CCSU Program Guide

A Primer for Building and Modifying Programs

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Overview

This document will guide you through the lifecycle of an academic program. Most program changes involve shared governance processes as well as notification to or action from the CSCU System Office. This primer walks you through the internal and external processes of building and modifying academic programs.

What’s a Program?

A program is an organized, publicly documented and reported set of credit-bearing courses that culminate in a conferred degree or certificate. For example, a typical bachelor’s degree program includes courses totaling a minimum of 120 semester credits. Minors, while an organized set of credit-bearing courses, do not produce a standalone conferral; therefore, minors are not programs. Nevertheless, establishing, changing, or deleting a minor involves the curricular process and reporting to the CSCU System Office. Because of the procedural similarities between minors and programs, minors are included within this program guide.

Program Modality

Programs can be offered in many modalities. For our purposes, we define three program modalities using the NECHE definition for program modality:

- **On-Ground**: <50% of program credits are fully online (50-99% of credits are on ground or any flavor of hybrid)
- **Hybrid**: >50-99% of program credits are fully online (1-49% of credits are on ground or any flavor of hybrid)
- **Online**: 100% of program credits are fully online

Percentages of online credits are calculated using the total number of credits in a program as the denominator. For example, a 120-credit Bachelor’s Degree would be a hybrid program if 60 or more credits (including general education) could be completed fully online. If students could complete the same program taking 59 or fewer credits fully online, it would also be considered an on-ground program. Programs can carry multiple modality designations.

Designating program modality is important. We have to report program modality to NECHE and other agencies (e.g., NC-SARA). Further, the Office of Higher Education assigns unique identification codes to programs in different modalities. Anyone searching for programs on the OHE website can search exclusively for on ground, hybrid, or online programs. Prospective
students see program modality on their application to CCSU. For example, students can apply to the hybrid or online Strategic Communication MS. Finally, modality can be a lever for curricular innovation and satisfying a workforce need and/or a public good: faculty in the Master’s Program in English designed a hybrid track specifically geared towards teachers.

About Process...

Programs work their way through CCSU’s internal shared governance process and the CSCU System’s application or reporting process. As you learn about these processes, you will arrive at three truths:

1. Creating, changing, or retiring programs occurs over months, not weeks.
2. Program development and modification is a true team effort.
3. There is a CSCU form for everything.

And it’s helpful to keep in mind two main factors that affect procedures for launching or changing programs:

- **Resources.** The amount of resources a program requires to launch or to modify affects internal shared governance procedures. If the cost to implement exceeds $15K per annum, the program will be reviewed and recommended by CCSU’s University Budget and Planning Committee (UPBC) and approved by the Integrated Planning Council (IPC).

- **Number of added, deleted, or modified credits.** Board action is required to implement or change an undergraduate program that exceeds 15 credits or a graduate program that exceeds 12 credits. Programs or changes that fall below this threshold (e.g., a 15-credit undergraduate certificate program; any change to a minor) require notification, but no action; we call these programs or modifications “below threshold”.

The AVP-PR’s Role

The AVP-PR is:

- a **case manager**, tracking the program’s progress through internal and external milestones, coordinating input from multiple contributors, and ensuring compliance with internal and external procedure.

- a **data wonk**, supplying labor market data and institutional data from competing programs.

- a **budget developer**, collaborating with faculty, Deans and the Budget Office to create pro forma budgets that accurately reflect program-related revenues and expenses.

- an **editor**, providing editorial service for program-related documents (not curriculum).
Microsoft Teams Site

The AVP-PR Team developed a Microsoft Teams Site to house program documents in all stages of development. Programs that are actively moving through internal and external processes will be housed in a locked channel where Faculty, Deans, and the AVP-PR Team can collaborate on CSCU proposals/applications.

Once a program completes an element of the CSCU approval or notification process the distribution list (see below) will have access to the proposal/application in a shared repository.

The Teams site will house a calendar containing meeting and submittal dates for internal and external governance bodies involved in program development and approval.

CSCU Review and Approval

Programs can be recognized and—when appropriate—acted upon by three CSCU bodies:

1. **Academic Council.** The Council’s voting members consist of the Deans of each community college and the Provosts of each CSU and Charter Oak. The Provost of the CSCU System is *ex officio* and chairs the Council. Proposals and applications submitted to the Council are not public.

2. **Academic and Student Affairs Committee.** The Committee consists of five regents including the Chair. Quorum is three regents. The Chair usually does not vote but will cast a deciding vote in the event of a tie or to preserve quorum. Proposals and applications submitted to the Academic and Student Affairs Committee are public and posted on the CSCU website.

3. **Board of Regents.** Proposals or applications requiring action are generally approved by consent agenda.

The CSCU Review and Approval process from time of submission to the Academic Council to approval by the BOR can take between 2 and 3 months, assuming no meetings are cancelled. While the proposal/application wends its way through that process, other preparations can be made (e.g., publicity, communications, changes to websites, etc.). Note that preparations cannot be implemented until the CSCU process is complete.
Distribution List

After a proposal or notification makes its way through each CSCU body, the AVP-PR e-mails a list of offices and people who should know about program changes as they occur. These include:

- Registrar
- All school-based advising centers and Explore Central
- Financial Aid
- Admissions (Undergraduate and Graduate)
- Office of Enrollment Management
- Center for International Education
- Office of Institutional Research and Assessment
- Marketing and Communications
- Career Services
- Veterans' Affairs
- Academic Articulations and Partnerships
- Deans’ Offices
- Shared governance representatives including Faculty Senate President, UPBC Chair, and Curriculum Chair

Members of the e-mail distribution list also have access to approved, archived proposals and applications on the Microsoft Teams site.

The Program Lifecycle

A program develops through multiple stages. The remainder of this guide is structured using these stages. The final pages (coming soon!) in this guide contain flowcharts that capture all processes associated with each stage.
Concept

All programs begin with a concept, which could be suggested by Faculty, Deans, or other academic administrators. Faculty in the department potentially housing the program should discuss the concept within their department and related departments (particularly for interdisciplinary programs). Upon securing faculty support, the faculty should meet with their respective Dean(s). If Dean(s) support the concept, they will inform the AVP-PR with intent to develop the program concept.

Recall that below-threshold programs include minors (#notaprogram), undergraduate certificates that are 15 credits or fewer, and graduate certificates that are 12 credits or fewer. Below-threshold programs can move straight into the development phase.

Above-threshold programs require a declaration of concept—a concept paper.

1. Concept Paper. The AVP-PR Team will create a channel on the Project-Programs Teams site and post the concept paper document for the CSCU System Office. Faculty, the Dean and the AVP-PR team collaborate on the document before it is submitted to Academic Council. The concept paper should not exceed 5 pages and consists of the following sections:

   a. Proposed New Program. In this section, faculty “summarize the investigative research, academic development, student interest, and/or any business/industry or service involvement that led to the generation of the idea for the proposed academic program”—the story of how the concept came to be.

   b. Need. The AVP-PR Team will provide market data from the Bureau of Labor Statistics, the CT Department of Labor, and Jobs EQ to assist faculty in describing the need of the program. Faculty are welcome to add other sources, especially those that speak to the program’s utility in a post-pandemic world.

   c. Student Learning Outcomes. Faculty broadly define the SLOs of the proposed academic program and concisely describe assessment methods to measure outcomes. If the program is to be licensed/accredited, the SLOs will likely be those of the accrediting body. The Office of Institutional Research and Assessment is available to assist faculty in developing measurable and discrete learning outcomes and a plan for assessment.

   d. Curriculum. Faculty outline the program curriculum which could involve using the tabular format from the CSCU Application for New Program Approval or providing a curriculum map. Regardless, the outline should contain proposed courses for the program and credit hours. In a narrative, faculty summarize program requirements including total number of credits, special admission requirements, internships, and other forms of practical work experience integrated into the curriculum. The concept paper is not a public document and cannot be implemented without a full program proposal. As such, CCSU’s Curriculum Committee does not have to approve the potential curriculum in the concept paper.
e. **Special Resources.** Faculty briefly describe anticipated resources needed to implement the concept. Quantifying needed resources is appreciated, as is a discussion of potential revenue sources beyond tuition. The AVP-PR Team can assist faculty with developing this section. A pro forma budget is not required and no funds are formally committed to the concept. Therefore, the UPBC or IPC does not need to review, recommend, or approve the concept paper.

2. **Internal Archiving.** After the faculty, Dean, and Provost’s Office have reached consensus on the concept paper, the AVP-PR submits the concept paper to the IPC portal for archiving. To protect its intellectual content, concept papers are password-protected until the new program is public; CCSU faculty, staff, and administrators must login with their BlueNet credentials to access the concept paper.

