

Southern Connecticut State University

FACULTY SENATE

UNAPPROVED MINUTES OF APRIL 13, 2022

<https://inside.southernct.edu/faculty-senate/meetings>

The 13th Meeting of the Faculty Senate AY 2021-2022 was held on April 13, 2022, at 12:10 p.m. via Zoom.

Attendance

Dave Allen <i>Accounting</i> 11/13	Matthew Ouimet <i>Counseling</i> 13/13	Sandip Dutta <i>Finance</i> 8/13	Shibiao "Bill" Ding <i>Marketing</i> 13/13	Rex Gilliland <i>Philosophy</i> 13/13	Angela Lopez-Velasquez <i>Special Education</i> 10/13
William Farley <i>Anthropology</i> 10/13	Natalie Starling <i>Counseling & School Psychology</i> 13/13	Lawrence Brancazio <i>Health & Movement Sciences</i> 13/13	Joe Fields <i>Mathematics</i> 13/13	Christine Broadbridge <i>Physics</i> 13/13	Douglas Macur <i>Theatre</i> 10/13
Melanie Uribe <i>Art</i> 13/13	Helen Marx <i>Curriculum & Learning</i> 12/13	Robert Gregory <i>Health & Movement Sciences</i> 13/13	Klay Kruczek <i>Mathematics</i> 13/13	Jonathan O'Hara* <i>Political Science</i> 8/13	Luke Eilderts <i>World Languages & Literatures</i> 13/13
Kevin Siedlecki <i>Athletics</i> 7/13	Maria Diamantis <i>Curriculum & Learning</i> 13/13	Troy Paddock <i>History</i> 13/13	Jonathan Irving <i>Music</i> 5/13	Christopher Budnick <i>Psychology</i> 4/6	
Sean Grace <i>Biology</i> 10/13	Dushmantha Jayawickreme <i>Earth Science</i> 13/13	Carmen Coury <i>History</i> 13/13	Andrea Adimando* <i>Nursing</i> 8/12	Kate Marsland <i>Psychology</i> 12/13	Deborah Weiss <i>Faculty Senate President</i> 13/13
Mina Park <i>Business Information Systems</i> 13/13	Jia Yu <i>Economics</i> 13/13	Yan Liu <i>Information & Library Science</i> 13/13	Kelly Martinez <i>Nursing</i> 6/13	William Faraclas <i>Public Health</i> 13/13	
Jeff Webb <i>Chemistry</i> 13/13	Peter Madonia <i>Educational Leadership</i> 10/13	Cindy Simoneau <i>Journalism</i> 13/13	Obiageli Okwuka <i>Part-time Faculty</i> 13/13	Michael Dodge <i>Recreation, Tourism & Sport Management</i> 13/13	Meredith Sinclair <i>Undergraduate Curriculum Forum</i> 13/13
Barbara Cook <i>Communication Disorders</i> 13/13	Mike Shea <i>English</i> 13/13	Patrick Crowley <i>Library Services</i> 10/13	Michele DeLucia <i>Part-time Faculty</i> 10/10	Sebastian Perumbilly <i>Social Work</i> 13/13	Cynthia O'Sullivan <i>Graduate Council</i> 11/13
Wes O'Brien <i>Communication, Media & Screen Studies</i> 12/13	Paul Petrie <i>English</i> 13/13	Jacqueline Toce <i>Library Services</i> 12/13	Michael Sormrude <i>Part-time Faculty</i> 10/10	Stephen Monroe Tomczak <i>Social Work</i> 12/13	Kyle Mashia-Thaxton <i>Student Government Association</i> 13/13
Alaa Sheta <i>Computer Science</i> 13/13	Matthew Miller <i>Environment, Geography & Marine Studies</i> 12/13	Carol Stewart <i>Management, International Business & Public Utilities</i> 11/13	Virginia Metaxas <i>Part-time Faculty</i> 9/13	Gregory Adams* <i>Sociology</i> 10/13	Dr. Joe Bertolino* <i>SCSU President</i> 8/13
Guests:	D. Alston T. Bennett T. Boczer T. Brolliar A. Carroll	M. Ceppi S. Gossman A. Grant A. Jansen K. Jones L. Lindsey	S. Larocco J. Lovell T. Loy-Ashe T. Mack M. Morales M. Nazario	R. Regos D. Riedl J. Robin S. Suresh C. Sheehy A. Smyth T. Tyree M. Vancour S. Witteman	Noah F. Jules

An asterisk denotes an absence. Overall attendance recorded below each member.

Faculty Senate President D. Weiss called the 13th meeting of the Faculty Senate to order at 12:10 p.m.

- I. Announcements
 - A. D. Weiss: Holocaust Remembrance event, April 18 from 1-2 (virtual).
 - B. D. Weiss: ““Our Freedom Has Not Yet Perished:’ War and Hope in Ukraine,” 2-6 p.m. (virtual).
 - C. C. Broadbridge: Undergraduate and Graduate Research Activity Conferences, April 30th and May 2nd, respectively. <https://www.southernct.edu/creative-conference>.
 - D. S. Gossman (SGA): Shared her experiences as SGA president and the concerns she has that her voice advocating for students has not been heard.
 - E. D. Weiss: Reminder that elections for the Faculty Senate President will take place on May 4. Nominations will be opened beforehand but will also be accepted that day.
- II. Minutes of the previous meeting held on March 30, 2022, were accepted as distributed. <https://inside.southernct.edu/faculty-senate/meetings>
- III. Faculty Senate President’s Report
<https://inside.southernct.edu/faculty-senate/meetings>
- IV. Reports of Faculty Senate Standing Committees
 - A. Reports of the Standing Committees were received.
 - B. Technology (J. Fields): Drew Senators’ attention to the minutes of the committee, where they ask that interested faculty contact them regarding a pilot study.
 - i. The committee is seeking volunteers who would be willing to assign a small amount of extra credit to their classes if the response rate exceeds some threshold. The amount of the extra credit and the threshold would be entirely up to the faculty member’s discretion. If you are interested in volunteering, please contact me (fieldsj1@southernct.edu).
- V. Reports of the Special Committees
 - A. Reports of the UCF and the Grad Council were received.
- VI. New Business
 - A. K. Kruczek (Elections) **moved to approve** the Resolution Regarding Latin Honors.
 - i. J. Webb **moved to amend** the resolution by inserting “at SCSU” (in red) into the paragraph describing the proposed changes:

“Transfer students who have taken at least 60 45 credit hours **at SCSU** or any student that has earned as many credits as might be required for any post-baccalaureate degree programs at SCSU and have attained a 3.5 GPA or higher in these courses will be eligible for academic honors.”

 1. The motion was **seconded and was approved** through unanimous consent.
 - ii. Vote tally.
 1. Yes38
 2. No7
 - a. Motion to **approve** the resolution as amended was **approved**.

