



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Friday, February 3, 2023 @ 9:30 a.m.**

**Conducted via Remote Participation**

**Meeting will live stream at: <https://www.youtube.com/watch?v=ikVW9uyx14M>**

1. Call to Order: Declare Quorum
2. Approval of Minutes
  - a. December 7, 2022 – *Page 1*
3. Consent Items
  - a. Discontinuations
    - i. Mathematics – B.A. – Southern CT State University – *Page 5*
    - ii. Mathematics 7-12 – B.S. – Southern CT State University – *Page 10*
4. Action Items
  - a. New Programs
    - i. Business – B.S. – Central CT State University – *Page 15*
    - ii. Theatre Arts – B.F.A – Western CT State University – *Page 42*
    - iii. Popular Music – B.A. – Western CT State University – *Page 87*
  - b. Modifications
    - i. Organizational Effectiveness and Leadership –M.S. – Charter Oak State College [Name change to Organizational Leadership] – *Page 108*
    - ii. Addiction Counseling – Post-Master’s Certificate – Southern CT State University [Name change to Graduate Certificate in Addictions Counseling] – *Page 111*
    - iii. Applied Mathematics – B.S. – Southern CT State University [Modification of courses and options and name change to BS Mathematics] – *Page 114*
  - c. Appointment Recommendation
    - i. Recommendation to appoint Edwin Vargas to the Governor William A. O’Neill Endowed Chair in Public Policy and Practical Politics – *Page 130*
5. Informational Items
  - a. Below Threshold
    - i. Psychology/Recreation Therapy – B.S. – Southern CT State University – *Page 144*
    - ii. Sustainable Business and Organizational Management – Undergraduate Certificate – Southern CT State University – *Page 153*
    - iii. Aging Studies – Minor – Southern CT State University – *Page 159*
    - iv. Biology – B.A. – Southern CT State University – *Page 164*
    - v. Biology – B.S. – Southern CT State University – *Page 168*
    - vi. Biology – B.S. Pre-Med – Southern CT State University – *Page 173*
    - vii. Biology – M.S. Accelerated – Southern CT State University – *Page 177*
    - viii. Healthcare and Clinical Research – Minor – Southern CT State University – *Page 182*

- ix. Women's Leadership – Certificate – Southern CT State University – *Page 186*
- x. Women's Leadership – Minor – Southern CT State University – *Page 191*
  
- b. Centers and Institutes Policy Revision – *Page 195*
  
- c. New Program Forms – *Page 202*

If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to [PHeleen@commnet.edu](mailto:PHeleen@commnet.edu) at least 24 hours before the meeting.



# Board of Regents

**Academic & Student Affairs Committee and HR Committee  
JOINT MEETING  
Friday, December 2, 2022 @ 9:30 a.m.  
Conducted via Remote Participation  
MINUTES**

Regents Present: HR and Administration Committee  
Holly Howery (Chair)

Academic and Student Affairs Committee  
Ira Bloom (Chair), Juanita James, Richard Porth, James McCarthy

Ex-Officio BOR  
Members: Professor Colena Sesanker

Regents Absent: Richard Balducci, Elease E. Wright

Staff Present: Kaylah Davis, Pam Heleen, Rai Kathuria, Kenneth Klucznik, Alice Pritchard, Angelo Simoni, Noreen Wilson

Other Attendees: Dave Ferreira, Kim Kostelis, Lisa Frank, Timothy St. James, Robert Prezant, George Peffer

1. Call to Order: Declare Quorum
2. Informational Items
  - a. Sexual Misconduct Report
    - i. Report Findings
    - ii. Training

Angelo Simoni, Senior Executive Director; Compliance, Equity & Student Relations, presented on the 2021 Sexual Misconduct, 14-11 report. The presentation satisfies the data sharing requirement in the sexual misconduct support services policy.

The CSU's reported a total of 43 sexual assaults, 5 stalking incidents, and 14 acts of intimate partner violence. There were 0 reports at Charter Oak State College and the Community Colleges. There were 21 investigations, in which 4 cases found no violation, 10 cases in which the student was found responsible and suspended and/or expelled, 1 case in which the student was given a warning, and 4 appeals.

The model, SUNY SCI is used for Title XI training system wide. Students participate in 'Not Anymore', a video based online interactive training program that provides education on Title IX and the Violence Against Women Act (VAWA). Students receive additional training through the

‘Bringing in the Bystander’ curriculum, which equips students with skills to identify and intervene safely in situations and build empathy for survivors of sexual violence. CSCU has a comprehensive Title IX plan including ongoing trainings, both virtual and in person, community partnerships, counseling services, and case triage between the System Office Title IX Coordinator and all institutions.

The CSCU Office of General Counsel webpage has been updated to include contact information for Title IX coordinators on each institution. Each institution has support for sexual assault and violence, including resources for advocacy, medical assistance, how to contact law enforcement and file a report, and information on receiving accommodations.

The community colleges and Charter Oak participate in the Timely Care program, which provides virtual care to all students. This care ranges from scheduled counseling sessions, to on demand medical visits. This program is available 24/7 to all students regardless of status, and all providers within Timely Care are licensed to provide care.

Additionally, all institutions hold formal MOUs with community sexual assault and domestic violence programs in their area, including a partnership with the CT Coalition Against DV, and CT Alliance to End Sexual Violence.

Regent Holly Howery inquired on the difference of campus size and the number of reports. To which, Mr. Simoni confirmed that the numbers are relative, however, this reflects the well-done job in ensuring student comfortability with reporting. Regent James McCarthy inquired on the formal assessment process of the policies and reports, to ensure that the policies set are effective and the best approach. Mr. Simoni confirmed that the office refers to the Department of Education’s regulations for guidance on policy adaptations. Separately, last year a consulting group conducted a formal audit of the CSCU Title IX policies and found we are in compliance. The audit is currently being reviewed to ensure that any opportunities for improvement are being met, and that all necessary adjustments are made alongside the campus’ Title IX contacts. There was an agreement that a formal review process on a regular basis would be a more proactive approach. Regent Juanita James inquired about the communication process between outside organizations and the campuses. Mr. Simoni confirmed that within the Campus MOU’s, the campus is in direct communication with the organizations to ensure quality assistance. Professor Sesanker inquired about the comparison of number of CSCU reports versus the number of reports nationally. Mr. Simoni confirmed that at this time there is no formal comparison but can be considered in the future. Chair Ira Bloom inquired on the number of reports for the community colleges being zero. Mr. Simoni confirmed that it is on par with number of reports of previous years, and that a main factor of this is the impact of moving to a hybrid/online format. Chair Ira Bloom also inquired on the topic of appeals and who is responsible for the hearings. Mr. Simoni confirmed that it depends on where the incident occurred, but that the appeal is always a neutral third party and is not the same individual performing the hearing. In addition, the third party is specifically trained to perform that service. Regent Richard Porth inquired for clarification on the meaning of the 4 appeals being upheld. Mr. Simoni confirmed that the language of upheld, refers to the initial decision of the appeal.

### 3. Adjournment at 10:12 AM

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#### 1. Call to Order: Declare Quorum

The meeting was called to order at 10:12 AM by Chair Ira Bloom.

2. Approval of Minutes

a. October 7, 2022 – *Page 1*

**Chair Ira Bloom asked for a motion to approve the minutes of the Oct 7, 2022, BOR ASA Committee meeting. On motion by Regent Juanita James and second by Regent Richard Porth, a vote was taken, and the minutes were unanimously approved.**

3. Consent Items

4. Action Items

a. Strategic Vision – *Page 5*

Dr. Alice Pritchard, Chief of Staff, presented on the new Strategic Vision document. The new strategic vision document serves as an update to the initially created vision from 2012. There is no change to the mission statement, however, the vision and goals were refreshed. Four goals in total were created, student success, innovation and economic growth, affordability and sustainability, and systemness, to which equity has been integrated into each. The newest goal of systemness was formed as an effort to promote unity. The goals and vision serve as an umbrella to which the individual institutions will use as they function and create their own strategic plans. Regent Juanita James added that the goals may vary in implementation based on location, and to ensure adaption and support as challenges or opportunities arise. Regent James McCarthy applauded the vision and its goals in its concise format, and the linkage of the past, present and future, while showing continuity in values. Professor Colena Sesanker added that the liberal arts program is mentioned in the vision but should ensure that this value is maintained throughout the goals. Dr. Pritchard responded to this comment by adding that social justice is a core value and that it should be reflected. Regent Richard Porth commented that cost and continued investment is a factor for students as they consider debt that will be incurred. CSCU excels in comparison to other institutions on this factor. Chair Ira Bloom added to this by stating that part of the excellence that CSCU offers is the liberal arts programs. The fourth goal of systemness and the emphasis on this, especially within the last year becomes important as economic challenges occur. Both Chair Ira Bloom and Regent James McCarthy agreed on the importance of the vision and goals document being shared internally for the time-being as this document should be used in all aspects of implementation.

**Chair Ira Bloom asked for a motion to approve the document subject to the editorial changes. On a motion by Regent Richard Porth and second by Regent Juanita James. A vote was taken, and the document was approved unanimously.**

b. Appointment Recommendation

i. Recommendation to Appoint Martin Geitz to the American Savings Foundation Endowed Chair in Banking Finance – *Page 10*

Kimberly Kostelis, Interim Provost and Vice President for Academic Affairs and Dr. Lisa Frank, Dean of School of Business presented. The endowed chair was founded in 2003. This chair educates students using real world banking and finance, develops programs that address needs of the banking and finance industry, and engage in local community outreach with industry leaders. Mr. Martin Geitz will be a beneficial resource to student and valued member of the faculty.

Regent James McCarthy commented on the CV of Mr. Geitz and referenced his bachelor's degree in German Literature and Political Science in connection with the newly revised strategic plan and the importance of liberal arts programs. Both Regent James McCarthy and Chair Ira Bloom expressed concern regarding the appointment at the assistant professor level as opposed to professorship based on Mr. Geitz' background and experience. Additionally commenting that a professorship title would be more appropriate for a special appointment of an endowed chair. Both agreed that a special appointment at a professor level, would be a more enticing opportunity for leaders in the field. Provost Kimberly Kostelis responded to the concern stating that the appointment at the assistant professor level was at the recommendation of their Human Resources Office, but that this can be reviewed and confirmed that she also welcomes other industry leaders of this caliber. Regent Juanita James added that the conversation of the professor level is important and should be discussed with the proper parties involved at a designated time at a future meeting.

**Chair Ira Bloom asked for a motion to approve this appointment recommendation pending further study. On a motion by Regent Juanita James and second by Regent James McCarthy. A vote was taken, and the appointment recommendation was approved unanimously.**

5. Informational Items

a. Below Threshold

- i. Child Studies – B.S. – Charter Oak State College – *Page 18*
- ii. RN/ADN to BSN – B.S.N – Charter Oak State College – *Page 22*
- iii. Physics – B.S. – M.S. Accelerated Pathway Option – Southern CT State University – *Page 28*

b. Refugee/Asylee Report Update

Dr. Alice Pritchard, Chief of Staff presented an update on the refugee initiative. The initiative is continuing to have fruitful conversations, leading to the building of relationships, including the ESL Council. This new network serves as an aid to students to ease burdens on enrollment and assist with resources. This initiative has found that there are barriers that exist not only for refugees, but also undocumented and first-generation students. The group intends to continue its conversations, network building, and identification of resources to best assist the students that experience those barriers.

**Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent James McCarthy, seconded by Regent Juanita James, a vote was taken and the motion to adjourn was passed unanimously at 10:52AM.**

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Mathematics (CIP Code: 27.0101 / OHE# 00652), leading to a Bachelor of Arts at Southern Connecticut State University, effective Spring 2027.

A True Copy:

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

**ITEM**

Discontinuation of a program in Mathematics leading to a Bachelor of Arts at Southern Connecticut State University, effective Spring 2027.

Name of Institution	Southern Connecticut State University	
Name of Program	Mathematics	
CIP Code	27.0101	
OHE# (Leave blank for new programs)	00652	
Degree Level	Bachelor of Arts	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2027	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

**Rationale:** This discontinuation is being submitted in support of a restructuring of the mathematics offerings at SCSU. We currently have three distinct programs: a BA in math, a BS in applied math, and a BS in 7 – 12 math education. The proposed restructuring would merge the BA in math and the BS in 7 – 12 math education into the BS in applied math, while at the same time reshaping the BS in applied math to a BS in math with concentrations in applied math (the existing BS in applied math), pure math (the existing BA in math), math education (the existing BS in 7 – 12 math education), and statistics (a new concentration).

The main rationale for the discontinuation of this program is to update the department's offerings. The current curriculum has remained the same for more than a decade. Curricular revisions proposed in the program revision are intended to move the department closer to the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM) recommendations



and to produce graduates who are more prepared to meet today's workforce requirements. As an example of this thinking, all majors will now be required to complete two courses in data science.

In addition, the math program at SCSU, along with STEM in general and the university itself, has witnessed declining enrollments over the last 10 years: there are simply fewer high school students graduating now than there were, and COVID has had an impact on the number of students continuing on to four-year degrees. The proposed program revision addresses this phenomenon by consolidating offerings through a common program core while at the same time introducing more program flexibility in the form of electives in all concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

***Phase out/Teach out:*** The teach out period will be 2023 – 2027. Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular program.

***Costs:*** There will be no resources/costs employed or expended to discontinue this program.

## RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee  
02/16/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU		<b>Date of Submission to CSCU Office of the Provost:</b> 11.30.22	
<b>Program Characteristics</b>			
<b>Name of Program:</b> BA Mathematics			
<b>BOR Accreditation Date:</b> 1976			
<b>OHE #:</b> 652			
<b>CIP Code Number:</b> 270101		<b>Title of CIP Code:</b> Math and Stats General	
<b>Program Type</b> (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science):			
<b>Modality of Program</b> (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses			
<b>Locality of Program:</b> <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both			
<b>Phase Out / Teach Out Period:</b> 2023 - 2027			
<b>Expected Dates of Program Termination</b>			
<ul style="list-style-type: none"><li>• Date for final enrollment of new students: Fall 2022</li><li>• Date for final award of credential: May 2027</li></ul>			
<b>Department where program is housed:</b> Mathematics			
<b>Location Offering the Program</b> (e.g., main campus): SCSU main campus			
<b>Institutional Contact for this Proposal:</b> Robert Prezant		<b>Title:</b> Provost and Senior VP of Academic Affairs	<b>Tel.:</b> 203.392.5355 <b>e-mail:</b> <a href="mailto:PrezantR1@southernct.edu">PrezantR1@southernct.edu</a>

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. *Program discontinuation should not impact state priorities for workforce preparation.*

This discontinuation is being submitted in support of a **restructuring** of the mathematics offerings at SCSU. We currently have three distinct programs: a BA in math, a BS in applied math, and a BS in 7 – 12 math education. The proposed restructuring would merge the BA in math and the BS in 7 – 12 math education into the BS in applied math, while at the same time reshaping the BS in applied math to a BS in math with concentrations in applied math (the existing BS in applied math), pure math (the existing BA in math), math education (the existing BS in 7 – 12 math education), and statistics (a new concentration).

The main rationale for the discontinuation of this program is to update the department's offerings. The current curriculum has remained the same for more than a decade. Curricular revisions proposed in the program revision are intended to move the department closer to the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM) recommendations and to produce graduates who are more prepared to meet today's workforce requirements. As an example of this thinking, all majors will now be required to complete two courses in data science.

In addition, the math program at SCSU, along with STEM in general and the university itself, has witnessed declining enrollments over the last 10 years: there are simply fewer high school students graduating now than there were, and COVID has had an impact on the number of students continuing on to four-year degrees. The proposed program revision addresses this phenomenon by consolidating offerings through a common program core while at the same time introducing more program flexibility in the form of electives in all concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

As a final point, we currently have 46 majors across the three existing programs as of the Fall 2022 census (19 in the BA, 11 in the BS applied, and 16 in the BS 7 – 12). By grouping all majors under one degree with concentrations, we will be increasing the number of majors to 46 in a single program, and necessarily increasing the number of completers in the program.

**Phase Out/Teach Out Strategy**

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

Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular program.

**SECTION 3: RESOURCES**

**Close Out Costs**

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

There will be no resources/costs employed or expended to discontinue this program.

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

Lessons Learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.

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

As discussed above, this program is being discontinued as part of a restructuring of the math department offerings and will continue to exist as a concentration. However, we do feel that this process has emphasized the need to be forward thinking as a department and institution as well as to be willing to change in the face of the changing needs of the workforce.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Program Discontinuation

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a program, Mathematics 7-12 (CIP Code: 13.1205 / OHE# 04465), leading to a Bachelor of Science at Southern Connecticut State University, effective Spring 2027.

A True Copy:

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

**ITEM**

Discontinuation of a program in Mathematics 7-12 leading to a Bachelor of Science at Southern Connecticut State University, effective Spring 2027.

Name of Institution	Southern Connecticut State University	
Name of Program	Mathematics	
CIP Code	13.1205	
OHE# (Leave blank for new programs)	04465	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input checked="" type="checkbox"/> Phase-out Program <input checked="" type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	N/A	
If a Discontinuation, date of Termination	Spring 2027	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

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The main rationale for the discontinuation of this program is to update the department's offerings. The current curriculum has remained the same for more than a decade. Curricular revisions proposed in the program revision are intended to move the department closer to the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM) recommendations

and to produce graduates who are more prepared to meet today's workforce requirements. As an example of this thinking, all majors will now be required to complete two courses in data science.

In addition, the math program at SCSU, along with STEM in general and the university itself, has witnessed declining enrollments over the last 10 years: there are simply fewer high school students graduating now than there were, and COVID has had an impact on the number of students continuing on to four-year degrees. The proposed program revision addresses this phenomenon by consolidating offerings through a common program core while at the same time introducing more program flexibility in the form of electives in all concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

***Phase out/Teach out:*** The teach out period will be 2023 – 2027. Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular program.

***Costs:*** There will be no resources/costs employed or expended to discontinue this program.

## RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee  
02/16/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 11.30.22
<b>Program Characteristics</b> <b>Name of Program:</b> <b>BS Mathematics 7 - 12</b> <b>BOR Accreditation Date:</b> 1976 <b>OHE #:</b> 4465 <b>CIP Code Number:</b> 131205 <b>Title of CIP Code:</b> Secondary Education and Teaching <b>Program Type</b> (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Modality of Program</b> (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses <b>Locality of Program:</b> <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
<b>Phase Out / Teach Out Period:</b> 2023 - 2027 <b>Expected Dates of Program Termination</b> <ul style="list-style-type: none"> <li>Date for final enrollment of new students: Fall 2022</li> <li>Date for final award of credential: May 2027</li> </ul>	
<b>Department where program is housed:</b> Mathematics <b>Location Offering the Program</b> (e.g., main campus): SCSU main campus	
<b>Institutional Contact for this Proposal:</b> Robert Prezant	<b>Title:</b> Provost and Senior VP of Academic Affairs <b>Tel.:</b> 203.392.5355 <b>e-mail:</b> <a href="mailto:PrezantR1@southernct.edu">PrezantR1@southernct.edu</a>

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

**Narrative**

Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. *Program discontinuation should not impact state priorities for workforce preparation.*

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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM***

concentrations. We anticipate this will make it easier for students to complete their degree and limit the instances of waiting for a particular course to come up in rotation – with multiple options available, students will be able to make progress each semester of study.

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**Phase Out/Teach Out Strategy**

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Every course currently required for the BA, BS applied, and BS 7 – 12 will continue to be offered under the proposed program revision. Therefore, all necessary requirements for graduation will continue to be available to students even with the discontinuation of this particular program.

**SECTION 3: RESOURCES**

**Close Out Costs**

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

There will be no resources/costs employed or expended to discontinue this program.

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

Lessons Learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.

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

As discussed above, this program is being discontinued as part of a restructuring of the math department offerings and will continue to exist as a concentration. However, we do feel that this process has emphasized the need to be forward thinking as a department and institution as well as to be willing to change in the face of the changing needs of the workforce.



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Business (CIP Code: 52.0101, OHE# TBD) leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

**ITEM**

Establishment of a new program, Business, leading to a Bachelor of Science at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Business	
CIP Code	52.0101	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The Bachelor of Science in Business provides students with a strong foundation in the skills needed for success in today's business world. This interdisciplinary program covers each of the major functional aspects of a business organization, including management, accounting, finance, information systems, marketing, and business analytics. A broad exposure to the business disciplines prepares versatile business professionals who can respond to today's increasingly interconnected organizational challenges.

The Bachelor of Science in Business provides students with a high-quality business education with coverage in a broad selection of business topics that prepares students for a wide range of positions in any industry. There is a demand for a general business degree that our current programs do not meet. In addition, we expect this degree program to appeal to transfer students from the community colleges who have completed coursework or associate degrees with CIP 52.XXXX, students who prefer a more generalized business degree rather than one of the five specific business discipline majors currently offered by the school, and students who would have otherwise enrolled as undeclared business majors. We expect this program to attract both traditional students and non-traditional adult learners seeking to upskill or reskill to meet workforce demands, due to the broader business coverage. It also creates a

pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or had difficulty being successful in that discipline. The Bachelor of Science in Business provides these students with an option that is less likely to require an extension of time to degree completion than choosing one of the current majors in the School of Business.

Currently the School of Business offers degree programs in five disciplines: Accounting, Finance, Management, Management Information Systems, and Marketing. These degree programs are appropriate for students who have a very specific interest in a particular business discipline. However, a recent Hanover research study brought to our attention another segment of students interested in a more generalized business degree. Rather than offering a primary focus on one discipline, this generalized business degree offers students the opportunity to study all of the disciplines in one curriculum. This degree will help us to attract a population of students interested in a broader knowledge of business.

While all of the School of Business programs share a common core of classes, once a student is in upper division the emphasis is on taking classes within their specific discipline. This can put a student at a disadvantage if, after taking some upper division courses, they decide to change their major. First, they need to determine which other focused major out of the four remaining School of Business majors fits their interests, or change into another school. Either of these options creates a challenge for the student, and in general, these students end up extending the time to degree completion because in most cases the credits earned in upper division courses in one discipline do not easily transfer to another discipline. The Bachelor of Science in Business solves this problem and provides these students with another option that is more accessible and is less likely to require an extension of time to degree completion. The new program is designed to contain upper-level courses from each of the School of Business disciplines that apply as business electives to the program, allowing a student to change major after they have entered upper division and yet easily transfer those credits to the new program.

In addition, this program will serve the needs of a large cohort of students each year who enroll as 'undecided business' students. Undecided students historically have a lower retention rate than students who identify with a specific major. This program will serve to increase the connection of these undecided students with the school and therefore improve retention. The Office of Institutional Research and Assessment tracks data by program, so we will be able to determine which populations select this program compared to the populations in the existing business programs. By disaggregating the student population data, we will discover what interventions may be needed to better serve the population of students who enroll in this program.

The majority of expected enrollments for this new degree program are by commuter students in the Hartford area, transfer students from the community colleges, and students who would have otherwise enrolled as undeclared business majors. The program foundation contains the same School of Business core as the other business disciplines, ensuring students from the other business programs can seamlessly transfer into the program. In addition, the degree articulates with the CT State Business Transfer Ticket ensuring that CT State Community College transfer students will have ready access to transfer into the BS in Business program with only 60 credits remaining to complete the degree.