3. **Academic Council.** The AVP-PR submits the proposal to the Academic Council for discussion and feedback. At least one faculty member should attend the meeting to present the concept paper; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short, 2-minute overview of the program. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. Members of the Academic Council will ask questions about the program and make suggestions for improvement. The Academic Council will not vote on the concept paper. Their questions and feedback will be included in the minutes of the meeting.

### Development

After gathering support and feedback for the concept, faculty would develop the program. This process differs for below-threshold programs, above-threshold programs, and accelerated options.

#### Below-Threshold Programs

Below-threshold programs include minors (#notaprogram), undergraduate certificates that are 15 credits or fewer, and graduate certificates that are 12 credits or fewer.

1. **Curriculum and Admissions Policy.** Faculty propose the minor or certificate through CCSU’s Curriculum process. For certificates, faculty propose admissions standards through Academic Standards (undergraduate programs) or the Graduate Studies Committee (graduate programs).

2. **Below-threshold Information Report Form – New Academic Offering.** After the curriculum proposal has been approved by Faculty Senate, the AVP-PR team will create a channel on the Project-Programs Teams site and post the Below-threshold Information Report Form – New Academic Offering. The AVP-PR Team will prefill the report with information from the curriculum proposal and indicate where more information is needed. The AVP-PR Team will contact the submitter of the curriculum proposal, the Department Chairperson, and the appropriate Dean when the proposal is ready for review and revision. The report is finalized through collaboration.
3. **UPBC/IPC.** If the new program requires more than $15K per annum in new funds to implement, the proposal needs to be reviewed by UPBC and recommended to IPC. It then needs to be approved by IPC. If the program requires special technological or facilities resources, the UPBC Chair may recommend that the Information Technology Committee and/or the Facilities Planning Committee review the proposal.

4. **CSCU recognition.** After all necessary internal approvals are in place and the below-threshold report is finalized, the AVP-PR submits the proposal to the CSCU System Office. The report will be recognized by the Academic Council and then by the Academic and Student Affairs Committee. Submitters do not have to attend these meetings as no action is taken on these notifications. In rare circumstances, requests for revisions may be made after Academic Council. For certificates, this recognition carries both licensure (the ability to admit students into the program) and accreditation (the ability to confer the credential).

5. **Office of Higher Education identification code.** In the summer following recognition by the Academic and Student Affairs Committee, the certificate will be assigned an ID number (one per modality offered) from the Office of Higher Education. The program would then be searchable on the OHE website and is officially part of CCSU’s program inventory.

### Above-Threshold Programs

Degree and certificate programs that exceed the threshold described above undergo a more rigorous approval process. Many offices collaborate to assist with different elements of the proposal.

1. **Curriculum and Admissions Policy.** Faculty propose the certificate or degree program through CCSU’s Curriculum process. Next, faculty propose admissions policy through Academic Standards (undergraduate programs) or the Graduate Studies Committee (graduate programs). As the proposals work their way through committee, Step 2 can get underway.

2. **New Program Proposal.** The AVP-PR Team will create a channel on the Project-Programs Teams site and post the new proposal document for the CSCU System Office. The new program proposal consists of the following sections:

   a. **General Information.** Faculty summarize program characteristics and credit distributions, specify an implementation date and program modality, identify CIP code (Classification of Instructional Program) and disciplinary accreditation and (if applicable) licensure, and specify institutional contact information. The AVP-PR and AVP - Institutional Planning and Effectiveness can suggest potential CIP codes.

   b. **Alignment of Program with Institutional Mission, Role, and Scope.** Faculty describe how the proposed program aligns with institutional mission and the [2030 Strategic Plan](#). Elements of the strategic plan that may be applicable include:

      i. Goal 1 – Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy
1. Offer degrees, certificates, and experiences designed for today and tomorrow (1.1)
2. Recognize faculty as pillars of knowledge (1.4)
3. Drive academic transformation through innovation (1.5)

ii. Goal 2 – Increasing Access to Higher Education and Ensuring Student Success

1. Prepare students for career readiness and future success (2.3)
2. Provide accessible and relevant graduate education (2.4)

iii. Goal 3 – Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

1. Welcome and engage a diverse community of students, faculty, and staff (3.1)
2. Integrate diversity into the curriculum, pedagogical methods, professional development, and co-curricular activities that contribute to cultural competency (3.2)

iv. Goal 4 – Strengthening Stewardship – Advancing Scholarship, Service Learning, and Community Development for the Public Good

1. Foster partnerships that contribute to societal improvements (4.1)
2. Create innovative community connections to inspire the integration of teaching, learning, scholarship, and service (4.4)

v. Goal 5 – Assuring Sustainability for the Future

1. Cultivate an entrepreneurial culture in support of academic excellence (5.1)

c. CT Workforce Needs and/or the Wellbeing of CT Communities. The AVP-PR Team will provide market data from the Bureau of Labor Statistics, the CT Department of Labor, and Jobs EQ to assist faculty in describing the need of the program. Faculty are welcome to add other sources, especially those that speak to the program’s utility in a post-pandemic world.

d. Making Use of Institutional Strengths, Character, and/or Location. Institutional strengths can include existing curriculum, faculty, specialized technology/equipment, and facilities. Our centralized location in New Britain is an asset.

e. Distinct Programmatic Actions to Advance Equitable Student Success. In addition to institutional supports, faculty describe how the program will help eliminate achievement disparities. The Office of Equity and Inclusion can facilitate discussions for constructive action.
f. **Transfer Agreements.** Faculty describe transfer agreements with other CSCU institutions that will be instituted with this program, including TAP Pathways for undergraduate programs. The AVP-PR team can reach out to the System Office for assistance identifying alignment with TAP Pathways.

g. **Similar Programs.** Faculty identify similar programs that already exist within the CSCU System. If the proposed program duplicates (fully or partially) an existing program elsewhere, faculty describe how demand exceeds supply or how CCSU’s program provides opportunities that differentiate it from others.

h. **Cost Effectiveness and Adequate Resources.** All new programs require a pro forma budget that projects revenues and expenses throughout the first three years of the program. Revenue includes tuition and some university-level fees, program or lab fees, or other self-sustaining income (e.g., ticket sales for performances). Expenses could include instructional expenses, program coordination, administrative support, specialized equipment or technology that CCSU does not already have, library procurements, marketing and recruitment costs, or other expenses that directly support the program. The pro forma budget includes a table at the end of the proposal and an expository narrative within the proposal. The AVP-PR collaborates with the faculty and Dean to develop the budget and accompanying narrative. The budget is reviewed by the Budget Office.

i. **Student Recruitment/Engagement.**

   i. Faculty explain which sources of information were used to project enrollments in the pro forma budget. The AVP-PR team can assist with supplying conferral rates of similar programs and, where applicable, conferral rates for local feeder programs (e.g., TAP Pathways, community college certificate programs, etc.).

   ii. Marketing and recruitment strategies are described to ensure that projected enrollment targets are met. The AVP-PR team can reach out to Marketing and Communications, the Office of Enrollment Management and—in the case of graduate programs—with the AVP for Graduate Studies, Research, and Faculty Development to arrange a meeting with program faculty and Dean(s) to plan website development and marketing and recruitment strategies. This meeting is most productive when the proposal has enough content to inform discussion.

   iii. Faculty describe student engagement strategies designed to retain students and promote degree completion. Such strategies can include advising, tutoring, mentoring, co-curricular clubs, and high-impact practices (e.g., student-faculty research, service learning, internships, etc.).

j. **Learning Outcomes.** Faculty define the SLOs of the proposed academic program and should note whether the SLOs are prescribed by a disciplinary accrediting body. As these SLOs were included in the concept paper, the Office of Institutional Research and Assessment will reach out with an offer to assist faculty in refining them if needed.
k. **Program Administration.** Faculty may propose the need for a coordinator by describing the anticipated duties and explaining why the Department Chair cannot perform these duties within their existing responsibilities. They faculty may also recommend the coordinator’s qualifications and propose a reassigned load. Faculty and their respective Dean need to seek agreement about the need for and amount of potential reassignment.

l. **Faculty.** Faculty answer questions regarding the number of new full-time faculty needed to implement the program, the percentage of credits FT and PT faculty will teach, and the minimal qualifications of PT faculty (if applicable).

m. **Special Resources.** Faculty describe specialized resources needed to implement the program. As part of the UPBC review, the Information Technology Committee and the Facilities Planning Committee will review this section carefully.

definition of a special resource

n. **Curriculum.** The AVP-PR Team will prepopulate this section using the recently approved curriculum proposal. Faculty map courses to learning outcomes specified in 2j. New courses are marked with an asterisk and courses that are delivered fully online are marked with a double asterisk. Although it is not specifically requested, including an academic map with expected courses taken during an academic year will help the AVP-PR Team more accurately project instructional expense. Further, including catalog descriptions for new courses tends to be appreciated at the System Office.

o. **Program Outline.** Faculty summarize program requirements (essentially a narrative reiteration of the information on the first page of the proposals) and describe admission requirements for the program and “special requirements” which could include high-impact curricular offerings (e.g., internships, student-faculty research, service learning). Within admission requirements, consider how transfer students should be phased into the program.

p. **Full-Time Faculty.** Faculty complete the provided table with information about full-time faculty members teaching within the program, including placeholders for full-time program faculty that have yet to be hired.