- B. D. Weiss suggested **postponing** the discussion on the revisions to the Chairperson document pending additional committee revisions. Hearing no objections, the motion to postpone was **approved**.
- C. B. Cook (Student Policy) **moved to approve** the Resolution Regarding Revisions of The Incomplete Course Grade Policy and Incomplete Grade Contract.
 - i. W. Faraclas **moved to strike** “extension” in the resolution and form as necessary. **Seconded**.
 - 1. A. Carroll explained that this would not be possible since this is a limitation of the Banner software.
 - 2. The motion to amend was **not approved** through unanimous consent.
 - ii. Vote tally
 - 1. Yes 46
 - 2. No 0
 - a. The motion to approve the resolution **passed**.
- D. L. Brancazio **moved to support** the proposal for the creation of the Department of Health Systems and Innovation (see presentation in document below).
 - i. W. Faraclas, on behalf of Public Health, shared his department’s strong objections to the proposal.
 - ii. M. Shea **moved to table the motion. Seconded**.

VII. Guests

- A. Dr. Matthew Ceppi (American Association of State Colleges & Universities) presented on the preliminary planning for the drafting of the new Strategic Plan (see presentation in documents below).

VIII. The body took back up the discussion on the motion to support the proposal to create the Department of Health Systems and Innovation.

- A. Vote tally
 - i. Yes..... 19
 - ii. No 18
 - 1. The motion to support the proposal to create the department of Health Systems and Innovation **passed**.

IX. Adjournment

- A. J. Webb **moved to adjourn. Seconded**.
- B. Meeting adjourned at 1:59 p.m.

L. Eilderts
Secretary

SOUTHERN CONNECTICUT STATE UNIVERSITY FACULTY SENATE

Resolution Regarding the Awarding of Latin Honors

Whereas, Southern Connecticut State University (SCSU) exists for the primary purpose of furthering academic excellence;

Whereas, The SCSU Faculty Senate is the official representative body of the academic faculty;

Whereas, SCSU wishes to incorporate more equity into the recognition of the academic accomplishments of transfer and non-transfer students; and

Whereas, The SCSU Faculty Senate and the University are committed to transparency and clarity regarding academic policies; now, therefore, be it

Resolved, That the requirements for receiving Latin Honors be changed in the following way.

ORIGINAL:

Undergraduate students who have performed with distinction in scholarship, leadership, and service to the University are accorded special recognition at the Honors Convocation at the end of the spring semester. Seniors who have achieved collegiate honors are announced: those maintaining a 3.5-3.69 GPA are graduated cum laude; 3.7-3.89, magna cum laude; 3.9-4.0, summa cum laude. The GPA is computed from the student's entire collegiate record. Transfer students who have taken at least 60 credit hours or any student that has earned as many credits as might be required for any post-baccalaureate degree programs at SCSU and have attained a 3.5 GPA or higher in these courses will be eligible for academic honors. Only earned grades at Southern will be tabulated when determining academic honors. Students who successfully defended their honors theses are also recognized at the Honors Convocation, and graduate "with departmental honors."

PROPOSED CHANGE:

Undergraduate students who have performed with distinction in scholarship, leadership, and service to the University are accorded special recognition at the Honors Convocation at the end of the spring semester. Seniors who have achieved collegiate honors are announced: those maintaining a 3.5-3.69 GPA are graduated cum laude; 3.7-3.89, magna cum laude; 3.9-4.0, summa cum laude. The GPA is computed from the student's entire ~~collegiate~~ record **at Southern**. Only earned grades at Southern will be tabulated when determining academic honors. Transfer students who have taken at least ~~60~~ **45** credit hours at SCSU or any student that has earned as many credits as might be required for any post-baccalaureate degree programs at SCSU and have attained a 3.5 GPA or higher in these courses will be eligible for academic honors. Students who successfully defended their honors theses are also recognized at the Honors Convocation, and graduate "with departmental honors."

Note: Other Local School Requirements (in credits)

WCSU: 30, ECSU: 45, CCSU: 60, UConn: 54, Montclair State: 51, William Paterson: 64, SUNY: 45 – 60

SOUTHERN CONNECTICUT STATE UNIVERSITY
FACULTY SENATE

Resolution Regarding Revisions on The Incomplete Course Grade Policy and Incomplete Grade
Contract

Whereas, Southern Connecticut State University exists for the primary purpose of furthering academic excellence;

Whereas, The SCSU Faculty Senate is the official representative body of the Academic Faculty;

Whereas, Revising the Incomplete Grade policy (last revision during Spring 2021) would provide students with increased transparency; and

Whereas, Current Banner Web upgrades now provide the technical support to make the additional revisions; now, therefore, be it

Resolved, That the following changes be incorporated into the existing Incomplete Policy for the Spring 2022 semester:

- The Instructor, in consultation with the student, shall specify the deadline for the submission of missing coursework from the student, on the Incomplete Grade Contract.
- The Instructor shall enter the “default” Incomplete Final Grade, on the Incomplete Grade Contract **and** on Banner Web.
- The Instructor shall enter the Incomplete Extension deadline on Banner Web, if the deadline is earlier than the 30-day default deadline.



Incomplete Grade Contract

Note: Students and faculty should keep a copy for reference.

A temporary Incomplete (I) grade is recorded when an instructor grants a student's request for an extension prior to the end of the semester. Instructors should not give an "I" unless the Incomplete has been requested by the Student and a contract has been completed. An Incomplete may impact satisfactory academic progress for financial aid and future registration if the incomplete course is a prerequisite. The contract will specify the remaining coursework to be completed by the student and the final grade the student will earn if the remaining work is not completed. The instructor will make all course materials available to the student for the duration of the incomplete period.

STEP 1: STUDENT INFORMATION (to be completed by Student)

Student Name: _____ Student ID #: _____ Email: _____@southernct.edu

Semester & Year	Subject	Course #	CRN#	Section

STEP 2: COURSE DETAILS (to be completed by the Instructor)

A. Remaining Coursework:

B. Student Submission Deadline: _____

Note: When setting a submission deadline, instructors should consider the time needed to review coursework and submit a final grade. All incomplete grades must be changed by the instructor no later than 30 days after the next fall/spring semester begins, unless the instructor extends the incomplete by submitting a grade of "I+".

C. Incomplete Final Grade: _____

Note: The Incomplete Final Grade is the grade earned if no remaining coursework is completed.

STEP 3: SIGNATURES (to be completed by the Student and Instructor)

Student Signature: _____ Date: _____

Note: Create a digital ID with your SCSU email by clicking the signature block above or submit the form from your SCSU email.

