds may be allotted for purposes of retraining of members. Such funds shall be used to defray tuition, book, travel, and related expenses incurred by a member in pursuing a retraining program approved by the President and CSU-AAUP. Retraining of a member who wishes to learn a new discipline, either within or outside of the disciplines encompassed by the member's department, may be funded in accordance with procedures established above.

12.10.1 Travel, Faculty Development, Research Grants, Curriculum-related Activities and Retraining Funds For the purposes delineated in Articles 9.5 (travel), 9.6 (faculty development), 9.10 (research grants), 9.11 (curriculum-related activities), and 9.12 (retraining) there shall be an annual appropriation of \$2,279,718 for 2016-17, \$2,279,718 for 2017-18, \$2,279,718 for 2018-19, \$2,405,102 for 2019-20 and \$2,537,383 for 2020-2021, and annually thereafter. Said funds shall be available at the beginning of each academic year. Of this amount, 40% shall be available for travel, 9% for faculty development, 40% for research grants, 10% for curriculum-related activities, and 1% for retraining.

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## **Appendix 26: New and Retired Programs**

As part of its routine Program Review cycle, and in response to the CT-BOR recent emphasis on tracking enrollments, WCSU has closed the following programs. All had or currently have teach-out plans. Faculty teaching in these programs are teaching in other areas within their disciplines.

- MS Justice and Law Administration (to be replaced by the MS in Homeland Security)
- MS Biology (replaced by the MS in Integrative Biological Diversity Degree)
- MS English
- MS Earth and Planetary Sciences
- BA American Studies
- BA Earth and Planetary Sciences

As part of the University's strategy to grow graduate degrees we have added the following degrees in the last three years:

- MS Integrative Biological Diversity (On-ground for most classes)
- MS Human Nutrition (Hybrid)
- MS Addiction Studies (On-ground for most classes)
- DNP Nursing Practice (Opening Fall 2022, Online Only)
- MS Homeland Security (Planned opening Fall 2022, Online Only)

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## Appendix 27: Homeland Security Proposal

### CSCU-BOR Application for New Program

#### SECTION 1: GENERAL INFORMATION

<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 11/30/2021	
Most Recent NECHE Institutional Accreditation Action and Date: <b>Fifth Year Report 2019</b>		
<b>Program Characteristics</b> Name of Program: <b>Homeland Security</b> Degree: Title of Award: <b>Master of Science</b> Degree Certificate: Stand-Alone Certificate: <i>(specify type and level)</i> Anticipated Program Initiation Date: Fall 2022 Anticipated Date of First Graduation: Spring 2024 Modality of Program: <input checked="" type="checkbox"/> <b>Online</b> Locality of Program: <b>WCSU Main Campus/Online</b>		<b>Program Credit Distribution</b> # Credits in General Education: # Credits in Program Core Courses: <b>36</b> # Credits of Electives in the Field: N/A # Credits of Other Electives: N/A # Cr Special Requirements <i>(include internship, etc.)</i> :  <u>Total # Cr in the Program</u> <i>(sum of all #Cr above)</i> : <b>36</b> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: <b>0</b>
<b>NOTE:</b> All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number <b>43.0301</b> Title of CIP Code <b>Homeland Security</b>		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:		
Program Discontinued:	CIP:	OHE#:
Phase Out Period	Date of Program Termination	BOR Accreditation Date:
Institution's Unit Ansell School of Business Division of Justice and Law Administration Location: Main Campus		
Other Program Accreditation: N/A		
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a</li> <li>• If program prepares graduates eligibility to state/professional license, please identify: <i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i></li> </ul>		
<b>Institutional Contact for this Proposal:</b> Dr. Hasan T. Arslan	Title: Associate Professor	Tel.: 914 4147945 e-mail: arslanh@wcsu.edu

## SECTION 2: PROGRAM PLANNING ASSESSMENT

### **Alignment of Program with Institutional Mission, Role and Scope**

*Western Connecticut State University changes lives by providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society.*

This proposal fulfills our mission by providing an advanced degree that prepares our graduates to move into leadership positions within the Homeland Security sphere. Our thriving undergraduate programs in Justice and Law Administration and Cybersecurity are the most likely degree programs from which students for this opportunity will be drawn. As an online degree it helps working adults advance their careers. The multiple areas of expertise within the program will help our graduates follow their specific career interests in this growing field.

Addressing Identified Needs: How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program (*Succinctly present as much factual evidence and evaluation of stated needs as possible*)

Homeland Security is a growing field; state and federal governments want their employees to receive a graduate degree relevant to their professions. According to various authoritative websites, the employment outlook for homeland security professionals is very positive. A simple search using the keywords "homeland security" at [usajobs.gov](https://www.usajobs.gov) website displays more than 900 available positions at the Department of Homeland Security as of mid-February 2021. The DHS had 188,000 employees in 2010 and was up to 246,147 in January 2018. The following homeland security careers are likely to see an increase in demand over the coming years: Intelligence Analyst, Cybersecurity Analyst, Counterterrorism Analyst, Disaster Recovery Specialist, and Business Continuity Manager. This fact is also confirmed with our HS Interest Survey. Dozens of federal agencies employ graduates with a master's degree in homeland security, including U.S. Customs and Border Protection, the Secret Service, and the Coast Guard. There is almost an 80% increase in employment within a decade.

The proposed **Masters in Homeland Security** within the Division of Justice and Law Administration (JLA) program contains data and information primarily from two sources:

1. *The Program Analysis* collected data from *66 Homeland Security graduate programs at sixty-three institutions* in 29 states; It was discovered that the majority of them are at private colleges and universities. Less than ten state schools offer Homeland Security Master's programs nationwide. Connecticut is not one of them.
2. *A Homeland Security Online Interest Survey* was designed to gather data from a convenience sample intended to recruit prospective graduate students to determine the program's potential student interest. The 15-questions online survey explored some program features and the demographic structure of our recruitment pool. Sixty-eight percent of the participants were students at WCSU; the remainder were participants with backgrounds in professionals, military veterans, and law enforcement. A total of 143 people (89 males; 52 females with two did not want to reveal) responded. 72% of respondents were from Connecticut, followed by New York with 31%. The rest were from various states. When respondents were asked about their motivation to pursue an HS master's degree on a five-point Likert Scale survey, 86% confirmed "career considerations" as their top choice. Furthermore, 85% of the respondents also acknowledged that new career (50%) and promotion (35%) are the primary motives for pursuing a graduate degree in the HS.

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

First, the staff at Learn.org devised a list of the best 50 criminal justice schools in the country in 2021. They took into account the programs offered at each school, resources provided to students, and statistics from the United States Department of Education. In this list, JLA's criminal justice program was ranked 28th nationwide. The JLA faculty are acknowledged scholars and practitioners who bring first-hand experience and theoretical analysis with critical thinking to *our* classes. Our core faculty, including long-time adjuncts, is sufficient to teach the graduate courses and supervise the research connected with a thesis or project. The graduate program can benefit from this success in terms of recruitment ([https://learn.org/directory/category/Legal\\_Studies.html](https://learn.org/directory/category/Legal_Studies.html)).

Second, the proposal for a new graduate degree program will be a continuance of the Homeland Security track option, for undergraduate students which has been approved by the JLA Division.