3. **UPBC/IPC.** After the faculty, Dean, and Provost’s Office have reached consensus on the new program proposal (which normally takes several iterations), the Faculty Senate has approved the curriculum, and admissions policies have been approved, the AVP-PR submits the proposal to the IPC portal. To protect its intellectual content, new programs are password-protected until public; CCSU faculty, staff, and administrators must login with their BlueNet credentials to access the proposal.

a. **UPBC.** The UPBC Chair routes the proposal to the Chair of the Information Technology Committee and the UPBC Liaison for the Facilities Planning Committee with the intention of putting the proposal on next meeting agenda. The AVP-PR attends both meetings and presents the proposal. Program faculty are welcome to attend. The program proposal may need to be revised based on feedback. After receiving feedback from the ITC and FPC, the AVP-PR presents the program proposal at UPBC for discussion. Again, program faculty are welcome to
attend. The UPBC votes to recommend the proposal to the Integrated Planning Council for approval.

b. **IPC.** The AVP-PR presents the program proposal at IPC and the UPBC representatives share feedback from the committee. Revisions are made if needed. A vote is taken to approve moving forward with the program. The AVP-PR ensures that each internal review body has updated versions of the program proposal.

4. **CSCU Approval Process.** The CSCU approval process is initiated after all internal approvals are obtained.

   a. **Academic Council.** The AVP-PR submits the proposal to the Academic Council. At least one faculty member should attend the meeting to present the proposal; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short, 2-minute overview of the program. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. The Council will ask questions about the program and then vote on the proposal. The Academic Council may approve the program with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the proposal before submitting the proposal to the Academic and Student Affairs Committee.

   b. **Academic and Student Affairs Committee.** To protect the intellectual content of the proposal, the AVP-PR submits a version of the application with curricular information redacted to serve as the publicly available document. Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the program. The Provost or AVP-PR will provide a short, 2-minute overview of the program. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Expect questions about the accuracy of projected enrollments, the ability to meet said targets, availability of jobs, facilities, and the fidelity of the budget. The amount of time spent in discussion can vary widely across proposals. Regents then vote on the proposal. Regents could approve the approval with special requirements, such as a progress report with a certain time frame.

   c. **Board of Regents.** If approved by the Academic and Student Affairs Committee, the proposal is placed on the consent agenda of the Board of Regents. Program faculty and Deans do not have to attend the BOR meeting. If the proposal is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting. BOR approval carries both licensure (the ability to admit students into the program) and accreditation (the ability to confer the credential).

5. **Office of Higher Education identification code.** In the summer following approval by the BOR, the certificate or degree program will be assigned an ID number from the Office of Higher Education (one per modality). The program would then be searchable on the OHE website and is officially part of CCSU’s program inventory.
Accelerate Central

Accelerated programs link Bachelor’s and Master’s degree programs (e.g., Criminology BA and Criminal Justice MS) into an accelerated option that can be completed in as few as 5 years. Accelerated options involve substituting a certain number of Master’s level credits into undergraduate program requirements and changing graduate program admissions requirements.

1. Curriculum and Admissions Policy. Curricular changes to the undergraduate program would need to be approved through the curriculum process. Faculty would submit revised admission policy to the Graduate Studies Committee. As the proposals work their way through these committees, Step 2 can get underway.

2. Application for New Program Approval. The AVP-PR Team will create a channel on the Project-Programs Teams site and post the new proposal document for the CSCU System Office. Although neither the Bachelor’s nor the Master’s program are new, the CSCU System considers the accelerated option a new program because of the curricular and admissions changes. The new program proposal is described above, but is tailored here for accelerated options.

a. General Information. Faculty summarize program characteristics and credit distributions, specify an implementation date, identify existing CIP codes and OHE numbers, note disciplinary accreditation and (if applicable) licensure, and specify institutional contact information. An undergraduate and graduate program may be offered in different modalities; an explanatory note would be appropriate.

b. Alignment of Program with Institutional Mission, Role, and Scope. Faculty describe how the proposed accelerate option aligns with institutional mission and the 2030 Strategic Plan. Elements of the strategic plan that may be applicable include:

   i. Goal 1 – Enhancing Academic Excellence and Preparing Graduates to Thrive in a Changing Economy

      1. Offer degrees, certificates, and experiences designed for today and tomorrow (1.1)
      2. Drive academic transformation through innovation (1.5)

   ii. Goal 2 – Increasing Access to Higher Education and Ensuring Student Success

      1. Prepare students for career readiness and future success (2.3)
      2. Provide accessible and relevant graduate education (2.4)

   iii. Goal 3 – Foster an Inclusive and Safe Campus Culture that Values and Encourages Individuals to Participate in a Free and Respectful Exchange of Ideas

      1. Welcome and engage a diverse community of students, faculty, and staff (3.1)
c. **CT Workforce Needs and/or the Wellbeing of CT Communities.** The AVP-PR Team will provide market data from the Bureau of Labor Statistics, the CT Department of Labor, and Jobs EQ to assist faculty in describing the need of the programs. Faculty are welcome to add other sources, especially those that speak to the programs’ utility in a post-pandemic world.

d. **Making Use of Institutional Strengths, Character, and/or Location.** Institutional strengths can include existing curriculum, faculty, specialized technology/equipment, and facilities. Our centralized location in New Britain is an asset.

e. **Distinct Programmatic Actions to Advance Equitable Student Success.** In addition to institutional supports, faculty describe how the accelerated option will help eliminate achievement disparities. The Office of Equity and Inclusion can facilitate discussions for constructive action.

f. **Transfer Agreements.** Faculty describe transfer agreements with other CSCU institutions that will be instituted with this program, including TAP Pathways for undergraduate programs. The AVP-PR team can reach out to the System Office for assistance identifying alignment with TAP Pathways and how those might map into an accelerated option.

g. **Similar Programs.** Faculty identify similar programs that already exist within the CSCU System. If the proposed program duplicates (fully or partially) an existing program elsewhere, faculty describe how demand exceeds supply or how CCSU’s program provides opportunities that differentiate it from others.

h. **Cost Effectiveness and Adequate Resources.** All new programs require a pro forma budget that projects revenues and expenses throughout the first three years of the program. In accelerated options, there is no new degree program. So... we include pro forma budgets for both the undergraduate and graduate programs. Revenue includes tuition and some university-level fees, program or lab fees, or other self-sustaining income (e.g., ticket sales for performances). Expenses could include instructional expenses, program coordination, administrative support, specialized equipment or technology that CCSU does not already have, library procurements, marketing and recruitment costs, or other expenses that directly support the program. The pro forma budget includes a table at the end of the proposal and an expository narrative within the proposal. The AVP-PR collaborates with the faculty and Dean to develop the budget and accompanying narrative. The budget is reviewed by the Budget Office.

i. **Student Recruitment/Engagement.**

   i. Faculty explain which sources of information were used to project enrollments in the pro forma budget. Given that the programs already exist, enrollment data for the past 3 years is readily available on the Office of Institutional Research and Assessment’s website. Within this narrative, faculty should highlight the number of additional students they believe will be attracted to the accelerated option.
ii. Marketing and recruitment strategies are described to ensure that projected enrollment targets are met. The AVP-PR team can reach out to Marketing and Communications, the Office of Enrollment Management and—in the case of graduate programs—with the AVP for Graduate Studies, Research, and Faculty Development to arrange a meeting with program faculty and Dean(s) to plan website development and marketing and recruitment strategies.

iii. Faculty describe student engagement strategies designed to retain students and promote degree completion within the accelerated option. Such strategies can include advising, tutoring, mentoring, co-curricular clubs, and high-impact practices (e.g., student-faculty research, service learning, internships, etc.).

j. Learning Outcomes. Faculty define the SLOs of the undergraduate program and should note whether the SLOs are prescribed by a disciplinary accrediting body.

k. Program Administration. Faculty may propose the need for a coordinator by describing the anticipated duties and explaining why the Department Chair cannot perform these duties within their existing responsibilities. They faculty may also recommend the coordinator’s qualifications and propose a reassigned load. Faculty and their respective Dean need to seek agreement about the need for and amount of potential reassignment.

l. Faculty. Faculty answer questions regarding the number of new full-time faculty needed to implement the accelerated option, the percentage of credits FT and PT faculty will teach, and the minimal qualifications of PT faculty (if applicable).

m. Special Resources. Faculty describe specialized resources needed to implement the accelerated option. As part of the UPBC review, the Information Technology Committee and the Facilities Planning Committee will review this section carefully.

n. Curriculum. Faculty complete the table provided with the undergraduate curriculum and map courses to learning outcomes specified in 2j. Be sure to clearly specify which undergraduate courses are substituted by graduate courses. New courses are marked with an asterisk and courses that are delivered fully online are marked with a double asterisk. Although it is not specifically requested, including an academic map with expected courses taken during an academic year will help the AVP-PR Team more accurately project instructional expense.

o. Program Outline. Faculty describe the curricular substitution narrative form and describe graduate admission requirements for the accelerated option.

p. Full-Time Faculty. Faculty complete the provided table with information about full-time faculty members teaching within the undergraduate and graduate programs, including placeholders for full-time program faculty that have yet to be hired.