Instructor Signature: _____ Date: _____

STEP 4: GRADE SUBMISSION PROCEDURES (to be completed by the Instructor)

When submitting end of semester grades, the instructor must:

1. Provide a copy of the signed contract to the student and department chairperson for the course.
2. Enter a grade of "I" on the Banner Web final grade roster.
3. Once the grade roster is submitted in Banner Web, the instructor will be prompted to enter two additional fields:
 - a. Incomplete Final Grade
 - b. Incomplete Extension Deadline
 1. The instructor must submit a Grade Change prior to this deadline (the Final Grade or "I+").
 2. If a Grade Change is not received, the student will receive the Incomplete Final Grade automatically.
 3. The default deadline is 30 days into the next fall or spring semester. Instructors can set an earlier deadline.

Note: Incomplete grades should be resolved as soon as possible following student coursework submission. Unearned credit due to incomplete grades can impact course registration and financial aid eligibility.

To resolve the incomplete grade:

1. If the student submits any or all remaining work, the instructor must submit a final grade change in Banner Web>Faculty Service>Grade Change prior to the Incomplete Extension Deadline.
2. If the student does not submit any work, the Incomplete Final Grade will post to the student's transcript on or after the Extension Deadline. The instructor has no action to take.
3. If the instructor grants the student more time, an "I+" with a new Incomplete Extension Deadline must be submitted by the instructor in Banner Web>Faculty Services>Grade Change.

Revised 4/13/2022

Summary

The BS in Healthcare Studies (HLS) is a new and rapidly-growing program in the College of Health and Human Services (CHHS). HLS is not attached to a department, but has a small, core group of faculty with full-time effort in HLS who are housed in Health & Movement Sciences (HMS). HLS was originally developed as an interdisciplinary program in 2019. The curriculum has since evolved to the point where the current interdisciplinary model is no longer appropriate for the program. The core HLS faculty group is proposing the creation of a new **Department of Healthcare Systems and Innovation**, which would be the home department for the BS in Healthcare Studies and new curricular developments aligned with professional opportunities in healthcare.

Overview and background

The BS in Healthcare Studies (HLS) was launched in 2019 and was designed to serve two purposes: one, as a home program for students pursuing admission to the BS in Nursing program, and two, as a degree program for students interested in pursuing careers in healthcare professions. The program provides a broad base of knowledge about healthcare in the US, with coursework in healthcare careers, systems and policy, health informatics, patient-centered care, cultural humility and interpersonal skills in health professions, patient populations, and other related topics. The program was intentionally designed with a broad scope in order to serve students with a variety of interests and goals in the healthcare domain, and to prepare students both for graduate programs and direct entry into the workforce.

The HLS program is an appropriate choice of major for students who:

- Have an associate degree in a skilled healthcare field, and want to receive a BS degree to advance in their position or to become eligible for Masters programs
- Plan to apply to a post-baccalaureate accelerated Nursing program (ACE)
- Plan to work in clinical trials research
- Plan to apply to an MHA program or an MBA program with a healthcare administration focus
- Plan to apply to a certificate or other training program in a specialized field (for example: Yale Ultrasound school)
- Would like to work in a hospital setting but don't yet have a specific field of interest
- Are currently at SCSU, but want to receive AS degree in a skilled healthcare profession (examples: Diagnostic imaging, Physical Therapy Assistant, Surgical Tech, among others). While at SCSU, students can complete the BS degree requirements and many of the AS degree requirements and program prerequisites, and therefore accelerate completion of both the AS degree and the BS in HLS.

At present, HLS is not housed in a department. Curricular decisions are voted on by a steering committee that consists of the program director (Larry Brancazio), Director of the Center for Pre-Professional Programs (Angela Ruggiero), and representatives from each of the six departments in the College of Health & Human Services with undergraduate programs (although only the faculty members on the committee vote on curricular issues). The program

director handles duties that are typically required of a department chair, such as scheduling, adjunct instructor hiring and review, overseeing advising assignments, and addressing student requests and concerns. The program has an operating expense budget and has received other sources of support from CHHS in the form of reassigned credits and non-teaching load (NTL) stipends for administrative functions and undergraduate advising, and a graduate assistant.

Two full-time faculty members, Drs. Larry Brancazio and Tarah Loy-Ashe, both members of Health & Movement Sciences (HMS), commit their full load credit to the HLS program. A tenure-track search is being completed, which will add a third member of HMS who will also have a full-time commitment to HLS.

Development of the HLS program

To date, HLS has been governed as an interdisciplinary program, owing to the fact that the original program requirements included only four HLS courses and nine courses from varied departments (Biology, Health & Movement Sciences [including Respiratory Care courses], Management, Public Health, Psychology, and Recreation, Tourism, & Sports Management).

1) Shift to HLS-designated courses

However, the program has undergone considerable modification over the past three years. One major change was the conversion of RSP (Respiratory Care) courses to HLS courses. RSP is a small program with a highly specific population of students, namely respiratory care professionals who are returning to earn a Bachelor's degree. The demand for seats from HLS students in RSP 330, 415, and 440 has overwhelmed the RSP program: they have gone from a rotating schedule of individual sections of these courses to needing three or more sections of each course each semester. This resulted in an instructor staffing challenge; RSP's accreditation requires that the RSP courses be taught by instructors with critical care experience, and it became too difficult for the RSP program director to find enough qualified instructors. Therefore, there are now HLS 330, HLS 415, and HLS 440 courses modeled on their RSP counterparts.

The creation of a concentration for clinical trials researchers (described in the next paragraph) involved the development of four specialized HLS courses. Additional courses have been created to strengthen the curriculum, including an LEP Tier 3 course in Cultural Humility for Healthcare Professionals (HLS 380), and a writing-intensive course in Perspectives in LGBTQ+ Healthcare Practices (HLS 370W). Other HLS program requirements were adjusted because they didn't align with the career goals of many HLS majors (for example, BIO 201 is not needed for students aiming for careers in healthcare administration), and the major requirements have been modified to allow greater flexibility in course selection. With these changes, there are **15 HLS courses** listed in the Fall 2022 catalog, and an HLS major will be able to **fulfill up to 30 credits of major requirements with HLS courses**.

The HLS program now includes a General concentration, three specialized concentrations, and two additional concentrations designed for students working towards admission to Nursing or

Health Science. The concentrations are described in the following paragraphs, and the Appendix includes a list of the catalog course requirements for each concentration.

2) Creation of Healthcare & Clinical Research concentration

The HLS major now includes an option for a concentration in Healthcare and Clinical Research (HACR), which prepares students for careers in clinical trials. This concentration includes five specialty HLS courses, and students in the HACR concentration may take up to **36 credits** of major requirements with HLS courses.

3) Separating HLS for pre-nursing and HLS for degree completion

As noted earlier, one of the initial goals in creating HLS was to provide a “home” major for the hundreds of students who enter SCSU each year with an interest in nursing. A stated goal was to increase retention and graduation of students who did not transition into the nursing major by providing them with another degree option with healthcare career options, and particularly one that requires the university standard of 2.0 GPA for graduation. In contrast, most health-degree programs in the College of Health and Human Services have higher minimum GPAs (many 2.70 or higher). HLS therefore functions as a primary completion option for students with health-related interests and who have GPAs below the requirements of other programs, but it also functions as an additional option of choice for any student interested in healthcare careers.