This program will attract both traditional students and non-traditional adult learners seeking to upskill or reskill to meet workforce demands. Unlike the existing Bachelor of Science programs in the School of Business, this program will also attract students with associates degrees or unfinished higher education degrees in areas other than business. The degree prepares students for a wide range of entry-level positions in any industry, for example Services, Manufacturing, Construction, Wholesale Trade, Retail Trade, Transportation, Communications, Finance, Insurance and Real Estate, as well as provides opportunities to currently employed individuals seeking their next promotion. The versatility of this

degree program will broadly increase the supply of business-trained professionals into the workforce of Connecticut and neighboring states.

This program is designed to leverage a set of current courses from the existing course offerings within the programs in the School of Business and from other colleges, schools, and departments on campus. Thus, we do not anticipate any additional requirements in developing or running this program, from inception to continued maintenance. However, as the program grows, we may request additional resources (one faculty line) in the third year of the program to keep up with increased demand for this program, based on the market analysis conducted by Hanover that shows high demand for BS in Business degrees in the northeast.

### **RECOMMENDATION**

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

02/03/2023 – BOR -Academic and Student Affairs Committee

02/16/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Central Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b>
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b>	
<b>Program Characteristics</b> Name of Program: Business Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 45% Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BS</b> Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Graduation: Spring 2026 Total # Credits in Program: 120 # Credits in General Education: 47-49 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 4	
Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <a href="https://www2.ccsu.edu/admission/firstyear/tuition.php">https://www2.ccsu.edu/admission/firstyear/tuition.php</a>	
<b>CIP Code Number:</b> 52.0101 <b>Title of CIP Code:</b> Business/Commerce, General	
<b>Department where program is housed:</b> School of Business (Interdisciplinary)	
<b>Location Offering the Program</b> ( <i>e.g., main campus</i> ): main campus CCSU	
<b>Request for SAA Approval for Veterans Benefits?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Provide the intended catalog description for this program:</b> The Bachelor of Science in Business provides students with a high-quality business education with coverage in a broad selection of business topics that prepares students for a wide range of positions in any industry.	
<b>If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:</b> Program Discontinued: _____ CIP: _____ OHE#: _____ BOR Accreditation Date: _____ Phase Out Period _____ Date of Program Termination _____ Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACSB; in accordance with the current accreditation standards the program will be accredited immediately and come under review in 2028.</li> <li>• If program prepares graduates eligibility to state/professional licensure,               <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> Lisa Frank	<b>Title:</b> Interim Dean, School of Business <b>Tel.:</b> 860-832-3209 <b>e-mail:</b> franklic@ccsu.edu
<b>NOTES:</b> <ul style="list-style-type: none"> <li>• All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR</li> <li>• New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates</li> <li>• Use Form 102 <i>New Academic Offering – Below Threshold Report</i> for new:               <ul style="list-style-type: none"> <li>○ degree minors, concentrations, or specializations</li> <li>○ undergraduate certificates or programs ≤ 30 credits within an approved program</li> </ul> </li> </ul>	

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- undergraduate certificates ≤ 15 credits
- graduate certificates ≤ 12 credits
- non-credit bearing certificates
- programs that do not qualify students to become eligible for federal financial aid

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

*How does the program align with the institutional mission? (Provide a concise statement)*

This program increases access to Higher Education (Goal 2) and ensures sustainability for the future (Goal 5). The Bachelor of Science in Business provides an opportunity for a variety of students, from transfer students to non-traditional learners, by increasing their access to higher education and assisting with workforce upskilling and reskilling to meet job market demands. The versatility of this degree program will broadly increase the supply of business-trained professionals into the workforce of Connecticut and neighboring states.

**Addressing Identified Needs**

- *How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this proposed program. (Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

In addition to traditional learners, the new degree will attract adult and other non-traditional learners with associates degrees who seek to supplement their existing skillset to advance their current career pathways, and learners who seek to learn new skills that will allow them to explore new jobs and new pathways. Unlike the existing Bachelor of Science programs in the School of Business, this program will also attract students with associates degrees or unfinished higher education degrees in areas other than business.

Currently the School of Business offers degree programs in five disciplines: Accounting, Finance, Management, Management Information Systems, and Marketing. These degree programs are appropriate for students who have a very specific interest in a particular business discipline. However, a recent Hanover research study brought to our attention another segment of students interested in a more generalized business degree. Rather than offering a primary focus on one discipline, this generalized business degree offers students the opportunity to study all of the disciplines in one curriculum. This degree will help us to attract a population of students interested in a broader knowledge of business.

Furthermore, it creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. While all of the School of Business programs share a common core of classes, once a student is in upper division the emphasis is on taking classes within their specific discipline. This can put a student at a disadvantage if, after taking some upper division courses, they decide to change major. First, they need to determine which other focused major out of the four remaining School of Business majors fits their interests, or change major into another school. Either of these options creates a challenge for the student, and in general, these students end up extending the time to degree completion because in most cases the credits earned in upper division courses in one discipline do not easily transfer to another discipline.

The Bachelor of Science in Business solves this problem and provides these students with another option that is more accessible and is less likely to require an extension of time to degree completion. The new program is designed to contain upper-level courses from each of the School of Business disciplines that apply as business electives to the program, allowing a student to change major after they have entered upper division and yet easily transfer those credits to the new program.

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The Bachelor of Science degree in Business prepares students for a wide range of entry-level positions in any industry, for example Services, Manufacturing, Construction, Wholesale Trade, Retail Trade, Transportation, Communications, Finance, Insurance and Real Estate. More information about the prospective positions is listed in the following link: <https://www.bls.gov/ooh/field-of-degree/business/business-field-of-degree.htm#emp>. This program is also intended to bring an opportunity to currently employed individuals seeking their next promotion.

**Chart 1. Types of business majors, 2019**

Business majors	Major share
Business Management And Administration	28%
General Business	20
Accounting	18
Finance	11
Marketing And Marketing Research	11
Other	12

Note: The sum of percents by major may not total 100 due to rounding.  
Source: U.S. Census Bureau, American Community Survey.

Hanover Research conducted a market study for this program and according to that report estimated employment in 2018 at 45,045 and 2,774,300 jobs in the state and nation, respectively, and the projected employment for 2028 is 48,642 jobs in the state and 2,889,300 jobs in the nation. Hence, the labor market demand for this program is promising.

	State	Regional	National
Estimated Employment (2018)	45,025	194,266	2,774,300
Projected Employment (2028)	48,642	203,664	2,889,300
<b>Employment Growth, Observed Occupations</b>	<b>8.0%</b>	<b>4.8%</b>	<b>4.1%</b>
<b>Total Annual Openings, Observed Occupations</b>	<b>4,057</b>	<b>17,587</b>	<b>218,300</b>
<b>Employment Growth, All Occupations</b>	<b>5.1%</b>	<b>3.4%</b>	<b>3.7%</b>

The demand for this skill set comes from a wide range of areas from office executive assistant to managing one's own business. We expect this program to attract students who know they want to major in business, but do not want to limit themselves to one specific field, as well as students who already have a job or have one lined up (upskilling and reskilling) and need a business degree that is more general and less focused on one discipline. Furthermore, as mentioned above, this program creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. The interdisciplinary nature of the program allows adult students to pursue careers in areas that intersect with the primary disciplines (career-focused pathway), such as manufacturing, construction, computer science, communication, science, economics, Engineering, media studies, tourism, networking technology, journalism, science, healthcare, sports, community engagement, real estate, advisory, business development, production, sustainability, and more.

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

The CCSU School of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB), an accrediting body that recognizes less than 6% of business schools worldwide for their excellence. This recognition makes a degree from the School of Business at CCSU a world-class degree. AACSB currently accredits all School of Business

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programs (B.S. in AC, FIN, MKT, MGT, and MIS; MBA; MSA). While AACSB accreditation specifies that the B.S. in Business is temporarily accredited once we offer it, we will be required to include it in the ensuing accreditation continuous improvement review, and at that time address all aspects of accreditation requirements including faculty qualifications, faculty sufficiency, assurance of learning, and the three pillars of AACSB accreditation: Innovation, Impact, and Engagement. This new program will be the only AACSB accredited Bachelor of Science in Business in the CSUS system. The program is designed to take advantage of many of the courses we already offer in the School of Business, and to leverage the expertise of our faculty and the full breadth of the business curriculum offerings. Furthermore, we place a high expectation on faculty qualifications and expertise, ensuring only highly qualified faculty are teaching the courses in the business programs.

- *Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.*
  - *What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?*

The Office of Institutional Research and Assessment tracks enrollments and completions by gender and race/ethnicity. We will use this data to benchmark and to ensure continuous improvement.

- *Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.*

The GPA requirement for all business degree programs is now 2.0, consistent with the university requirement, which eliminates obstacles and achievement barriers to student success and provides equal opportunity to students from all backgrounds to access a business education. We offer in-person tutoring for courses that students generally find challenging, and track the utilization of tutoring to ensure that it's offered at times that are convenient for students. This program will serve the needs of a large cohort of students each year who enroll as 'undecided business' students. Undecided students historically have a lower retention rate than students who identify with a specific major. This program will serve to increase the connection of these undecided students with the school and therefore improve retention. The Office of Institutional Research and Assessment tracks data by program, so we will be able to determine which populations select this program compared to the populations in the existing business programs. By disaggregating the student population data, we will discover what interventions may be needed to better serve the population of students who enroll in this program.

- *Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?*

We plan to use retention in the program benchmarked with overall retention to determine where interventions may be needed. Appropriate supports will be developed such as targeted in-person and virtual tutoring based on this need. We will track DFW rates to determine if tutoring and other support services are needed to address outcomes in specific courses.

- *Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate)*

The articulation mapping from CT State to CCSU is included in the table below. The program foundation contains the same School of Business core as the other business disciplines, ensuring students from the other business programs or from programs at the community colleges will have ready access to transfer into the BS in Business program. Please refer to the tables in the next section for data on the number of community college 2-year degree awards in CIP 52.XXXX and 52.0101.



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*APPLICATION FOR NEW PROGRAM APPROVAL*

***CSCU Transfer Articulation Form:***  
***Business Studies Transfer Ticket***  
***CCSU: Business Administration: General***

<b><i>Business Studies Transfer Ticket Course/Degree Requirement at CT State</i></b>		<b><i>Course/Degree Requirement at Receiving Institution</i></b>	
Written Communication I	3	English 110 Freshman Composition	3
Written Communication II	3	Skill Area I -- Communication	3
Arts and Humanities	3-4	Study Area I – Arts and Humanities	3-4
ECON 1001: Principles of Macroeconomics	3	Study Area II -- ECON 200 Macroeconomics	3
MATH 1200: Statistics	3	Skill Area II – STAT 200 Business Statistics I	3
Historical Knowledge	3	Study Area II – History	3
Scientific Reasoning	4	Study Area IV – Natural Sciences	4
Scientific Knowledge and Understanding	3-4	Study Area IV – Natural Sciences	3-4
Oral Communication	3	Skill Area IV – University Requirement	3
Continued Learning and Information Literacy	3	Study Area III – Behavioral Sciences	3
<b><i>FrameWork 30 Credits 31-33</i></b>		<b><i>FrameWork 30 Credits 31-33</i></b>	
		<b><i>Received as</i></b>	
ECON 1002: Principles of Microeconomics	3	ECON 201 Principles of Microeconomics	3
ACCT 1130 - Principles of Financial Accounting	3	AC 211 Introduction to Financial Accounting	3
ACCT 1170 - Principles of Managerial Accounting	3	AC 212 Introduction to Managerial Accounting	3
MATH 1500 or 2600 or 2500	3-4	Skill Area II – MAT 123 or 125 or 152	3
BMKT 2010 - Principles of Marketing	3	MKT 295 Fundamentals of Marketing	3
BMGT 2020 - Principles of Management OR BMGT 2100 - Organizational Behavior	3	MGT 295 Fundamentals of Management and Organizational Behavior	3
BFIN 2100 - Principles of Finance	3	FIN 295 Managerial Finance	3
BUSN 2310: Business Law I OR BUSN 2340: Legal Environment of Business	3	LAW 250 The Legal and Ethical Environment of Business (General Education Study Area I)	3

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BUSN 2100: Business Communications OR BMGT 2040: Managerial Communications	3	MC 207 Managerial Communication I (General Education Skill Area I)	3
<b>Program Credits 27-28</b>		<b>Program Credits 27</b>	
Open Elective	3	Open Elective	3
<b>Open Elective Credits* 3</b> <i>*Varies based on what the student needs to obtain at least 60 credits</i>		<b>Open Elective Credits* 3</b> <i>*Varies based on what the student needs to obtain at least 60 credits</i>	
		<b>Total Credits 61</b>	

**General Education Courses  
Remaining**

Study Area I	3
Study Area III	3

**Program Credits Remaining**

STAT 201 Business Statistics II	3
BUS 250	3
MIS 201	3
Accounting Elective (Select one) AC 300, 301, 302, or 335	3
Finance Elective (Select one) FIN 301, 310, 320, or 330	3
Management Elective (Select one) MGT 326, 333, 345, or 348	3
Management Information Systems Elective (Select one) MIS 300, 310, or 315	3
Marketing Elective (Select one) MKT 305, 373, or 380	3
General Business Field Electives	15
Open Electives	15

<b>Credit Summary</b>	
<b>Program Credits Remaining</b>	<b>54</b>
<b>General Education Credits Remaining</b>	<b>6</b>
<b>BUS TT Credits</b>	<b>61</b>
<b>Total Credits Remaining</b>	<b>121</b>

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

Currently, there are no other institutions in the CSCU system offering baccalaureate degrees with CIP 52.01 or CIP 52.0101. The only 4-year institutions in the state offering baccalaureate degrees with CIP 52.01 or 52.0101 are University of Connecticut, Goodwin University, and University of Bridgeport.

Five years of enrollment and completion data for select programs at Central and Western are provided in Appendix B. Appendix C provides completion data for select programs at Central and Western with Major Code.

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As this program will be AACSB accredited, it will appeal to students who currently choose to enroll at other AACSB accredited schools in the central Connecticut region. Without this program in place, these students are more likely to select a university outside of the CSU system.

The following table summarizes the total business awards in 2021-2022 for CIP Code 52.01 and 52.0101 in 4-year institutions nationwide and provides demographic information on the population of awardees.

**Total Business Completions in 2021-22 for CIP Code 52.01 and 52.0101 in 4-year institutions, Nationwide**

Institution Name	Sector	Count of Institutions	Grand total	Percent Male	Percent Female	Percent URM	Percent Black or African American	Percent Hispanic or Latino
Grand Total	All Sectors	424	24,544	52%	48%	31%	14%	12%
Total	Public, 4-year or above	177	15,183	56%	44%	27%	9%	13%
Total	Private not-for-profit, 4-year or above	207	6,035	56%	44%	25%	9%	12%
Total	Private for-profit, 4-year or above	40	3,326	29%	71%	63%	49%	9%
Total in Connecticut	All Sectors	3	73	51%	49%	53%	19%	32%
Total in CT, MA, NY	All Sectors	36	2,985	52%	48%	27%	10%	14%

**Note:**

No Connecticut State University currently awards a 4-year degree with a CIP code of 52.01 or 52.0101

The only 4-Year Connecticut institutions awarding a baccalaureate with a CIP code of 52.01 or 52.0101 are:

University of Connecticut (n=36)

Goodwin University (n=12)

University of Bridgeport (n=25)

The following table presents the total business awards in 2021-2022 for CIP Code 52.XXXX in 2-year institutions within Connecticut. Panel A summarizes the total degrees by institution sector. Panel B details the number of degrees by institution.

**Total Business Completions in 2021-22 for CIP Code 52.XXXX and 52.010 in Connecticut 2-year Institutions**  
**Panel A**

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Institution	Sector	Count of Institutions	Total Associate Degrees		Total UG Certificates (below bachelor's)	
			52.XXXX	52.0101	52.XXXX	52.0101
Connecticut Community Colleges (collectively)	Public, 2-year	12	666	380	267	94
American Institute-West Hartford	Private for-profit, 2-year	1	0	0	7	0
Grand Total		13	666	380	274	94

**Panel B**

IPEDS	Connecticut 2-year Institution	Total Associate Degrees, Business, 52.XXXX	Total UG Certificates (below bachelor's), Business, 52.XXXX	Total Associate Degrees, Business, 52.0101	Total UG Certificates (below bachelor's), Business, 52.0101
128577	Asnuntuck Community College	31	13	24	4
129367	Capital Community College	24	3	3	
130396	Gateway Community College	51	34	40	18
129543	Housatonic Community College	93	3	60	
129695	Manchester Community College	123	11	46	
129756	Middlesex Community College	35	2	21	
129729	Naugatuck Valley Community College	74	80	42	
130040	Northwestern Connecticut Community College	15	4		
130004	Norwalk Community College	72	1	49	
130217	Quinebaug Valley Community College	18	12	0	
129808	Three Rivers Community College	33	6	23	
130606	Tunxis Community College	97	98	72	72

Source: IPEDS Completions

The majority of expected enrollments for this new degree program are by commuter students in the Hartford area, transfer students from the community colleges, and students who would have otherwise enrolled as undeclared business. We expect this program to attract both traditional students and non-traditional adult learners seeking to

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upskill or reskill to meet workforce demands. In addition, we will encourage students who are normally undeclared business to enroll in the BS in Business program rather than remain undecided.

Further, as mentioned above, the current degree programs offered by the School of Business are appropriate for students who have a very specific interest in a particular business discipline. This program will attract a segment of students interested in a more generalized business degree, providing a broader knowledge of business. It also creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. The Bachelor of Science in Business provides these students with an option that is less likely to require an extension of time to degree completion.

The following table summarizes enrollments by transfer students into each of the existing programs, including the Undecided Business enrollments from 2019 through 2023, as of December 10, 2022.

**New Transfer Student Enrollments into Existing School of Business Degree Programs**

College	CIP	Program	Degree	2019 Fall	2020 Fall	2021 Fall	2022 Fall	2023 Fall
Other	5202	Management	BS	27	19	25	25	11
	5203	Accounting	BS	26	16	11	18	16
	5208	Finance	BS	14	12	23	12	17
	5212	Management Information Systems	BS	7	8	3	3	4
	5214	Marketing	BS	18	13	10	11	18
	8888	Undecided (Business)	BS	11	7	8	3	9
		<b>Other Total</b>	Total	103	75	80	72	75
CTC	5202	Management	BS	34	32	18	20	14
	5203	Accounting	BS	24	37	30	30	23
	5208	Finance	BS	13	11	21	13	14
	5212	Management Information Systems	BS	15	9	8	10	14
	5214	Marketing	BS	16	11	5	16	8
	8888	Undecided (Business)	BS	10	7	2	2	6
		<b>CTC Total</b>	Total	112	107	84	91	79
All	5202	Management	BS	61	51	43	45	25
	5203	Accounting	BS	50	53	41	48	39
	5208	Finance	BS	27	23	44	25	31
	5212	Management Information Systems	BS	22	17	11	13	18
	5214	Marketing	BS	34	24	15	27	26
	8888	Undecided (Business)	BS	21	14	10	5	15

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		<b>Transfer ALL Total</b>	<b>Total</b>	<b>215</b>	<b>182</b>	<b>164</b>	<b>163</b>	<b>154</b>
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**Impact on related programming at the home institution**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:  
 Programs with CIP 52.XXXX currently offered at CCSU are:
  - 52.0201 Management and Organization (School of Business)
  - 52.0301 Accounting (School of Business)
  - 52.0801 Finance (School of Business)
  - 52.1201 Management Information Systems (School of Business)
  - 52.1401 Marketing (School of Business)
  - 52.0205 Manufacturing Management (School of Engineering, Science and Technology)
  - 52.0901 Hospitality and Tourism (Ammon College of Liberal Arts and Social Sciences)
  - 52.2001 Construction Management (School of Engineering, Science and Technology)
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
  - Appendix A contains enrollment and completion data for each of the programs at CCSU with CIP 52.XXXX. Enrollment data is displayed in Appendix A Panel A; completion data in Appendix A Panel B. Data were obtained from CSCU DIR.
- **How will the proposed program impact enrollment and completion in these existing programs?**
  - Given that this is a business degree, we expect no impact on the programs that are in the Schools of Engineering, Science, and Technology (Manufacturing Management and Construction Management) and the Ammon College of Liberal Arts and Social Sciences (Hospitality and Tourism). With respect to the programs in the School of Business, we expect little to no impact as this program will attract a segment of students interested in a more generalized business degree, as compared to the students who currently enroll in one of the other disciplines. However, we do expect this to positively impact students who previously enrolled as undecided business providing a connection to the school early on in their academic careers, as well as providing a pathway to graduating with a business degree for students who may not be successful in a particular major, or decide that the major is no longer of interest to them.
- **Are there plans to discontinue any of the existing similar programs?**
  - No.
- **What is the value added of the proposed program in relation to the existing programs?**
  - There is a demand for a general business degree that our current programs do not meet. In addition, we expect this degree program to appeal to transfer students from the community colleges who have completed coursework or associate degrees with CIP 52.XXXX, students who prefer a more generalized business degree rather than one of the five specific business discipline majors currently offered by the school, and students who would have otherwise enrolled as undeclared business. We expect this program to attract both traditional students and non-traditional adult learners seeking to upskill or reskill to meet workforce demands, due to the broader business coverage. It also creates a pathway for students who may have enrolled as a major in a particular discipline, but then either decided the discipline is no longer of interest to them, or has difficulty being successful in that discipline. The Bachelor of Science in Business provides these students with an option that is less likely to require an extension of time to degree completion than choosing one of the current majors in the School of Business.
- **Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty**

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or other resources from an existing program does not negatively impact that program, etc. (specific details should be provided in the Budget section):  

- The proposed program leverages the existing set of programs and the existing faculty. The program begins with the same common core that is characteristic of all of the School of Business programs, introducing students to general education, the business foundation (pre-major requirements) and the business core requirements. These courses are all taught by existing faculty as long as existing lines are in place. The elective courses that define this program as a general business program are all designed to co-exist with the existing disciplines such that no additional courses will be needed to offer a complete Bachelor of Science in Business program to students. Thus, we expect minimal to no impact on the budget to maintain this program. We should be able to absorb the expected enrollment without adding faculty lines, office space, or equipment. Furthermore, if we leverage the transfer articulation, we can create a pipeline of students who attend the community colleges for the first two years and Central for the latter two years, further minimizing the budgetary impact of the additional degree completions.

**Cost Effectiveness and Availability of Adequate Resources**

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

This program is designed to leverage a set of current courses from the existing course offerings within the programs in the School of Business and from other colleges, schools, and departments on campus. Thus, we do not anticipate any additional requirements in developing or running this program, from inception to continued maintenance. However, as the program grows, we may request additional resources (one faculty line) in the third year of the program to keep up with increased demand for this program, based on the market analysis conducted by Hanover that shows high demand for BS in Business degrees in the northeast.

**Special Resources**

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

As mentioned above, no additional resources are anticipated; the resources are currently in place for the other programs in the School of Business. The program is designed to use a set of current courses from the existing course offerings within the existing programs in the School of Business and from other colleges, schools, and departments on campus.