3. UPBC/IPC. After the faculty, Dean, and Provost’s Office have reached consensus on the new program proposal (which normally takes several iterations), Faculty Senate has approved the curriculum, and the Graduate Studies Committee has approved the admission policy, the AVP-PR submits the proposal to the IPC portal. To protect its...
intellectual content, new programs are password-protected until public; CCSU faculty, staff, and administrators must login with their BlueNet credentials to access the proposal. If the cost to implement the accelerated option exceeds $15K per annum, the proposal will need to be reviewed by UPBC and approved by IPC.

a. **UPBC.** If needed, the UPBC Chair routes the proposal to the Chair of the Information Technology Committee and the UPBC Liaison for the Facilities Planning Committee with the intention of putting the proposal on next meeting agenda. The AVP-PR attends both meetings and presents the proposal. Program faculty are welcome to attend. The program proposal may need to be revised based on feedback. After receiving feedback from the ITC and FPC (if applicable), the AVP-PR presents the program proposal at UPBC for discussion. Again, program faculty are welcome to attend. The UPBC votes to recommend the proposal to the Integrated Planning Council for approval.

b. **IPC.** The AVP-PR presents the program proposal at IPC and the UPBC representatives share feedback from the committee. Revisions are made if needed. A vote is taken to approve moving forward with the program. The AVP-PR ensures that each internal review body has updated versions of the program proposal.

4. **CSCU Approval Process.** The CSCU approval process is initiated after all internal approvals are obtained.

a. **Academic Council.** The AVP-PR submits the proposal to the Academic Council. At least one faculty member should attend the meeting to present the proposal; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short, 2-minute overview of the program. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. The Council will ask questions about the program and then vote on the proposal. The Academic Council may approve the program with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the proposal before submitting the proposal to the Academic and Student Affairs Committee.

b. **Academic and Student Affairs Committee.** The Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the program. The Provost or AVP-PR will provide a short, 2-minute overview of the program. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Expect questions about the accuracy of projected enrollments, the ability to meet said targets, availability of jobs, facilities, and the fidelity of the budget. The amount of time spent in discussion can vary widely across proposals. Regents then vote on the proposal. Regents could approve the approval with special requirements, such as a progress report with a certain time frame.

c. **Board of Regents.** If approved by the Academic and Student Affairs Committee, the proposal is placed on the consent agenda of the Board of Regents. Program
faculty and Deans do not have to attend the BOR meeting. If the proposal is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting.

5. **Office of Higher Education identification code.** In the winter or summer following approval by the BOR, the accelerated option will be assigned an ID number from the Office of Higher Education. The option would then be searchable on the OHE website and is officially part of CCSU’s program inventory. The option’s modality would reflect that/those of the undergraduate program.

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### Implementation

After amply basking in the glow of approval, attention must be turned to implementing the program. The initiation date listed in the new program proposal is binding. If implementation needs to be delayed, the respective Dean(s) should inform the AVP-PR and Provost as soon as possible.

1. **Potential NECHE paperwork.** NECHE provides institutions with blanket approval to offer certain degree levels or instructional modalities after demonstrating successful implementation. For example, CCSU has blanket approval to offer online programs. However, CCSU does not have blanket approval to offer Doctor of Practice degrees. Although we have such a program (Doctor of Nurse Anesthesia Practice), implementing more would require filing a substantive change application with NECHE. If there are NECHE implications for implementing a new program, the AVP of Institutional Planning and Effectiveness will reach out to faculty and Deans. The substantive change application would be filed after BOR approval and a program could not be implemented until NECHE approval is obtained.

2. **Posting in the University Catalog.** The Registrar’s Office can post below-threshold new programs in the University catalog after the Academic and Student Affairs Committee recognizes the program and can post above-threshold new programs after the BOR approves the program. New programs (#minorstillnotaprogram) approved after the Curriculum Committee’s cut-off date for inclusion should appear in the Catalog because there will have an active OHE code. Accelerated options will not have a separate catalog listing; rather, the accelerated option will be reflected on the Bachelor’s and Master’s catalog pages.

3. **Opening admissions portals.** Admissions can add a below-threshold program to the admissions portal after the Academic and Student Affairs Committee recognizes the program and can post above-threshold new programs after the BOR approves the program. Undergraduate programs must be approved by the BOR by June 1 for inclusion in the following Spring and Fall application portal.

4. **NEBHE eligibility.** Currently, NEBHE eligibility (i.e., regional tuition discounts) is across all programs. However, if in the future NEBHE eligibility is program-specific, the Admissions Office will assist faculty in completing the application for eligibility.
5. **Publicizing the program.** Although marketing and recruitment plans got underway as part of the program proposal process, completing the CSCU process now opens the door to enacting those plans. Marketing and recruitment for minors can happen locally within the school or college.

6. **Launching the program website.** The website should be ready for launch as soon as the BOR provides its approval. Faculty should consider making the launch of the program website an event – post about it on social media, reach out to alumni with the news and the link, etc.

7. **Assessing the program.** When programs are implemented, they join the accreditation cycle. Each year, full assessment reports are submitted for new programs (degrees and certificates, not minors) until programs enter their first round of external program review (or disciplinary accreditation). Programs involved in accelerated options may already be in the program assessment cycle.

8. **Title IV Financial Aid.** Degree programs are automatically eligible for Financial Aid. Certificates could be eligible for financial aid, but require an application process which can be initiated only after the OHE code is assigned. Some certificate programs that receive aid may involve additional reporting requirements. Contact the Director of Financial Aid with questions.

9. **SEVIS approval.** For international students to be admitted to a program, CIE needs to apply for an I-20 verification. [Deadlines for annual reporting/review.](#)

10. **Special considerations for above-threshold new programs.** In response to the COVID-19 pandemic, the Academic and Student Affairs Committee passed additional guidelines for starting BOR approved programs on and after April 8, 2020. These considerations include:

    a. The program will meet its targeted enrollment goals after the second year but will not require substantial investment before goals are met.

    b. If goals cannot be met in the first two years, the institution can make hiring or other financial adjustments without damaging program quality.

    c. There will be a sufficient number of students to offer classes required in the first and second years of the program.

    d. The program meets institutional and/or statewide priorities.

    e. The institution can provide the student-facing support to ensure the retention rate will not be jeopardized.

    f. The institution has adequate time to recruit students.

Each institution will monitor new program initiation dates and subsequent planned actions as presented in the program proposal (e.g., hiring an additional faculty members). When, based on the concerns listed in the BOR guidelines, the institution determines it will make changes to the initiation dates and/or the planned actions, the institution will report these changes to the AC and the BOR citing the relevant considerations from the BOR list of concerns.
11. **Annual review of above-threshold new programs.** Each summer after implementation, the AVP-PR Team will document actual revenues and expenditures. The AVP-PR will share accounting with program faculty and their respective Dean(s) and discuss plans for the upcoming year and the BOR’s special considerations (7b). If adjustments are warranted, the AVP-PR and Provost will meet with program faculty and respective Deans(s) to develop a report to the Academic Council.

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**Continued Accreditation**

In the seventh semester post-initiation, an above-threshold new program must apply for continued accreditation.

1. **Notification of Year 3.** The AVP-PR Team will notify the institutional contact for the program, the Chairperson, and the Dean the summer prior to applying for continued accreditation. (The annual review of above-threshold new programs should serve as a countdown to the continued accreditation application.)