Third, the online graduate program will emphasize the data-driven instructional approach and data analytics and Geographical Information Systems (GIS) methods. We believe that such instructional content gives WCSU a competitive edge and a long-term market niche for our competitors. It will do so by capturing the attention of prospective students who are eager to learn evidence-based science and knowledge in the homeland security field. The graduate program will adopt experiential learning at every stage of the course curriculum. In other words, our graduates will have better skills and integration of learning/critical thinking along with the understanding of differences between their perceptions of theory and application of knowledge to complex real-world problems. Data analytics and GIS will play a significant role in their knowledge of strategic-decision making. Our curriculum will match with the DHS missions and practice; so that our graduates can be better prepared to serve in this field. Graduate students will be advised to complete the available free courses developed by the DHS on its website.

**Equity (eliminating achievement disparities among different ethnic/racial, economic and gender groups) is one of the Board of Regents' Goals. In addition to current institutional efforts already underway, what distinct actions will the proposed program undertake to advance equitable student success?**

Adding the MS in Homeland Security offers advanced career opportunities to students from all backgrounds. Our undergraduate degree programs in Justice and Law Administration and the BBA in Cybersecurity are among the most diverse majors in WCSU and we anticipate that many of our undergraduates will be interested in this option. In addition, the online modality allows working professionals in these fields to earn this advanced credential without any interruption in their employment. Finally, the admissions standards are set at a 3.0 undergraduate GPA, with consideration given for students who have been working in the field for three years, who may not meet that GPA requirement. We are not including a standardized test requirement, which is frequently a barrier for students of lesser means and experience of higher education.

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

As a graduate degree we do not anticipate any transfer agreements. However, this is a good opportunity for students graduating from Criminology, Psychology, and Cybersecurity programs at any of the CSUs. It is also an easy path from the Criminology Transfer Pathway for any students who wish to move into our undergraduate Justice and Law Administration program.

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

The Connecticut State University system does not offer a graduate degree in Homeland Security; currently, no degree exists in the WCSU. None of the four universities in the CSCU system offer a homeland security undergraduate or graduate degree. However, there are two homeland security-related graduate programs

(one in national security and the other in emergency management) offered by a private institution, the *University of New Haven (UNH)*.

**Cost Effectiveness and Availability of Adequate Resources:** *(Complete the PRO FORMA Budget – Resources and Expenditure Projections on page 6 and provide a narrative below regarding the cost effectiveness and availability of adequate resources for the proposed program. Add any annotations for the budget form below, as well.)*

We have sufficient staffing and technological resources to launch this program. However, we will need to invest in a strong recruiting plan to fulfill its promise.

**Student Recruitment / Student Engagement: What are the sources for the program’s projected enrollments? Describe the marketing, advisement and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved.**

When fully launched we anticipate class sizes between 15-25 students but we are able to support a smaller number as we build our reputation in this field. Our goal is to maintain a minimum of 15 students every semester, with rolling admission to grow our numbers quickly. A large portion of students will come from recent graduates of programs mainly in criminal justice, military sciences, fire sciences, political sciences, international relations, public administration, and sociology. Others are expected to be recruited from criminal justice professionals, coast guard academy, and private contractors of the defense industry, primarily nearby to the greater Danbury area, Westchester, and Putnam counties of New York state. As a fully online program we will also pursue a nationwide recruitment effort. Both the JLA and the Ansell School of Business will design an aggressive marketing campaign to enroll suitable quality applicants by attending national conferences like the Academy of Criminal Justice Sciences (ACJS) and its regional branch of Northeastern Academy of Criminal Justice Sciences (NEACJS); we will also campaign at gatherings of the Connecticut Chiefs of Police; advertise with the Connecticut police academies and advertise at Coast Guard Academy in New London, CT.

**If applicable, what student engagement strategies will be employed to advance student retention and completion in program?**

Each student will be advised by a faculty member within the program, helping them define their goals and ensuring timely degree completion.

The Career Success Center at WCSU compiles data on student records and arranges multiple career fair events throughout the year. The Director of the Career Success Center is a retired U.S. Navy Intelligence Officer. Highlights of her career included senior positions with the United States European and Africa Commands (in Stuttgart, Germany), the National Navy Staff (the Pentagon and Office of Naval Intelligence), and the Defense Intelligence Agency (Washington, D.C.). She has supported and served with a variety of forward-based missions in Europe, Asia, the Middle East, and Africa. Her husband, a retired U.S. Navy Captain, has been contributing to the JLA’s program curriculum by sharing his experience and knowledge in homeland security. The Division has developed a close relationship with the Career Services, where we receive constant information about the internship opportunities, job announcements, training programs, and research funding notices regularly. This will serve as an important support for our graduate students.

### **SECTION 3: PROGRAM QUALITY ASSESSMENT**

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

*please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

1. Students will integrate principles, practices, and behaviors of effective leadership, collaboration, and organizational governance to enhance public value.
2. Students will identify and assess potential terror, accident, and disaster threats to the American homeland on a data-driven and evidence-based approach.
3. Students will demonstrate knowledge of ethical issues influencing leadership decisions.
4. Students will judge the constitutional issues and legal challenges that will emerge from the execution and the implementation of US federal and state laws such as the Patriot Act and Presidential executive orders.
5. Students will demonstrate practical, professional written communication skills when design, implement and evaluate homeland security-related strategies, policies, and plans at different levels of government or the private sector.
6. Students will demonstrate effective, professional oral communication skills when making persuasive and knowledge transfer presentations.
7. Students will implement GIS to analyze Critical Infrastructure and Key Resources Protection plans for effective emergency management.

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

The program will be managed by Hasan T. Arslan, who is currently an associate professor at the Division of Justice and Law Administration. Dr. Arslan joined the Division of Justice and Law Administration in 2018 with more than ten years of teaching experience. He received his Ph.D. degree in Criminal Justice from the College of Criminal Justice at Sam Houston State University of Huntsville, Texas. His doctoral dissertation involved one of the most massive Eco-terrorism databases in the world. Dr. Arslan also holds a law degree from Marmara University in Istanbul, Turkey.

Before joining the JLA, Dr. Arslan taught at Pace University as a full-time faculty. Out of five years in six, he was involved in the Pace University's online M.A. in Homeland Security program by offering two courses: Public Policy Evaluation and Intelligence Gathering Strategies. Dr. Arslan also worked nine years for the Institute for the Study of Violent Groups (ISVG – <http://www.isvg.org/organization.php>, aka Center for Business Analytics in the University of New Haven, CT). During his time at the ISVG, he served as supervisor and assistant director in charge of data collections. The non-profit research institution was created to test the feasibility of using a relational database to identify trends, relationships, and tactics of terrorist groups using only open-source information. ISVG was awarded second place for the 2007 Noblis Innovations in Homeland Security Award (nationwide) out of the top five finalists by Harvard University John F. Kennedy School of Government. As a supervisor and assistant director, he did many presentations to many officials from various governmental and non-governmental agencies. He developed data collection strategies on critical topics (terrorism & organized crime activities), particularly for funding agencies like the U.S. Department of Justice and U.S. Military).

Dr. Arslan emphasizes the data-driven, scientific approach to identifying and analyzing the large datasets related to police use of force (officer-involved shootings), terrorism & homeland security, and criminal profiling. His primary research project, the Statistics Help Officer Training (SHOT) database, involves an ongoing comprehensive data collection to define and consolidate police shooting incidents throughout the

United States. The primary objective of the SHOT is to establish a repository of national data, which can be statistically, spatially, and temporally analyzed to understand the dynamics of deadly encounters. Dr. Arslan published journal articles, book chapters, book reviews, conference proceedings, and foreign press articles. He has made numerous panel presentations at national and regional conferences and has been invited as a guest speaker at various events.