**Student Recruitment / Student Engagement**

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

CSCU community colleges (CC) are expected to be the major natural pipeline for enrollments to the Bachelor of Science in Business. The new degree will attract adult learners holding associate degrees who seek to supplement their existing skillset (upskilling) to advance their current career pathway, and adult learners looking to learn new skills (reskilling) to explore new jobs and career pathways. We also expect to attract students who prefer a more generalized business degree rather than one of the five specific business disciplines currently offered by the school, and students who would have otherwise enrolled as undeclared business. The demand for a generalized business degree program is confirmed by a Hanover research report.

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

We intend to advise students who would normally enroll as 'undeclared business' students to enroll in the BS in Business, providing them a connection to the school and a clear pathway to graduation with a general business degree. We expect this will improve retention outcomes for this cohort of students. We plan to offer the accelerated option into the MBA program, which we expect will further enhance retention and graduation rates. Finally, we will offer this program as an alternative to students who are not successful in the discipline-specific degree programs, or who belatedly decide the



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discipline is not their intended path. This new program will reduce time to degree completion for these students who change majors late in the business discipline program.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification \(SOC\)](#) system. Provide SOC code number(s) and name(s):

11-0000 Management Occupations and 13-0000 Business and Financial Operations Occupations

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?

\$127,437 (11-000); \$74,626 (13-0000) – 2021 data

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System \(NAICS\)](#). Provide NAICS code(s) and title(s):

55 Management of Companies and Enterprises

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: MBA ☐ No

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*

The learning outcomes follow those we report to AACSB. On a regular basis we assess the following learning outcomes:

Competency 1. Communication Skills (CS)

CS1: Students will prepare and deliver an effective business document.

CS2: Students will demonstrate comprehension of the business communication process.

Competency 2. Team Players (TP)

TP1: Students provide meaningful contributions to team outcomes.

TP2: Students will describe, identify and explain characteristics of effective teams.

Competency 3. Ethics and Social Responsibility (ES)

ES1: Students can recommend actions consistent with high ethical standards in response to an ethical dilemma.

ES2: Students will identify the impact of business actions and decisions on multiple stakeholders.

Competency 4. Thinking Skills (TS)

TS1: Students will identify appropriate issues for action when faced with a business situation.

TS2: Students will gather, interpret and integrate data from across disciplines to solve business problems.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Program learning outcomes are assessed during students' senior year, in a zero-credit course, BUS 480, used solely for assessment and exit interviews. BUS 480 is a program requirement, and is a co-requisite to the capstone course MGT 480. Students are required to complete a written assignment and quizzes as part of BUS 480. Each assignment is aligned with one or more learning outcomes. Student work is then scored by faculty in the School of Business, and the data is collated by the Assessment Coordinator for faculty review and recommendation for improvement. Improvements are implemented throughout the curriculum and monitored to determine if they are successful in improving student learning outcomes.



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Coverage of the learning outcomes is ensured through the maintenance of a curriculum map that maps learning outcomes to the specific courses in which they are taught.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

The Director of Business Studies Programs will oversee this program: Yinfei Chen, [ychen@ccsu.edu](mailto:ychen@ccsu.edu); 860-832-3264.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The Director of Business Studies is a tenure-track Associate Professor in the Finance Department at CCSU. He receives 3 load credit reassigned time to manage Interdisciplinary Studies, under which this program will fall. An additional \$6,000 will be needed for summer coverage (advising, admissions).

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)?

The courses in the core curriculum will taught by the 46 current full-time faculty across the five departments; there is no increased faculty need anticipated.

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1 or fewer

What percentage of program credits will be taught by adjunct faculty? <5%

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

We require all adjunct faculty to have at a minimum a master's degree in the subject matter area along with current professional credentials that will place the faculty member in a qualified status for our accreditation.

*Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.*

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization	Other Administrative Duties
Keshab Acharya, Associate Professor	PhD, The University of Texas Rio Grande Valley	Management	
Gregory Berry, Professor	PhD, University of Alberta	Organizational Analysis	
Joseph Bonnici, Professor	PhD, University of Georgia	Marketing	
Jeung-Yoon Chang, Assistant Professor	PhD, Sungkyunkwan University	Business Administration	
Yinfei Chen, Assistant Professor	PhD, Washington State University	Finance	Director, Interdisciplinary Programs

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Ying Chen, Assistant Professor	PhD, Texas Tech University	Finance	
Jason Chen, Associate Professor	PhD, University of Central Florida	Business Administration, Accounting Track with an emphasis in taxation	
Kuan-Pin Chiang, Associate Professor	PhD, University of Rhode Island	Marketing	
Mark Cistulli, Professor	PhD, University of Connecticut	Marketing Communication	
Sharon Cox, Associate Professor	PhD, University of Kentucky	Accounting	
Cheryl Crespi, Professor	JD, University of Connecticut	Tax Studies Certificate	
Joseph Farhat, Professor	PhD, University of New Orleans	Finance	
Michael Gendron, Professor	PhD, University at Albany, State Univ. of NY	Information Science	AAUP Representative
Drew Harris, Professor	PhD, New York University	Management	
Fan He, Associate Professor	PhD, University of Connecticut	Finance	
David Huang, Assistant Professor	PhD, University of New Orleans	Financial Economics	
Heidi Hughes, Associate Professor	PhD, University of Gloucestershire	Organizational Behaviour	
Ajeet Jain, Assistant Professor	PhD, Florida International University	Finance	
Youngseon Kim, Associate Professor	PhD, University of Texas at San Antonio, TX	Business Administration (Marketing)	
Marie Kulesza, Associate Professor	DBA, Walden University	Accounting	
Michelle Kusaila, Associate Professor	PhD, Walden University	Management with Accounting Concentration	
Ohjin Kwon, Associate Professor	PhD, University of Southern California	Marketing Analytics	
Chulho Lee, Professor	PhD, Saint Louis University	Business Administration	Dept. Chair
Lee Lee, Professor	PhD, State University of New York at Buffalo	Management-Organizational Behavior	
JooEng Lee-Partridge, Full Professor	PhD, University of Minnesota	Business Administration	Interim Dept. Chair
Marc Lewis, Associate Professor	DBA, Wilmington University	Business Administration	
Hyoun-Sook Lim, Associate Professor	PhD, University of Connecticut	Management	
Xiao Ling, Assistant Professor	PhD, McMaster University, Ontario	Business Administration	
Ran Liu, Assistant Professor	PhD, Old Dominion University	Marketing	

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Mary McCarthy, Professor	DBA, Nova Southeastern University	Accounting	Dept. Chair
Weihong Ning, Assistant Professor	PhD, Texas Tech University	Business Administration	
Abdullah Oguz, Assistant Professor	PhD, University of North Carolina, Greensboro	Information Systems	
Elisabeta Pana, Professor	PhD, University of New Orleans	Financial Economics	
Nusser Raajpoot, Professor	PhD, University of Sydney, Australia	Marketing	Dept. Chair
Decorti Rodgers-Tonge, Assistant Professor	DBA, Temple University	Business Administration	
Carlos Rodriguez, Associate Professor	PhD, Capella University	Business (Business General)	
Sinead Ruane, Associate Professor	PhD, UMass-Amherst, USA	Organization Studies	
Hamid Sakaki, Associate Professor	PhD, University of Texas Rio Grande Valley	Finance	Interim Dept. Chair
Donghwi Seo, Assistant Professor	PhD, Drexel University	Management	
Kareem Shabana, Professor	PhD, University of Georgia, USA	Strategic Management	Assessment Coordinator
Nadeem Shahid, Associate Professor	DBA, University of Bridgeport	Technology Management	
Jason Snyder, Professor	PhD, University of Connecticut	Communication Processes and Marketing Communication	
Sarah Stookey, Associate Professor	PhD, University of Massachusetts, Amherst	Organization Studies	
Radu Vlas, Associate Professor	PhD, Georgia State University	Computer Information Systems	
Andrew Weinberger, Associate Professor	DBA, Creighton University	Accounting	
Ruoqing Zhang, Assistant Professor	PhD, New Mexico State University	Business Administration	

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Core: Required &amp; Elective Courses</b>			
<b><u>Common Business Core (30 credits)</u></b>			
AC 211 Introduction to Financial Accounting	1, 2, 3, 4	MATH 101, or MATH 102, or MATH 103 (C- or higher).	3
AC 212 Introduction to Managerial Accounting	1, 2, 3, 4	AC 211 (C- or higher).	3
FIN 295 Managerial Finance	3, 4	AC 211; and one of the following: STAT 104, STAT 200, STAT 215, STAT 314, or STAT 315; all with grades of C- or higher.	3

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LAW 250 The Legal and Ethical Environment of Business (General Education Study Area I)	1, 3, 4		3
MC 207 Managerial Communication I (General Education Skill Area I)	1, 2, 3, 4	<a href="#">WRT 110</a> or <a href="#">WRT 105</a> and <a href="#">WRT 105P</a> and sophomore standing.	3
MIS 201 Introduction to Management Information Systems	1, 3, 4	None	3
MGT 295 Fundamentals of Management and Organizational Behavior	1, 2, 3, 4	<a href="#">WRT 105</a> or <a href="#">WRT 110</a> or ENG 110 or ENG 202 or <a href="#">HON 140</a> with a grade of C- or higher and sophomore standing.	3
MKT 295 Fundamentals of Marketing	1, 2, 3, 4	None	3
MGT 480 Strategic Management	1, 2, 3, 4	Grades of at least C- in <a href="#">FIN 295</a> , <a href="#">LAW 250</a> , <a href="#">MIS 201</a> , <a href="#">MGT 295</a> , <a href="#">MKT 295</a> , <a href="#">STAT 201</a> and the eight pre-major courses; acceptance into upper-division of School of Business; meeting upper-division Business School GPA requirements; and a minimum of 100 credits.	3
BUS 480 Capstone Seminar	1, 2, 3, 4	Co-requisite MGT 480	0
BUS 250 Introduction to Business Analytics and Skills	1, 2, 4	*	3
<b><u>General Business Core – Accounting Electives – Select One Course</u></b>			3
AC 300 Intermediate Accounting I	1, 3, 4	<a href="#">FIN 295</a> (may be taken concurrently) and <a href="#">AC 211</a> (with C- or higher), and admission to the upper division of the Business School.	
AC 301 Cost Management Systems	1, 2, 3, 4	<a href="#">STAT 201</a> (may be taken concurrently with <a href="#">AC 301</a> ) and <a href="#">AC 212</a> (both with C- or higher); admission to upper division of the Business School	
AC 302 Introduction to Income Taxation	1, 3, 4	<a href="#">AC 212</a> (with C- or higher)	
AC 335 Accounting Analytics and Professional Competencies	1, 2, 3, 4	<a href="#">AC 300</a> (may be taken concurrently), <a href="#">STAT 201</a> , <a href="#">MC 207</a> (all with C- or higher)	
<b><u>General Business Core – Finance Electives – Select One Course</u></b>			3
FIN 301 Intermediate Managerial Finance	1, 4	<a href="#">FIN 295</a> (C- or higher) and admission to the upper division Business School	
FIN 310 Principles of Investments	1, 2, 3, 4	<a href="#">STAT 201</a> and <a href="#">FIN 295</a> (both with a grade of C- or higher).	
FIN 320 Financial Markets and Institutions	3, 4	<a href="#">FIN 295</a> (C- or higher) and admission to the upper division Business School.	
FIN 330 International Finance	1, 2, 3, 4	<a href="#">FIN 295</a> (C- or higher) and admission to the upper division Business School	
<b><u>General Business Core – Management Electives – Select One Course</u></b>			3
MGT 326 Business Organizational Behavior	1, 2, 3, 4	<a href="#">MGT 295</a> (C- or higher) and admission to the upper division of the Business School	
MGT 333 Operations Management	2, 3, 4	<a href="#">MGT 295</a> and <a href="#">STAT 201</a> (both with C- or higher) and admission to the upper division of the Business School	
MGT 345 Organizational Analysis & Change Management	1, 2, 3, 4	<a href="#">MGT 295</a> (C- or higher) and admission to the upper division of the Business School	
MGT 348 Management Systems	2, 3, 4	<a href="#">MGT 295</a> (C- or higher) and admission to the upper division of the Business School	
<b><u>General Business Core – Management Information Systems Electives – Select One Course</u></b>			3
MIS 300 Project Management for Business	1, 2, 4	<a href="#">MIS 201</a> C- or higher or permission of department chair	
MIS 310 Contemporary Business Applications Development I	1	<a href="#">MIS 201</a> C- or higher, or permission of the department chair	

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MIS 315 Database Management Systems - 3 credits	-	<a href="#">MIS 201</a> (C- or higher) or permission of department chair	
<b><u>General Business Core – Marketing Electives – Select One Course</u></b>			<b>3</b>
MKT 305 Consumer Behavior	1, 2, 3, 4	<a href="#">MKT 295</a> (C- or higher).	
MKT 373 Marketing Research	1, 2, 3, 4	<a href="#">MKT 295</a> , <a href="#">STAT 201</a> with grades of C- or higher;	
MKT 380 Market Data Analysis	1, 2, 3, 4	<a href="#">STAT 201</a> , with a grade of C- or higher, <a href="#">MKT 295</a>	
<b><u>General Business Field Electives (15 credits)</u></b>			
15 credits selected from the following disciplines: AC, BUS, FIN, MGT, MIS, MKT, ENT OR any related discipline approved by the Business Studies Program Director, with at most 9 credits from any one discipline.			
<b>General Education Courses</b>			
WRT 105/105P Enhanced Intro to College Writing OR WRT 110 Introduction to College Writing		Per placement and enrollment policy.	<b>3</b>
MATH 123 Applied Business Mathematics OR MATH 125 Applied Calculus		<a href="#">MATH 101</a> (C- or higher) or <a href="#">MATH 102</a> (C- or higher) or <a href="#">MATH 103</a> (C- or higher) or placement exam.	<b>3</b>
STAT 200 Business Statistics I		<a href="#">MATH 101</a> (C- or higher) or <a href="#">MATH 102</a> (C- or higher) or <a href="#">MATH 103</a> (C- or higher) or placement exam.	<b>3</b>
STAT 201 Business Statistics II		<a href="#">STAT 200</a> or equivalent (C- or higher).	<b>3</b>
ECON 200 Principles of Macroeconomics			<b>3</b>
ECON 201 Principles of Microeconomics			<b>3</b>
Other required General Education courses			<b>23 – 25</b>
<b>Open Electives (Indicate number of credits of open electives)</b>			<b>17 - 19</b>
<b>Total Program Credits:</b>			<b>120</b>
<p>What are the admissions requirements for the program? Admissions are the same as for all School of Business disciplines. Links to admission standards and a summary of School of Business specific standards are included, below.</p> <p>First-Year:  <a href="https://www2.ccsu.edu/admission/firstyear/requirements.php?redirected">https://www2.ccsu.edu/admission/firstyear/requirements.php?redirected</a></p> <p>Transfer:  <a href="https://www2.ccsu.edu/admission/transfer/requirements.php">https://www2.ccsu.edu/admission/transfer/requirements.php</a></p> <p>School of Business specific information:  <a href="https://www.ccsu.edu/business/admissions.html">https://www.ccsu.edu/business/admissions.html</a></p> <p>Summary:</p>			

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Students may apply for admission to the School of Business as part of their initial application for admission to the University. Students will be in pre-major status until they are formally admitted to business major status. Business major status will automatically be granted to students who have:

- Achieved at least Junior standing.
- Completed the following pre-major courses with a minimum cumulative grade point average of 2.00:
  - AC 211 and AC 212
  - ECON 200 and ECON 201
  - WRT 105/105P or ENG 110
  - MATH 123 OR MATH 125
  - STAT 200
  - MC 207
- Attained a grade of "C-" or better in each of the pre-major required courses.
- Earned a minimum of 2.00 in all coursework at CCSU.

Students accepted into business major status must maintain a minimum 2.00 cumulative grade point average in business coursework and in the University grade point average. A student who has attained business major status in the School of Business and whose grade point average falls below the required minimum 2.00 cumulative grade point average will not be able to graduate.

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No  
If yes, describe: MGT 480 serves as a capstone for all business disciplines and is required in the common business core.

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No  
If yes, describe and attach copies of the contracts or other documents ensuring program support:

**Describe the prospective students for the program:**

The majority of expected enrollments for this new degree program are by commuter students in the Hartford area, transfer students from the community colleges, and students who would have otherwise enrolled as undeclared business. We expect this program to attract both traditional students and non-traditional adult learners seeking to upskill or reskill to meet workforce demands. In addition, we will encourage students who are normally undeclared business to enroll in the BS in Business program rather than remain undecided. Given the historical figures for undecided business student enrollment, we expect a minimum of 50 students per year to enroll in the BS in Business degree program, with approximately 10 students per year from the undeclared business deciding to move into the BS in Business rather than another business discipline. The pro-forma budget is based on this projection.

**What prospective students should know about the program:**

The Bachelor of Science in Business provides students with a strong foundation in the skills needed for success in today's business world. This interdisciplinary program covers each of the major functional aspects of a business organization, including management, accounting, finance, information systems, marketing, and business analytics. A broad exposure to the business disciplines prepares versatile business professionals who can respond to today's increasingly interconnected organizational challenges.

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

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	10	1			0	0	10	0			0	0	10				0	0
New Students (first time matriculating)	50	2	3	0	0	0	40	3	3	0	0	0	40	3	3	0	0	0
Continuing Students progressing to credential			55	3			54	3	99	6			92	6	133	9		
Headcount Enrollment	60	3	58	3			104	6	102	6			142	9	136	9		
Total Estimated FTE per Year <sup>1</sup>	120						210						284					
PROJECTED Program Revenue*	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$308900	\$4119	\$358324	\$6178			\$580732	\$12356	\$630156	\$12356			\$815496	\$18534	\$840208	\$18534		
Tuition from Internal Transfer <sup>2</sup>	\$61780	\$2059					\$61780						\$61780					
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$741,360						\$1,297,380						\$1,754,552					
PROJECTED Program Expenditures** <sup>3</sup>	First Year		Second Year		Third Year		<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  <sup>1</sup> 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.  <sup>2</sup> Revenues from all courses students will be taking.  <sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded.  <sup>4</sup> If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.  <sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.  <sup>6</sup> Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) <sup>4</sup>	\$6600		\$6600		\$6600													
Faculty (Full-time, total for program) <sup>4</sup>	\$317520		\$555660		\$751464													
Faculty (Part-time, total for program) <sup>4</sup>																		
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	\$324,120		\$562,260		\$758,064													

\*Revenue projected using \$6,178 tuition and fees per FTE per semester.

\*\*Expenditures estimated at \$220.5 cost per SCH (based on the average cost of \$210 per School of Business SCH in 2021).



CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Connecticut State Colleges & Universities  
*APPLICATION FOR NEW PROGRAM APPROVAL*

Appendix A:  
Enrollment and Completion Data for School of Business Baccalaureate Programs at Central with CIP 52.XXXX

Panel A: Enrollments

			Enrollments					
Cip Code	Degree Code	Major DHE Description	2017-18	2018-19	2019-20	2020-21	2021-22	2022 Fall
520201	BA	Management	530	524	491	422	370	315
520301	BA	Accounting	577	535	467	406	338	301
520801	BA	Finance	314	332	285	295	309	267
521201	BA	Management Information Systems	166	177	155	136	112	100
521401	BA	Marketing	302	342	309	295	274	268
520205	BA	Manufacturing Management	38	48	59	53	45	58
520901	BA	Hospitality & Tourism	75	61	44	46	44	31
522001	BA	Construction Management	242	256	246	253	236	215

Panel B: Completions

			Completions				
Cip Code	Degree Code	Major DHE Description	2017-18	2018-19	2019-20	2020-21	2021-22
520201	BA	Management	102	126	116	109	76
520301	BA	Accounting	134	143	118	117	91
520801	BA	Finance	77	80	88	70	70
521201	BA	Management Information Systems	33	61	43	38	35
521401	BA	Marketing	63	94	73	76	63
520205	BA	Manufacturing Management	10	10	15	16	12
520901	BA	Hospitality & Tourism	23	29	14	12	15
522001	BA	Construction Management	45	47	36	54	41

**Source:** Data provided by CSCU DSIR, Kiehne 2023  
Enrollment Data from CSU Institutional Research Repository; Completions from 0028 data compiled for completions dashboard

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*APPLICATION FOR NEW PROGRAM APPROVAL*

**Appendix B: Enrollment and Completion Data for Select Programs at CCSU and WCSU**

IHE	Cip Code	Degree Code	Major DHE Description	Enrollments						Completions				
				2017-18	2018-19	2019-20	2020-21	2021-22	2022 Fall	2017-18	2018-19	2019-20	2020-21	2021-22
Central	520201	BA	Management	530	524	491	422	370	315	102	126	116	109	76
	520203	POST-BA-CERT	Supply Chain & Logistics		4	3	3	2		1		3	6	5
	520205	BA	Manufacturing Management	38	48	59	53	45	58	10	10	15	16	12
		MA	Technology Management	83	71	54	35	24		27	30	22	17	
	520213	POST-BA-CERT	Business Leadership				11	15	17					
	520301	BA	Accounting	577	535	467	406	338	301	134	143	118	117	91
		MA	MS Accounting	76	82	60	90	88	59	15	36	28	35	41
		POST-BA-CERT	Accounting – OCP		9	13	5				5	1	4	
	520305	MA	International Master of Business Administration	243	259	256	232	188	153	60	53	80	92	74
	520801	BA	Finance	314	332	285	295	309	267	77	80	88	70	70
	520809	POST-BA-CERT	Credit Management						2					
	520901	BA	Hospitality & Tourism	75	61	44	46	44	31	23	29	14	12	15
	521201	BA	Management Information Systems	166	177	155	136	112	100	33	61	43	38	35
	521301	MA	Supply Chain Logistics Management, Hybrid			7	11	4	5			2	5	
			Supply Chain Logistics Management. Online			11	17	17	14			1	4	8
		POST-BA-CERT	Supply Chain Analytics		1	2	1					5	3	1
	521401	BA	Marketing	302	342	309	295	274	268	63	94	73	76	63
	522001	BA	Construction Management	242	256	246	253	236	215	45	47	36	54	41
		MA	Construction Management	41	33	28	30	31	32	24	13	5	9	9
		POST-BA-CERT	Construction Management	3	1	2	5	4	2				1	
IHE	Cip Code	Degree Code	Major DHE Description	Enrollments						Completions				
				2017-18	2018-19	2019-20	2020-21	2021-22	2022 Fall	2017-18	2018-19	2019-20	2020-21	2021-22
Western	131202	BA	Elementary Education	18	4	1				11	2	1		
			Pre-Interdisciplinary Elementary Education	73	92	101	102	116	90		9	18	10	17
	500501	BA	Theater Arts	165	191	210	183	159	123	20	31	34	40	46
	500701	BA	Art	145	150	134	120	112	100	25	26	26	30	27
	500702	MA	Visual Arts	14	16	12	11	8	12	6	9	5	6	3
	500901	BA	Music	30	31	32	26	27	26	6	12	6	9	10
	500904	BA	Music (Performing Composition Theory)	116	109	101	80	74	75	24	19	25	17	11
	520101	MA	Business Administration	49	59	57	60	42	42	17	11	30	14	21
	520201	BA	Management	408	422	392	399	391	339	94	77	73	78	71
	520301	BA	Accounting	267	241	241	214	180	148	48	52	56	64	42
	520801	BA	Finance	128	141	143	145	150	113	26	34	27	33	33
	521201	BA	Cybersecurity	1	26	55	82	90	82			2	6	15
			Management Information Systems	79	70	65	44	42	44	15	17	25	17	15
	521401	BA	Marketing	182	211	172	185	166	147	30	55	37	56	51