2. **Application for Continued Accreditation.** The AVP-PR Team will create a channel on the Project-Programs Teams site and post the CSCU Application for Continued Education. The application consists of the following sections:

   a. **General Information.** Faculty provide general program characteristics, report the initiation date and (expected) first conferral date, identify CIP and OHE code (Classification of Instructional Program) and specify institutional contact information. The AVP-PR and AVP - Institutional Planning and Effectiveness can supply CIP and OHE codes.

   b. **Performance Indicators.** Several metrics needs to be reported including:

      i. **Student Enrollment.** Projected full-time equivalent (FTE) for Year 3 can be obtained from the new program proposal. The AVP-PR Team will request actual FTE enrollment across the first 3 years of implementation from the Office of Institutional Research and Assessment.

      ii. **Cost Effectiveness.** The AVP-PR Team will request tuition and fee revenue through the Bursar. The AVP-PR will calculate total expenditures be examining instructional cost scaled to students within the program.

      iii. **Learning Outcome Assessment.** Faculty summarize assessment of learning outcomes at the end of program’s Year 3. The full assessment reports will form the basis of this assessment. The Office of Institutional Research and Assessment can review for accuracy and clarity.

   c. **Update of Program Changes.**
i. **Curricular and Other Program Changes.** Faculty describe—in narrative form—modifications in curriculum, admissions, program administration, FTE faculty, resources, etc., since the program’s initiation.

ii. **Other Background.** Faculty describe other changes, such as demand, workforce need, transfer agreements, etc. The AVP-PR Team can assist with examining labor market trends if helpful.

iii. **Compliance with Special Requirements.** The BOR may have approved the program with special conditions. If that is the case, the faculty, Dean, and AVP-PR Team will develop a plan for response.

iv. **Details of Curriculum Changes.** Curricular changes described in 2.c.i could be illustrated in tabular form (similar to the new program proposal). The good news is that faculty probably could copy and paste from a modification proposal recognized by or acted upon by the BOR.

v. **Other Background (redux).** This section appears redundant with 2.c.ii.

vi. **Learning Outcomes (redux).** Faculty list current Learning Outcomes and describe changes in Learning Outcomes that occurred over the past year. Faculty also explain, if applicable, how changes in Learning Outcomes affected curricular changes.

d. **Explanatory and Corrective Action Plan**

i. **Fiscal Impact.** If actual expenditures exceed revenue, the AVP-PR will contact the Budget Office to discuss fiscal impact and draft a response.

ii. **Improvement Plan.** If actual expenditures exceed revenue and/or projected enrollment targets are not being met, plans for improvement should be discussed. The AVP-PR Team will schedule a meeting with program faculty, chairperson, and respective Dean(s) to discuss ideas. Follow-up meetings could include offices or people that could assist in developing or implementing the improvement plan.

iii. **Curricular Change.** Based on faculty’s response regarding learning outcome assessment (2.b.iii), faculty examine potential courses of action to help students better meet learning outcomes. Such action could include curricular change (e.g., adding a foundational course) and/or faculty development.

e. **Future Program Resources and Cost Estimates.** It’s déjà vu all over again. Revenues and expenses are projected throughout the next three years of the program (years 4 through 6). Revenue includes tuition and some university-level fees, program or lab fees, or other self-sustaining income (e.g., ticket sales for performances). Expenses could include instructional expenses, program coordination, administrative support, specialized equipment or technology that CCSU does not already have, library procurements, marketing and recruitment costs, or other expenses that directly support the program. The pro forma budget includes a table and expository narrative. The AVP-PR collaborates with the faculty
and Dean to develop the budget and accompanying narrative. The budget is reviewed by the Budget Office.

3. UPBC/IPC. If the improvement plan requires additional investment of resources beyond $15K per annum, the proposal would require review from UPBC and IPC. The AVP-PR would post the continued accreditation application to the IPC portal. (If additional resources are not required or the required investment can be covered through Academic Affairs, the application can move to Step 4.)

   a. UPBC. If the additional resources involve technology or facilities, the UPBC Chair would route the proposal to the Chair of the Information Technology Committee and the UPBC Liaison for the Facilities Planning Committee with the intention of putting the application on next meeting agenda. The AVP-PR attends both meetings and presents the application. Program faculty are welcome to attend. The application may need to be revised based on feedback. After receiving feedback from the ITC and FPC, the AVP-PR presents the application at UPBC for discussion. Again, program faculty are welcome to attend. The UPBC votes to recommend the application be forwarded to the Integrated Planning Council for approval.

   b. IPC. The AVP-PR presents the application at IPC and the UPBC representatives share feedback from the committee. Revisions are made if needed. A vote is taken to approve the application. The AVP-PR ensures that each internal review body has updated versions of the application.

4. CSCU Approval Process. The CSCU approval process is initiated after all internal approvals are obtained.

   a. Academic Council. The AVP-PR submits the application to the Academic Council. At least one faculty member should attend the meeting to present the application; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short, 2-minute overview of the application. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. The Academic Council will ask questions and then vote on the application. The Academic Council may approve the application with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the application before submitting the proposal to the Academic and Student Affairs Committee.

   b. Academic and Student Affairs Committee. Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the application. The Provost or AVP-PR will provide a short, 2-minute overview. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Expect questions about meeting enrollment targets, the availability of jobs for graduates of the program, the improvement plan, and the fidelity of the budget. Regents then vote on the
proposal. Regents could approve the application with special requirements, such as a progress report with a certain time frame.

c. **Board of Regents.** If approved by the Academic and Student Affairs Committee, the application is placed on the consent agenda of the Board of Regents. Program faculty and Deans do not have to attend the BOR meeting. If the application is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting.

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**Modification**

There is no shortage of ways to modify an existing program. For our purposes, we’ll constrain the number of modifications to six: (a) below-threshold curricular modifications; (b) above-threshold curricular modifications; (c) addition of an auxiliary site; (d) program name change; (e) CIP code change; and (f) instructional modality change. Note that (b) can subsume (d) through (f). In other words, an above-threshold curricular modification (b), could also involve changes in program name, CIP code, and/or instructional modality. The sections below describe each type of modification.

**Below-Threshold Curricular Modifications**

Below-threshold modifications include:

- a) any modification to a minor;
- b) changing 15 or fewer credits in undergraduate degree or certificate programs;
- c) changing 12 or fewer credits in graduate degree or certificate programs;
- d) establishing or modifying a concentration or specialization in an existing program that does not exceed (b) or (c); and
- e) modifying a non-credit-bearing certificate or program that does not quality students for federal financial aid.

Notably, programmatic modifications do not include changes in course names, cycling, prerequisites, or descriptions. Programmatic change involves altering how students can obtain credits required to confer the degree. Think of program requirements (including encumbered General Education courses) as “slots”. Changing the courses that could fill a slot is a programmatic change.

1. **Curriculum.** Faculty propose the program change through CCSU’s Curriculum process. The AVP-PR will attend Full Curriculum Committee meetings to answer questions about modifications being below or above threshold.

2. **Below-threshold Information Report Form – Program Modification.** After the curriculum proposal has been approved by Faculty Senate, the AVP-PR team will create a channel on the Project-Programs Teams site and post the Below-threshold Information
Report Form – Program Modification. The AVP-PR Team will prefill the proposal with information from the curriculum proposal and indicate where more information is needed. The AVP-PR Team will contact the submitter of the curriculum proposal, the Department Chairperson, and the appropriate Dean when the report is ready for review and revision. The report is finalized through collaboration.

3. **UPBC/IPC.** If the below-threshold modification requires more than $15K per annum in new funds to implement, the proposal needs to be reviewed and recommended by UPBC and then approved by IPC. If the program requires special technological or facilities resources, the UPBC Chair may recommend that the Information Technology Committee and/or the Facilities Planning Committee review the proposal.

4. **CSCU recognition.** After all necessary internal approvals are in place and the below-threshold report is finalized, the AVP-PR submits the proposal to the CSCU System Office. The report will be recognized by the Academic Council and then by the Academic and Student Affairs Committee. Submitters do not have to attend these meetings as no action is taken on these notifications. In rare circumstances, requests for revisions may be made after Academic Council.

5. **University Catalog.** Updates to the University Catalog will typically be made during the proceeding academic year provided that the curriculum proposal is approved by February of the preceding academic year. If the report has not yet been recognized by the Academic and Student Affairs Committee at the time of the catalog update, the catalog entry will contain a note to that effect.

### Above-Threshold Curricular Modifications

Above-threshold curricular modifications involve substantial change to the “slots” of a program. Many offices collaborate to assist with different elements of the proposal.

1. **Curriculum.** Faculty propose changing the program through CCSU’s Curriculum process. The AVP-PR will attend Full Curriculum Committee meetings to answer questions about modifications being below or above threshold. If a program change appears to be above threshold, the AVP-PR will reach out to the faculty and Dean to begin preparations for Step 2.