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

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

None. Existing faculty will be assigned to teach in this program.

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

N/A

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

42% of the course credits will be taught by adjuncts. We have highly qualified full-time faculty but feel the inclusion of faculty currently engaged in work in Homeland Security will benefit our students.

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

Minimum qualifications for teaching in this program are a master's degree in criminal justice, law, sociology, or related field, and/or a long-time successful career in public service in the areas and specializations that the program curriculum benefits exceptionally.

***Special Resources (Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Expenditures Projections spreadsheet)***

None.

**Curriculum: All courses are new, and all will be offered online.**

Course Number and Name	L.O. # <sup>3</sup>	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Program Core Courses</b>				<b>Other Related/Special Requirements*</b>		
Homeland Security: Organization & Policy	1, 2, 3 and 5	none	3			
Geopolitics and Homeland Security Strategy	1, 2, 5, and 7	none	3			
Strategic Planning and Budgeting for Homeland Security	1 and 5	none	3			
Terrorism: Intelligence Analysis and Critical Thinking	1, 2 and 5	none	3			
Data Analytics and GIS for Homeland Security Professionals	5 and 7	none	3			
Cyber Security of the Homeland	2 and 5	none	3			
Transportation and Border Security	2, 5, and 7	none	3			
Public Health Disaster Science and Crises Management	2 and 5	none	3			
Contemporary Issues in Homeland Security	1, 2, 3, and 5	none	3			
Security Threat Analysis on Critical Infrastructure and WMD	2, 5 and 7	none	3			
Advanced Legal Issues in Homeland Security	4 and 5	none	3			
Seminar in Homeland Security	1 to 7	none	3			
<b>Core Course Prerequisites</b>				<b>Elective Courses in the Field</b>		
Admission to the MS in Homeland Security						
<b>Program Outline:</b>						
The MS in Homeland Security is a 36 credit our program including the 3 Credit Capstone Course. Courses will be scheduled in a predictable rotation, including summer sessions, allowing candidates to complete the						

<sup>3</sup> From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application



degree in two years. With rolling admission, we anticipate that students may start any semester, joining the first course available in the rotation. With the exception of Advanced Legal Issues in Homeland Security and the Seminar in Homeland Security, courses may be taken in any order.

**Admission requirements**

- GPA 3.0+ or not less than 3 years of employment within the five years in criminal justice related
- Current resume
- Two professional letters of recommendation
- Statement of purpose (2-3 pages – double spaced)
- Official transcripts

**A Sample Rotation\***

<b>Year 1</b>	
<b>Fall 1</b>	<b>Spring 1</b>
Homeland Security: Organization & Policy	Strategic Planning and Budgeting for Homeland Security
Geopolitics and Homeland Security Strategy	Terrorism: Intelligence Analysis and Critical Thinking
<b>Summer Session 1</b>	<b>Summer Session 2</b>
Data Analytics & GIS for Homeland Security Professionals	Cyber Security of the Homeland
<b>Year 2</b>	
<b>Fall 2</b>	<b>Spring 2</b>
Transportation and Border Security	Contemporary Issues in Homeland Security
Public Health, Disaster Science and Crisis Management	Security Threat Analysis and Critical Infrastructure
<b>Summer Session 1</b>	<b>Summer Session 2</b>
Advanced Legal Issues in Homeland Security	Seminar in Homeland Security

**\*We plan on rolling admission. These courses are designed in a way that students may enter at fall, spring, or summer.**

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

**Full-Time Faculty Teaching in this Program** (Note: If you anticipate hiring new faculty members for this program you may list “to be hired” under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Hasan T. Arslan	PhD from Sam Houston State University/College of Criminal Justice	Terrorism, Homeland Security, Open Source Data Collection, Police Use of Force	Program Director and additional instructional duties at the undergraduate level.
Rainer Kroll	PhD from City University of New York (Graduate Center)	Research methods, statistics, and geographic information systems	Will also teach in the undergraduate program in Justice and Law Administration.
Divya Sharma	PhD from Panjab University	Immigration, globalization and ethnic identity, organized crime and terrorism	Will also teach in the undergraduate program in Justice and Law Administration
Terrence P. Dwyer	JD Pace University School of Law	Public and private sector law enforcement liability and misconduct, law enforcement disciplinary process, use of force issues, Fourth Amendment and privacy issues, and critical incident policy	Will also teach in the undergraduate program in Justice and Law Administration
Mohsen Alizadeh	PhD from City University of New York (Graduate Center)	Criminology, Comparative Criminal Justice Systems, and Policing Systems; Digital Evidence/ Computer Forensics and their related legal issues	Will also teach in the undergraduate program in Justice and Law Administration

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

	First Year						Second Year						Third Year					
Projected Enrollment	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer																		
New Students	0	12	0	6	0	6	0	12	0	6	0	6	0	12	0	6	0	6
Continuing Students			0	10	0	14	0	18	0	26	0	28	0	29	0	36	0	36
Headcount Enrollment	0	12	0	16	0	20	0	30	0	32	0	34	0	41	0	42	0	42
Estimated Classes Per Semester	1	1	2	2	1	1	1	1	2	2	1	1	1	1	2	2	1	1
Average Student Credit Hours Per Class	3	3	6	6	3	3	3	3	6	6	3	3	3	3	6	6	3	3
Total Student Credit Hours per Semester	0	36	0	99	0	61	0	89	0	191	0	101	0	124	0	252	0	127
Total Student Credit Hours per Year	196						381						503					
<b>Total Estimated FTE per Year<sup>1</sup></b>	16						32						42					

PROJECT ED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup> (eRate)	\$65 0	\$650	\$65 0	\$650	\$65 0	\$650	\$66 5	\$665	\$66 5	\$665	\$66 5	\$665	\$68 0	\$680	\$68 0	\$680	\$68 0	\$680
Tuition from Internal Transfer <sup>2</sup> (eRate)	\$65 0	\$650	\$65 0	\$650	\$65 0	\$650	\$66 5	\$665	\$66 5	\$665	\$66 5	\$665	\$68 0	\$680	\$68 0	\$680	\$68 0	\$680
Program Specific Fees (lab fees, etc.)																		
Other Revenue																		
Total Tuition Revenue per Year	\$0	\$23,40 0	\$0	\$64,11 6	\$0	\$39,5 90	\$0	\$59,1 79	\$0	\$126,9 11	\$0	\$67,1 76	\$0	\$84,2 42	\$0	\$171,0 60	\$0	\$86,6 51
<b>Total Annual Program Revenue</b>	\$127,106						\$253,265						\$341,953					

PROJECTED Program Expenditures <sup>3</sup>				
	First Year	Second Year	Third Year	
Administration (Chair or Coordinator) <sup>4</sup>	\$35,964	\$37,043	\$38,154	<p>1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall &amp; Spring</p> <p>Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.</p> <p>2 Revenues from all courses students will be taking.</p> <p>3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.</p> <p>5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</p> <p>6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.</p>
Faculty (Full-time, total for program) <sup>4</sup>	\$14,253	\$28,655	\$38,994	
Faculty (Part-time, total for program) <sup>4</sup>	\$7,770	\$15,647	\$21,257	
Support Staff (lab or grad assist, tutor)	\$9,600	\$19,200	\$28,800	
Library Resources Program	\$2,000	\$2,000	\$2,000	
Equipment (List in narrative)				
Other <sup>5</sup> subject matter expert (SME) \$1,000/course plus marketing cost \$10K	\$14,000	\$14,000	\$14,000	
Estimated Indirect Costs <sup>6</sup> 50% of salaries & fringes (used for grants)	\$33,793	\$50,272	\$63,603	
<b>Total Expenditures per Year</b>	\$117,380	\$166,817	\$206,808	
<b>Net Surplus/(Deficit)</b>	\$9,727	\$86,448	\$135,145	

\*e-rate assumes that the same tuition will be charged for out of state students as Connecticut residents. Part-time graduate students already have this benefit. This proposal would extend it to the few who might elect to attend full-time. We believe this is the appropriate approach to online education within the CSU system.