**Source:** Data provided by CSCU DSIR, Kiehne 2023  
Enrollment Data from CSU Institutional Research Repository; Completions from 0028 data compiled for completions dashboard

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Connecticut State Colleges & Universities  
APPLICATION FOR NEW **PROGRAM APPROVAL**

Appendix C: Completion Data for Select Programs at Central and Western - with Major Code

					Completions Data by Major Code				
IHE	Cip Code	Degree Code	Major Code	Major DHE description	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Central	520201	BA	MAN	Management	102	126	116	109	76
	520203	POST-BA-CERT	SCM	Supply Chain & Logistics	1		3	6	5
	520205	BA	MMT	Manufacturing Management	10	10	15	16	12
		MA	TEM	Technology Management	27	30	22	17	
	520301	BA	AC3	Accounting					2
			ACC	Accounting	134	143	118	117	88
			AM3	Accounting					1
		MA	ACT	MS Accounting	15	36	28	35	41
		POST-BA-CERT	ACO	Accounting - OCP		5	1	4	
	520305	MA	MBAM	International Master of Business Administration	60	53	80	92	74
	520801	BA	FI3	Finance					1
			FIN	Finance	77	80	88	70	69
	520901	BA	HOS	Hospitality & Tourism	23	29	14	12	14
			TOS	Hospitality & Tourism					1
	521201	BA	MIS	Management Information Systems	33	61	43	38	35
	521301	MA	SCH	Supply Chain Logistics Management, Hybrid			2	5	
			SCL	Supply Chain Logistics Management. Online			1	4	8
		POST-BA-CERT	SCA	Supply Chain Analytics			5	3	1
	521401	BA	MKT	Marketing	63	94	73	76	63
	522001	BA	CMT	Construction Management	45	47	36	54	41
		MA	CMG	Construction Management	24	13	5	9	9
		POST-BA-CERT	CMGA	Construction Management				1	
Western	131101	MA	COUN	Counselor Education	28	21	28	22	23
	131202	BA	EECO	Elementary Education	2				
			EEEN	Elementary Education	1				
			EEHI	Elementary Education	2				
			EEMA	Elementary Education	4	1			
			EEPS	Elementary Education	1	1	1		
			EESP	Elementary Education	1				
			ELID	Pre-Interdisciplinary Elementary Education		9	18	10	17
	500501	BA	MUST	Theater Arts	5	7	14	15	11
			MUTH	Theater Arts	2	3	1		
			THR	Theater Arts	13	21	19	25	35
	500701	BA	ART	Art	25	26	26	30	27
	500702	MA	ART	Visual Arts	6	9	5	6	3
	500901	BA	MUSI	Music	6	12	6	9	10
	500904	BA	MUAP	Music (Performing Composition Theory)	12	13	16	4	5
			MUCI	Music (Performing Composition Theory)	1	1	1	9	1
			MUCL	Music (Performing Composition Theory)	2	1			
			MUCV	Music (Performing Composition Theory)	2	3	3		2
			MUJZ	Music (Performing Composition Theory)	7	1	5	4	3

Item	step / notes regarding <b>enrollment</b> data
1	Argos query run to pull enrollments from SYRSTDN for terms post 201699 which should include both fall, spring and sometimes summer terms from 2016-17 going forward @ 3DWK
2	about 10% of the records have no CIP, no degree. Sarah speculates that this is because these students are undeclared.
3	The IRR doesn't contain 'major' in SYRSTDN.
4	The IRR CIP codes in SYRSTDN are also blank. Program is used instead.
*Item	step / notes regarding <b>completions</b> data
1	Sarah pulled the data for 0028 which is being used here to count completions in a subset of programs as requested by Rai and Ken
2	The full 0028 query (in Tab P20_0028_CSU_Analysis - updated) had missing data from Southern, so Sarah received a separate file from then directly.
3	Southern's data in the 0028 file was deleted and the few columns from the supplemental data was added.
4	The source file has the correct CSU data in it.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Theater Arts, with three concentrations (Acting, Design Tech, and Stage Management, CIP Code: 50.0599, OHE# TBD), leading to a Bachelor of Fine Arts at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

**ITEM**

Establishment of a new program, Theater Arts with concentrations in Acting, Design/Tech, and Stage Management, leading to a Bachelor of Fine Arts at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Theater Arts: Acting Theater Arts: Design/Tech Theater Arts: Stage Management	
CIP Code	50.0599	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Fine Arts	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The Covid-19 pandemic has changed the field of Theatre Arts enrollment in higher education. Theatre Arts, as an industry, is one of only a handful of professions that completely shuttered during the height of the COVID-19 pandemic. Broadway completely closed its doors, and professional regional theatres, performing arts venues, and stadiums across the country were unable to operate. This reality has identified the theatre industry as one that is “vulnerable” to prospective students and more importantly, their parents.

A general BA degree in Theatre will always be attractive for some, but those students and parents seeking some form of assurance that the school and degree they choose could translate into a successful career are always going to choose the school offering a BFA. Post COVID-19, parents and students are less likely to seek out theatre programs that don’t offer professional training in the field. In Theatre Arts, professional

training translates to a BFA degree. Fewer students are enrolled in general BA Theatre Arts degrees, while professional training degrees with specialized instruction, such as a BFA, have remained relatively unfazed.

We have been experiencing this phenomenon at WCSU over the last few years. Our BFA in Musical Theatre degree (currently the only BFA degree we offer) has remained strong in auditioning close to 400 prospective students each year of the COVID-19 pandemic between virtual and in-person auditions. That's 400 students auditioning and showing interest in WCSU for only 16 available spots in our only professional training program. Conversely, enrollment in our BA degrees, specifically in Design/Tech and Stage Management has been steadily declining.

We are regularly losing students to other programs in the areas of Acting, Design/Tech, and Stage Management because we do not offer a BFA degree in these areas. The lack of BFA has been a common reason given when students choose other institutions for their Theatre Studies.

Graduates of this program can expect professional careers in Acting, Theatrical Design, Technical Theatre, and Stage Management. These careers can take students to every corner of the United States working on National Tours and in professional regional theatres. Additionally, students can travel across the globe on international tours and cruise ships, and land in major markets such as NYC, Chicago, Atlanta, and Los Angeles.

According to the Jobs EQ Education Report, "As of 2022Q1, total employment for occupations linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut was 3,986. Over the past three years, linked occupations shed 58 jobs in the region and are expected to need in aggregate approximately 3,151 newly trained workers over the next seven years."

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BFA in Theatre Arts degree will be a liberal arts degree that incorporates professional training in three distinct areas of the Theatre Discipline: Acting, Design/Tech, and Stage Management. The very structure of this program with a common Theatre Arts core, regardless of concentration, aligns with the overall mission of weaving liberal arts with professional training. This degree will complement the department's already established and successful BFA degree in Musical Theatre, while allowing room for the already established BA in Theatre Arts degree to become more wide reaching in its scope.

WCSU has a thriving Theatre Arts program that offers incredible full time and adjunct faculty. Among this faculty, we boast Tony Award Winners, Drama Desk Award Winners, Emmy Award Winners, Published Authors, Broadway Veterans, and much more. We are uniquely equipped to offer this type of professional training program because we have the faculty already in place to meet both the pedagogical and professional needs of these students.

Additionally, our program is housed in a 98-million-dollar facility with theatre and studio spaces that rival any Broadway or Off-Broadway venue. We already possess professional training facilities, this BFA degree would allow us to offer a degree program that is in-line with the environment and resources that are available to prospective and current students.

Lastly, our campus is uniquely situated only an hour from the epicenter of our industry, NYC. This is an inherent strength of this program and this institution that currently remains under-utilized. This new BFA

degree would more regularly make use of this geographical advantage in the same ways that the current BFA in Musical Theatre utilizes regularly.

The curriculum for each concentration within this BFA degree has been carefully crafted to utilize courses already offered regularly at the institution, as well as developing new courses that will be populated by more than one concentration's cohort. This helps to ensure robust sections that keep adjunct costs at a minimum. The proposed BFA program would require no additional Full-Time Faculty, and only 18.66 additional hours of adjunct instruction. No additional special resources are needed at this time.

While it is true that programs with audition and interview processes for acceptance have the danger of creating barriers for prospective students, particularly for those from underrepresented and marginalized backgrounds, the Theatre Arts dept. at WCSU has actively worked hard to ensure that acceptance and opportunity is granted equitably amongst these students. To use our current BFA in Musical Theatre as a point of comparison (currently our only audition/interview-based program): of the 16 students comprising the 2022 freshman class, 7 (44%) are non-white. Within the entire student body of the audition-only BFA in Musical Theatre, 32% are non-white. These numbers are only possible because the faculty understands the inherent privilege that many students possess as they train and prepare for collegiate auditions. The ability to differentiate *potential* as opposed to *day-of-preparation/performance* is key in keeping our programs diverse and providing equitable access to all.

The proposed program represents a strategic alignment of existing WCSU resources to increase enrollment within an established and robust department and would strengthen theater arts opportunities for students within the CSCU system. Currently, only Central Connecticut State University (CCSU) offers a BFA in Theater. The WCSU program would be distinct in that it is accredited by NAST (National Associations of Schools of Theatre) and offers three separate concentrations (Acting, Design/Tech, and Stage Management) united by a common core of classes. In addition, as noted above, WCSU's location and proximity to NYC as well as the newly built professional training facilities also separate us from Central Connecticut State University's BFA offering. Finally, leadership from CCSU has acknowledged this new program proposal, and finds that the differences between the two programs are distinct enough to allow room in the CT market for both programs to thrive. As an accredited program, WCSU will have caps on enrollments to meet NAST standards. Interest in our programs far exceeds these caps, and though we accommodate many through the more general BA in theatre, this interest suggests that there is a large enough audience for these programs in CT and the surrounding region.

## RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee  
02/16/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR NEW PROGRAM APPROVAL*

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 10/24/2022
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Most Recent NECHE Institutional Accreditation Action and Date: 2013, Reaccreditation

**Program Characteristics**

Name of Program: **Bachelor of Fine Arts in Theatre Arts – Concentrations in: Acting, Design/Tech, Stage Management**

Modality of Program (*check all that apply*): ☒ On ground only

Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both

Program website: <https://www.wcsu.edu/theatrearts/>

Program Type: **BFA, Bachelor of Fine Arts**

Anticipated Program Initiation Date: **Fall, 2023**

Anticipated Date of First Graduation: **Spring, 2027**

Total # Credits in Program: **120**

# Credits in General Education: **40**

IPEDS defined program duration: **4 years**

Provide estimated cost of program (tuition and fees): \$ \_\_\_\_\_ OR URL for link to tuition/fee information: <https://www.wcsu.edu/registration/ugrad-tuition/>

CIP Code Number: **50.0599** Title of CIP Code: **Dramatic/Theatre Arts and Stagecraft, Other**

Department where program is housed: **Theatre Arts**

Location Offering the Program (*e.g., main campus*): WCSU: Westside Campus

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

Provide the intended catalog description for this program: **This program offers students theatrical knowledge and professional training within a liberal arts context in order to compete for employment opportunities in the entertainment industry where acting, design/tech, or management talent is utilized.**

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: **N/A** CIP: \_\_\_\_\_ OHE#: \_\_\_\_\_ BOR Accreditation Date: \_\_\_\_\_

Phase Out Period \_\_\_\_\_ Date of Program Termination \_\_\_\_\_

Discontinuation of a program requires submission of form 301.

Discontinuation form submitted? ☐ Yes ☐ No

Does the department/campus offer other programs with this CIP Code? (List any that share the first two digits.) ☒ Yes ☐ No

If yes, please list all programs with this CIP code and discuss the impact of the proposed program on enrollments in existing programs.

**WCSU offers the following programs that are codified as 50. Visual and Performing arts.**

<b>500501</b>	<b>Theater Arts</b>	<b>BA</b>
<b>500509</b>	<b>Musical Theater</b>	<b>BFA</b>
<b>500701</b>	<b>Art</b>	<b>BA</b>
<b>500901</b>	<b>Music</b>	<b>BA</b>
<b>500904</b>	<b>Music (Performing, Composition, Theory)</b>	<b>B.MUS</b>



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

**APPLICATION FOR NEW PROGRAM APPROVAL**

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program	Heads	Heads	Heads	Heads	Heads
BA Art	145	127	113	108	100
BA Music	29	31	24	27	26
BM Bachelor of Music	105	101	76	66	75
BS Music Education	83	89	86	84	66
BA Theatre Arts	126	139	125	106	72
BFA Musical Theatre	62	62	54	51	51

This new program will have no impact on Art or Music. We are adding the BFA to counter the recent enrollment dip in the theatre arts. While part of that dip is the result of COVID-19, we are finding that students and families are now expressing a preference for the BFA, which is the professional rather than liberal arts-oriented theatre degree. This can be seen in the relative stability in the BFA Musical Theatre numbers as compared the BA in Theatre Arts.

We anticipate that the BFA will encourage more students to apply to the Theatre Arts program. Students who do not qualify for admission to the BFA will start in the BA. There is a second opportunity to apply to the BFA after the first year. If they are not accepted students can complete the BA. Courses in the BA are part of the BFA and/or General Education. This makes them cost effective as the number of majors shift between BA and BFA, classes will be full.

While there is likely to be a slight dip in the BA enrollments, this shared curriculum makes it financially sustainable. Even with the addition of this BFA degree to the catalogue, the BA degree will always be viable and sustainable as it provides students an opportunity to complete their Theatre Arts degree if the BFA proves too rigorous. Additionally, the creation of this BFA allows us to streamline the current BA and explore innovative ways to make it unique unto itself.

Other Program Accreditation: If seeking specialized/professional/other accreditation, name of agency and intended year of review:

**National Associations of Schools of Theatre; This new program would be reviewed during the already scheduled 2023-2024 Site Visit.**

- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: **N/A**
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

*(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)*

**Institutional Contact for this Proposal:**

Dr. Justin P. Cowan

Title: Chair,  
Department of  
Theatre Arts

Tel.: 203.837.8476

e-mail: cowanj@wcsu.edu

**NOTES:**

- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs  $\leq 30$  credits within an approved program

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

- undergraduate certificates ≤ 15 credits
- graduate certificates ≤ 12 credits
- non-credit bearing certificates
- programs that do not qualify students to become eligible for federal financial aid

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope: How does the program align with the institutional mission? (*Provide a concise statement*)**

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BFA in Theatre Arts degree will be a liberal arts degree that incorporates professional training in three distinct areas of the Theatre Discipline: Acting, Design/Tech, and Stage Management. The very structure of this program with a common Theatre Arts core, regardless of concentration, aligns with the overall mission of weaving liberal arts with professional training. This degree will complement the department's already established and successful BFA degree in Musical Theatre, while allowing room for the already established BA in Theatre Arts degree to become more wide reaching in its scope.

**Addressing Identified Needs: How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)**

The Covid-19 pandemic has changed the field of Theatre Arts enrollment in higher education. Fewer students are enrolled in general BA Theatre Arts degrees, while professional training degrees with specialized instruction, such as a BFA, have remained relatively unfazed.

Post COVID-19, parents and students are less likely to seek out theatre programs that don't offer professional training in the field. In Theatre Arts, professional training translates to a BFA degree.

Parents are a major factor in a student's decision-making process as it pertains to choosing which university to attend. Parents are often encouraged by programs that provide a more focused approach and promise professional training. A general BA degree in Theatre will always be attractive for some, but those students and parents seeking some form of assurance that the school and degree that they choose could translate into a successful career are always going to choose the school offering a BFA.

We have been experiencing this phenomenon here at WCSU over the last few years. Our BFA in Musical Theatre degree (currently the only BFA degree we offer) has remained strong in auditioning close to 400 prospective students each year of the COVID-19 pandemic between virtual and in-person auditions. That's 400 students auditioning and showing interest in WCSU for only 16 available spots in our only professional training program. Conversely, enrollment in our BA degrees has been steadily declining. Families are expressing a preference for the more professional option.

We are regularly losing students to other programs (UConn, SUNY Purchase and Fredonia, Ithaca College), in the areas of Acting, Design/Tech, and Stage Management because we do not offer a

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BFA degree in these areas. The lack of BFA has been a common reason given when students choose other institutions for their Theatre Studies.

Graduates of this program can expect professional careers in Acting, Theatrical Design, Technical Theatre, and Stage Management. These careers can take students to every corner of the United States working on National Tours and in professional regional theatres. Additionally, students can travel across the globe on international tours and cruise ships, and land in major markets such as NYC, Chicago, Atlanta, and Los Angeles.

According to the Jobs EQ Education Report, "As of 2022Q1, total employment for occupations linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut was 3,986. Over the past three years, linked occupations shed 58 jobs in the region and are expected to need in aggregate approximately 3,151 newly trained workers over the next seven years." (See attached Jobs EQ report).

SOC Data list the following roles and salaries for this degree.

- 27-2011 Actors (\$48,838),
- 27-2012, Producers and Directors (\$101,950),
- 27-1027, Set and Exhibit Designers (\$62,960),
- 27-1011 Art Directors (\$115,430),
- 27-1022, Fashion Designers (\$83,650),
- 27-1021, Commercial and Industrial Designers (\$79,680),
- 27-1029, Designers, All Others (\$73,480),
- 27-4011, Audio and Video Technicians (\$55,310),
- 27-4012, Sound Engineering Technicians (\$67,360),
- 27-4015 Lighting Technicians (\$58,020),
- 11-1021 General and Operations Managers (\$115,250)

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

WCSU has a thriving Theatre Arts program that offers incredible fulltime and adjunct faculty. Among this faculty, we boast Tony Award Winners, Drama Desk Award Winners, Emmy Award Winners, Published Authors, Broadway Veterans, and much more. We are uniquely equipped to offer this type of professional training program because we have the faculty already in place to meet both the pedagogical and professional needs of these students.

Additionally, our program is housed in a 98-million-dollar facility with theatre and studio spaces that rival any Broadway or Off-Broadway venue. We already possess professional training facilities, this BFA degree would allow us to offer a degree program that is in-line with the environment and resources that are available to prospective and current students.

Lastly, our campus is uniquely situated only an hour from the epicenter of our industry; NYC. This is an inherent strength of this program and this institution that currently remains under-utilized. This new BFA degree would more regularly make use of this geographical advantage in the same ways that the current BFA in Musical Theatre utilizes regularly.

**Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.**

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- **What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?**

While it is true that programs with audition and interview processes for acceptance have the danger of creating barriers for prospective students, particularly for those from underrepresented and marginalized backgrounds, the Theatre Arts dept. at WCSU has actively worked hard to ensure that acceptance and opportunity is granted equitably amongst these students.

To use our current BFA in Musical Theatre as a point of comparison (currently our only audition/interview-based program): of the 16 students comprising the 2022 freshman class, 7 (44%) are non-white. Within the entire student body of the audition-only BFA in Musical Theatre, 32% are non-white.

These numbers are only possible because the faculty understands the inherent privilege that many students possess as they train and prepare for collegiate auditions. The ability to differentiate *potential* as opposed to *day-of-preparation/performance* is key in keeping our programs diverse and providing equitable access to all. Our department holds the above statistics as a benchmark for success and will continue to use them through our recruitment and acceptance processes.

After admission, our students and faculty build a close community, where it is impossible for students to get lost. The progress of students is routinely assessed, and for those who may be struggling, interventions are devised. We also attend to casting opportunities and casting results, to be sure students have appropriate opportunities to perform. In addition, the department has a student group that provides regular feedback on issues of equity in the program, keeping the lines of communication open.

Following in the footsteps of the already successful BFA in Musical Theatre program, the new BFA will hold auditions at National Unified Auditions, both in-person and virtually. Additional interviews and portfolio reviews for Design/Tech and Stage Management concentrations will occur at National Conventions as well as in NYC and on-campus as part of our already scheduled audition days.

Departmental recruitment events such as 'Super Sunday' in which we invite current High School Juniors and Seniors to WCSU to work one-on-one with faculty in faculty developed workshops in addition to seeing one of our productions for free will continue.

One of the major recruitment factors for the Theatre Arts department lies in the Visual and Performing Arts Center itself. Our facilities are unmatched in the region, and our ability to provide regular building tours and complimentary tickets to our productions for prospective students is a major recruitment tool. Additionally, there is already a Visual and Performing Arts Center Coordinator on staff who regularly organizes and facilitates tours and interviews for prospective students.

The Theatre Arts Department has a strong history of student retention due to our commitment to keep students regularly engaged both inside and outside of the classroom.

Our mainstage productions are of an exceptionally high caliber, and the guest artists that we're able to engage due to our proximity to NYC is impressive. Whether students are actively

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participating or merely attending our events and productions, the level of engagement from our student body is a huge factor in high retention rates.

Another way in which the Theatre Arts Dept. works to advance student retention is our Mentor/Mentee program. New students are paired with an upperclassman to serve as their Mentor during their time at WCSU. Once the mentee becomes an upperclassman, they step into the role of Mentor for a new student coming into the program behind them.

This is an invaluable tool that has provided great stability and feelings of belonging for new and continuing students in the Theatre Arts Dept. This will continue with the implementation of the new BFA program.

Our faculty is also heavily involved in academic advisement. Students are assigned an advisor based on their area of study and stay with that advisor for all four years of their study. Having this one-on-one contact with a professor in their area who can ensure the successful completion of degree requirements while also challenging them artistically both inside and outside of the classroom plays a big role in our history of strong student retention.

In regard to metrics: As a Theatre Arts program, we are constantly assessing retention, progress, and completion for our students as we are choosing productions every semester that require student actors to be cast, student technicians and designers to be given production assignments, and student stage managers to be placed. As a department, we cannot choose a season of productions without knowing exactly who our students are, what stories we can tell, and how we can tell them. This helps us keep a close eye on student progress to ensure that students have the opportunities necessary to succeed.

- **Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.**

The Theatre Arts Dept. is committed to providing outlets and avenues by which current students from diverse populations have a voice and are able to advocate for their needs as it pertains to a degree in Theatre Arts. An example of this is the student-led diversity council: *The Fourth Wall*. *The Fourth Wall* is completely student-led and exists to increase accessibility to resources for marginalized theatre students, and to help facilitate regular conversations with department leaders to advocate for the needs of all students.

We are committed to extending the same practices already in place and applying them to this new BFA in Theatre Arts.

Additionally, the Core for all concentrations in the proposed BFA contains a new course titled: *Social Issues and Justice in Theatre*. This course is intended to illuminate the non-equitable history of the American Theatre as well as illuminating the ways in which current students and educators can usher in a more equitable future.

These initiatives are a pillar of the Theatre Arts program at WCSU and will be communicated accordingly as we recruit students from diverse and underrepresented populations.

- **Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?**

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Our department looks at this data closely and regularly with each incoming class of students and monitors progress through casting, first and second year evaluations, and an annual review of all student outcomes data. Because of our need to select productions that reflect both the world outside our walls, as well as the students represented within our programs...a constant assessment of the diversity within our program is being done. Students have a voice in this process, helping us to ensure that productions and curricula reflect the needs of a diverse community of learners.