One area of concern has been the major exploration process for pre-nursing students who aren’t accepted into Nursing. Although HLS was not intended to preclude these students’ explorations of other degree options, there could be a tendency for them to consider HLS as the default option. To address this concern, measures have been put in place to ensure that the selection of the healthcare studies major is thoughtful and intentional.

To this end, changes have been implemented to make “Nursing Pathway HLS” and “degree-completion HLS” more transparently independent. First, there are separate advising streams for the two: The Center for Pre-Professional Programs (headed by Angela Ruggiero) manages advising for the nursing pathway students, and the HLS faculty team (headed by the HLS Program Director) manages advising for the degree-completion HLS majors.

Second, the distinction between the two is now formalized with the creation of a new HLS concentration called “STEM Foundations for Nursing” (HLS:SFFN). This concentration, which goes into effect in Fall 2022, lists the set of Nursing prerequisites as cognate requirements. Students who plan to apply for the Nursing program will begin in HLS:SFFN; however, those who don’t meet the Nursing requirements will not be able to stay in the concentration, and therefore will need to select a different major or a different concentration within HLS. This creates a critical choice point for students and is expected to promote their exploration of different majors.

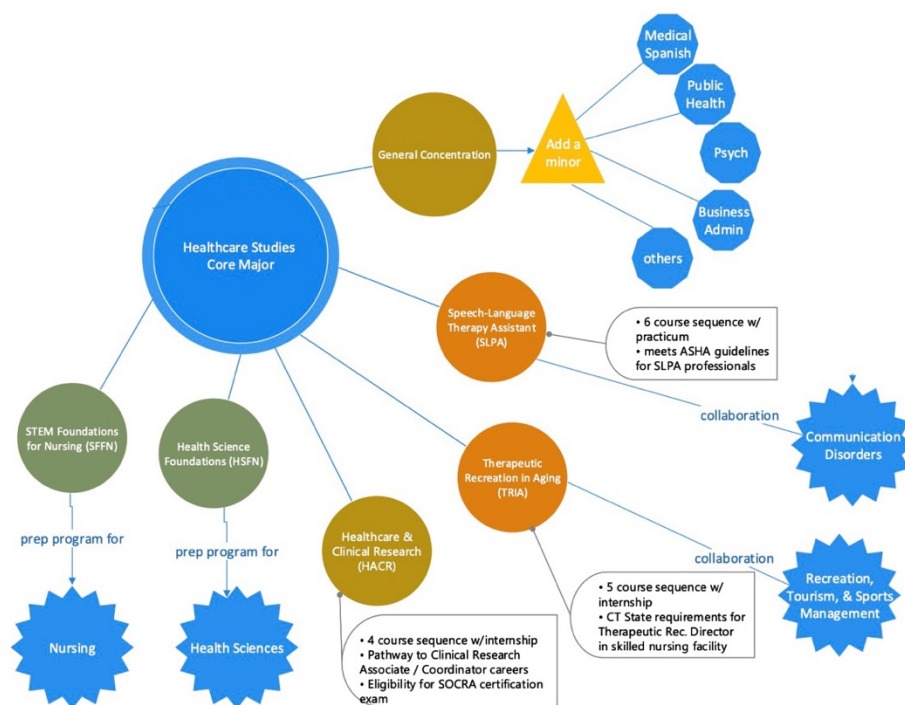
4) Creation of interdisciplinary concentrations in HLS: Therapeutic Recreation in Aging (TRIA) and Speech-Language Pathology Assistant (SLPA)

The HLS program now includes two interdisciplinary concentrations, created in collaboration with Recreation, Tourism & Sports Management (RTSM) and Communication Disorders (CMD), respectively. The Therapeutic Recreation in Aging (TRIA) concentration combines the HLS core major with a set of REC courses; and the Speech-Language Pathology Assistant (SLPA) concentration combines the HLS core with CMD courses. Both programs were designed to prepare students for direct entry to a professional field. Graduates of the SLPA concentration will meet the American Speech and Hearing Association's (ASHA) guidelines for professional Speech-Language Pathology Assistants. Likewise, graduates of the TRIA concentration will meet the Connecticut state requirements to become a Therapeutic Recreation Director in a skilled nursing facility.

5) Creation of a pre-Health Science concentration: Health Science Foundations (HSFN)

Health Science (HSC) is a degree program designed for students pursuing post-graduate training in Occupational Therapy, Physical Therapy, and other highly competitive fields. HSC and HLS share several requirements, although they have different foci and target different pools of students. Like Nursing, HSC has stringent requirements for admission, and students typically apply in their third semester or later. At the request of the directors of the HSC program, the HLS team created a pre-Health Science concentration in HLS that parallels the STEM Foundations for Nursing concentration, called "Health Science Foundations" (HLS:HSFN). Starting in 2022, students who aim to apply for acceptance in HSC will start in the HLS:HSFN concentration.

The following diagram presents an overview of the current design of the HLS program:

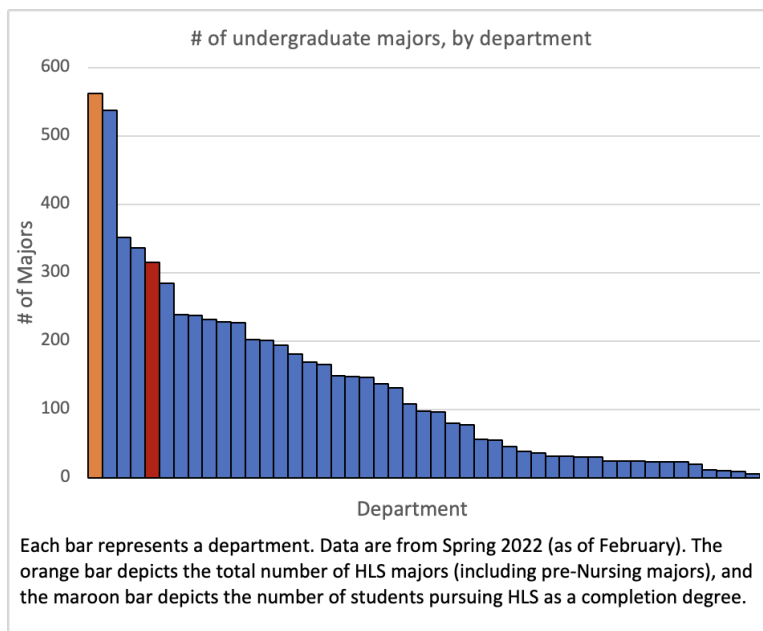


6) HLS@HCC

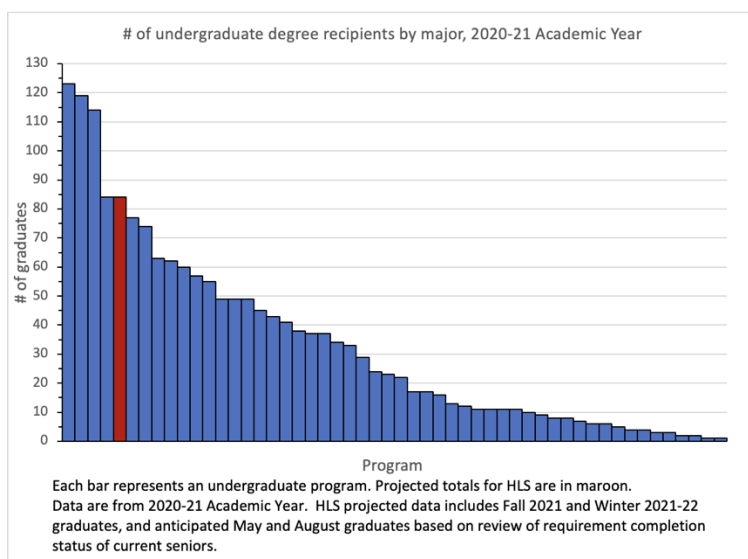
The Healthcare Studies program will be the first SCSU degree program to be offered at the Housatonic Community College campus. Students who receive an AS degree at Housatonic will be able to complete the BS in HLS without leaving the Housatonic campus, through a combination of on-ground SCSU courses offered at the Housatonic campus and online SCSU courses. This program is specifically targeting students who are completing associate degrees in Surgical Technology and Medical Assisting; for these students, the BS degree will complement their training and provide opportunities to advance to supervisory and management positions in their future careers.

Student demand

Over the past three years, the program has exploded in popularity. At the start of the spring 2022 semester, HLS had 560 majors, making it the largest undergraduate major at SCSU. This number is, in fact, a bit misleading; it includes students pursuing acceptance to the Nursing program, who are advised in the Center for Pre-Professional Programs and are not taking HLS courses. However, at the start of the spring 2022 semester, there were approximately **315 “true” HLS majors** who are pursuing HLS to completion, which makes HLS the **third-largest undergraduate major on campus**. The only departments that oversee a larger number of undergraduate majors are Psychology, Nursing, and Health & Movement & Sciences (which houses multiple undergraduate majors).



It is anticipated that between 80 and 90 students will graduate with a degree in HLS in the 2021-22 academic year, making it the 3rd or 4th largest major for undergraduate degree recipients.



Regardless of whether these numbers continue to increase in coming years or whether they plateau or drop, HLS is certain to continue as one of the largest undergraduate majors on campus.

Need for a new direction

Although it is currently governed by an interdisciplinary steering committee, HLS bears little similarity to other existing interdisciplinary undergraduate degree programs at SCSU. For comparison, the Interdisciplinary Studies (IDS) major is completed almost entirely with courses from other programs, with only two required IDS-specific courses. Data Science (DSC), which is alternately managed by Math and Computer Sciences, requires 3 DSC courses, with the rest of the requirements roughly split between MAT and CSC courses. In contrast, the General concentration of HLS includes up to 30 credits of HLS courses, and the Healthcare & Clinical Research concentration includes up to 36 credits of HLS courses.

Additionally, in the fall HLS will have an established core of 3 tenure-track faculty who have full-time workload assignments in HLS, again setting it apart from other interdisciplinary programs. Because the CSU-AAUP Collective Bargaining Agreement requires every faculty member to have a home department, these faculty have moved or been hired into the Department of Health and Movement Sciences (HMS). In the years ahead, additional tenure-track faculty will need to be hired for HLS, regardless of whether it is an interdisciplinary program or its own department. Although the Health and Movement Sciences department has been extremely supportive with searches and welcoming faculty members, the collective faculty needs of the HLS program do not consistently align with those of HMS, nor those of any other department at SCSU.

The HLS-focused faculty are responsible for more students than many, if not most, individual departments: There are over 300 HLS majors who receive individual advising from full-time and part-time faculty, and there are currently 18 adjunct-taught sections of HLS courses (along with 7 taught by full-time faculty). In other words, the administrative demands of managing the program and serving its students are those of a mid-sized department.

The HLS-assigned faculty team have worked hard not only to build the HLS program and serve the needs of its students, but also to create a sense of identity for the program and its students. At this point, they desire self-governance, both in curricular oversight and development and in faculty tenure and promotion review. Given the size of the program and the growth of its core faculty, governance by a steering committee composed of representatives of different departments – all of whom have substantial responsibilities in their home departments and programs – is no longer the best model for the HLS program.

PROPOSAL

- We propose the creation of a new department in the College of Health and Human Services, to be called the **Department of Healthcare Systems and Innovation (HSI)**.
- The founding faculty of the department will be Larry Brancazio, Tarah Loy-Ashe, and the new tenure-track hire.
- The mission of the Department of Healthcare Systems and Innovation (HSI) will be:
 - Provide a strong educational foundation for students planning for a career in a healthcare profession, including (but not limited to) roles in patient support, healthcare administration and management, clinician support, clinical trials research, healthcare data informatics, and direct patient care
 - Develop curriculum that will prepare students for healthcare-related graduate or post-baccalaureate programs
 - Develop innovative curricular opportunities, both at the undergraduate and graduate levels, to prepare students for direct entry into healthcare employment, particularly in areas of projected growth
 - Provide robust advising and mentoring for HLS majors
 - Work with other departments to promote interprofessional coursework and training opportunities for students across the College of Health and Human Services
- The name “Healthcare Systems and Innovation” was chosen to represent this mission:
 - “Healthcare” highlights the principal program of the department, Healthcare Studies, and defines the scope of the department’s academic focus.
 - “Healthcare Systems” references both (a) the study of the complex system of healthcare policies and delivery in the United States, and (b) the future place of employment for many Healthcare Studies graduates (e.g. Yale New-Haven Health, Hartford HealthCare).
 - “Innovation” reflects the goals of (a) developing original and unique curriculum that addresses current and future trends in healthcare, and of (b) training future innovative healthcare leaders.
- The new HSI department will meet all requirements outlined in the CBA and Faculty Senate documents:
 - The founding members of the department will create and approve initial departmental by-laws, which will be reviewed annually.

- The chairperson will be selected following the procedures in the Faculty Senate Department Chairperson Document, starting with a preferential poll of the founding faculty.
- The department will create a Department Evaluation Committee (DEC), which will rely on the hardship DEC pool at first.
- The department will elect representatives to Faculty Senate and UCF. Larry Brancazio is currently the Senate representative for Health & Movement Sciences (HMS,) and Tarah Loy is currently the UCF rep for HMS.
- The department will either create a Departmental Curriculum Committee (DCC) or function as a committee-of-the-whole.