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## **Appendix 29: MS ABA Program Review**

Excerpts from the 2020 Program Review for the MS in Applied Behavior Analysis

The ABA Program is a verified course sequence as determined by the Associate for Behavior Analysis International®. This designation ensures that candidates that successfully complete the degree requirements for the ABA program at WCSU meet the coursework and degree requirements necessary to qualify for the BCBA® examination. <https://www.abainternational.org/vcs.aspx>

### **Learning Outcomes**

Candidates will be able to demonstrate mastery of the knowledge of the basic skills, underlying principles of applied behavior analysis. In addition, candidates will demonstrate mastery of practical skills in applied behavior analysis. The goal of the program is to ensure candidates are professionally competent and proficient in all areas of the Behavior Analyst Certification Board® and are prepared for the Board Certified Behavior Analyst Certification Examination.

1. Candidates will demonstrate knowledge of the concepts and principles that underlie the science of behavior analysis and to application of those concepts and principles to the practice of the profession.
2. Candidates will demonstrate knowledge of the process and procedures for implementing functional behavioral assessment procedures as well as the application of applied behavior analysis-based intervention procedures.
3. Candidates will demonstrate knowledge of research design and procedures in applied behavior analysis.

### Changes in Curriculum

The program was revised during 2018-19 such that it is in line with the BACB 5th edition task list. This included an entire program re-design. Six new courses were developed to meet the BACB 5th edition task list requirements. The program was submitted for approval to the Association for Behavior Analysis International (ABAI) and received approval as a Verified Course Sequence (VCS). In addition, the new courses were proposed at the Department level, ERC, Graduate Council, and finally University Senate. This was a major revision that required faculty to prepare over 300 hours of online lectures and supporting materials as the new courses are introduced over the course of 18 months beginning during the Fall 2019 semester. At this time, the program assessment system was changed to pre/post-test for all courses and a required comprehensive examination in the Capstone course (EPY 653).

### **Program Outcomes**

Candidates who have completed the ABA program at WCSU have performed consistent with or above the overall pass rates for the BCBA examination during the years 2018, 2019, and 2020. Pass rates were significantly higher during the most recently completed year (2020). These rates were the highest pass rates of all the Verified Course Sequences (VCS) in Connecticut (out of 4 BCBA VCS programs) and were the 6th highest of all online programs (out of 57 programs; top 11%), and 73 of all programs with published data from the 2020 examination (out of 203 programs; top 36%).

### Certification Exam Pass Rates MS Applied Behavior Analysis

2016	2017	2018	2019	2020
63% (11)	50% (8)	66% (29)	64% (22)	82% (28)

A survey of alumni who completed the program between 2013 and 2017 was completed in 2018 (see Appendix D for summary). Thirty-three students completed the original survey (72 graduates during this time period). 72% of respondents indicated that they were employed in a professional position that was directly related to their education in the ABA program. The majority of responders endorsed “satisfactory” or “slightly above satisfactory” ratings for survey items. An area of relative weakness, with the average rating “slightly below satisfactory” was professor “integrated learning about different cultural and ethnic groups within their classes.” The survey is being repeated in the fall of 2022 for students who completed the program between 2018 and 2020 and we are in the process of following a more systematic schedule for acquiring alumni data. Information regarding employment and certification status was for all students who graduated by the end of 2019. At that time 53.4% (78/146) of completers were registered as Board Certified Behavior Analysts (BCBAs).

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### Appendix 30: MHA Revised Curriculum

Revisions to the Master’s in Health Administration were a direct result of student feedback regarding the transferability of their skills to the workplace. The addition of the new tools focused courses and the residency were a direct response.

<a href="#">Original Program</a>	<a href="#">Revised Program</a>
MGT 501 Organizational Behavior	MGT 530 Leadership
MGT 547 Human Resource Management	MGT 547 Human Resource Management
MGT 580 Health Delivery Systems	MGT 580 Health Delivery Systems
MGT 581 Health Services Financial Management	MGT 581 Health Services Financial Management
MGT 582 Managing Health Services Organizations	MGT 582 Managing Health Services Organizations
MGT 585 Health Services Quality Management	<b>MGT 585 Health Services Quality Tools (1.5 CR)</b>
MGT 591 Introduction to Health Policy	<b>MGT Health Services Tech &amp; Innovation (1.5 CR)</b>
MGT 595 Strategic Management of Health Services	MGT 591 Introduction to Health Policy
Electives (choose 4)	MGT 595 Strategic Management of Health Services
MGT 584 Long Term Care Administration	Electives (choose 4)
MGT 586 Health Services Marketing	MGT 550 Selected Topics in Management
MGT 587 Health Services Law	MGT 544 Negotiations and Conflict Resolution
MGT 530 Leadership	<b>MGT 548 Healthcare Administration Residency (3-6 CR)</b>
MGT 544 Negotiations and Conflict Resolution	MGT 584 Long Term Care Administration
MGT 550 Selected Topics in Management	MGT 586 Health Services Marketing
MGT 599 Student Developed Study	MGT 587 Health Services law
	MGT 599 Student Developed Study
	MGT 598 Faculty Developed Study
Total Credits Required = 36	Total Credits Required = 36

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## Appendix 31: CSCU Ethics Policy

### Ethics Statement

BOR approved 9/19/13; rescinds Connecticut Community Colleges Ethical Conduct Policy rev. 7/95", "Connecticut State University System Ethics Statement June 2006", and Charter Oak "Board Ethics Policy" dated May 17, 2007, and any revisions made to those policies.

### PURPOSE

It is important that members of the Board of Regents for Higher Education and the Connecticut State Colleges and Universities and Board of Regents employees conduct themselves with the highest degree of honor and integrity and understand that public service is a public trust. Ethical conduct in our relationships with each other, members of the public, our students, other state agencies, and private entities is of critical importance. This Ethics Statement has been prepared pursuant to Section 1-83(a)(2) of the Connecticut General Statutes, which mandates the development and implementation of an Ethics Statement by each state agency. It applies to the members and employees of the Board of Regents (BOR) and to all employees of the Connecticut State Colleges and Universities (ConnSCU). This Statement is intended to serve as a general guide to assist those individuals in identifying and avoiding prohibited conduct. It does not contain a complete listing of prohibited conduct nor is it intended to replace or supersede the Code of Ethics for Public Officials (set forth in Chapter 10 of the Connecticut General Statutes), other applicable sections of the Connecticut General Statutes, or the regulations of the Office of State Ethics. It is each person's responsibility to become familiar with the provisions of this Statement and comply with them. It is also each person's responsibility to maintain high ethical standards and alert his or her supervisor of any suspected violation of ethical standards, whether or not specifically described in this Ethics Statement. Everyone should be aware that violations may result in the imposition of sanctions by agencies or systems external to the BOR or ConnSCU. Whether this occurs or not, the BOR retains the right to independently review and respond administratively to violations.