- **Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate*)**

The TAP Degree in Theatre Studies will continue to transfer to the BA in Theatre and the TAP Liberal Arts Degree makes it possible to complete the BFA at WCSU as a 2 + 2 program if planned carefully (61 credits at the Associate Degree and 60-62 at the BFA level). Below is a summation of how a CT State Associate Degree will transfer to each of the BFA's concentrations:

Concentration in Acting:

<b><i>Credit Summary</i></b>	
<b><i>Program Credits Remaining after Transfer with a Completed Associate Degree</i></b>	<b><i>62</i></b>
<b><i>General Education Credits Remaining</i></b>	<b><i>0</i></b>
<b><i>CT State Credits</i></b>	<b><i>61</i></b>
<b><i>Total Credits to Baccalaureate</i></b>	<b><i>123</i></b>

Concentration in Design / Tech

<b><i>Credit Summary</i></b>	
<b><i>Program Credits Remaining after Transfer with a Completed Associate Degree</i></b>	<b><i>62</i></b>
<b><i>General Education Credits Remaining</i></b>	<b><i>0</i></b>
<b><i>CT State Credits</i></b>	<b><i>61</i></b>
<b><i>Total Credits to Baccalaureate</i></b>	<b><i>123</i></b>

Concentration in Stage Management

<b><i>Credit Summary</i></b>	
<b><i>Program Credits Remaining after Transfer with a Completed Associate Degree</i></b>	<b><i>60</i></b>
<b><i>General Education Credits Remaining</i></b>	<b><i>0</i></b>
<b><i>CT State Credits</i></b>	<b><i>61</i></b>
<b><i>Total Credits to Baccalaureate</i></b>	<b><i>121</i></b>

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See attached transfer maps from CT State at the end of this document for a detailed, course-by-course mapping of CT State curriculum to each of this BFA's concentrations.

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

Central Connecticut State University is the only university in the CSCU system offering a BFA in Theatre.

The BFA offerings at CCSU are listed as:

1. BFA in Theatre with Specialization in Technology, Design, and Production
2. BFA in Theatre with Specialization in Performance

One of the main differences between this proposed BFA and the BFA at CCSU is that our Theatre Arts program at WCSU is accredited by NAST (National Associations of Schools of Theatre). This is in line with our commitment to professional programs aligned with national standards. Every program in our school of Visual and Performing Arts is organized to meet professional students, preparing students to succeed in highly competitive careers.

Additionally, the proposed BFA offers three separate concentrations (Acting, Design/Tech, and Stage Management) united by a common core of classes. Keeping with WCSU's mission statement of weaving liberal arts education and professional training, the proposed BFA has identified a common core of courses that we believe benefit any theatre major, regardless of their concentration, much like Gen Ed requirements benefit every student, regardless of their primary major.

As explained above in "strengths of the institution", our location and proximity to NYC as well as our newly-built professional training facilities also separates us from Central Connecticut State University's BFA offering.

Lastly, leadership from CCSU has acknowledged this new program proposal, and finds that the differences between the two programs are distinct enough to allow room in the CT market for both programs to thrive. As an accredited program, WCSU will have caps on enrollments to meet NAST standards. Interest in our programs far exceeds these caps, and though we accommodate many through the more general BA in theatre, this interest suggests that there is a large enough audience for these programs in CT and the surrounding region.

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

The curriculum for each concentration within this BFA degree has been carefully crafted to utilize courses already offered regularly at the institution, as well as developing new courses that will be populated by more than one concentration's cohort. This helps to ensure robust sections that keep adjunct costs at a minimum.

Between all three concentrations within the BFA, there are only nine new courses being proposed.



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Of those nine course proposals, three of these courses have already been offered with annual regularity as THR 402: Special Topics in Theatre Arts. An additional course will be offered as a THR 402: Special Topics in Theatre Arts in the Spring of 2023. The reality is that students have already been building this proposed BFA curriculum on their own without the benefit of earning the B(F)A as their degree title.

An estimate of initial annual cohorts for each concentration within the BFA are as follows: Acting Concentration: 16, Design/Tech Concentration: 5, Stage Management Concentration: 5

This would result in the following cohorts at Full-Matriculation: Acting Concentration: 64, Design/Tech Concentration: 20, Stage Management Concentration: 20

Design/Tech and Stage Management cohorts will hopefully be even larger as the program grows, but the above numbers reflect conservative estimates for the purposes of accurate budgeting and projections. The Acting Concentration cohort mirrors the numbers in the already offered and successful BFA in Musical Theatre program.

As a result of these BFA cohorts, the BA in Theatre Arts annual cohort has been conservatively estimated to house 12 students per year; 48 at full matriculation.

The above numbers, including the BFA in Musical Theatre, would bring the WCSU Theatre Arts dept to a total of 216 students. This is a growth of 93 students (83 students when accounting for 2 students per cohort for attrition).

When considering the proposed BFA *alone*, these 26 proposed students have the potential to supply an Annual Program Revue of \$340,314. At full matriculation, 104 students have the potential to supply \$1,361,256 to the Annual Program Revenue (Avg, Tuition of \$13,089..reflective of current 10% Out of State, 90% In-State Dept. Ratio).

The proposed BFA program would require no additional Full-Time Faculty, and only 18.66 additional hours of adjunct instruction. At an avg. rate of \$2,002 per semester hour (Group C Ranking), this would result in an annual program expenditure of \$37,357.32

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

There are no additional special resources that would be needed to support this program. We already maintain resources sufficient for staging an adequate number of productions to provide all students with sufficient opportunities to perform. The costs of productions are part of our operating budgets, and significantly enhanced by ticket sales to each show. In addition, students pay course fees for supplies in costume design, etc. The BFA in Theatre does not increase the cost of supporting a Visual and Performing Arts facility, which includes regular technology replacements (lighting, sound boards, etc.), and full-time staff to manage sound, safety, scheduling, etc. More robust enrollments will bring additional revenue from tuition and course fees help to offset some of these existing costs. Library holdings are already sufficient and are added to as part of our regular review of holdings each year.



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

Following in the footsteps of the already successful BFA in Musical Theatre program, the new BFA will hold auditions at National Unified Auditions, both in-person and virtually. Additional interviews and portfolio reviews for Design/Tech and Stage Management concentrations will occur at National Conventions as well as in NYC and on-campus as part of our already scheduled audition days.

Departmental recruitment events such as 'Super Sunday' in which we invite current High School Juniors and Seniors to WCSU to work one-on-one with faculty in faculty developed workshops in addition to seeing one of our productions for free will continue.

One of the major recruitment factors for the Theatre Arts department lies in the Visual and Performing Arts Center itself. Our facilities are unmatched in the region, and our ability to provide regular building tours and complimentary tickets to our productions for prospective students is a major recruitment tool. Additionally, there is already a Visual and Performing Arts Center Coordinator on staff who regularly organizes and facilitates tours and interviews for prospective students.

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

The Theatre Arts Department has a strong history of student retention due to our commitment to keeping students regularly engaged both inside and outside of the classroom.

Our mainstage productions are of an exceptionally high caliber, and the guest artists that we're able to engage due to our proximity to NYC is impressive. Whether students are actively participating or merely attending our events and productions, the level of engagement from our student body is a huge factor in high retention rates.

Another way in which the Theatre Arts Dept. works to advance student retention is our Mentor/Mentee program. New students are paired with an upperclassman to serve as their Mentor during their time at WCSU. Once the mentee becomes an upperclassman, they step into the role of Mentor for a new student coming into the program behind them.

This is an invaluable tool that has provided great stability and feelings of belonging for new and continuing students in the Theatre Arts Dept. This will continue with the implementation of the new BFA program.

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**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):

- 27-2011 Actors,
- 27-2012, Producers and Directors,
- 27-1027, Set and Exhibit Designers,
- 27-1011 Art Directors,
- 27-1022, Fashion Designers,
- 27-1021, Commercial and Industrial Designers,
- 27-1029, Designers, All Others,
- 27-4011, Audio and Video Technicians,
- 27-4012, Sound Engineering Technicians,
- 27-4015 Lighting Technicians,
- 11-1021 General and Operations Managers

**Examples of Current Job Postings:**

**Sound Technician:** <https://playbill.com/job/sound-technician/c990ca8a-3156-48b5-b588-530e73ca795b>

**Carpenter:** <https://playbill.com/job/carpenter/dd0ab1e4-6265-49b1-b93f-a8e776157734>

**Technical Director:** <https://playbill.com/job/technical-director/6ace262e-601e-4efc-866c-e79d91c38304>

**Master Electrician:** <https://playbill.com/job/master-electrician/9ac03e8e-3866-42bd-90ae-0585844b723d>

**Actor:** <https://playbill.com/job/chicago-broadway-nyc-ecc-dancers-11-29-22/de32b77e-5f92-44ba-97a5-0d07253e57a4>

**Actor:** <https://playbill.com/job/macbeth-equity-video-submissions-deadline-12-07-22/b960326f-3ae9-4ae1-9888-f9ad384c9e0d>

**Actor:** <https://playbill.com/job/company-equity-video-submissions-deadline-11-25-22/1b892a22-f00d-4f31-a190-a2cccc909aae>

**Stage Manager:** <https://playbill.com/job/spamlot-stage-manager-submissions-deadline-11-21-22/1970aaea-38e3-4267-8024-ca08ef746863>

**Production Manager:** <https://playbill.com/job/production-manager/4b6ac011-ae66-4675-b079-2b5a4ba06c56>

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**What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)?**

- 27-2011 Actors (\$48,838),
- 27-2012, Producers and Directors (\$101,950),
- 27-1027, Set and Exhibit Designers (\$62,960),
- 27-1011 Art Directors (\$115,430),
- 27-1022, Fashion Designers (\$83,650),
- 27-1021, Commercial and Industrial Designers (\$79,680),
- 27-1029, Designers, All Others (\$73,480),
- 27-4011, Audio and Video Technicians (\$55,310),
- 27-4012, Sound Engineering Technicians (\$67,360),
- 27-4015 Lighting Technicians (\$58,020),
- 11-1021 General and Operations Managers (\$115,250)

**Applicable Industries:** Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s):

711510 Independent Artists, Writers, and Performers

This industry comprises independent (i.e., freelance) individuals primarily engaged in performing in artistic productions, in creating artistic and cultural works or productions, or in providing technical expertise necessary for these productions. This industry also includes athletes and other celebrities exclusively engaged in endorsing products and making speeches or public appearances for which they receive a fee.

**Illustrative Examples:**

Independent actors or actresses  
Independent producers  
Independent art restorers  
Independent recording technicians  
Independent artists (except musical, commercial, medical)  
Independent speakers  
Independent cartoonists  
Independent theatrical costume designers  
Independent dancers  
Independent theatrical lighting technicians  
Independent journalists  
Independent technical writers

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program :

☒ No

Note: Graduates could easily move onto MFA in Theatre if they desire to do so.

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**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O. :** *List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*

1. Students will demonstrate, through engaging with verbal, physical, visual, and research aspects of the craft, the value of Theatre as a profession. This will be assessed in courses like The Transition Workshop, Senior Portfolio, and through their production assignments.
2. Students will understand the value of secondary theatre disciplines as they pertain to professional collaboration in their field and potential avenues for supplemental work in the field of Theatre. This will be assessed through courses within the BFA core, as well as any courses that provide supplemental skills and training outside of the student's chosen concentration.
3. Students will apply theoretical concepts through hands-on/practical applications of skill. This will be assessed through production assignments, casting, auditioning, and other practicum experiences.
4. Students will analyze scripts, both contemporary and classic, and evaluate their merits and contributions. This will be assessed through courses such as Play Structure and Analysis, Design Courses, Management Courses, and Acting Courses.
5. Students will create meaningful theatrical experiences as they pertain to their concentrations. Acting students will create roles, Design/Tech students will create scenery and/or realize their designs, Management students will create processes and procedures for successful rehearsal and performance of productions. This will be assessed through courses in Acting, Design, and Management. As well as through production assignments and casting.
6. Students will create professional portfolios and audition packages to advance their careers post-graduation. This will be assessed through courses in Transition Workshop, Senior Portfolio, and Senior Showcase.

**Assessment of Learning Outcomes:** Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

The Theatre Arts Dept has an annual assessment matrix in which one program outcome is assessed annually on a rotation. These keep us in line with our standards and those set by NAST.

**Program Administration:** Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

Dr. Justin P. Cowan is the Chair of the Theatre Arts Dept. and currently serves as the program administrator for the Theatre Arts program. ([cowanj@wcsu.edu](mailto:cowanj@wcsu.edu), 203.837.8476)

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The program administrator (Dept. Chair) is elected by the Theatre Arts faculty and must be a tenured faculty member. The Chair currently receives 9 credits of release time, which is split with an Associate Chair.

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**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? **0**

If any new full-time hires, what percentage of program credits will they teach? **N/A**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **All (8)**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?

**We employ approximately 15-20 part-time faculty per semester. This includes directors, lighting designers, choreographers, as well as direct classroom instruction.**

What percentage of program credits will be taught by adjunct faculty? **53% of the credits in the program will be taught by adjunct faculty. Highly qualified and specialized adjunct instructors are an integral part of normal operations in the Dept. of Theatre**

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

**Master's Degree in Theatre or equivalent professional experience.**

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Justin P. Cowan	DMA - University of North Carolina at Greensboro	Music Directing, Directing, MT History, Musicianship	Department Chair
Joni Johns-Lerner	MFA - Purdue University	Costume Design, Costume Technology, Costume History	Associate Chair
Dr. Donald Gagnon	PhD - University of South Florida	Theatre History, Theatre Literature, Dramaturgy	
Tim Howard	BM - Baldwin-Wallace	Acting, Musical Theatre Performance, Director, Audition Techniques	Musical Theatre Coordinator
Pam McDaniel	MFA - University of Texas-Austin	Directing, Acting, Shakespeare	
Elizabeth Popiel	MFA - SUNY Purchase College	Scenic Design, Scenic Art, Puppetry	
Sal Trapani	MFA - University of Southern California	Acting, Directing, Devised Theatre	
Thomas Swetz	MFA - University of Idaho	Technical Theatre, Technical Direction	

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

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**BFA CORE – ALL CONCENTRATIONS (30 SH)**

<b>COURSE</b>	<b>L.O.</b>	<b>Pre-Req</b>	<b>Cr. Hrs.</b>
THR 100 Introduction to Theatre Production (FY) or THR 300	1,2,3,5	None	1SH
THR 1XX Social Issues and Justice in Theatre*	1,2,4	None	2SH
THR 1XXW Play Structure and Analysis*(W2)	1,4	W1	3SH
THR 181 Acting I: Character Study (CP)	1,2,3,4,5	None	3SH
THR 182 Technical Theatre I	1,2,3,5	None	3SH
THR 279 History of Theatre	1,4	None	3SH
THR 286 Theatre History II	1,4	None	3SH
THR 284 Costume Technology I	1,2,3,4,5	None	3SH
THR 300 Theatre Production Lab (at least 1SH for 6 semesters). Course may be taken for 1-3SH each semester. Students must still participate for 6 semesters.	1,2,3,5	None	6SH
THR 490 Senior Portfolio (CE, W3)	1,6	W2	3SH

**1. ACTING CONCENTRATION (50SH)**

<b>COURSE</b>	<b>L.O.</b>	<b>Pre-Req</b>	<b>Cr. Hrs.</b>
THR 150 Performance Techniques	1,3,4,5	None	3SH
THR 165 Stage Makeup	1,3	None	1SH
THR 202 Technical Theatre II OR THR 306 Costume Technology II OR THR 383 Methods of Scenic Arts and Crafts	1,2	THR 182 or 284	3SH
THR 260 Voice and Diction	1,3,4,5	THR 150	3SH
THR 281 Acting II: Scene Study (CP)	1,3,4,5	THR 181	3SH
THR 2XX Dialects for the Stage*	1,3,4,5	THR 260	2SH
THR 2XX Stage Combat*	1,3,4,5	THR 181	2SH
THR 2XX Meisner Technique*	1,3,4,5	THR 181	3SH
THR 388 Acting III: Period Styles	1,3,4,5	THR 181 and 281	3SH
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	1,2,3,4,5	None	3SH
THR 252 Acting for the Camera	1,3,4,5	THR 181	3SH
THR 363 Acting IV: Performing Shakespeare	1,3,4,5	THR 181 and 281	3SH
THR 386 Directing I (CT)	1,2,3,4,5	THR 181, 182, 1XX Playscript Analysis	3SH
THR 387 Devised Theatre Workshop	1,2,3,4,5	THR 181, 182	3SH
THR 389 Audition Techniques	1,3,4,5	THR 181, 281, 388	3SH
THR 403 The Transition Workshop	1,6	None	1SH
THR 495 Senior Showcase	1,5,6	THR 181 and 281	1SH
THR Electives (Choose 7SH of electives)			7SH

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***APPLICATION FOR NEW PROGRAM APPROVAL***

**COGNATE FOR ACTING CONCENTRATION (3SH)**

<b>COURSE</b>	<b>L.O.</b>	<b>Pre-Req</b>	<b>Cr. Hrs.</b>
HPX 150 Dance Workshop	1,2,3,5	None	3SH

**2. DESIGN/TECH CONCENTRATION (50SH)**

<b>COURSE</b>	<b>L.O.</b>	<b>Pre-Req</b>	<b>Cr. Hrs.</b>
THR 125 Theatre Design Fundamentals	1,3,5	None	3SH
THR 202 Technical Theatre II	1,3,5	THR 182	3SH
THR 210 Stage Management	1,2	None	3SH
THR 283 Scenic Design	1,2,3,4,5	THR 182	3SH
THR 302 Costume Design	1,2,3,4,5	None	3SH
THR 304 Computer Drafting	1,2,3,4,5	THR 283	3SH
THR 306 Costume Technology II	1,2,3,5	THR 284	3SH
THR 307 Allied Craft in 3D for Stage	1,2,3,5	THR 383	3SH
THR 383 Methods of Scenic Arts and Crafts	1,2,3,5	THR 182	3SH
THR 384 Fundamentals of Stage Lighting	1,2,3,4,5	THR 182	3SH
THR 390 Play Production	1,2,3,4,5	THR 181,182	3SH
THR 3XX Sound Design*	1,2,3,4,5	None	3SH
THR 3XX Evolution of Fashion*	1,2,3,5	THR 284	3SH
THR 3XX Adv. Stage Lighting and Design*	1,2,3,4,5	THR 384	3SH
THR 403 The Transition Workshop	1,6	None	1SH
THR Electives (Choose 7SH of electives)			7SH

**COGNATES FOR DESIGN/TECH CONCENTRATION (9SH)**

<b>COURSE</b>	<b>L.O.</b>	<b>Pre-Req</b>	<b>Cr. Hrs.</b>
ART 100 History of Western Art Beg. To Ren. OR ART 101 Hist. of Art Ren to Present	1,2,3	None	3SH
ART 141 Drawing I	1,2,3	None	3SH
COM 146 Basic Video Production	1,2,3	None	3SH

**3. STAGE MANAGEMENT CONCENTRATION (50SH)**

<b>COURSE</b>	<b>L.O.</b>	<b>Pre-Req</b>	<b>Cr. Hrs.</b>
THR 110 Theatre Arts Management	1,2	None	3SH
THR 210 Stage Management	1,2,3,4,5	None	3SH
THR 281 Acting II: Scene Study (CP)	1,2	THR 181	3SH
THR 283 Scenic Design	1,2,4	THR 182	3SH
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	1,2,3,4	None	3SH



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THR 298 Special Topics ASM (Show Title)	1,3,4,5	None	2SH	
THR 298 Special Topics ASM (Show Title)	1,3,4,5	None	2SH	
THR 2XX Stage Combat*	1,2	THR 181	2SH	
THR 302 Costume Design	1,2,3,4	None	3SH	
THR 304 Computer Drafting	1,2,3	THR 283	3SH	
THR 384 Fundamentals of Stage Lighting	1,2,3,4	THR 182	3SH	
THR 386 Directing I (CT)	1,2,3,4	THR 181, 182, IXX Playscript Analysis	3SH	
THR 390 Play Production	1,2,3,4	THR 181, 182	3SH	
THR 3XX Sound Design*	1,2,3,4	None	3SH	
THR 3XX Stage Management II*	1,2,3,4,5	THR 210	3SH	
THR 402 Special Topics PSM (Show Title)	1,2,3,4,5	None	3SH	
THR 403 The Transition Workshop	1,6	None	1SH	
THR Electives (Choose 4SH of electives)			4SH	

**COGNATES FOR STAGE MANAGEMENT CONCENTRATION (7SH)**

COURSE	L.O.	Pre-Req	Cr. Hrs.
MUS 195 Concert Chorale (2 Semesters)	1,2,3	None	1SH
MGT 250 Organizational Behavior	1,3	None	3SH
MIS 260 Information Systems	1,3	None	3SH

**Course Descriptions for New Courses:**

**THR IXX Social Issues and Justice in Theatre** - In this course, students will engage with complex issues to strengthen communities and promote change. This course will use a cross-cultural approach to survey the dynamic and effective strategies of theatre artists engaged in social justice work. This class investigates topics such as systemic violence, power, and privilege, alongside community-building, ethics, and identity. Analyzing artistic processes from multiple perspectives provides frameworks to understand how students can pursue their theatrical aspirations while also working toward equity and justice for marginalized groups and communities.

**THR IXXW Play Structure and Analysis** - This course will introduce students to a range of representative dramatic works comprising the following structural frameworks: 1) Well-made play; 2) Episodic play; 3) Circular play. Each will be analyzed through the lenses of character, theme, plot, and philosophical underpinnings. The course will help students develop the ability to read, appreciate, analyze, and discuss the distinctions and similarities among the play structures within literary, cultural, and historical, and philosophical contexts. Prerequisite: W101 or Equivalent Writing Placement.

**THR 2XX Dialects for the Stage** – A continuation of THR 260 Voice and Diction. This course builds upon the previous study of IPA, vocal range, and elements of speech by introducing the study of selected dialects for performance, including dialects in cultural context and their application to dramatic text. Prerequisite: THR 260



## APPLICATION FOR NEW PROGRAM APPROVAL

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***APPLICATION FOR NEW PROGRAM APPROVAL***

<p>Those applying for the Stage Management Concentration will sit for an interview.</p>
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/></p> <p>Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe: All capstones are built into the curriculum. <b>There are no special requirements outside of the planned curriculum.</b></p>
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support: <b>N/A</b></p>
<p><b>Describe the prospective students for the program:</b></p> <p>Prospective Students for this program are those who are interested in pursuing a professional career in theatre arts. Whether that be as an actor/performer, as a scenic, lighting, sound, or costume designer, or a stage manager. The prospective student for this program is serious about their craft and is eager to work and study in an incredible facility that matches their professional aspirations.</p>

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

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APPLICATION FOR *NEW PROGRAM APPROVAL*

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	26						26						26					
Continuing Students progressing to credential			26				26		52				52		78			
Headcount Enrollment	26		26				52		52				78		78			
Total Estimated FTE per Year <sup>1</sup>	52						104						156					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$170,170		\$170,170				\$340,340		\$340,340				\$510,510		\$510,510			
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)	\$3,900		\$3,900				\$7,800		\$7,800				\$11,700		\$11,700			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$348,140						\$696,280						\$1,044,420					
PROJECTED Program Expenditures <sup>3</sup>	First Year		Second Year		Third Year		<div><b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</div> <div><sup>1</sup> 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall &amp; Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.</div> <div><sup>2</sup> Revenues from all courses students will be taking.</div> <div><sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded.</div> <div><sup>4</sup> If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.</div> <div><sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</div> <div><sup>6</sup> Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.</div>											
Administration (Chair or Coordinator) <sup>4*</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>																		
Faculty (Part-time, total for program) <sup>4</sup>	\$37,357		\$37,357		\$37,357													
Support Staff (lab or grad assist, tutor)**																		
Library Resources Program																		
Equipment (List in narrative)***																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total NEW Expenditures per Year	\$37,357		\$37,357		\$37,357													

\*The Theatre Department Chair serves as the administrator for this program. There is no need to expand the credit hours with the addition of this program as we are anticipating a return to pre-pandemic enrollment levels for which the reassigned time already allotted is sufficient.