2. **Application for Modification of Accredited Program.** The AVP-PR Team will create a channel on the Project-Programs Teams site and post the application. The application consists of the following sections:
   a. **General Information.** Faculty summarize original and modified program characteristics and credit distributions, specify an implementation date and identify the type of program modification being sought. The AVP-PR Team will prefill as much information as possible based on published curriculum sheets and the curriculum program. Faculty specify disciplinary accrediting body (if applicable) and institutional contact information.
   b. **Background/Rationale.** Faculty provide context for and the need for the proposed modification. (The demand rationale of the curriculum proposal is a good starting point.)
c. CT Workforce Needs and/or the Wellbeing of CT Communities. The AVP-PR Team will provide market data from the Bureau of Labor Statistics, the CT Department of Labor, and Jobs EQ to assist faculty in describing the need of the program. Faculty are welcome to add other sources, especially those that speak to the program’s utility in a post-pandemic world.

d. Making Use of Institutional Strengths, Character, and/or Location. Institutional strengths can include existing curriculum, faculty, specialized technology/equipment, and facilities. Our centralized location in New Britain is an asset.

e. Transfer Agreements. Faculty describe transfer agreements with other CSCU institutions that will be instituted with this program, including TAP Pathways for undergraduate programs. The AVP-PR team can reach out to the System Office for assistance identifying alignment with TAP Pathways.

f. Similar Programs. Faculty identify similar programs that already exist within the CSCU System. If the proposed program duplicates (fully or partially) an existing program elsewhere, faculty describe how demand exceeds supply or how CCSU’s program provides opportunities that differentiates it from others.

g. Side-by-side Curricular Modification. The AVP-PR Team will prepopulate this section using the original catalog listing and curriculum sheet and the recently approved curriculum proposal.

h. Description of Resources Needed. Faculty provide a short summary of resources required to run the program. New resources needed to implement the program modification should be emphasized.

i. Other Considerations. Faculty are welcome to include other considerations they wish to share with CSCU regarding this modification.

j. Previous Enrollment and Conferrals. The AVP-PR Team will ask the Office of Institutional Research and Assessment to provide enrollment and completion data.

k. Curriculum Details. The AVP-PR Team will prepopulate this section using the recently approved curriculum proposal. Faculty map courses to learning outcomes specified in 2j. New courses are marked with an asterisk and courses that are delivered fully online are marked with a double asterisk. Although it is not specifically requested, including an academic map with expected courses taken during an academic year will help the AVP-PR Team more accurately project instructional expense. Further, including catalog descriptions for new courses tends to be appreciated at the System Office.

l. Learning Outcomes. Faculty define the SLOs of the proposed academic program and should note whether the SLOs are prescribed by a disciplinary accrediting body.

m. Cost Effectiveness and Adequate Resources. All above-threshold curricular modifications require a pro forma budget that projects revenues and expenses throughout the first three years of the program. Revenue includes tuition and some university-level fees, program or lab fees, or other self-sustaining income (e.g., ticket
sales for performances). Expenses could include instructional expenses, program coordination, administrative support, specialized equipment or technology that CCSU does not already have, library procurements, marketing and recruitment costs, or other expenses that directly support the program. The pro forma budget includes a table at the end of the proposal and an expository narrative within the proposal. The AVP-PR collaborates with the faculty and Dean to develop the budget and accompanying narrative. The budget is reviewed by the Budget Office.

3. **UPBC/IPC.** After the faculty, Dean, and Provost’s Office have reached consensus on the application (which normally takes several iterations), the Faculty Senate has approved the curriculum, the AVP-PR submits the modification to the IPC portal. The proposal is archived if the amount to implement does not exceed $15K per annum. If substantial investment is required to implement the modification, the application is reviewed by UPBC and requires approval by IPC.

   a. **UPBC.** The UPBC Chair routes the proposal to the Chair of the Information Technology Committee and the UPBC Liaison for the Facilities Planning Committee with the intention of putting the proposal on next meeting agenda. The AVP-PR attends both meetings and presents the proposal. Program faculty are welcome to attend. The program proposal may need to be revised based on feedback. After receiving feedback from the ITC and FPC, the AVP-PR presents the program proposal at UPBC for discussion. Again, program faculty are welcome to attend. The UPBC votes to recommend the proposal to the Integrated Planning Council for approval.

   b. **IPC.** The AVP-PR presents the program proposal at IPC and the UPBC representatives share feedback from the committee. Revisions are made if needed. A vote is taken to approve moving forward with the program. The AVP-PR ensures that each internal review body has updated versions of the program proposal.

4. **CSCU Approval Process.** The CSCU approval process is initiated after all internal approvals are obtained.

   a. **Academic Council.** The AVP-PR submits the proposal to the Academic Council. At least one faculty member should attend the meeting to present the proposal; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short, 2-minute overview of the program. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. The Council will ask questions about the program and then vote on the proposal. The Academic Council may approve the program with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the proposal before submitting the proposal to the Academic and Student Affairs Committee.

   b. **Academic and Student Affairs Committee.** Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the program. The Provost or AVP-PR will provide a short, 2-minute overview of the program. This introduction will be shared with and reviewed by faculty attending
the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Expect questions about the accuracy of projected enrollments, the ability to meet said targets, availability of jobs, facilities, and the fidelity of the budget. The amount of time spent in discussion can vary widely across proposals. Regents then vote on the proposal. Regents could approve the approval with special requirements, such as a progress report with a certain time frame.

c. **Board of Regents.** If approved by the Academic and Student Affairs Committee, the proposal is placed on the consent agenda of the Board of Regents. Program faculty and Deans do not have to attend the BOR meeting. If the proposal is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting. BOR approval carries both licensure (the ability to admit students into the program) and accreditation (the ability to confer the credential).

5. **University Catalog.** Updates to the University Catalog will typically be made during the proceeding academic year provided that the curriculum proposal is approved by February of the preceding academic year. If the application has not yet been approved by the BOR at the time of the catalog update, the catalog entry will contain a note to that effect.

6. **Publicizing the modification.** Print materials should be updated to reflect programmatic changes. If the modification is quite substantive, faculty could consider working with the Office of Enrollment Management and Marketing and Communications to develop a press release. Feedback should be obtained from the AVP-PR and the AVP – Planning and Institutional Effectiveness.

7. **Updating websites.** Faculty should plan to update department and program websites as soon after BOR approval as possible. Faculty could consider making the modification an event – post about it on social media, reach out to alumni with the news and website, etc.

**Addition of Auxiliary Site**

Existing CCSU programs could be offered at an auxiliary location. CCSU faculty would teach courses within a degree program at a location other than our main campus in New Britain. Students would be CCSU students, but could complete the degree at another location.

1. **Curriculum.** At this time, the curricular process does not consider curricula or programs offered offsite.

2. **Declaration of intent.** Faculty who wish to pursue adding an auxiliary site to a program should gain departmental or program support and confer with their Dean. The Dean would then inform the AVP-PR of the intent to pursue adding an auxiliary site. The AVP-PR Team will create a channel on the Project-Programs Teams site and post the CSCU Application for Adding an Auxiliary Instructional Site.

3. **BOR Application for Adding an Auxiliary Instructional Site.** Completing this application requires collaboration between CCSU faculty and Deans, a contact at the auxiliary site, and the AVP-PR. The application has multiple sections:
a. **Proposal Submission.** The AVP-PR will complete information about branch campuses and instructional sites.

b. **Proposed Location.** The contact at the auxiliary site should complete information about the proposed location. The date when instruction is to begin as well as the projected duration of offerings should also be reflected in the Memorandum of Understanding (see #7).

c. **Need.** CCSU faculty and/or Dean and the contact at the auxiliary site collaboratively describe the need to offer the program at the auxiliary location. Documentation of significant unmet need—either on the main campus or the proposed off-site location—should be provided.

d. **Instructional Offerings.** CCSU faculty list the programs and courses to be offered at the auxiliary site. The modality of the program at the auxiliary site could be different from that at CCSU. For example, the program could be delivered as hybrid at the auxiliary site and on ground at CCSU. Catalog descriptions of each course offered at the auxiliary site should be included.

e. **Strength of Existing On-Campus Program.** The AVP-PR will request headcount FTE enrollment data from the Office of Institutional Research and Assessment and will report conferral rates. Faculty will identify current accreditation status, pass rates for certification or licensure examination, transfers or placement rates (if applicable).

f. **Adequate Student Demand.** Here's another opportunity for collaboration: CCSU Faculty and the contact at the auxiliary site document strong student demand and project enrollments and completions. Information about publicizing the opportunity at the auxiliary site should be included.

g. **Resource and Financial Considerations.** This application requires a pro forma budget that projects revenues and expenses throughout the first three years post modification. Revenue includes tuition and some university-level fees, program or lab fees, or other self-sustaining income (e.g., ticket sales for performances). Expenses could include instructional expenses, program coordination, administrative support, specialized equipment or technology that CCSU does not already have, library procurements, marketing and recruitment costs, or other expenses that directly support the program. Although the application asks for one pro forma budget, two budgets (one for the entire program, the other for the auxiliary operation) would be appreciated. The pro forma budget includes a table and an expository narrative. The AVP-PR collaborates with the faculty and Dean to develop the budget and accompanying narrative. The budget is reviewed by the Budget Office.