Curricular responsibilities:

- The new HSI department (either as a committee-of-the-whole or via a DCC) will review course and program proposals, to be voted on by the full HSS faculty for submission to UCF
- The new HSI department's DCC/faculty will be responsible for reviewing and voting on:
 - new course proposals and course revisions for HLS-designated courses
 - revisions to the BS in Healthcare Studies, concentration in General
 - revisions to the BS in Healthcare Studies, concentration in Health & Clinical Research
 - new program proposals built on HLS courses (concentrations, minors)
- The new HSI department's DCC/faculty will be responsible for maintaining and updating the following, in order to preserve alignment with the HLS: General, Nursing, and Health Science curricula:
 - revisions to the BS in Healthcare Studies, concentrations in STEM Foundations for Nursing
 - revisions to the BS in Healthcare Studies, concentrations in Health Science Foundations

Interdisciplinary responsibilities:

The current steering committee will be restructured into two interdisciplinary curriculum committees for the two interdisciplinary concentrations (SLPA and TRIA):

- Speech-Language Pathology Assistant (SLPA) concentration: An interdisciplinary curriculum committee, consisting of two members of the new HSI department (selected by HSI faculty) and two members of CMD (selected by CMD faculty), will review and vote on changes to the HLS:SLPA concentration, with a majority vote required for approval. Changes proposed by this curriculum committee will be sent to both HSI and CMD for departmental votes.
- Therapeutic Recreation in Aging (TRIA) concentration: An interdisciplinary curriculum committee, consisting of two members of new HSI department (selected by HSI faculty) and two members of RTSM (selected by RTSM faculty), will review and vote on changes to the HLS:TRIA concentration, with a majority vote required for approval. Changes proposed by this curriculum committee will be sent to both HSI and RTSM for departmental votes.

RESOURCES

- The new HSI department will be composed of current and newly hired SCSU faculty. There is contiguous office space available for these faculty members in the new Health & Human Services building.
- The HLS program currently manages an independent operating expenses budget, and HSI would function with an equivalent OE budget as a department.
- The HLS program has requested 50%-time clerical support for the HLS program; HSI would make the same request as a small department.
- The HLS group plans to request an additional tenure-track line in within the next two years for the HLS program, and would make the same request as the HSI department.

Appendix: Program Catalog listings

Healthcare Studies, B.S. - General

MAJOR REQUIREMENTS (45 Credits)

Healthcare Studies Core (36 Credits)

HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 240 – Statistics for Health and Clinical Sciences or MAT 107 – Elementary Statistics (T1QR)* [Students who take HLS 240 instead of MAT 107 must take a different T1QR course]
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

General Concentration (9 Credits)

HLS 490 - Career Skills for the Health Professional

Select two electives from:

Any HLS course at the 200, 300, or 400 level
BIO 201 - Human Anatomy and Physiology II
ECO 320 - Health Economics
HSC 450 - Medical Documentation
JRN 332 - Public Relations Techniques for Health and Medicine
MGT 385 - Human Resources Management
PCH 202 - Introduction to Public Health
REC 231 - Foundations of Therapeutic Recreation
SPA 201 - Medical Spanish
SWK 200 - Introduction to Social Work

COGNATE REQUIREMENTS (6 Credits)

PSY 100 - Introduction to Psychology (T2MB)*

Select one (T2LE):*

BIO 100 - General Zoology
BIO 200 - Human Anatomy and Physiology

Healthcare Studies, B.S. – Healthcare and Clinical Research

MAJOR REQUIREMENTS (51 Credits)

Healthcare Studies Core (33 Credits)

HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology

HLS 210 - Principles of Patient Centered Healthcare

HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics

HLS 400 - Health Informatics

HLS 415 - Healthcare Systems, Policy, and Billing

HLS 440 - Research Methods for Evidence-Based Healthcare

MGT 300 - Management and Organization or PCH 362 - Public Health Management

PCH 265 - Illness and Disease

PSY 219 - Lifespan Development

PSY 366 - Health Psychology

REC 307 - Disabilities in Society

Concentration in Healthcare and Clinical Research (18 Credits)

HLS 240 - Statistics for Health and Clinical Sciences

HLS 317 - Community Engagement in Health Research

HLS 427 - Research Data Management

HLS 437 - Clinical Trial Administration and Good Clinical Practice

HLS 497- Internship in Healthcare Studies

Select one from:

Any HLS course at the 200, 300, or 400 level

BIO 201 Human Anatomy and Physiology II

ECO 320 Health Economics

HSC 450 Medical Documentation

JRN 332 Public Relations Techniques for Health & Medicine

MGT 385 Human Resources Management

PCH 202 Introduction to Public Health

REC 231 Foundations of Therapeutic Recreation

SPA 201 Medical Spanish

SWK 200 Introduction to Social Work

COGNATE REQUIREMENTS (6 Credits)

Select one (T2LE)*:

BIO 100 - General Zoology

BIO 200 - Human Anatomy and Physiology

PSY 100 - Introduction to Psychology (T2MB)*

Healthcare Studies, B.S. - Therapeutic Recreation In Aging

MAJOR REQUIREMENTS (51 Credits)

Healthcare Studies Core (33 Credits)

HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Concentration in Therapeutic Recreation in Aging (18 Credits)

PCH 348 - Death, Dying and Bereavement
REC 210 - Activity Development and Leadership
REC 231 - Foundations of Therapeutic Recreation
REC 300 - Practicum
REC 303 - Leisure and Aging
REC 391 - Interventions and Facilitation Techniques in Therapeutic Recreation

COGNATE REQUIREMENTS (7 Credits)

Select one:

BIO 200 - Human Anatomy and Physiology (T2LE)*
HMS 280 Survey of Anatomy and Physiology
PSY 100 - Introduction to Psychology (T2MB)*

Healthcare Studies, B.S. – Speech Language Pathology Assistant

MAJOR REQUIREMENTS (58 REQUIREMENTS)

Healthcare Studies Core (36 Credits)

HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 240 – Statistics for Health and Clinical Sciences or MAT 107 – Elementary Statistics (T1QR)*
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Concentration Requirements (22 Credits):

CMD 200 - Introduction to Developmental Communication Disorders
CMD 203 - Phonetics and Phonological Systems
CMD 317 - Anatomy and Physiology of the Speech Mechanism
CMD 319 - Language Development: Ages Birth to Five
CMD 419 - Language Acquisition: School Age: Adolescence
CMD 462 - Clinical Practicum for the Speech Language Pathology Assistant
CMD 463 - Speech Language Pathology Assistant Practicum

COGNATE REQUIREMENTS (6 Credits)

PSY 100 - Introduction to Psychology (T2MB)*

Select one (T2LE)*:

BIO 100 - General Zoology

BIO 200 - Human Anatomy and Physiology

Healthcare Studies, B.S. – STEM Foundations for Nursing

MAJOR REQUIREMENTS (36 Credits)

HLS 200 or HSC 200 - Healthcare Professions and Medical Terminology
HLS 210 - Principles of Patient Centered Healthcare
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Ethics of the Life Sciences
HLS 400 - Health Informatics
HLS 415 or RSP 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
HLS 490 - Career Skills for the Healthcare Professional
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Choose one of the following:

Any HLS courses at the 200, 300 or 400 level
ECO 320 - Health Economics
HSC 450 - Medical Documentation
JRN 331 - Public Relations Techniques for Health & Medicine
MGT 385 - Human Resources Management
PCH 202 - Introduction to Public Health
REC 231 - Foundations of Therapeutic Recreation
SPA 201 - Medical Spanish
SWK 200 - Social Welfare and Social Services in America
Other courses may be substituted with approval of program director

Nursing Prerequisites and Cognates (38 credits)

'C+' or better required in all Cognate Requirements

BIO 200 – Human Anatomy & Physiology I
BIO 201 – Human Anatomy & Physiology II
BIO 120 - Microbiology
CHE 120 – General Chemistry I (T2PR)*
CHE 125 – Principles and Applications of General, Organic, and Biochemistry (T2LE)*
Written Communication Course (T1WC)*
MAT 107 – Elementary Statistics (T1QR)*
PHY 103 - Physics and Technology for Health Professionals (T1TF)*
PSY 100 – Introduction to Psychology (T2MB)*
PSY 219 – Lifespan Development

Select one:

MAT 108 – Mathematics for the Natural Sciences
MAT 112 – Algebra for Business and the Sciences
MAT 120 – College Algebra; MAT 122 – Precalculus; MAT 124 - Finite Mathematics
MAT 139 – Short Course in Calculus; MAT 150 – Calculus I; MAT 151 – Calculus II

Healthcare Studies, B.S. – Health Science Foundations

MAJOR REQUIREMENTS (36 Credits)

HLS 210 - Principles of Patient Centered Healthcare
HLS 330 - Case Studies in Healthcare Ethics or PHI 325 Bio-Ethics of the Life Sciences
HLS 400 - Health Informatics
HLS 415 - Healthcare Systems, Policy, and Billing
HLS 440 - Research Methods for Evidence-Based Healthcare
HLS 490 - Career Skills for the Healthcare Professional
MGT 300 - Management and Organization or PCH 362 - Public Health Management
PCH 265 - Illness and Disease
PSY 219 - Lifespan Development
PSY 366 - Health Psychology
REC 307 - Disabilities in Society

Healthcare electives: choose one of the following:

Any HLS course at the 200, 300 or 400 level
ECO 320 Health Economics
HSC 450 - Medical Documentation
JRN 331 - Public Relations Techniques for Health & Medicine
MGT 385 - Human Resources Management
PCH 202 - Introduction to Public Health
REC 231 - Foundations of Therapeutic Recreation
SPA 201 Medical Spanish
SWK 200 - Social Welfare and Social Services in America
Other courses may be substituted with approval of program director

COGNATES (29 credits)

Health Science Prerequisites

BIO 200 - Human Anatomy and Physiology I [T2LE]*
CHE 120 - General Chemistry [T2PR]*
HSC 200 - Healthcare Professions and Medical Terminology ('C' or better)
MAT 107 - Elementary Statistics [T1QR]*
PSY 100 - Introduction to Psychology [T2MB]*

Cognates

BIO 102 - Biology I
BIO 201 - Human Anatomy and Physiology II
CHE 121 - General Chemistry II



Update to PSPC

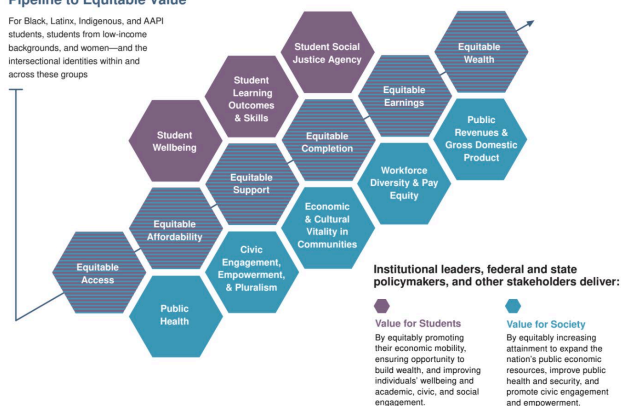
April 19, 2022

We consult and advise university leaders to help their institutions *thrive*.

Postsecondary Value Framework

Pipeline to Equitable Value

For Black, Latinx, Indigenous, and AAPI students, students from low-income backgrounds, and women—and the intersectional identities within and across these groups



What will distinguish Southern as a modern forward-focused public regional comprehensive university?

Engine of Social Mobility	Innovation in Teaching & Learning	Cutting Edge Research & Scholarship	Social Justice and Anti-Racist	Community Impact
<ul style="list-style-type: none"> Affordability Equitable outcomes Career Readiness Relevant academic programs with pathways to career Students engage in major/career exploration to discern vocational path, unique practical experiences Graduates are well-rounded and employable Certification programs for upskilling and retooling the workforce Reputation of care for the student and each other 	<ul style="list-style-type: none"> Experiential learning New learner style Competency based Civic engagement 	<ul style="list-style-type: none"> Community engaged scholarship Undergraduate engagement in research Solving critical societal issues 	<ul style="list-style-type: none"> Students prepared for success in a diverse world Commitment to justice and equity Equitable policies, support, outcomes Evident in all we do 	<ul style="list-style-type: none"> Care for the New Haven community Centrality of engagement Driver of economic and cultural vitality

Strategic Priorities

Preparing for the Future

Academic Excellence

Driving Enrollment

Ensuring Student Success

Advancing Social Justice and Anti-Racism

Engaging Our Community and Expanding Our Reach

Next Steps



Academic Excellence

Opportunity
Invest in disciplinary areas of distinction
Measure the transformation impact / growth of the student as evidence of academic excellence
Develop certification programs for upskilling and retooling the workforce
Develop micro credentials and stackable certificates
Explore competency-based credit
Next generation learning outcomes
Faculty professional development to retool programs for career readiness and employment; embed career education into academics
Co-curricular integration

Driving Enrollment

Opportunity

Affordability / Pricing strategy

Wrap around services for adult learners. e.g., Train advisors on unique stressors of adult learners. Modality of service offerings / availability after business hours. Resources to succeed in an online environment. Writing center access

Support adult learners. Full redesign of programs that work for working adult learners. Develop cohort degree programs, degree completion programs, online and summer to attract adult learners, stackable credentials

Reengage stop outs

Rethink/redesign pathways

Understand/tailor student experience

Strategic Messaging. Invest in knowing the perception of Southern. Define Southern's outcomes in ways that resonate (jobs) to prospective students and families

Stronger relationships with K-12 (University-wide approach)

Reciprocity relationships with CCs. Admit more transfer students. Improve/clarity in process, course transferability, outreach

Internationalization

Out of state students

Graduate enrollment. Target Graduate enrollment increase and market strategically

Stop counting majors. Shift to counting credit delivery

Ensuring Student Success

Opportunity

On campus employment / apprenticeships

Support and promote internships. More/Support. Centralized, restructure, integrated with advising and career services. Integrate internships/experiential learning in curriculum for credit. Paid internships

Redesign career center/programs to reach all students. 1. Understanding career opportunities, 2. Creating a career plan, 3. Networking with employers, 4. Having an internship, 5. receiving career advice from faculty and/or employers, 5. Learning critical thinking

Re-envision the 1st year

Help students develop resiliency skills. Integrate in the first-year seminar.