\*\* When WCSU opened VPA, several staff were hired to help support the smooth running of the building. We have staff dedicated to sound, lighting, and safety. This program will continue to rely on these staff members who support all of the Arts programs.

\*\*\*As noted in the narrative on equipment, WCSU does not anticipate increased costs for producing plays in support of this program. We already have a robust schedule that blends high cost dramas with those in the public domain. Our operating budgets anticipate these costs, and they are offset by student fees and ticket sales. Should the program grow more than anticipated, the additional tuition will help address new production costs.

**CSCU Transfer Articulation Form: Liberal Arts and Sciences**  
**WCSU: Bachelor of Fine Arts in Theatre: Stage Management**

Liberal Arts and Sciences Course/Degree Requirement at CT State		Recommended CT State Course		Course/Degree Requirement at Receiving Institution	
FrameWork 30 (only change if encumbered by receiving institution)					
Written Communication I	3	Open		3 Written Comm I	3
Written Communication II	3	Open		3 Written Comm II	3
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4
Social and Behavioral Science	3	Open		3 Information Literacy?	3
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3
Historical Knowledge	3	Open		3 Critical Thinking	3
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4
Oral Communication	3	Open		3 Oral Communication	3
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3
FrameWork 30 Credits	31-33	FrameWork 30 Credits	31-33	FrameWork 30 Credits	31-33
		Recommended Program Courses		Received as	
Visual or Performing Arts Elective	3	THR 1110: Acting I		3 THR 181: Acting I	3
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3
Humanities Elective	3	THR 1102: Threater History		3 THR 279: History of Theatre	3
Liberal Arts Elective	3	THR 2229: Stage Management		3 THR 210 Stage Management	3
Liberal Arts Elective	3	THR 2219: Directing		3 THR 386 Directing I (CT)	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Program Credits	21-23	Program Credits	21-22	Program Credits	21
		Recommended Electives		Received as	
Open Elective	3	THR 1124: Costume Design and Production		3 THR 302 Costume Design	3
Open Elective	3	BMGT 2100 Organizational Behavior		3 MGT 250 Organizational Behavior	3
Open Elective	3	THR Elective		3 THR Elective	3
Open Elective Credits*	2-8	Open Elective Credits*	6-9	Open Elective Credits*	9
*Varies based on what the student needs to obtain at least 60 credits				LAS Credits	
				61	

**General Education Courses Remaining**

Double Dip: Acting and Directing

**Program Courses Remaining**

THR 384 Fundamentals of Stage Lighting (THR 1123)	3
THR 100 Introduction to Theatre Production (FY) or THR 301	1
THR 1XX Social Issues and Justice in Theatre*	2
THR 1XXW Play Structure and Analysis*	3
THR 182 Technical Theatre I	3
THR 286 Theatre History II	3
THR 284 Costume Technology I	3
THR 300 Theatre Production Lab	6
THR 490 Senior Portfolio	3
THR 110 Theatre Arts Management	3
THR 281 Acting II: Scene Study (CP)	3
THR 283 Scenic Design	3
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	3
THR 298 Special Topics ASM (Show Title)	2
THR 298 Special Topics ASM (Show Title)	2
THR 2XX Stage Combat*	2
THR 304 Computer Drafting	3
THR 390 Play Production	3
THR 3XX Sound Design*	3
THR 3XX Stage Management II*	3
THR 402 Special Topics PSM (Show Title)	3
THR 403 The Transition Workshop	1
THR Electives (Choose 1SH of electives)	1
MUS 195 Concert Chorale (2 Semesters)	1
MIS 260 Information Systems	3

<b>Credit Summary</b>	
Program Credits Remaining	60
General Education Credits Remaining	0
LAS Credits	61
Estimated Total Credits	121
<b>Credits Required</b>	
Non-Transfer Student versus Transfer Student	
Credits Required for Bachelor's Degree	120
Transfer Credits + Remaining Credits	121
Extra Credit Hours	1

**CSCU Transfer Articulation Form: Liberal Arts and Sciences**  
**WCSU: Bachelor of Fine Arts in Theatre: Acting**

Liberal Arts and Sciences Course/Degree Requirement at CT State		Recommended CT State Course		Course/Degree Requirement at Receiving Institution	
FrameWork 30 (only change if encumbered by receiving institution)					
Written Communication I	3	Open		3 Written Comm I	3
Written Communication II	3	Open		3 Written Comm II	3
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4
Social and Behavioral Science	3	Open		3 Information Literacy?	3
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3
Historical Knowledge	3	Open		3 Critical Thinking	3
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4
Oral Communication	3	Open		3 Oral Communication	3
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3
FrameWork 30 Credits	31-33		FrameWork 30 Credits	31-33	FrameWork 30 Credits
		Recommended Program Courses		Received as	
Visual or Performing Arts Elective	3	THR 1110: Acting I		3 THR 181: Acting I	3
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3
Humanities Elective	3	THR 1112: Voice and Diction		3 THR 260: Voice and Diction	3
Liberal Arts Elective	3	THR 2210: Acting II		3 THR 281: Acting II	3
Liberal Arts Elective	3	THR 1111: Acting for the Camera		3 THR 252 Acting for the Camera	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Program Credits	21-23		Program Credits	21-22	Program Credits
		Recommended Electives		Received as	
Open Elective	3	THR 2219: Directing		3 THR 386 Directing I (CT)	3
Open Elective	3	THR 1102: Theater History		3 THR 279: History of Theatre	3
Open Elective	3	THR Elective		3 THR Elective	3
Open Elective Credits*	2-9		Open Elective Credits*	9	Open Elective Credits*
*Varies based on what the student needs to obtain at least 60 credits					
					LAS Credits
					61

**General Education Courses Remaining**

Double Dip: Acting and Directing

**Program Courses Remaining**

THR 100 Introduction to Theatre Production or THR 300	1
THR 1XX Social Issues and Justice in Theatre*	2
THR 1XXW Play Structure and Analysis*	3
THR 182 Technical Theatre I	3
THR 286 Theatre History II	3
THR 284 Costume Technology I	3
THR 300 Theatre Production Lab	6
THR 490 Senior Portfolio	3
THR 150 Performance Techniques	3
THR 165 Stage Makeup	1
THR 202 Technical Theatre II OR THR 306 Costume Technology II OR THR 383 Methods of Scenic Arts and Crafts	3
THR 2XX Dialects for the Stage*	2
THR 2XX Stage Combat*	2
THR 2XX Meisner Technique*	3
THR 388 Acting III: Period Styles	3
THR 201 Playmaking with Children OR THR 289 Children's Theatre Practicum	3
THR 363 Acting IV: Performing Shakespeare	3
THR 387 Devised Theatre Workshop	3
THR 389 Audition Techniques	3
THR 403 The Transition Workshop	1
THR 495 Senior Showcase	1
THR Electives	4
HPX 150 Dance Workshop	3

**Credit Summary**

<b>Program Credits Remaining</b>	<b>62</b>
<b>General Education Credits Remaining</b>	<b>0</b>
<b>LAS Credits</b>	<b>61</b>
<b>Estimated Total Credits</b>	<b>123</b>
<b>Credits Required</b>	
<b>Non-Transfer Student versus Transfer Student</b>	
<b>Credits Required for Bachelor's Degree</b>	<b>120</b>
<b>Transfer Credits + Remaining Credits</b>	<b>123</b>
<b>Extra Credit Hours</b>	<b>3</b>

**CSCU Transfer Articulation Form: Liberal Arts and Sciences**  
**WCSU: Bachelor of Fine Arts in Theatre: Design/Tech**

Liberal Arts and Sciences		Recommended CT State Course		Course/Degree Requirement at Receiving Institution	
Course/Degree Requirement at CT State					
		FrameWork 30 (only change if encumbered by receiving institution)			
Written Communication I	3	Open		3 Written Comm I	3
Written Communication II	3	Open		3 Written Comm II	3
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4
Social and Behavioral Science	3	Open		3 Information Literacy?	3
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3
Historical Knowledge	3	Open		3 Critical Thinking	3
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4
Oral Communication	3	Open		3 Oral Communication	3
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3
FrameWork 30 Credits	31-33		FrameWork 30 Credits	31-33	FrameWork 30 Credits
					31-33
		Recommended Program Courses		Received as	
Visual or Performing Arts Elective	3	THR 1110: Acting I		3 THR 181: Acting I	3
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3
Humanities Elective	3	THR 1102: Theater History		3 THR 279: History of Theatre	3
Liberal Arts Elective	3	THR 2229: Stage Management		3 THR 210 Stage Management	3
Liberal Arts Elective	3	ART 1110: Drawing I		3 ART 141 Drawing I	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Program Credits	21-23		Program Credits	21-22	Program Credits
					21
		Recommended Electives		Received as	
		ARTH 1010 or 1020		ART 100 History of Western Art Beg. To Ren. OR ART 101 Hist. of Art Ren to Present	
Open Elective	3			3	3
Open Elective	3	THR Elective		3 THR Elective	3
Open Elective	3	THR Elective		3 THR Elective	3
Open Elective Credits*	2-8		Open Elective Credits*	6-9	Open Elective Credits*
					9
*Varies based on what the student needs to obtain at least 60 credits				LAS Credits	
				61	
General Education Courses Remaining		Program Courses Remaining		Credit Summary	
Double Dip: Acting Drawing		THR 302 Costume Design (THR 1124)		Program Credits Remaining	
		THR 384 Fundamentals of Stage Lighting (THR 1123)		62	
		THR 100 Introduction to Theatre Production (FY) or THR 301		General Education Credits Remaining	
		THR 1XX Social Issues and Justice in Theatre*		0	
		THR 1XXW Play Structure and Analysis*		LAS Credits	
		THR 182 Technical Theatre I		61	
		THR 286 Theatre History II		Estimated Total Credits	
		THR 284 Costume Technology I		123	
		THR 300 Theatre Production Lab		Credits Required	
		THR 490 Senior Portfolio		Non-Transfer Student versus Transfer Student	
		THR 125 Theatre Design Fundamentals		Credits Required for Bachelor's Degree	
		THR 202 Technical Theatre II		120	
		THR 283 Scenic Design		Transfer Credits + Remaining Credits	
		THR 304 Computer Drafting		123	
		THR 306 Costume Technology II		Extra Credit Hours	
		THR 307 Allied Craft in 3D for Stage		3	
		THR 383 Methods of Scenic Arts and Crafts			
		THR 390 Play Production			
		THR 3XX Sound Design*			
		THR 3XX Evolution of Fashion*			
		THR 3XX Adv. Stage Lighting and Design*			
		THR 403 The Transition Workshop			
		THR Electives (Choose 1SH of electives)			
		COM 146 Basic Video Production			



## Education Report

# Dramatic/Theatre Arts and Stagecraft, Other

Connecticut



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# Definition of Dramatic/Theatre Arts and Stagecraft, Other, CIP 50.0599

Any instructional program in dramatic/theatre arts and stagecraft not listed above.

# Awards

The table below is a list of postsecondary awards in CIP 50.0599 that were granted by institutions located in Connecticut in the 2020 academic year.

Schools	Certs & 2yr Awards <sup>1</sup>	4yr Awards <sup>2</sup>	Post-Grad Awards <sup>3</sup>	Avg Net Price <sup>4</sup>
Quinnipiac University		6		\$41,815
University of Connecticut		3		\$22,233
Total	0	9	0	

1. Undergraduate certificates and associate's degrees

2. Bachelor's degrees and post-baccalaureates

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

4. Average net price represents full-time beginning undergraduate students who paid the in-state or in-district tuition rate and were awarded grant or scholarship aid from federal, state or local governments, or the institution. Data as of the 2019-2020 academic year.

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

# Occupation Crosswalk

The below table lists all occupations linked with the program, Dramatic/Theatre Arts and Stagecraft, Other, CIP 50.0599.

		Education and Training Requirements			Educational Attainment				
		Typical Education Needed for Entry	Work Experience in a Related Occupation	Typical On-the-Job Training Needed to Attain Competency in the Occupation	No College	Some College, No Degree	Associate's Degree	Bachelor's Degree	Postgraduate Degree
25-1121	Art, Drama, and Music Teachers, Postsecondary	Master's degree	None	None	1%	1%	1%	11%	87%
27-2011	Actors	Some college, no degree	None	Long-term on-the-job training	9%	8%	4%	57%	22%
27-2012	Producers and Directors	Bachelor's degree	Less than 5 years	None	3%	5%	3%	63%	25%
27-2099	Entertainers and Performers, Sports and Related Workers, All Other	None	None	Short-term on-the-job training	18%	15%	6%	45%	17%
39-3092	Costume Attendants	High school diploma or equivalent	None	Short-term on-the-job training	26%	17%	8%	36%	13%

Education and training requirements are from the Bureau of Labor Statistics (BLS); educational attainment mix are regional data modeled by Chmura using Census educational attainment data projected to 2022Q1 along with source data from the BLS

## Definition of Art, Drama, and Music Teachers, Postsecondary (25-1121)

Teach courses in drama, music, and the arts including fine and applied art, such as painting and sculpture, or design and crafts. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

## Definition of Actors (27-2011)

Play parts in stage, television, radio, video, or film productions, or other settings for entertainment, information, or instruction. Interpret serious or comic role by speech, gesture, and body movement to entertain or inform audience. May dance and sing.

## Definition of Producers and Directors (27-2012)

Produce or direct stage, television, radio, video, or film productions for entertainment, information, or instruction. Responsible for creative decisions, such as interpretation of script, choice of actors or guests, set design, sound, special effects, and choreography.

## Definition of Entertainers and Performers, Sports and Related Workers, All Other (27-2099)

All entertainers and performers, sports and related workers not listed separately.

## Definition of Costume Attendants (39-3092)

Select, fit, and take care of costumes for cast members, and aid entertainers. May assist with multiple costume changes during performances.

# Occupation Details

As of 2022Q1, total employment for occupations linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut was 3,986. Over the past three years, linked occupations shed 58 jobs in the region and are expected to need in aggregate approximately 3,151 newly trained workers over the next seven years.

**Snapshot of Occupations Linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut<sup>1</sup>**

SOC	Occupation	Empl	Mean Ann Wages <sup>2</sup>	Current			Online Job Ads <sup>3</sup>	3-Year History	Ann %	Total Demand	7-Year Forecast		
				LQ	Unempl	Unempl Rate					Exits	Transfers	Avg Ann Growth %
27- 2012	Producers and Directors	2,284	\$108,900	1.21	156	6.1%	71	0.7%	1,806	383	1,096	327	1.9%
25- 1121	Art, Drama, and Music Teachers, Postsecondary	1,284	\$85,400	1.23	29	2.1%	58	0.4%	862	409	427	27	0.3%
27- 2011	Actors	276	\$63,700	0.52	116	28.2%	2	-2.2%	266	88	138	39	1.9%
27- 2099	Entertainers and Performers, Sports and Related Workers, All Other	94	\$51,700	0.89	15	14.4%	19	-18.3%	113	33	55	25	3.4%
39- 3092	Costume Attendants	48	\$60,000	0.94	7	12.8%	6	-11.0%	104	40	46	17	4.4%
<b>Total - Linked Occupations</b>		<b>3,986</b>	<b>\$96,300</b>	<b>1.10</b>	<b>323</b>	<b>7.2%</b>	<b>156</b>	<b>-0.5%</b>	<b>3,151</b>	<b>953</b>	<b>1,763</b>	<b>435</b>	<b>1.5%</b>
<b>Total - All Occupations</b>		<b>1,720,771</b>	<b>\$65,400</b>	<b>1.00</b>	<b>99,411</b>	<b>5.5%</b>	<b>99,769</b>	<b>-1.2%</b>	<b>1,260,064</b>	<b>504,796</b>	<b>771,626</b>	<b>-16,358</b>	<b>-0.1%</b>

Source: [JobsEQ®](#)

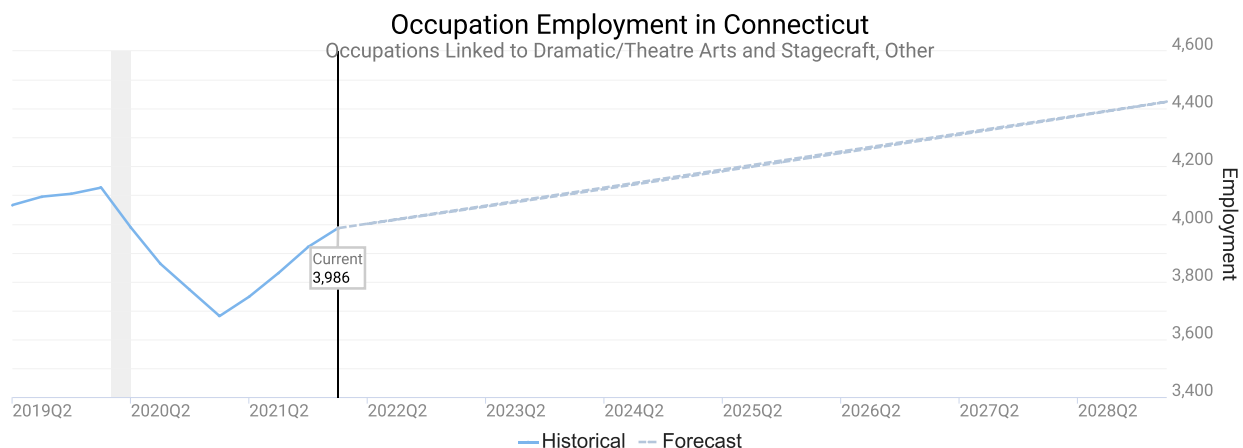
Data as of 2022Q1 unless noted otherwise

Note: Figures may not sum due to rounding.

1. Data based on a four-quarter moving average unless noted otherwise.

2. Wage data are as of 2021 and represent the average for all Covered Employment

3. Data represent found online ads active within the last thirty days in the selected region; data represents a sampling rather than the complete universe of postings. Ads lacking zip code information but designating a place (city, town, etc.) may be assigned to the zip code with greatest employment in that place for queries in this analytic. Due to alternative county-assignment algorithms, ad counts in this analytic may not match that shown in RTI (nor in the popup window ad list).



Source: JobsEQ®, Data as of 2022Q1. The shaded areas of the graph represent national recessions.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q4, imputed where necessary with preliminary estimates updated to 2022Q1. Wages by occupation are as of 2021 provided by the BLS and imputed where necessary. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns. Occupation unemployment figures are imputed by Chmura.

# Employment by Industry

The table illustrates the industries in Connecticut which most employ occupations linked to Dramatic/Theatre Arts and Stagecraft, Other. The single industry most employing these occupations in the region is Colleges, Universities, and Professional Schools, NAICS 6113. This industry employs 1,241 workers in the linked occupations—employment which is expected to increase by 23 jobs over the next ten years; furthermore, 1,153 additional new workers in these linked occupations will be needed for this industry due to separation demand, that is, to replace workers in this occupation and industry that retire or move into a different occupation.

**Industry Distribution for Occupations Linked to Dramatic/Theatre Arts and Stagecraft, Other in Connecticut**

NAICS Code	Industry Title	Current			10-Year Demand		
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	Total Demand
6113	Colleges, Universities, and Professional Schools	31.1%	1,241	550	603	23	1,176
5121	Motion Picture and Video Industries	21.1%	843	278	671	444	1,394
7115	Independent Artists, Writers, and Performers	10.0%	399	118	274	71	463
5151	Radio and Television Broadcasting	9.4%	373	82	233	-2	313
5152	Cable and Other Subscription Programming	9.3%	371	77	221	-34	265
5418	Advertising, Public Relations, and Related Services	3.4%	134	30	87	11	129
7111	Performing Arts Companies	2.5%	101	41	82	45	168
6112	Junior Colleges	1.9%	76	34	37	2	73
5191	Other Information Services	1.6%	65	16	44	10	69
6116	Other Schools and Instruction	1.3%	53	26	30	16	71
7113	Promoters of Performing Arts, Sports, and Similar Events	1.1%	45	18	40	38	95
5412	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	0.5%	20	7	13	-1	19
	All Others	6.7%	265	82	180	18	280

Source: JobsEQ®

Data as of 2022Q1 except wages which are as of 2021. Note that occupation-by-industry wages represent adjusted national data and may not be consistent with regional, all-industry occupation wages shown elsewhere in JobsEQ.

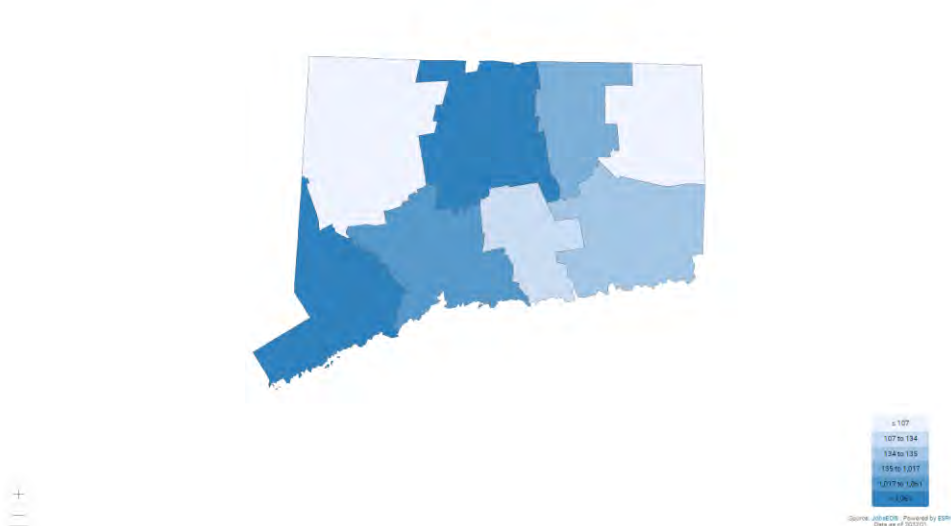
Note: Figures may not sum due to rounding.

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q4, imputed where necessary with preliminary estimates updated to 2022Q1. Forecast employment growth uses national projections from the Bureau of Labor Statistics adapted for regional growth patterns.

# Geographic Distribution

The map below illustrates the county-level distribution of employed workers in Connecticut in occupations linked to Dramatic/Theatre Arts and Stagecraft, Other. Employment is shown by place of work.

Connecticut, Occupation Concentration by Place of Work for Occupations Linked to Dramatic/Theatre Arts and Stagecraft, Other



## Top Counties with Employment Linked to Dramatic/Theatre Arts and Stagecraft, Other, 2022Q1

Region	Employment
Fairfield County, Connecticut	1,202
Hartford County, Connecticut	1,061
New Haven County, Connecticut	1,018
Tolland County, Connecticut	135
New London County, Connecticut	134
Middlesex County, Connecticut	107
Litchfield County, Connecticut	65
Windham County, Connecticut	36

Source: JobsEQ®

Occupation employment data are estimated via industry employment data and the industry/occupation mix. Industry employment data are derived from the Quarterly Census of Employment and Wages, provided by the Bureau of Labor Statistics and currently updated through 2021Q4, imputed where necessary with preliminary estimates updated to 2022Q1.