2. **UPBC/IPC.** If the addition of an auxiliary location requires additional investment of resources beyond $15K per annum, the proposal would require review from UPBC and IPC. The AVP-PR would post the application to the IPC portal. (If additional resources are not required or the required investment can be covered through Academic Affairs, the application can move to Step 6.)
a. **UPBC.** If the additional resources involve technology, the UPBC Chair would route the proposal to the Chair of the Information Technology Committee with the intention of putting the application on next meeting agenda. The AVP-PR attends the meeting and presents the application. Program faculty are welcome to attend. The application may need to be revised based on feedback. After receiving feedback from the ITC, the AVP-PR presents the application at UPBC for discussion. Again, program faculty are welcome to attend. The UPBC votes to recommend the application be forwarded to the Integrated Planning Council for approval.

3. **IPC.** The AVP-PR presents the application at IPC and the UPBC representatives share feedback from the committee. Revisions are made if needed. A vote is taken to approve the application. The AVP-PR ensures that each internal review body has updated versions of the application.

4. **CSCU Approval Process.** The CSCU approval process is initiated after all internal approvals are obtained.

a. **Academic Council.** The AVP-PR submits the application to the Academic Council. The filing faculty member could attend the meeting to present the application; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short overview of the application. This introduction will be shared with and reviewed by the institutional contact. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. The Academic Council could ask questions and then vote on the application. The Academic Council may approve the application with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the application before submitting the proposal to the Academic and Student Affairs Committee.

b. **Academic and Student Affairs Committee.** Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the application. The Provost or AVP-PR will provide a short, 2-minute overview. This introduction will be shared with and reviewed by the institutional contact. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Questions might involve linking CIP to better meet workforce demands, to better align with standard occupational classification (SOC) codes, or to attract international applicants (e.g., STEM-eligible CIP codes). Regents then vote on the proposal.

c. **Board of Regents.** If approved by the Academic and Student Affairs Committee, the application is placed on the consent agenda of the Board of Regents. Program faculty and Deans do not have to attend the BOR meeting. If the application is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting.

5. **Memorandum of Understanding (MOU).** CCSU and the auxiliary site must draft and enter into a memorandum of understanding describing logistical details of the arrangement (e.g., financial aid, consortium credit arrangements, etc.). The Manager of Contract Compliance and Procurement Services will supply a template to faculty to draft the MOU.
Other divisions—especially Financial Aid, Academic Transfers and Articulations, and the Registrar—should be consulted to review elements of the document. The Manager of Contract Compliance and Procurement Services will review the MOU and will work with colleagues from CCSU as well as the contact from the auxiliary site until satisfied. The Provost and VP for Academic Affairs signs for CCSU.

6. **NECHE paperwork.** NECHE provides institutions with blanket approval to offer certain degree levels or instructional modalities after demonstrating successful implementation. For example, CCSU has blanket approval to offer online programs. However, CCSU does not have blanket approval to offer programs at auxiliary sites. If more than half of the credits in a degree program are to be offered at the auxiliary site, we would have to file a substantive change application with NECHE. The AVP of Institutional Planning and Effectiveness would contact faculty and Deans. The substantive change application would be filed after BOR approval and the program could not be initiated at the auxiliary site until NECHE approval is obtained. The NECHE process may require significant lead time.

7. **Office of Higher Education update.** In the winter or summer following approval by the BOR, the site (and modality, if applicable) will be updated by the Office of Higher Education. The new offering would then visible on the OHE website.

### Program Name Change

Existing programs (#sorrynotminors) could change program name or degree offered (e.g., MA to MS) without changing any curriculum.

1. **Curriculum.** Changing a program name involves submitting a change of program through the curricular process. Change of degree (e.g., MA to MS) could be considered a minor change.

2. **Application for Name Change.** After receiving approval from the Faculty Senate, the AVP-PR Team will create a channel on the Project-Programs Teams site and post the CSCU Application for Name Change. The AVP-PR Team will prefill the application with information from the curriculum proposal and indicate where more information is needed. The AVP-PR Team will contact the submitter of the curriculum proposal, the Department Chairperson, and the appropriate Dean when the application is ready for review and revision. The application is finalized through collaboration.

3. **UPBC/IPC.** If the name change requires additional investment of resources beyond $15K per annum, the proposal would require review from UPBC and IPC. The AVP-PR would post the continued accreditation application to the IPC portal. (If additional resources are not required or the required investment can be covered through Academic Affairs, the application can move to Step 4.)
   
   a. **UPBC.** If the additional resources involve technology or facilities, the UPBC Chair would route the proposal to the Chair of the Information Technology Committee and the UPBC Liaison for the Facilities Planning Committee with the intention of putting the application on next meeting agenda. The AVP-PR attends both meetings and presents the application. Program faculty are welcome to attend. The application may need to be revised based on feedback. After receiving feedback from the ITC and FPC, the AVP-PR presents the application at UPBC for
discussion. Again, program faculty are welcome to attend. The UPBC votes to recommend the application be forwarded to the Integrated Planning Council for approval.

b. **IPC.** The AVP-PR presents the application at IPC and the UPBC representatives share feedback from the committee. Revisions are made if needed. A vote is taken to approve the application. The AVP-PR ensures that each internal review body has updated versions of the application.

4. **CSCU Approval Process.** The CSCU approval process is initiated after all internal approvals are obtained.

a. **Academic Council.** The AVP-PR submits the application to the Academic Council. The filing faculty member could attend the meeting to present the application; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short overview of the application. This introduction will be shared with and reviewed by the institutional contact. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. The Academic Council could ask questions and then vote on the application. The Academic Council may approve the application with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the application before submitting the proposal to the Academic and Student Affairs Committee.

b. **Academic and Student Affairs Committee.** Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the application. The Provost or AVP-PR will provide a short, 2-minute overview. This introduction will be shared with and reviewed the institutional contact. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Questions might involve linking CIP to better meet workforce demands, to better align with standard occupational classification (SOC) codes, or to attract international applicants (e.g., STEM-eligible CIP codes). Regents then vote on the proposal.

c. **Board of Regents.** If approved by the Academic and Student Affairs Committee, the application is placed on the consent agenda of the Board of Regents. Program faculty and Deans do not have to attend the BOR meeting. If the application is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting.

5. **Informing currently enrolled students about the name change.** Faculty should develop a plan to contact currently enrolled students about the name change and provide a mechanism where a student could choose to retain the original program name. The names of students who wish to retain the original program name on their transcript and diploma should be forwarded to the Registrar.

6. **Office of Higher Education update.** In the winter or summer following approval by the BOR, the program name will be updated by the Office of Higher Education. The new program name would then visible on the OHE website.
CIP Code Change

Existing programs could change CIP code (Classification of Instructional Program). CIP codes are updated every decade or so, and a better program description may become available.

1. **Shared governance.** At this time, there is no shared governance structure that oversees or reviews CIP codes.

2. **Declaration of intent.** Faculty who wish to pursue changing a CIP code should gain departmental or program support and confer with their Dean. The Dean would then inform the AVP-PR of the intent to pursue a program modality change. The AVP-PR may reach out to programs with a query about changing CIP code if there is inadvertent duplication of CIP codes at the same degree level in CCSU’s program inventory. No change would be pursued until program faculty and Deans reach consensus. The AVP-PR Team will create a channel on the Project-Programs Teams site and post the CSCU Application to Change CIP Code.

3. **Application to Change CIP Code.** The AVP-PR Team will pre-populate the form with basic information about the program. Faculty should provide an incisive rationale for modifying the CIP code, which could include better alignment with program outcomes and curriculum or better alignment with standard occupational classification (SOC) codes. The faculty should specify an institutional contact.

4. **CSCU approval process.** The CSCU approval process is initiated after all internal approvals are obtained.

   a. **Academic Council.** The AVP-PR submits the application to the Academic Council. The filing faculty member could attend the meeting to present the application; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short overview of the application. This introduction will be shared with and reviewed by the institutional contact. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions. The Academic Council could ask questions and then vote on the application. The Academic Council may approve the application with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the application before submitting the proposal to the Academic and Student Affairs Committee.

   b. **Academic and Student Affairs Committee.** Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the application. The Provost or AVP-PR will provide a short, 2-minute overview. This introduction will be shared with and reviewed the institutional contact. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Questions might involve linking CIP to better meet workforce demands, to better align with standard occupational classification (SOC) codes, or to attract international applicants (e.g., STEM-eligible CIP codes). Regents then vote on the proposal.

   c. **Board of Regents.** If approved by the Academic and Student Affairs Committee, the application is placed on the consent agenda of the Board of Regents. Program
faculty and Deans do not have to attend the BOR meeting. If the application is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting.