### DEFINITIONS

1. A "Business with which he is associated" means any sole proprietorship, partnership, firm, corporation, trust or other entity through which business for profit or not for profit is conducted in which the public official or state employee or member of his or her immediate family is a director, officer, owner, limited or general partner, beneficiary of a trust or holder of stock constituting five per cent or more of the total outstanding stock of any class, provided, a public official or state employee, or member of his or her immediate family, shall not be deemed to be associated with a not for profit entity solely by virtue of the fact that the public official or state employee or member of his immediate family is an unpaid director or officer of the not for profit entity. "Officer" refers only to the president, executive or senior vice president or treasurer of such business.
2. A "Gift" means anything of value, which is directly and personally received, unless consideration of equal or greater value is given in return. Among the nineteen (19) exceptions to the definition of "gift" set forth in Section 1-79 of the Connecticut General Statutes, a "gift" does not include:
  - (a) A certificate, plaque or other ceremonial award costing less than one hundred dollars (\$100.00);
  - (b) A rebate, discount or promotional item available to the general public (items such as pencils, ball point pens, note pads and similar items used as advertisement "give- aways" fall within

- this category);
- (c) Food or beverage or both, costing less than fifty dollars (\$50.00) in the aggregate in a calendar year, and consumed on an occasion or occasions at which the person paying, directly or indirectly, for your food or beverage, or his representative, is in attendance;
  - (d) Admission to a charitable or civic event, including food and beverage provided at such event (but excluding lodging or travel expenses), at which you participate in your official capacity, provided such admission is provided by the primary sponsoring entity; and
  - (e) Anything having a value of not more than ten dollars (\$10.00), provided the aggregate value of all things provided by a donor to you under this subsection in a calendar year does not exceed fifty dollars (\$50.00).
  - (f) Training that is provided by a vendor for a product purchased by a state or quasi- public agency which is offered to all customers of such vendor.
3. Your "immediate family" consists of your spouse, your children, and any dependent relatives who reside in your household.
  4. "Necessary expenses" are necessary expenses for an article, appearance or speech or for participation at an event, in a person's official capacity, which shall be limited to necessary travel expenses, lodging for the nights before, of and after the appearance, speech or event, meals and any related conference or seminar registration fees.
  5. A "person" means an individual, sole proprietorship, trust, corporation, limited liability company, union, association, firm, partnership, committee, club or other organization or group of persons.
  6. An interest that is in "substantial conflict" with the proper discharge of your duties as a public official or state employee is one in which there is reason to believe or expect that you, your spouse or dependent child, or a business with which you are associated, will derive a direct monetary gain or suffer a direct monetary loss, by reason of your official activity. You do not have an interest which is in substantial conflict with the proper discharge of your duties as a public official or state employee, if any such gain or loss accrues to you, your spouse or dependent child, or a business with which you, your spouse or dependent child is associated, as a member of a profession, occupation or group to no greater extent than any other member of such profession, occupation or group.
  7. A "potential conflict of interest" is one in which you would be required to take an action that would affect a financial interest of yours, your spouse, parent, brother, sister, child or child's spouse, or of a business with which you are associated, other than an interest of a de minimis nature, an interest that is not distinct from that of a substantial segment of the general public, or an interest in substantial conflict with the performance of your official duties.

## **PROHIBITED ACTIVITIES**

As a public official or state employee you may not:

1. Knowingly accept any gift from any person who: (a) is known to be a registered lobbyist or a lobbyist representative; (b) is doing business with or seeking to do business with the System, your university or your department; (c) is engaged in activities which are directly regulated by the System, your university or your department; or (d) is a contractor pre- qualified under section 4a-100 of the Connecticut General Statutes. (A list of registered lobbyists may be found on the website maintained by the Office of State Ethics.) If an employee is offered a benefit from someone whom is not a prohibited donor as described above (that is, a non-regulated donor), and the benefit is offered because of the employee's position with the System, the total value of benefits received from one source in a calendar may not exceed \$100.00.

2. Knowingly accept, directly or indirectly, any gift costing one hundred dollars (\$100.00) or more either from a state employee under your supervision or from a supervisor. Nor may you knowingly give such a gift. The prohibition against accepting such gifts applies also to members of your immediate family.
3. Enter into a contract with the state, valued at one hundred dollars (\$100.00) or more (other than a contract of employment as a state employee), unless the contract has been awarded through an open and public competitive process. This prohibition applies also to members of your immediate family and businesses with which you are associated. According to the Office of State Ethics, an immediate family member may not be hired as an independent contractor through special payroll unless there has been an open and public process.
4. Accept a fee or honorarium for an article, appearance, speech, or for participation at an event in your official capacity. However, you may accept payment or reimbursement for necessary expenses incurred for any such activity. If payment or reimbursement is received for lodging or out-of-state travel or both, you must report the payment or reimbursement to the Office of State Ethics within thirty (30) days of receiving such payment or reimbursement, unless the payment or reimbursement is provided by the federal government or another state government. You may also accept admission to, and food and beverages provided by the sponsor of, an in-state event that you attend in your official capacity and as a principal speaker. Generally, if you are asked to participate in an event, speak, appear or write an article primarily as a result of your official position or authority, then it will be deemed to be in your official capacity. If, however, you have developed an academic expertise in a particular field and you are asked to participate in an event, speak, appear or write an article as a result of such expertise, then you are not prohibited from accepting a fee or honorarium. Note that these situations are very fact specific and you are encouraged to contact the Office of State Ethics, as necessary, for clarification and guidance. Note also that services for which compensation is claimed must be provided on your own time.
5. Use your official position for personal financial benefit, or the financial benefit of a family member or a business with which you, or a family member, are associated. Further, you may not use state time, personnel or materials, including telephones, computers, e-mail systems, fax machines, copy machines, state vehicles, and any other state supplies, for personal, non-state related purposes. You may refer to the System Office or your university's Computer Use Policy, as applicable, for information relating to hardware and software use.
6. Engage in partisan political activities while on state time or use state funds, supplies, materials, equipment, vehicles or facilities for such purposes.

## **CONFLICTS OF INTEREST**

1. You may not have a financial interest or engage in a business or professional activity that is in substantial conflict with the proper discharge of your duties as a public official or state employee, nor may you take any official action in connection with a matter in relation to which you have a substantial conflict.
2. You may not accept any other employment that will impair the independence of your judgment in carrying out your official duties or induce you to disclose confidential information acquired by you in the course of performing your official duties. Accordingly, you should never accept employment with any consultant, contractor, appraiser or any other organization or individual that has a contract or other agreement with ConnSCU or one of its institutions without full exploration of any potential conflicts of interest. A member of the faculty or a member of a faculty bargaining unit may enter into a consulting agreement or engage in a research project with a public or private entity, provided such agreement or project does not conflict with the member's employment with the constituent

- unit, as determined by policies established by the board of trustees for such constituent unit.
3. In accordance with the "BOR Policy Regarding Nepotism in Employment," you should not play any role in hiring, promotion, demotion, or other personnel action affecting your relative (defined to include your father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, wife, husband, domestic partner, grandmother, grandfather, grandson, granddaughter, father-in-law, mother-in-law, sister-in-law, brother-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother or half-sister), nor should you take any action, directly or indirectly, to coerce, command, or require a state employee to improperly obtain an appointment for any individual to a position in state service. You should be aware that your signing of certain documents may result in a violation of the State Code of Ethics if such action results in a financial benefit being received by a relative. Examples of such documents include personnel forms (including performance appraisals) and vouchers. Caution should be exercised, so that unintended violations do not occur.
  4. You may not disclose, for financial gain, confidential information acquired by you in the course of performing your official duties or use such information to obtain financial gain for yourself, your spouse, your child, your child's spouse, your parent, your sibling or for a business with which you are associated.
  5. You may not solicit or accept anything of value (including a gift, loan or promise of future employment) based on an understanding that your official action will be or had been influenced thereby.