Communicate with students where they are. Including with technology (SMS, chatbots, social media)

Course sequencing and scheduling to support persistence

Advancing Social Justice and Anti-Racism

Opportunity

Equitable policies & practices

Train hiring managers

Onboarding to the Southern culture – define the Southern culture of leadership, create onboarding program for new managers, faculty and staff.

Articulate our outcomes for equity

Embed social justice and equity in the curriculum

Faculty and staff reflect student demographics

Elevate the student voice

Every opportunity we pursue advances social justice and anti-racism

Engaging our Community and Expanding Our Reach

Opportunity

Integrate workforce internships

Paid internships

Integrate internships/experiential learning in curriculum for credit

Co-listed in
Student Success

Opportunity

Engage employers and industry

Communicate Southern's economic impact. Measure and communicate impact on the public good to community, employers, legislators, potential students

Develop resources for students (fundraising)

K-12 partnerships

Partnerships with area institutions

Coordinate community engagement

Preparing for the Future

Opportunity

Acquire Carnegie Social Mobility Classification

Training and development for growth mindset

Leverage our location – innovation, academic

Leverage our alumni

Engage the union as a partner

Ensuring Student Success

Opportunity

On campus employment / apprenticeships

Support and promote internships. More/Support. Centralized, restructure, integrated with advising and career services. Integrate internships/experiential learning in curriculum for credit. Paid internships

Redesign career center/programs to reach all students. 1. Understanding career opportunities, 2. Creating a career plan, 3. Networking with employers, 4. Having an internship, 5. receiving career advice from faculty and/or employers, 5. Learning critical thinking

Re-envision the 1st year

Help students develop resiliency skills. Integrate in the first-year seminar.

Communicate with students where they are. Including with technology (SMS, chatbots, social media)

Course sequencing and scheduling to support persistence

Campus Input

Students

- Affordability strong priority. We can't afford the tuition increases.
- Getting jobs that pay better than if we'd not come here. Advisors to help us know what future job opportunities are.
- Teach students how to access resources and advocate for themselves.
- What does social justice mean to Southern? Say it a lot but don't really see it.
- Listen to the students.

Alumni and Foundation

- Can't be everything to everyone.
- Affordable online offerings strong priority. Provide opportunities for people working full-time jobs.
- More marketing. Tell the Southern story.
- Graduate programs need to be more intentional for what's needed in industry; available to people with full-time jobs.
- Maximize internships, "school to work" pipeline.
- Dual admission to community college and Southern.
- Explore a P3 to modernize the dorms.

Staff

- Communication and transparency.
- We can't get ourselves out of the pandemic. Faculty won't come back to campus.
- Not talking about or addressing the structural deficit.
- Physical infrastructure needs attention. Can't expect people to live in our dorms.
- Budget doesn't align with our values or priorities. Budget process isn't strategic. If we produce priorities, are we prepared to redistribute resources to them?
- We've lost the culture of care that Southern used to have.
- Data to know why students leave or why they succeed.
- Online. We don't do online well.
- Culture of Leadership sounds great, but we need to define it for Southern and commit.
- Help students understand what they need, instead of worrying about what they want.

Faculty

- We do fine with first year. Doesn't need redesign.
- Create a first-year experience for transfers.
- Let's go after the stop outs. But we have no data.
- Need a central data repository. There's only 1 person in IR.
- Interdisciplinary programs is missing.
- Better coordination and support of internships.
- All of these are for the faculty to do. We don't have the bandwidth. 75+ retirements
- Honors College needs more resources.
- Onboarding means indoctrination. Call it something else.
- Emphasize engaged citizenry as much as (or more than) employability.
- K-12 outreach. Dual enrollment.
- Listen to all students. Not just those who have time to be involved on campus.

Opportunities and Actions

Opportunities and Actions

- **Adult Learners and Stop Outs**

- Full redesign of programs that work for working adult learners
- Develop cohort degree programs, degree completion programs, online and summer to attract adult learners
- Stackable credentials
- Wrap around services for adult learners. Modality of service offerings / availability after business hours

- **Employability and Internships**

- Centralize, restructure, integrate with advising and career services
- Integrate internships/experiential learning/coops in curriculum for credit
- Paid internships. Partner with industry
- Embed career guidance and vocational discernment in the curriculum

Opportunities and Actions

- **Define and Live the Southern Culture / Commit to Social Justice**

- Define the Southern culture of leadership (document)
- Define what social justice is to Southern
- Create onboarding / re-onboarding program for managers, faculty and staff
- Assess and rewrite policies and practices for equity and anti-racism
- Embed social justice and anti-racism in the curriculum
- Train hiring managers

- **Invest in Data and Analytics**

- Reallocate resources to people and systems
- Create a data governance committee and plan

Opportunities and Actions

- **Affordability**

- Pricing strategy and tuition policies
- Need-based and supplemental grants. Philanthropic partners.
- Microgrants / emergency grants
- Advocacy
- Completion grants / explore with industry
- Accelerated bachelor's degrees
- Childcare
- Specialized discounts

Others to consider

- Redesign the budget process to align with priorities
- Explore/engage the private sector about updating the residence halls
- Internationalize the campus. Probably hard to do with sub-optimal residential experiences
- Pursue the Social Mobility classification
- Centralize K-14 relationships. Outreach earlier, improve/clarity in process, course transferability, dual admission
- Invest in knowing the perception of Southern. Define Southern's outcomes in ways that resonate (jobs) to prospective students and families

Moving the Needle

- Ensuring Affordability. AASCU Institutions' Practices and Policies.
- New pathways from college to career. Chronicle for Higher Education.
- Effective practices that support adult learners. American Council on Education
- ACE Programs and Services for Adult Learners Search Tool
- Three Key Challenges To Meeting Adult Learners' Needs—And How To Solve Them.
- Online Learning at Public Universities 2022: How COVID-19 Has Impacted Online Education. AASCU.

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Additional Comments?