5. **Office of Higher Education identification code.** In the winter or summer following approval by the BOR, the program will be assigned one ID number per modality from the Office of Higher Education. The program would then be searchable by modality on the OHE website.

### Instructional Modality Change

Existing programs change or add an instructional modality without making any curricular changes. CCSU has institutional approval to offer online programs without submitting a substantive change application to NECHE.

1. **Curriculum and Online Learning Committee.** At this time, there is no curriculum process involved with changing a program’s instructional modality. According to the Senate Policy for Online Learning, “courses within an online program must be generated by CCSU faculty and approved by the offering department or program.” Further, the Online Learning Committee oversees a process to apply to teach an online course for the first time.

2. **Declaration of intent.** Faculty who wish to pursue adding or changing an instructional modality of a program should consult their departmental bylaws and confer with their Dean. The Dean would then inform the AVP-PR of the intent to pursue a program modality change. The AVP-PR Team will create a channel on the Project-Programs Teams site and post the CSCU Application to Modify Instructional Modality.

3. **Application to Modify Instructional Modality.** The AVP-PR Team will pre-populate the form with basic information about the program. Faculty should specify the modified modality of the program. If the program is offered or will be offered in multiple modalities, identify all modalities. Faculty should provide an incisive rationale for modifying program modality. The AVP-PR, faculty, and Dean should discuss the fiscal impact of the modification. If program faculty have faculty development needs for online instruction, the discussion should include the AVP of Graduate Studies, Research, and Faculty Development, who sits ex officio on the Online Learning Committee. The faculty should specify an institutional contact.

4. **UPBC/IPC.** If changing modality required more than $15K of resources per annum to implement, the proposal would need to be reviewed UPBC and recommended to IPC. It then needs to be approved by IPC. UPBC review would likely involve referral to the Information Technology Committee and/or the Online Learning Committee.

5. **CSCU approval process.** The CSCU approval process is initiated after all internal approvals are obtained.
   a. **Academic Council.** The AVP-PR submits the application to the Academic Council. At least one faculty member should attend the meeting to present the application; Deans are also welcome. During the meeting, the Provost or AVP-PR will provide a short, 2-minute overview of the application. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up
with additional prepared remarks or immediately open the floor to questions. The Council will ask questions and then vote on the application. The Academic Council may approve the application with revision. In such cases, the AVP-PR works with program faculty and Deans to revise the application before submitting the proposal to the Academic and Student Affairs Committee.

b. Academic and Student Affairs Committee. Procedure at the Academic and Student Affairs Committee is similar to that at the Academic Council. The CSCU Provost will read a short introduction and recognize those who are presenting the application. The Provost or AVP-PR will provide a short, 2-minute overview. This introduction will be shared with and reviewed by faculty attending the meeting. Presenters can choose to follow up with additional prepared remarks or immediately open the floor to questions from the Regents. Expect questions about how modality changes might increase enrollment and accessibility. Regents then vote on the proposal.

c. Board of Regents. If approved by the Academic and Student Affairs Committee, the application is placed on the consent agenda of the Board of Regents. Program faculty and Deans do not have to attend the BOR meeting. If the application is pulled from the consent agenda for further discussion at the meeting, we will be informed (shortly) before the meeting.

6. Office of Higher Education identification code. In the winter or summer following approval by the BOR, the program will be assigned one ID number per modality from the Office of Higher Education. The program would then be searchable by modality on the OHE website.

7. Admissions portal. Larry and Pat, modality is included in the admission portal, right?

8. Publicizing the modality change. Print materials should be updated to reflect changes in instructional modality. Faculty could consider working with the Office of Enrollment Management and Marketing and Communications to develop a press release. Feedback should be obtained from the AVP-PR and the AVP – Planning and Institutional Effectiveness.

9. Updating websites. The AVP – Graduate Studies, Research, and Faculty Development maintains a website that publicizes all online programs and will reach out to programs that are fully online. Faculty should also plan to update department and program websites as soon after BOR approval as possible. Faculty could consider making the modality change an event – post about it on social media, reach out to alumni with the news and website, etc.

Suspension

Programs may need to pause to retool curriculum or to take stock. Suspensions range between 1 and 3 years.
1. **Curriculum.** Program suspensions currently do not require approval through the curricular process. The decision to suspend a program is typically driven by faculty in consultation with their Dean(s). The Dean then contacts the AVP-PR to initiate the CSCU process.

2. **Suspension Application.** The AVP-PR Team will create a channel on the Project-Programs Teams site and post the CSCU Application for Suspension of Existing Program. The application consists of the following sections:
   a. **General Information.** The AVP-PR Team will pre-fill as much general information about the program as possible. The faculty in consultation with the Dean note the date that program that the program will be reinstated or discontinued (deleted). Faculty specify an institutional contact.
   b. **Narrative Rationale.** Faculty explain the reason for the requested suspension and follow-up plans.
   c. **Phase Out/Teach Out Strategy.** Faculty describe how currently enrolled students will have opportunity to complete the program while it is suspended. Quantitative information (e.g., enrollments) is appreciated. Faculty identify how currently enrolled students will be informed of the suspension and how they can complete the program.
   d. **Resources Needed to Suspend.** Faculty identify the costs of resources needed to suspend the program (includes instructional costs for teach out). The AVP-PR Team can assist with estimating costs.
   e. **Lessons Learned.** Faculty reflect on
      i. circumstances that precipitated this program suspension
      ii. institutional or programmatic action(s) in the face of the referenced circumstances
      iii. institutional or programmatic inaction(s) in the face of the referenced circumstances
      iv. some other occurrence(s)
      that can be beneficially shared with / taken into account by current and future programs.

3. **Admissions Portal.** When programs are suspended, we have a responsibility to our prospective students to keep them informed. Depending on the timing of the suspension, the program will either be removed from the admissions portal or a note will be attached stating that the program is suspending admissions. If applicants have already applied to the program, Undergraduate or Graduate Admissions will contact prospective students.

4. **Catalog Listing.** The catalog listing will still appear but will state that admissions to the program have been suspended until further notice.

5. **Program Website.** Faculty should contact Marketing and Communications to adjust their department website accordingly.
6. **Office of Higher Education listing.** While a program is suspended, it still appears on the OHE program inventory.

## Discontinuation

Sometimes programs have run their course.

1. **Curriculum.** Faculty delete a program through the curricular process.

2. **Suspension Application.** Once the discontinuation is approved by Faculty Senate, the AVP-PR Team will create a channel on the Project-Programs Teams site and post the CSCU Application for Discontinuation of Existing Program. The application consists of the following sections:
   
a. **General Information.** The AVP-PR Team will pre-fill as much general information about the program as possible. The faculty in consultation with the Dean note the date that the program will be terminated. Faculty specify an institutional contact.

   b. **Narrative Rationale.** Faculty consider whether discontinuation
      
      i. occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests

      ii. emerge as a result of the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy

      iii. other institutional considerations such as redirecting capacity, adoption of new mission, etc.

Quantitative information in support of the discontinuation, including any relevant financial information, is appreciated. The AVP-PR Team can assist with financial information, if helpful.

   c. **Phase Out/Teach Out Strategy.** Faculty describe how currently enrolled students will have opportunity to complete the program while it is suspended. Quantitative information (e.g., enrollments) is appreciated. Faculty identify how currently enrolled students will be informed of the discontinuation and how they can complete the program.

   d. **Resources Needed to Discontinue.** Faculty identify the costs of resources needed to suspend the program (includes instructional costs for teach out). The AVP-PR Team can assist with estimating costs.

   e. **Lessons Learned.** Faculty reflect on
      
      i. circumstances that precipitated this program suspension
ii. institutional or programmatic action(s) in the face of the referenced circumstances

iii. institutional or programmatic inaction(s) in the face of the referenced circumstances

iv. some other occurrence(s)

that can be beneficially shared with / taken into account by current and future programs.

3. **Admissions Portal.** When programs are discontinued, we have a responsibility to our prospective students to keep them informed. Depending on the timing of the discontinuation, the program will either be removed from the admissions portal or a note will be attached stating that the program is no longer admitting students. If applicants have already applied to the program, Undergraduate or Graduate Admissions will contact prospective students.

4. **Catalog Listing.** The catalog listing will be removed.

5. **Program Website.** Faculty should contact Marketing and Communications to adjust their department website accordingly.

6. **Office of Higher Education listing.** While a program is discontinued, it will be removed from the OHE program inventory during the following winter or summer.
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