#### **PROCEDURE GOVERNING CONFLICTS OF INTEREST**

If, in the discharge of your duties, you are required to take any action that would present either a substantial or potential conflict of interest, you must prepare a written statement, signed under penalty of false statement, describing the matter requiring action and the nature of the conflict and deliver a copy of the statement to your immediate superior, who will assign the matter to another employee, or, if you have no immediate superior, you shall take such steps as the Office of State Ethics shall prescribe or advise. You may not take any official action whatsoever on a matter with which you have a substantial conflict of interest. With regard to members of the Board of Regents, the Chairman of the Board shall determine whether a regent with a substantial or potential conflict may simply recuse him or herself from the proceeding in question, or if reassignment to another committee is necessary. If the Chairman is personally faced with such a conflict, he or she should deliver a written statement to the Office of State Ethics for guidance as to how to proceed.

#### **POST-EMPLOYMENT ACTIVITIES**

The Code of Ethics for Public Officials contains several provisions regarding post-state employment. Before leaving employment with the System, all employees should review the applicable rules and, if necessary, seek guidance from the Office of State Ethics. Once you have separated from state service, you may not:

1. Disclose or use confidential information acquired in the course of and by reason of your official duties for financial gain for yourself or any other person. This is a lifetime prohibition. "Confidential information" is any information not generally available to the public, and may be memorialized in any form (e.g., written, photographic, tape recorded, etc.).
2. Represent any person in connection with any matter: (i) in which participated, personally and substantially, while in state service; and (ii) in which the state has a substantial interest.

3. For a period of one year after leaving state service, represent anyone before your former agency, for compensation.
4. Accept employment with any person (including an individual, sole proprietorship, corporation, limited liability company, partnership, association or any other organization or group of persons) who was a party to a contract or agreement: (i) valued at an amount of fifty thousand dollars (\$50,000.00) or more; and (ii) in the negotiation or award of which you substantially participated, for a period of one year after resigning from state service, if your resignation occurs less than one year after the contract or agreement was signed.

#### **CODE OF ETHICS FOR PUBLIC OFFICIALS**

The Code of Ethics for Public Officials is set forth in Chapter 10 of the Connecticut General Statutes. Should you have a question regarding whether certain conduct constitutes a violation of the Code of Ethics, you should consult with your immediate supervisor, the Ethics Officer at your institution, or the Office of State Ethics. The Office of State Ethics is located at 18-20 Trinity Street, Suite 205, Hartford, Connecticut 06106-1660. The Office of State Ethics may be contacted by telephone at (860) 263-2400, by facsimile at (860) 263-2402, and by e-mail at [ose@ct.gov](mailto:ose@ct.gov). The Office of State Ethics maintains a website at "<http://www.ct.gov/ethics>."

#### **REVIEW BY AUDIT COMMITTEE OF THE BOARD OF REGENTS**

In accordance with its Charter, the Audit Committee of the Board of Regents will periodically review the administration of the conflict of interest provisions set forth herein as well as the performance of ConnSCU management and operating personnel under the Code of Ethics for Public Officials. The BOR Ethics Officer will apprise the Audit Committee of issues arising under this Statement, including, to the extent permitted by law, those matters reported to the Office of State Ethics.

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**Appendix 32: CSCU Code of Conduct**

<b>Policy #</b>	<b>Policy Name</b>	<b>BR #</b>	<b>BOR Action Date</b>
4.10	CSCU Code of Conduct for Regents, Employees & Volunteers	17-152	2017-10-19

**The Connecticut State Colleges and Universities System**

**Code of Conduct**

**For Regents, Employees and Volunteers**

**THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES  
CODE OF CONDUCT FOR REGENTS, EMPLOYEES AND VOLUNTEERS**

**I. PURPOSE**

Connecticut State Colleges and Universities (CSCU) are committed to the highest ethical and professional standards of conduct. All members of the CSCU community have a duty to conduct themselves with integrity, to act with the highest ethical and professional standards, to exercise responsible judgment, and to demonstrate accountability and compliance with state and federal law, CSCU Board policies and procedures, and collective bargaining agreements. This Code sets forth the principles, values and standards for all members of the CSCU community.

**II. SCOPE**

This Code applies to the following:

- The Board of Regents for Higher Education, as both an institutional board and as individuals;
- All faculty, staff and independent contractors within the jurisdiction of the Board of Regents for Higher Education; and
- Volunteers and other representatives when speaking or acting on behalf of the Board, CSCU or any of its composite institutions.

All persons to whom this applies are hereinafter referred to collectively as “community members”.

Those persons who are attending classes or enrolled in academic programs are hereinafter referred to as “students” and are governed by Board of Regents Policy: Student Code of Conduct, as may be amended from time to time. Students who are Regents are governed by this Code when engaged in matters directly related to their service as members of the Board of Regents for Higher Education.

*Note: This Code reflects federal and state laws and BOR policies and procedures that currently govern the BOR and CSCU. This Code does not create any additional or different rights or duties of a substantive or procedural nature. This Code shall not abridge community members’ rights to due process as guaranteed by the provisions of applicable collective bargaining agreements, which shall govern the administration of this Code. Any disciplinary action shall be based upon violations of laws, policies, and collective bargaining agreements, as applicable, existing independently from this Code.*

### III. PRINCIPLES

The Principles that underlie this code are

- ❖ **PURSUIT OF KNOWLEDGE AND LEARNING:** Reasoned argument, scholarly inquiry and human creative expression are essential to the mission of CSCU.
- ❖ **RESPECT FOR PERSONS:** A commitment to diversity, civility, inclusivity, and respect for differences is paramount.
- ❖ **RESPONSIBILITY, BENEFICENCE AND SERVICE:** Community members have a shared responsibility to provide a safe, secure, and healthy learning and working environment for all community members and students and to share CSCU's creativity with the public at large.
- ❖ **SHARED GOVERNANCE:** The Board, faculty and staff are committed to working together for the benefit of the entire CSCU community.
- ❖ **INTEGRITY:** Ethical conduct is a fundamental expectation for every community member. Community members are expected to foster a culture of ethics and compliance.

### IV. VALUES

#### a. Pursuit of Knowledge and Learning

CSCU's orientation is to provide avenues to gain knowledge and advance learning in all of its forms. This includes maintaining appreciation for reasoned arguments to support claims of truth, the scientific method, the rigor of scholarship, the variety of human languages and cultures, and artistic expression in all of its forms.

To support the pursuit of knowledge and learning as a core value, CSCU is committed to and values the following:

1. **Academic freedom** is essential in preserving the conditions that foster open inquiry and human creative expression.



2. **Intellectual honesty** in teaching, learning, and research preserves the integrity of the scholarly process. Community members are expected to:
  - a. ensure the originality of work and provide appropriate credit and reference for the work, the words, and the ideas of others;
  - b. maintain faithfully the integrity of methodology and data in conducting research and the dissemination of findings;
  - c. consult with and adhere to the requirements of institutional review boards, if one is conducting research on human subjects;
  - d. adhere to established procedures for the humane treatment of animals, if one is conducting research on animals;
  - e. fairly assign authorship credit in the dissemination of research, scholarship, and creative work.
3. **Professional standards** for many academic, student support and governance disciplines have been established and disseminated by professional associations. Faculty, staff, and Regents are expected to adhere to applicable standards.
4. **Scholarly inquiry** requires that matters that some may consider disquieting or troubling be addressed directly. Maintaining respect for the rights of others to share and to argue for a perspective or a point of view with which one disagrees is essential for preserving our institutions and System as places of critical inquiry in which fostering knowledge and learning remains a core value.

## **B. Respect for Persons**

Respect for persons means that people are entitled to full participation in our system and its colleges and universities in contexts that are free from discrimination and that people are entitled to public information to make informed decisions.

To assure respect for all persons, CSCU requires community members to support the following:

1. **Respecting diversity** and equal employment opportunity provides community members the same privileges, rights, and responsibilities regardless of race, ethnicity, gender, religion, sexual orientation, gender identity or expression, age, disability or other protected characteristic.

2. **Bullying, harassment, and sexual harassment** violate respect for persons and are not tolerated.
3. **Conflicts of interest** must be avoided, and it is the responsibility of community members to be familiar with the State of Connecticut and the Connecticut State Colleges and Universities Ethics Statements.
4. **Transparency** on all matters of public, institutional, and academic policy is necessary.
5. **Fair evaluations** of faculty, staff and students should be reasoned and conducted based on specified criteria.
6. **Controversy** may arise as community members balance inclusivity, diversity, and the pursuit of knowledge and learning, in which people with diverse ideologies and perspectives are encouraged to speak freely and openly. Community members should be vigilant in protecting all populations from intolerance.

#### **C. Responsibility, Beneficence and Service**

Within the CSCU System, higher education is open to all. The sharing of knowledge and learning within our institutions requires us to welcome and provide service to the students that come to us and also to contribute to the culture and the institutions in our local communities and in the wider world.

Beneficence and service requires outreach to create a welcoming and encouraging environment for students, parents, and members of the community, being a good steward of public resources, and maintaining healthy, inclusive and safe workplaces.

#### **D. Shared Governance**

CSCU institutions are built on traditions and practices of shared governance. Faculty members are the experts in their specific disciplines and practices, and maintain certain responsibilities in their disciplinary areas in matters related to programs and curriculum.

Faculty and staff are elected by their colleagues to serve on key governance committees at their campuses. Many academic and institutional policies are subject to faculty and staff review and comment, and people should be free to voice their views and their

dissent. Faculty and staff are also key contributors in the hiring and performance review of their colleagues.

At the system level, to facilitate policy research and decision making for CSCU and/or its constituent units, the President or his/her designees may appoint various CSCU bodies such as councils, committees, task forces, etc.

## V. STANDARDS

To accomplish the purposes of this Code and its underlying principles and values, every community member is responsible for the following:

A. **Uphold Ethical Standards and Integrity**: Ethical conduct is a fundamental expectation for every community member. Community members are expected to:

1. Act according to the highest ethical and professional standards of conduct
2. Comply with all applicable laws, rules, regulations, policies and protocols
3. Satisfy obligations owed to students, advisees, and colleagues
4. Conscientiously fulfill CSCU responsibilities
5. Use CSCU property, equipment, finances, materials, electronic and other systems, and other resources only for legitimate CSCU purposes
6. Propose, conduct, and report research with integrity and honesty
7. Maintain the integrity and accuracy of all documents and records
8. Avoid conflicts of interest or the appearance of conflicts of interest
9. Communicate ethical standards of conduct through instruction and by example

B. **Maintain and Treat Others with Dignity, Respect and Civility**: CSCU and its institutions are committed to diversity and respect for differences. Community members are expected to:

1. Be respectful of the right of others to express their opinions
2. Extend fundamental fairness to all persons

3. Avoid all forms of bullying and harassment, illegal discrimination, threats, or violence
  4. Support conflict resolution
  5. Provide equal access to programs, facilities, resources, and employment
  6. Ensure that personal or familial relationships do not interfere with objective judgment in decisions affecting employment
  7. Protect rights to individual and institutional intellectual property
  8. Foster an environment where people feel empowered to make decisions
  9. Refrain from engaging in consensual, dating, sexual or romantic relationships particularly as prohibited per BOR policy in all instance where a supervising, evaluating, instructing or other unequal balance of power is present
- C. **Lead Responsibly with Accountability**: Regents, executive leadership, managers, supervisors, faculty, staff and advisors are entrusted with significant leadership responsibility. Community members are expected to:
1. Ensure access to and delivery of proper training and guidance on applicable workplace and educational rules, policies, and procedures
  2. Judiciously manage public, private, and confidential information and follow due process and clear evaluation standards
  3. Avoid favoritism or the appearance of favoritism
  4. Work collaboratively with others for the good of students and the community at large
  5. Review performance conscientiously and impartially
  6. Be personally accountable for individual actions
  7. Nurture intellectual growth and professional development
  8. Encourage a healthy, innovative, and productive atmosphere that encourages dialogue and is responsive to concerns
  9. Follow sound financial practices, including accurate financial reporting, processes to protect assets, and responsible fiscal management and internal controls
  10. Engage in appropriate accounting and monitoring

11. Maintain data security regarding access, use, protection, disclosure, retention, and disposal of public, private, and confidential information
12. Follow safe workplace practices, including participating in applicable education sessions, using appropriate personal safety equipment, reporting accidents, injuries and unsafe situations, and complying with mandated safety protocols

## **VI. NON-RETALIATION**

CSCU policy prohibits retaliation when compliance concerns are reported in good faith to supervisors, faculty, administrators, or any appropriate agency outside of CSCU. If you feel that you have been subjected to retaliation, you should contact CSCU Human Resources at 860-723-0252 or the CSCU Office of Legal Affairs at [CSCU-Legal@ct.edu](mailto:CSCU-Legal@ct.edu). The office that was contacted will respond to reports to resolve compliance issues.

## **VII. REPORTING NON-COMPLIANCE OPTIONS**

Reports of compliance violations may be directed to the campus Human Resources office, CSCU Human Resources at 860-723-0252 or CSCU Legal Affairs at [CSCU-Legal@ct.edu](mailto:CSCU-Legal@ct.edu) or by phone to 860-723-0114.

If you prefer to contact an outside organization the State Auditors of Public Accounts are authorized under the Whistle Blower Act, Section 4-61dd of the Connecticut General Statutes, to receive reports concerning corruption, unethical practices mismanagement, violation of State laws and regulations, gross waste of funds, abuse of authority or danger to the public safety in any State department or agency. Reports filed with the State Auditors are shared with the Attorney General, but may otherwise be held in confidence, if reasonable. You may file a complaint with the State Auditors by calling 860-240-5369 or toll free at 800-797-1702 or file on the web [www.cga.ct.gov](http://www.cga.ct.gov)

If the matter you wish to report to an outside agency involves fraud against the federal government, you may contact the US Department of Justice under the Federal False Claims Act (31 USC section 3729-3733).

## **VIII. WAIVER**

To the extent that there exists authority to waive any provisions of this Code of Conduct, such waivers may only be granted in writing at the sole discretion of the CSCU President.

## **IX. IMPLEMENTATION**

The President or his/her designee shall ensure that appropriate administrative policies are maintained to support this Code, and shall effectively promulgate this Code and any related administrative policies or procedures through appropriate and periodic explanation and education.

This Code of Conduct does not address every conceivable situation or ethical circumstance that may arise. Community members are expected to exercise good judgment absent specific guidance from this policy or other applicable laws, rules, regulations, policies and protocols.

Specific questions regarding this Code of Conduct should be directed to the individual campus' Director of Human Resources, CSCU Office of Human Resources, CSCU Legal Affairs, or other appropriate office. Contact information for your location shall be provided below:

- 1) Campus Director of Human Resources
- 2) CSCU Vice President of Human Resources
- 3) CSCU Office of Legal Affairs

## **X. ANNUAL NOTICE AND TRAINING**

All Community members, Board of Regents members, independent contractors and volunteers shall be made aware of the Code of Conduct and be reminded annually of its scope and purpose through formal notice and training opportunities.

## **XI. MISCELLANEOUS PROVISIONS**

The Code of Conduct is not an employment contract and does not supersede any provision or process provided by any employee's collective bargaining agreement or otherwise provided by law. This Code of Conduct may be modified, amended or revised at any time by the Board of Regents.

XII. PARTIAL LISTING OF SOURCES

Family Educational Rights and Privacy Act [https://www.ecfr.gov/cgi-bin/text-idx?SID=6cf6a13718d882722093bb967c9cf6a0&tpl=/ecfrbrowse/Title34/34cfr99\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?SID=6cf6a13718d882722093bb967c9cf6a0&tpl=/ecfrbrowse/Title34/34cfr99_main_02.tpl)

State Code of Ethics for Public Officials  
[http://www.ct.gov/ethics/lib/ethics/guides/2016/public\\_officials\\_and\\_state\\_employees\\_guide\\_rev\\_2016.pdf](http://www.ct.gov/ethics/lib/ethics/guides/2016/public_officials_and_state_employees_guide_rev_2016.pdf)

General Statutes §§ 1-79 to 1-90a  
[https://www.cga.ct.gov/current/pub/chap\\_010.htm#sec\\_1-79](https://www.cga.ct.gov/current/pub/chap_010.htm#sec_1-79)

State Human Rights and Opportunities, Conn. Gen. Stat 46a-51 through 46a-125  
[https://www.cga.ct.gov/current/pub/title\\_46a.htm](https://www.cga.ct.gov/current/pub/title_46a.htm)

State Freedom of Information Act,  
<http://www.ct.gov/foi/cwp/view.asp?a=4163&Q=507660>

State Record Retention and Disposition <https://ctstatelibrary.org/publicrecords/state>

Connecticut Executive Order No. 16, issued by Governor John G. Rowland on August 4, 1999 <http://www.ct.gov/opm/lib/opm/olr/wpv/exc16.pdf>

BOR Affirmative Action Policy Statements  
<http://www.ct.edu/files/policies/4.5%20Affirmative%20Action%20Policy%20Statement.pdf>

BOR Consensual Relationships Policy  
<http://www.ct.edu/files/policies/4.3%20Consensual%20Relationships%20Policy.pdf>

BOR Ethics Statement  
<http://www.ct.edu/files/policies/4.7%20Ethics%20Statement.pdf>

BOR Family Educational Rights and Privacy Act Notice and Directory Information Policy  
<http://www.ct.edu/files/policies/2.2%20FERPA%20and%20Directory%20Info.pdf>

BOR Human Resources Policy Manual  
<http://www.ct.edu/files/policies/4.8%20HR%20Policies%20for%20Mgmt%20Conf%20Employees.pdf>

BOR IT Acceptable Use Policy  
<http://www.ct.edu/files/policies/5.3.a%20Acceptable%20Use%20IT-001.pdf>

BOR IT Electronic Communication Policy

<http://www.ct.edu/files/policies/5.3.b%20Electronic%20Communication%20%20IT-002.pdf>

BOR Nepotism in Employment Policy

<http://www.ct.edu/files/policies/4.6%20Nepotism%20in%20Employment.pdf>

BOR Faculty Consulting and Research Policy

<http://www.ct.edu/files/policies/4.4%20Faculty%20Consulting%20&%20Research.pdf>

AAUP Policy Documents & Reports, 10<sup>th</sup> Edition, see also,

<https://www.aaup.org/reports-publications/publications/redbook>

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### **Appendix 33: CSCU Policy on Nepotism**

Nepotism in Employment: BOR approved 9/19/13; rescinds Connecticut State University System Policy Regarding nepotism in Employment (BR#05-03), and any other policy that speaks to the issue of nepotism that may have been approved by the Board of Academic Awards or the Board of Trustees of the Regional Community Technical Colleges.

It is well recognized that employment of relatives in the same area of an organization may produce conflicts of interest and problems concerning disparate treatment, which can damage the integrity of the System and its universities. Under the Code of Ethics, Connecticut General Statutes, Section 1-84(c), a state employee may not use his or her position for the financial gain of himself or herself, his or her spouse, child, child's spouse, parent, brother or sister. But the Code of Ethics only addresses limited circumstances where conflicts of interest may occur. Other relationships may also give rise to a claim of disparate treatment.

In addition, conferring of benefits and privileges based on relationship, rather than on merit, and the appearance that benefits and privileges may have been so conferred, can harm the functioning of the institution(s). In these circumstances, all parties leave themselves open to charges of inequitable consideration in decisions concerning work assignments, transfer opportunities, time-off privileges, training and development opportunities, performance evaluations, salary increases, promotions, demotions, and disciplinary actions.

It is the policy of the Connecticut State Colleges and Universities (ConnSCU) that relatives of persons currently employed by ConnSCU may be hired only if they will not be working under the supervision of a relative, either directly or indirectly, or supervising a relative.

If two existing employees of ConnSCU work together in a supervisory relationship, and become related, as herein defined, a case-by-case review shall be made. In some circumstances, one of the employees may be transferred or otherwise reassigned. Existing employees should not ordinarily be transferred or reassigned into a supervisory relationship with a relative. Exceptions will only be made when there is a management plan approved by the BOR President or the President that is designated to eliminate the conflict of interest or the opportunity for favoritism.

In addition, the objective of the search procedures for new hires is to ensure that the best candidate for the position is the one selected. It is the policy of the ConnSCU that any employee serving on a search committee must excuse themselves from consideration of the qualifications of a relative if one applies for the position and must further disclose to the search committee that said candidate is a relative. Further, no ConnSCU employee shall vote, make recommendations or in any way attempt to participate in or influence decisions about any personnel matter which may affect the selection, appointment, evaluation, retention, tenure, compensation, promotion, termination, or other employment status or interest of a relative.

For purposes of this policy, "relative" means a connection between persons by blood, marriage, adoption, or co-habitation. Relative includes, but is not limited to, spouses, parents, children,

adopted children, brothers, sisters, brothers-in-law, sisters-in-law, father-in-law, mother-in-law, stepparents, stepsiblings, stepchildren, nieces, nephews, grandchildren, and grandparents.

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**Exhibit 1: Connecticut Workforce Strategic Plan**

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## **Exhibit 2: WCSU Budget Updates**

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