# Demographic Profile

The population in Connecticut was 3,570,549 per American Community Survey data for 2016-2020.

Of individuals 25 to 64 in Connecticut, 42.0% have a bachelor's degree or higher which compares with 34.3% in the nation. Per American Community Survey 2016-2020 estimates, the region has about 51,722 students enrolled in grade 12.

## Summary<sup>1</sup>

	Percent		Value	
	Connecticut	USA	Connecticut	USA
<b>Demographics</b>				
Population (ACS)	—	—	3,570,549	326,569,308
Male	48.8%	49.2%	1,741,688	160,818,530
Female	51.2%	50.8%	1,828,861	165,750,778
Median Age <sup>2</sup>	—	—	41.1	38.2
Under 18 Years	20.6%	22.4%	735,584	73,296,738
18 to 24 Years	9.7%	9.3%	345,760	30,435,736
25 to 34 Years	12.4%	13.9%	443,917	45,485,165
35 to 44 Years	11.9%	12.7%	426,097	41,346,677
45 to 54 Years	13.8%	12.7%	493,186	41,540,736
55 to 64 Years	14.3%	12.9%	510,539	42,101,439
65 to 74 Years	9.7%	9.4%	345,407	30,547,950
<b>Population Growth</b>				
Population (Pop Estimates) <sup>4</sup>	—	—	3,557,006	329,484,123
Population Annual Average Growth <sup>4</sup>	-0.1%	0.6%	-2,217	2,015,698
People per Square Mile	—	—	736.3	92.9
<b>Educational Attainment, Age 25-64</b>				
No High School Diploma	7.7%	10.5%	144,196	17,929,220
High School Graduate	25.0%	25.4%	468,610	43,289,555
Some College, No Degree	17.3%	20.5%	323,625	34,959,338
Associate's Degree	8.0%	9.3%	149,788	15,776,790
Bachelor's Degree	24.2%	21.6%	453,421	36,888,244
Postgraduate Degree	17.8%	12.7%	334,099	21,630,870
<b>Social</b>				
Poverty Level (of all people)	9.8%	12.8%	339,156	40,910,326
Households Receiving Food Stamps/SNAP	11.6%	11.4%	160,438	13,892,407
Enrolled in Grade 12 (% of total population)	1.4%	1.3%	51,722	4,358,865
Disconnected Youth <sup>3</sup>	1.4%	2.5%	2,817	433,164
Children in Single Parent Families (% of all children)	33.2%	34.0%	235,820	23,628,508
Uninsured	5.1%	8.7%	179,066	28,058,903
Speak English Less Than Very Well (population 5 yrs and over)	8.1%	8.2%	275,126	25,312,024

Source: [JobsEQ®](#)

1. American Community Survey 2016-2020, unless noted otherwise

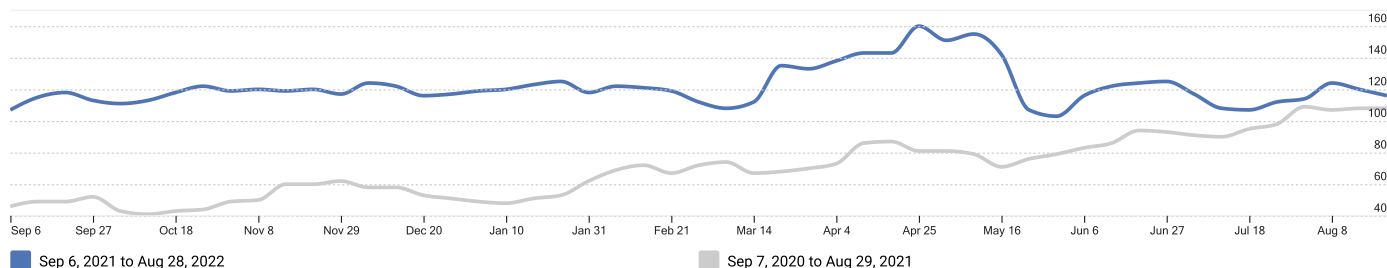
2. Median values for certain aggregate regions (such as MSAs) may be estimated as the weighted averages of the median values from the composing counties.

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

4. Census Population Estimate for 2020, annual average growth rate since 2010.

# RTI (Job Postings)

Active Job Ads by Date



## Occupations



SOC	Occupation	Active Job Ads
27- 2012.00	Producers and Directors	313
25- 1121.00	Art, Drama, and Music Teachers, Postsecondary	172
27- 2099.00	Entertainers and Performers, Sports and Related Workers, All Other	89
27- 2012.03	Media Programming Directors	17
27- 2012.05	Media Technical Directors/Managers	12
39- 3092.00	Costume Attendants	11
27- 2011.00	Actors	5
27- 2012.04	Talent Directors	2

## Locations

Location	Active Job Ads
Stamford, Connecticut	59
Bristol, CT, 06010, US	44
Hartford, Connecticut	44
Bristol, Connecticut	26
New Haven, Connecticut	16
Fairfield, Connecticut	13
Middletown, CT 06459	8
Trumbull, CT 06611	8



## Locations

Location	Active Job Ads	
Bridgeport, Connecticut	7	
New Haven, CT 06510	7	

## Employers

Employer Name	Active Job Ads	
Disney	69	<div></div>
ESPN	45	<div></div>
NBC Universal	31	<div></div>
WWE	22	<div></div>
Alera Group	15	<div></div>
TEGNA	14	<div></div>
Music and Arts	13	<div></div>
Nexstar Media Group, Inc.	11	<div></div>
Sacred Heart University	11	<div></div>
Tegna Internal	11	<div></div>

## Certifications

Certificate Name	Active Job Ads	
Driver's License	2	<div></div>
Art Therapist Registered - Board Certified (ATR-BC)	1	<div></div>
Certification in Cardiopulmonary Resuscitation (CPR)	1	<div></div>
First Aid Certification	1	<div></div>
Licensed Professional Counselor (LPC)	1	<div></div>

### Hard Skills

Skill Name	Active Job Ads	
Teaching/Training, School	75	<div></div>
Microsoft Excel	72	<div></div>
Adobe Photoshop	53	<div></div>
Microsoft Office	48	<div></div>
Video Editing	47	<div></div>
Adobe AfterEffects	40	<div></div>
Adobe Premiere Pro	39	<div></div>
Video Production	35	<div></div>
Presentation	32	<div></div>
Social Media	31	<div></div>

### Soft Skills

Skill Name	Active Job Ads	
Communication (Verbal and written skills)	362	<div></div>
Cooperative/Team Player	225	<div></div>
Organization	136	<div></div>
Ability to Work in a Fast Paced Environment	117	<div></div>
Detail Oriented/Meticulous	94	<div></div>
Good Judgment	73	<div></div>
Interpersonal Relationships/Maintain Relationships	69	<div></div>
Storytelling	69	<div></div>
Self-Motivated/Ability to Work Independently/Self Leadership	66	<div></div>
Leadership	56	<div></div>

### Job Titles

Job Title	Active Job Ads	
Associate Producer	21	<div></div>
Producer	17	<div></div>
Production Assistant	16	<div></div>
Music Instructor - Part Time Gig	13	<div></div>
Party Host	11	<div></div>
Video Production Team Intern (Course Credit Eligible)	9	<div></div>
Music Assistant	8	<div></div>
Music Licensing Assistant	8	<div></div>
Bunny Character	7	<div></div>
Content Producer, International	7	<div></div>

### Job Types

Type	Active Job Ads	
Full-Time	287	<div></div>
Part-Time	138	<div></div>
Temporary (unspecified)	57	<div></div>
Remote	30	<div></div>
Permanent	16	<div></div>
Temporary (long-term)	8	<div></div>
Temporary (short-term)	1	<div></div>
Remote Not Indicated	591	<div></div>

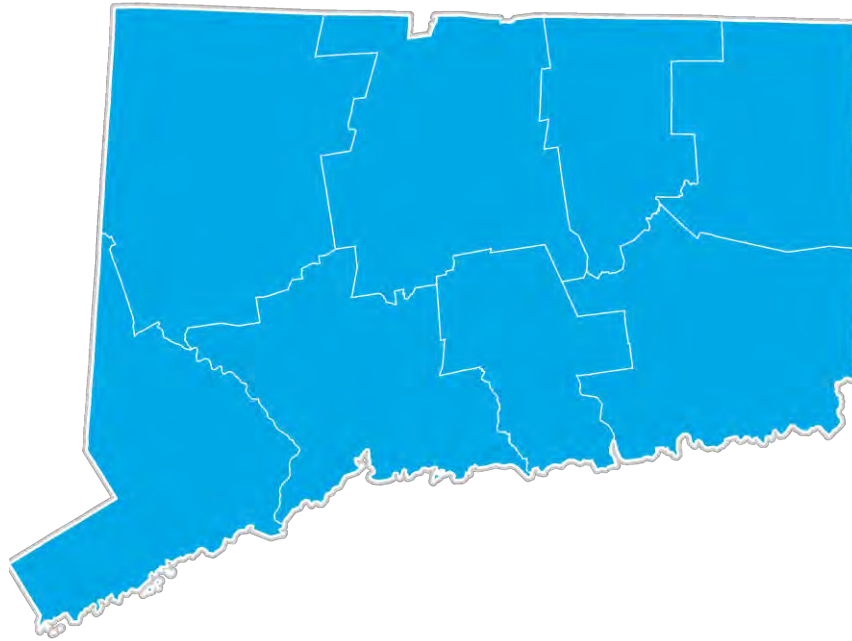
## Programs

Program Name	Active Job Ads	
Communications	81	
Journalism	46	
Broadcast Journalism	23	
English	12	
Writing	7	
Music	6	
Advertising	4	
Art	4	
Electronics	4	
Marketing	4	

## Education Levels

Minimum Education Level	Active Job Ads	
Bachelor's degree	193	
High school diploma or equivalent	98	
Master's degree	31	
Doctoral or professional degree	12	
Associate's degree	10	
Unspecified/other	277	

# Connecticut Regional Map



# FAQ

## What is CIP?

The 2010 Classification of Instructional Programs (CIP) is taxonomy of instructional program classifications and descriptions. It was developed and has been updated by the U.S. Department of Education's National Center for Education Statistics (NCES).

## What is SOC?

The Standard Occupational Classification system (SOC) is used to classify workers into occupational categories. All workers are classified into one of over 804 occupations according to their occupational definition. To facilitate classification, occupations are combined to form 22 major groups, 95 minor groups, and 452 occupation groups. Each occupation group includes detailed occupations requiring similar job duties, skills, education, or experience.

## What is the source of the job ads?

Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced wholly by Chmura and gleaned from over 40,000 websites. Data reflect ads active during the last twelve month period ending 09/07/2022 and advertised for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures.

## What is the program-to-occupation crosswalk?

Training programs are classified according to the Classification of Instructional Programs (CIP codes). For relating training programs, this report uses a modified version of the CIP to SOC crosswalk from the National Center for Education Statistics (NCES). While this is a very helpful crosswalk for estimating occupation production from training program awards data, the crosswalk is neither perfect nor comprehensive. Indeed, it is hard to imagine such a crosswalk being perfect since many training program graduates for one reason or another do not end up employed in occupations that are most related to the training program from which they graduated. Therefore, the education program analyses should be considered in this light.

As an example of the many scenarios that may unfold, consider a journalism degree that crosswalks into three occupations: editors, writers, and postsecondary communications teachers. Graduates with a journalism degree may get a job in one of these occupations—and that may be the most-likely scenario—but a good number of these graduates may get a job in a different occupation altogether (the job may be somewhat related, such as a reporter, or the job may be totally unrelated, such as a real estate agent). Furthermore, a graduate may stay in school or go back to school for a degree that will lead to other occupation possibilities. Still another possibility includes the graduate not entering the labor market (maybe being unemployed, being a non-participant, or moving to another region).

## What is separation demand?

Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. The total projected demand for an occupation is the sum of the separation demand and the growth

demand (which is the increase or decrease of jobs in an occupation expected due to expansion or contraction of the overall number of jobs in that occupation).

### **What is a location quotient?**

A location quotient (LQ) is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an occupation (or industry) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

### **What is NAICS?**

The North American Industry Classification System (NAICS) is used to classify business establishments according to the type of economic activity. The NAICS Code comprises six levels, from the “all industry” level to the 6-digit level. The first two digits define the top level category, known as the “sector,” which is the level examined in this report.

#### **About This Report**

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



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Approval of a New Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Popular Music (CIP Code: 50.0901, OHE# TBD) leading to a Bachelor of Arts at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

**ITEM**

Establishment of a new program, Popular Music, leading to a Bachelor of Arts at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Popular Music	
CIP Code	50.0901	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Arts	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The Covid-19 pandemic has changed the field of music education and the ways in which musicians create and interact. Fewer students are enrolled in traditional music programs, and more have turned to electronic media to create. Many of these students do not have formal music training, and do not have the background necessary to audition successfully for current music degrees offered at WCSU. Additionally, national music curricula have been gradually shifting to include popular music in formal music education in addition to classical and jazz genres. The addition of a Bachelor of Arts in Popular Music degree will allow the Department of Music to serve a new population of students and increase access to study of the arts in higher education for those who have nontraditional pre-college musical training.

The graduates of this degree program will gain the skills needed to work in many facets of the music industry, including in performance venues, religious organizations, recording studios, and music retail locations. The relatively small number of music credits (41) will allow students to double major or pursue one or more minors if they wish to do so, further increasing their marketability.

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BA

in Popular Music degree will be a liberal arts degree that incorporates experiential learning and collaboration towards a broad understanding of the mechanics and language of music, and how they relate to popular culture and expression. This degree will complement the other music degrees already offered at the university by expanding the Department of Music's ability to serve a larger population of students, than the traditional music degrees allow. This is consistent with WCSU's commitment to access for a diverse population of students.

This degree does not require an audition, nor does it require fluency in music notation. This will provide students who do not have formal pre-college training in music an opportunity to study music at the university level, increasing access to post-secondary study of the arts for all students. Many students do not have access to applied lessons for socioeconomic reasons, and during the pandemic, many students did not even have access to music classes in their public schools. This degree greatly increases equity in higher education study of the arts.

All of the current WCSU music degrees require that students perform an audition with at least two pieces of standard repertoire in classical or jazz genres and demonstrate the ability to read music fluently. Students who cannot demonstrate these competencies will not be successful in the current coursework, so the department is unable to accommodate students who make music in nontraditional ways or who play/sing solely by ear. Each year, there are many inquiries from students who are not able to prepare for the audition requirement. These students typically wish to pursue the Bachelor of Music in Audio and Music Production degree.

The proposed program represents a strategic alignment of existing WCSU resources to increase enrollment within an established and robust department. Western has a thriving Bachelor of Music with an Option in Audio & Music Production degree, so many of the classes needed for this new Bachelor of Arts in Popular Music degree are already in place. Many students who inquire about the BM with an Option in Audio & Music Production degree are not qualified to enroll, because they lack formal musical training and are not able to read music. The BA in Popular Music degree meets the needs of these students, and will strengthen the Audio & Music Production degree, because the Capstone for the new BA degree will be a collaborative project in which students will record original compositions written in the WCSU Recording Studio. They will be paired with a BM Audio Major who will serve as their producer and supervise recording sessions. BM Audio students will also gain more experience as producers of other artists' music, a current need in their training.

According to Jobs EQ: As of November 14, 2022, total employment for occupations linked to Music, Other in Connecticut (excluding those working in K-12 settings) was 2,217. Recent numbers of people leaving this field are 1,294. With a projected demand being flat for the next ten years, there will be a steady demand to replace those who have changed jobs or retired.

It should be noted, that like many liberal arts degrees, these students are likely to pair their music interests with other expertise such as media production, public relations, event planning, or marketing. All of these have steady employment in Connecticut and the region.

The WCSU Department of Music can accommodate a 16-person cohort with minimal additional sections. 33 of the 41 music credits in the degree are existing and currently offered courses. 10 student credits will need to be added over three years for each 16-person cohort. 16 students will increase FLC by 11.76 over 3 years. No additional resources are needed for this program.

The BA In Popular Music is still a relatively uncommon degree, but one that is increasing in demand. There are no comparable degrees in colleges and universities in Connecticut. The BA in Popular Music degree is offered at a few institutions outside of Connecticut including City College of New York, Arizona State University, William Patterson University, Palm Beach Atlantic University, and the University of Oregon. The new BA in Popular Music will open up transfer pathways from CT State Community College that have been difficult to achieve in the Bachelor of Music Degree.

**RECOMMENDATION**

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

02/03/2023 – BOR -Academic and Student Affairs Committee

02/16/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

**APPLICATION FOR NEW PROGRAM APPROVAL**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Western Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 10/24/2022
Most Recent NECHE Institutional Accreditation Action and Date: 2013, Reaccreditation	
<b>Program Characteristics</b> Name of Program: <b>Bachelor of Arts in Popular Music</b> Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.wcsu.edu/music/">https://www.wcsu.edu/music/</a> Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Arts</b> Anticipated Program Initiation Date: <b>Fall 2023</b> Anticipated Date of First Graduation: <b>Spring 2027</b> Total # Credits in Program: <b>120</b> # Credits in General Education: <b>40</b> IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): <b>4</b>	
Provide estimated cost of program (tuition and fees): \$ _____ OR URL for link to tuition/fee information: <a href="https://www.wcsu.edu/registration/ugrad-tuition/">https://www.wcsu.edu/registration/ugrad-tuition/</a>	
<b>CIP Code Number:</b> 50.0901 <b>Title of CIP Code:</b> Music, General	
<b>Department where program is housed:</b> Music <b>Location Offering the Program:</b> Westside Campus, Visual and Performing Arts Center	
<b>Request for SAA Approval for Veterans Benefits?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Bachelor of Arts in Popular Music is appropriate for students who wish to study music outside of the Classical and Jazz traditions. This degree incorporates experiential learning and collaboration towards a broad understanding of the mechanics and language of music, and how they relate to popular culture and expression.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: <b>N/A</b> CIP: _____ OHE#: _____ BOR Accreditation Date: _____ Phase Out Period _____ Date of Program Termination _____ Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: <b>National Association of Schools of Music; This new program would necessitate a review during AY 2023-2024.</b></li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential: <b>N/A</b></li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i> )	

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Does the department/campus offer other programs with this CIP Code? (List any that share the first two digits.) Yes ☐ No ☒

If yes, please list all programs with this CIP code and discuss the impact of the proposed program on enrollments in existing programs.

**WCSU offers the following programs that are codified as 50. Visual and Performing arts.**

<b>500501</b>	<b>Theater Arts</b>	<b>BA</b>
<b>500509</b>	<b>Musical Theater</b>	<b>BFA</b>
<b>500701</b>	<b>Art</b>	<b>BA</b>
<b>500901</b>	<b>Music</b>	<b>BA</b>
<b>500904</b>	<b>Music (Performing, Composition, Theory)</b>	<b>B.MUS</b>

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program	Heads	Heads	Heads	Heads	Heads
BA Art	145	127	113	108	100
BA Music	29	31	24	27	26
BM Bachelor of Music	105	101	76	66	75
BS Music Education	83	89	86	84	66
BA Theatre Arts	126	139	125	106	72
BFA Musical Theatre	62	62	54	51	51

The BA in Popular Music will have no impact on theatre, musical theatre, or art. . The BA in Popular Music represents a new recruitment opportunity, opening doors for students who have no formal training in music. The BA in Popular Music is designed for the self-taught student and students creating music with non-traditional instruments. In particular, the popular music degree allows students to make music with alternative instruments (computers, for example) and does not require an audition or the ability to read music prior to admission. We see this as a growth area, not competition with existing programs.

Although we anticipate some impact on the BA in Music, this will be limited because students in that degree tend to have had formal training in music prior to admission to WCSU. That training means that they will be prepared for more advanced levels of theory and ear training/sight reading than expected for the BA in Popular music. It is possible that students in the BA Music may elect to participate in the popular music courses and ensembles because of an interest in these genres. This is easily accommodated in the structure developed here, with many shared courses and ensembles formed based on total numbers of students enrolled. In addition, the BA in Music relies on required courses in the BM in Music, so there are no additional costs associated with maintaining this degree.

<b>Institutional Contact for this Proposal:</b> Laurel Larsen, D.M.A.	Title: Chair, Department of Music	Tel: 203-837-8353 e-mail: larsenl@wcsu.edu
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**NOTES:**

- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations

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- undergraduate certificates or programs  $\leq 30$  credits within an approved program
- undergraduate certificates  $\leq 15$  credits
- graduate certificates  $\leq 12$  credits
- non-credit bearing certificates
- programs that do not qualify students to become eligible for federal financial aid

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope: How does the program align with the institutional mission? (*Provide a concise statement*)**

WCSU's Institutional Mission states that the university offers undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning. This BA in Popular Music degree will be a liberal arts degree that incorporates experiential learning and collaboration towards a broad understanding of the mechanics and language of music, and how they relate to popular culture and expression. This degree will complement the other music degrees already offered at the university by expanding the Department of Music's ability to serve a larger population of students, than the traditional music degrees allow. This is consistent with WCSU's commitment to access for a diverse population of students.

**Addressing Identified Needs: How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)**

The Covid-19 pandemic has changed the field of music education and the ways in which musicians create and interact. Fewer students are enrolled in traditional music programs, and more have turned to electronic media to create. Many of these students do not have formal music training, and do not have the background necessary to audition successfully for current music degrees offered at WCSU. Additionally, national music curricula have been gradually shifting to include popular music in formal music education in addition to classical and jazz genres. The addition of a Bachelor of Arts in Popular Music degree will allow the Department of Music to serve a new population of students and increase access to study of the arts in higher education for those who have nontraditional pre-college musical training.

The graduates of this degree program will gain the skills needed to work in many facets of the music industry, including in performance venues, religious organizations, recording studios, and in support of events, and creative production (soundtracks for both entertainment and other industries). The relatively small number of music credits (41) will allow students to double major or pursue one or more minors if they wish to do so, further increasing their marketability.

According to Jobs EQ: As of November 14, 2022, total employment for occupations linked to Music, Other in Connecticut (excluding those working in K-12 settings) was 2,217. Recent numbers of people leaving this field are 1,294. With a projected demand being flat for the next ten years, there will be a steady demand to replace those who have changed jobs or retired. Specific job titles and estimated earnings are provided on page 8 of this proposal.

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It should be noted, that like many liberal arts degrees, these students are likely to pair their music interests with other expertise such as media production, public relations, event planning, or marketing. All of these have steady employment in Connecticut and the region.

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

Western has a thriving Bachelor of Music with an Option in Audio & Music Production degree, so many of the classes needed for this new Bachelor of Arts in Popular Music degree are already in place. Each year, many students inquire about the BM with an Option in Audio & Music Production degree but are not qualified to enroll, because they lack formal musical training and are not able to read music. The BA in Popular Music degree fulfills that need, and will strengthen the Audio & Music Production degree, because the Capstone for the new BA degree will be a collaborative project with BM Audio students. BM Audio students will also gain more experience as producers of other artists' music, a current need in their training.

**Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.**

- **What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?**

This degree does not require an audition, nor does it require fluency in music notation. This will provide students who do not have formal pre-college training in music an opportunity to study music at the university level, increasing access to post-secondary study of the arts for all students. Many students do not have access to applied lessons for socioeconomic reasons, and during the pandemic, many students did not even have access to music classes in their public schools. This degree greatly increases the opportunity for equity in higher education study of the arts. For the last three years, WCSU has transitioned to reviewing student outcomes (retention, pace to degree completion) at the department level. In recent years, this resulted in a catch-up music theory class for students who struggled in the first level. This year we have begun disaggregating that data by demographic factors so that each program is capable of tracking outcomes in terms of equity. This practice is meant to help departments design interventions and new curriculum as issues emerge.

In addition, the music department develops a close-knit community through its weekly convocations, ensembles, and small class sizes. This ensures that faculty advisors are regularly meeting with students to help them succeed.

- **Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.**

Most students will have created music electronically prior to starting this degree. The first course that students will take is a class that uses electronic composition to teach music theory and concepts of notation. Immediately following that course, students will learn traditional notation in preparation for basic music theory and other music skills courses. Theoretical concepts and music skills will be reinforced with study of guitar, voice, and piano. This gradual, hands-on approach, in combination with normal music department practices involving enhanced mentoring and tutoring, will lead to a high rate of positive student outcomes.

Students who are not accepted into the current music degrees at WCSU will be informed of this degree option following their audition.



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- **Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?**

The Department of Music is continually working towards greater student success and equity through formal and informal assessments that lead to new and revised initiatives. Examples include the development of this degree and the creation of an introductory music theory class with extra support (embedded remediation).

- **Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate)**

The BA in Popular Music opens up transfer pathways from the CCs that have been difficult to achieve in the Bachelor of Music Degree. The Liberal Arts Associate Degree offers a direct path to the BA in Popular Music which can be completed as a 2+2 with no excess credits. Below is a summation of how a CT State Associate Degree will transfer to this BA:

<b><i>Credit Summary</i></b>	
<b><i>Program Credits Remaining after Transfer with a Completed Associate Degree</i></b>	<b><i>50</i></b>
<b><i>General Education Credits Remaining</i></b>	<b><i>9</i></b>
<b><i>CT State Credits</i></b>	<b><i>61</i></b>
<b><i>Total Credits to Baccalaureate</i></b>	<b><i>120</i></b>

See attached transfer maps from CT State at the end of this document for a detailed, course-by-course mapping of CT State curriculum to this BA.

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

There are no similar programs in other CSCU institutions. The BA in Popular Music degree is offered at a few institutions outside of Connecticut including City College of New York, Arizona State University, William Patterson University, Palm Beach Atlantic University, and the University of Oregon.

Professional degrees in popular music, such as the BM or BS degrees which require auditions and formal pre-college training in music, can be found at the University of Southern California, Belmont University, Berklee College of Music, the University of Miami, New York University, Catawba College, University of the Arts, Middle Tennessee State University, Fullerton College, and Columbia College Chicago.

The BA In Popular Music is still a relatively uncommon degree, but one that is increasing in demand. There are no comparable degrees in colleges and universities in Connecticut.

**Cost Effectiveness and Availability of Adequate Resources**

**Complete the PRO FORMA Budget – Resources and Expenditure Projections (*see last page of this application*). Provide a narrative below regarding the cost effectiveness, availability of**

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**adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.**

The WCSU Department of Music can accommodate a 16-person cohort with minimal additional sections. 33 of the 41 music credits in the degree are existing and currently offered courses. 10 student credits will need to be added over three years for each 16-person cohort. 16 students will increase FLC by 11.76 over 3 years.

Year 1, Fall

MUS IXX: Voice Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 1, Spring

MUS IXX: Voice Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 2, Fall

MUS IXX: Guitar Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 2, Spring

MUS IXX: Guitar Class. 2 sections of 8 students needed. 1 Faculty Load Credit for each section, taught by adjunct instructor.

Year 3, Fall

MUS 2XX: Songwriting. 1 section of 20 students needed. 2 Faculty Load Credits taught by adjunct instructor. Audio and Music Production students will likely opt for this course as well.

Year 3, Spring

MUS 3XX: Capstone in Popular Music. 1 section of 16 students needed. 1 Faculty Load Credit for each student, taught by full-time audio professor.

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

No additional resources are needed for this program. All equipment used by the Department of Music degree programs are shared by students in all of the music degrees. For example, the Department of Music already owns 24 guitars for use in Beginning Guitar Class as well as the existing Guitar and Ukulele Workshop for Music Education majors. Microphones, amps, and other electronic equipment are already used by Audio and Music Production students. Each year, the department analyzes equipment needs and replaces or supplements equipment within the allotted budget. This process will continue with the addition of the new degree, but as equipment for this degree is also applicable to the other degrees, no additional funds will be needed to continue this ongoing process.

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

The Music Department receives weekly inquiries about a degree involving popular music/music production that does not require an audition. This degree fulfills that need, and advertising costs will be minimal.

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All of the current WCSU music degrees require that students perform an audition with at least two pieces of standard repertoire in classical or jazz genres and demonstrate the ability to read music fluently. Students who cannot demonstrate these competencies will not be successful in the current coursework, so the department is unable to accommodate students who make music in nontraditional ways or who play/sing solely by ear. Each year, there are many inquiries from students who are not able to prepare for the audition requirement. These students typically wish to pursue the Bachelor of Music in Audio and Music Production degree. The chart below shows students who were accepted to WCSU academically for pre-audio and music production or the BA Music degree, but who chose not to audition for the department.

Entry for Academic Year	BA students - auditioned and accepted	BA students – Accepted Academically but chose not to audition.	BM Audio students - auditioned and accepted	BM Audio Students – accepted academically but chose not to audition
2018-2019	11	14	13	24
2019-2020	17	25	15	34
2020-2021	8	38	12	34
2021-2022	6	3	12	16

Based on correspondence with many prospective students as well as conversations with our Admissions Department, one of the top reasons that students do not complete the audition is a lack of formal music training necessary for completion of the audition requirements. The students either do not read music, or do not have an instrument on which to audition. Many of them only create music with electronic media yet wish to further their education in Music at the college level. This degree would be an attractive alternative to many of these students. Based on these numbers, if half of the students who were academically accepted but declined to audition had chosen the new BA in Popular Music degree, this would have been the size of the cohorts.

2018-2019: 19  
2019-2020: 29  
2020-2021: 36  
2021-2022: 9

Based on these numbers, an annual cohort of 16 students is a very conservative estimate for this degree.

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

The music department has ongoing retention strategies already in place, including enhanced advising, peer mentoring, and tutoring. The music department consistently has greater retention than university averages due to these practices as well as high levels of student engagement throughout the curriculum.

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**Careers/Professions and Earnings: Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):**

27-2041: Music Directors and Composers

27-042: Musicians and Singers

41-9010: Demonstrators and Product Promoters

A wide range of music-related professions is available to graduates with a BA in popular music. In addition to performance careers, such as touring musician, studio musician, songwriter, and video game composer, graduates could work in the music industry as a booking agent, personal manager, brand manager, publicist, internet music distributor, road manager, or concert promoter. There are additional careers available in music retail, such as music retailer, marketing specialist, product developer, trade show coordinator, and studio manager. Graduates with additional studies in writing could be employed as a journalist, music analyst, music critic, or community music facilitator. Those with administrative training could be fundraisers, non-profit arts professionals, and concert venue managers. With post-graduate training, graduates could work in the legal profession as a copyright specialist, or as a music therapist.

Current job openings appropriate for graduates of this degree (some may need additional studies; the 39 free electives in this degree allow for secondary areas of exploration during the bachelor's degree).

- Music Assistant for ESPN:  
<https://www.indeed.com/cmp/Espn/jobs?jk=27afa42888861a90&start=0&clearPrefilter=1>
- Assistant, Music Supervision and Programming for Peloton:  
[https://careers.onepeloton.com/en/all-jobs/4683092/assistant-music-supervision-programming/?gh\\_jid=4683092](https://careers.onepeloton.com/en/all-jobs/4683092/assistant-music-supervision-programming/?gh_jid=4683092)
- Assistant, Music Touring, for APA Agency: <https://www.indeed.com/cmp/Apa-Agency/jobs?jk=347b089b4cb83889&start=0&clearPrefilter=1>
- Music Coordinator for Sirius XM Radio:  
<https://careers.siriusxm.com/careers/jobs/13891?lang=en-us>
- Guitarist/Singer for Music with Corey: <https://www.indeed.com/cmp/Music-With-Corey/jobs?jk=2ef22476516a7767&start=0&clearPrefilter=1>
- Music School Assistant Manager for Bach to Rock Music School:  
<https://www.indeed.com/cmp/Bach-to-Rock-Music-School/jobs?jk=9e8e76eae48246f3&start=0&clearPrefilter=1>
- Transactional Copyright Attorney/Attorney for Music Industry Practice (requires additional post-graduate training): <https://www.indeed.com/cmp/Music-With-Corey/jobs?jk=2ef22476516a7767&start=0&clearPrefilter=1>

**What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)?**

27-2041: \$65,080

27-2042: median hourly, \$30.

49; 41-9010: \$39,550

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s):

- 71130: Musical Groups and Artists

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**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program : Master's degree in music or related fields ☐ No

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*

1. The ability to hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, and texture. This will be assessed in Music Theory, Sight-singing, and Keyboard coursework.
2. An understanding of and the ability to read and realize musical notation. This will be assessed in Music Theory, Sight-singing, Keyboard, Group Lesson, and Ensemble coursework.
3. An understanding of compositional processes, aesthetic properties of style, and the ways these shape, and are shaped by, artistic and cultural forces. This will be assessed in Music Theory, Music Literature, Group Lesson, and Ensemble coursework.
4. An acquaintance with a wide selection of musical literature, the principal eras, genres, and cultural sources. This will be assessed in Music Literature coursework.
5. The ability to work collaboratively toward culminating musical performances and projects. This will be assessed in Group Lesson, Ensemble, and Capstone coursework.

**Assessment of Learning Outcomes: Briefly describe assessment methodologies to be used in measuring the program learning outcomes:**

Formal and informal assessments take place in all courses, including written examinations, compositions, and performances, both solo and ensemble.

**Program Administration: Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):**

No new administration is needed - existing music department personnel will oversee this degree. The music department chair will oversee this degree. Current department chair is Laurel Larsen, D.M.A., [larsenl@wcsu.edu](mailto:larsenl@wcsu.edu); 203-837-8353

**Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.**

The music department chair is a full-time member of the music faculty with appropriate professional qualifications. Dr. Larsen, the current chair, has a DMA in piano pedagogy from the University of South Carolina, an MM in piano performance from Rice University, and a BM in piano performance from Oberlin Conservatory. Dr. Larsen's specialty is in teaching music skills, specifically music theory, sight singing, and class piano, which she has done for 24 years. It is this expertise that dictated the musicianship component of the degree. Colleagues with specializations in music history and literature as well as ensemble performance and music industry assisted with other components of the degree. The department chair's FTE load is determined by contract. No additional load credit is needed to oversee this degree.

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 0

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If any new full-time hires, what percentage of program credits will they teach? **n/a**  
 How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **7**  
 How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **7**  
 What percentage of program credits will be taught by adjunct faculty? **39%**  
 Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program :  
**Master's degree in music or equivalent professional experience.**

*Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.*

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Kevin Isaacs, Professor of Music	D.M.A., University of Arizona	Music theory, composition, music history	
Doug O'Grady, Professor of Music	D.M.A., University of Alabama	Music theory, composition, music technology, audio and music production	Audio Area Coordinator
Russell Hirshfield, Professor of Music	D.M.A., University of Colorado	Music theory, keyboard competency	
Jamie Begian, Professor of Music	M.M., Manhattan School of Music	Sight singing	Associate Chair
Marjorie Callaghan, Professor of Music	D.M.A., Manhattan School of Music	Sight singing	
Laurel Larsen, Associate Professor of Music	D.M.A., University of South Carolina	Keyboard competency, music theory, sight singing	Department Chair
Kerry Walker, Professor of Music	D.M.A., Texas Tech University	Music history	

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \*and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Core: Required &amp; Elective Courses</b>			
MUS 100 History and Appreciation of Music	3,4	None	3
MUS 101 Evolution of Jazz and Rock Music	3,4	None	3
MUS IXX Guided Listening	3,4	None	2



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MUS 105 Music Essentials	1,2	None	3
MUS 108 Music Theory I	1,2	None	2
MUS 109 Music Theory II	1,2	MUS 108	2
MUS 114 Sight-Singing/Ear-Training I	1,2	None	2
MUS 115 Sight-Singing/Ear-Training II	1,2	MUS 114	2
MUS 118 Music Technology	1,2,3	None	3
MUS 119 Music Industry Studies	3,4,5	None	3
MUS 125 Keyboard Competency I	1,2	None	.5
MUS 126 Keyboard Competency II	1,2	MUS 125	.5
MUS XXX Ensemble	1,2,4,5	None	.5
MUS IXX Voice Class	1,3	None	1
MUS 2XX Guitar Class	1,3	None	1
MUS 2XX Popular Music Ensemble	1,2,4,5	None	.5
MUS 205 Digital Musician ship	1,3	None	3
MUS 2XX Rock and Roll Discography	3,4	None	3
MUS 2XX Songwriting	1,2,3,4	MUS 109	2
MUS 3XX Capstone in Popular Music	3,4,5	MUS 2XX Songwriting	2
<b>General Education Courses</b>			
			40
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			39
<b>Total Program Credits:</b>			120
<b>What are the admissions requirements for the program?</b> Academic admission to WCSU			
<b>Does this program have special graduation requirements (e.g., capstone or special project)?</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> If yes, describe: Students will record original compositions written in MUS 2XX Songwriting in the WCSU Recording Studio. They will be paired with a BM Audio Major who will serve as their producer and supervise recording sessions.			
<b>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)?</b> <input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b> If yes, describe and attach copies of the contracts or other documents ensuring program support:			
<b>Describe the prospective students for the program :</b> Prospective students for this program are primarily those who create music through electronic media or perform with pop/rock bands and wish to continue their music education with formal training at the university level.			
Program Outline  Music Credits: 41 credits General Education: 40 credits General Electives: 39 credits Total: 120 credits  Music Performance MUS IXX Voice Class MUS 2XX Guitar Class MUS 2XX Popular Music Ensemble			

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

MUS XXX Ensemble

Music Literature

MUS IXXFY Guided Listening

MUS 100 Music Appreciation

MUS 101 Evolution of Jazz and Rock

MUS 2XX Rock and Roll Discography

Musicianship

MUS 105 Music Essentials

MUS 108 Music Theory I

MUS 109 Music Theory II

MUS 114 Sight Singing/Ear Training I

MUS 115 Sight Singing/Ear Training II

MUS 125 Keyboard Competency I

MUS 126 Keyboard Competency II

MUS 205 Digital Musicianship

Synthesis

MUS 119 Music Industry Studies

MUS 2XX Songwriting

MUS 3XX Capstone in Popular Music

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

<b>Courses with affiliated Learning Outcomes</b>	<b>Credits</b>	<b>Status</b>	<b>Course Capacity</b>	<b>Suggested Semester, Prerequisites</b>
MUS 205 - Digital Musicianship (1, 3)	3	Currently offered	20	Year 1, Fall None
MUS 100 - Music Appreciation (3, 4)	3	Currently offered	50	Year 1, Fall None
MUS IXXFY - Guided listening (3, 4)	2	In development; currently running as Faculty-Developed Course (FDC)	60	Year 1, Fall None
MUS IXX - Voice Class (1, 3)	1	New course	8	Year 1, Fall None
MUS XXX - Ensemble (1, 2, 4, 5)	.5	Currently offered	varies	Year 1, Fall None
MUS 105 - Music Essentials (1, 2)	3	Currently offered	20	Year 1, Spring None
MUS 101 - Evolution of Jazz and Rock (3, 4)	3	Currently offered	60	Year 1, Spring None



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

MUS IXX - Voice Class (1, 3)	1	New course	8	Year 1, Spring None
MUS XXX - Ensemble (1, 2, 4, 5)	.5	Currently offered	varies	Year 1, Spring None
MUS 108 - Music Theory I (1, 2)	2	Currently offered	25	Year 2, Fall None
MUS 114 - Sight Singing/Ear Training I (1, 2)	2	Currently offered	20	Year 2, Fall None
MUS 125 - Keyboard Competency I (1, 2)	.5	Currently offered	20	Year 2, Fall None
MUS 118 - Music Technology (1, 2, 3)	3	Currently offered	20	Year 2, Fall None
MUS IXX - Guitar Class (1, 3)	1	New course	8	Year 2, Fall
MUS XXX - Ensemble (1, 2, 4, 5)	.5	Currently offered	varies	Year 2, Fall
MUS 109 - Music Theory II (1, 2)	2	Currently offered	25	Year 2, Spring
MUS 115 - Sight Singing/Ear Training II (1, 2)	2	Currently offered	20	Year 2, Spring
MUS 126 - Keyboard Competency II (1, 2)	.5	Currently offered	20	Year 2, Spring
MUS 119 - Music Industry Studies (3, 4, 5)	2	Currently offered	20	Year 2, Spring
MUS IXX - Guitar class (1, 3)	1	New course	8	Year 2, Spring
MUS 2XX - Rock and Roll Discography (3, 4)	3	In development; currently running as Faculty-Developed Course (FDC)	20	Year 2, Spring
MUS 2XX - Popular Music Ensemble (1, 2, 4, 5)	.5	In development; currently running as a Special Topics course	varies	Year 2, Spring
MUS 2XX - Songwriting (1, 2, 3, 4)	2	New course	20	Year 3, Fall

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

MUS 3XX - Capstone in Popular Music (3, 4, 5)	2	New course	20	Year 3, Spring
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**Total credits for the degree: 120**

MUS credits: 41

Gen Ed: 40

Free Electives: 39

**Existing Courses**

Required for All Music Degrees

MUS 108	Music Theory I	2
MUS 109	Music Theory II	2
MUS 114	Sight Singing/Ear Training I	2
MUS 115	Sight Singing/Ear Training II	2
MUS 125	Keyboard Competency I	.5
MUS 126	Keyboard Competency II	.5
MUS XXX	Ensembles (4 semesters)	.5 (Three semesters required)

**Required for at least one other Music Degree**

MUS 101	Evolution of Jazz and Rock	3
MUS 118	Music Technology	3
MUS 119	Music Industry Studies	2

**Currently available as elective credit**

MUS 100	Music Appreciation	3
MUS 105	Music Essentials	3
MUS 205	Digital Musicianship	3

Total: 28 credits

**Courses Currently in Development, offered as Faculty-Developed Studies or Special Topics**

MUS IXXFY	Guided Listening	2
MUS 2XX	Rock and Roll Discography	3
MUS 2XX	Popular Music Ensemble	.5

Total: 5 credits

**New Courses for the BA in Popular Music Degree**

MUS IXX	Voice Class (2 semesters)	1 (Two semesters required)
MUS 2XX	Guitar Class (2 semesters)	1 (Two semesters required)
MUS 2XX	Songwriting	2
MUS 3XX	Popular Music Capstone	2

Total: 6 credits of new courses, 8 credits total

Course Descriptions for New Courses and Courses in Development

**MUS IXXFY Guided Listening for Music Majors (2 credits) - Currently running as Faculty-Developed Course**

A survey of representative musical works from around the world placed into geographical, chronological, and artistic/utilitarian contexts through instructor-guided listening, aural games, collaborative work, and independent research.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

*This course is in development as the new music FY course for all first-year music majors.*

**MUS 2XX      Rock and Roll Discographies (3 credits) - Currently running as Faculty-Developed Course**

A historiographic study of recording discographies from the album era – 1963 to the present – encompassing research into major influences, listening lessons, multimedia presentations, oral reports, and games compiling and displaying the artistic output of representative artists.

*This course is in development as a required course for BM Audio majors. It will replace MUS 101 in that degree.*

**MUS 2XX      Popular Music Ensemble (.5 Credit) - Currently running as Faculty-Developed Course**

An ensemble made up of a rhythm section and one or more soloists, performing contemporary Pop, Rock, R&B, and other popular styles of music.

**MUS 1XX      Voice Class (1 credit)**

Voice Class provides group instruction for the BA student in proper vocal technique and repertoire. *Students will take this course for two semesters.*

**MUS 2XX      Guitar Class (1 credit)**

Guitar Class provides group instruction for the BA student in rock guitar styles, techniques, and repertoire.

*Students will take this course for two semesters.*

**MUS 2XX      Songwriting (2 credits)**

Prerequisite: MUS 109, Music Theory II. Songwriting provides instruction in composition of songs in contemporary popular genres. This course will be open to all music majors as an elective and required for the BA Popular Music Degree.

**MUS 3XX      Popular Music Capstone (2 credits)**

Prerequisite: MUS 2XX, Songwriting. Students will collaborate with peers to record their original compositions written in MUS 2XX Songwriting in the WCSU Recording Studio. A BM Audio Major will be assigned to each student as the producer and recording engineer for the student's project.

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION  
Connecticut State Colleges & Universities  
APPLICATION FOR NEW PROGRAM APPROVAL  
PRO FORMA Budget - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)							1						2					
New Students (first time matriculating)	16						16						16					
Continuing Students progressing to credential			16				15		32				30		48			
Headcount Enrollment	16		16				32		32				48		48			
Total Estimated FTE per Year <sup>1</sup>	32																	
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$98,808		\$98,808				\$197,616		\$197,616				\$296,424		\$296,424			
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)	\$2400		\$2400				\$4800		\$4800				\$6200		\$6200			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$202,416						\$404,832						\$605,248					
PROJECTED Program Expenditures <sup>3</sup>	First Year		Second Year		Third Year		<b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”  <sup>1</sup> 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.  <sup>2</sup> Revenues from all courses students will be taking.  <sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded.  <sup>4</sup> If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.  <sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.  <sup>6</sup> Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) <sup>4*</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>					\$13,893													
Faculty (Part-time, total for program) <sup>4</sup>	\$12,252		\$24,504		\$30,630													
Support Staff (lab or grad assist, tutor)**																		
Library Resources Program																		
Equipment (List in narrative)***																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total NEW Expenditures per Year	\$12,252		\$24,504		\$44,523													

\*The music department already oversees multiple degrees and needs no additional administrative resources to support this one. The reassigned time for the chair is sufficient.

\*\*When the Visual and Performing Arts Center was opened, WCSU dedicated personnel to supporting the spaces and programs. In addition to the work of supporting the concert hall (sound, lights, safety), there is a dedicated assistant for the music department who manages space and schedules for the many different configurations of space needed for lessons and ensembles. This support is sufficient to include the BA Popular Music. These supports are partially offset by program fees for all of the arts programs.

\*\*\*The technology for this program is a regular part of the existing programs, including a store of instruments shared by students in the various programs (see note in the narrative section). There are no new resources required.

**CSCU Transfer Articulation Form: Liberal Arts and Sciences**

**WCSU: Bachelor of Arts in Popular Music**

<b>Liberal Arts and Sciences</b>		<b>Recommended CT State Course</b>		<b>Course/Degree Requirement at Receiving Institution</b>	
<b>Course/Degree Requirement at CT State</b>		<b>FrameWork 30</b> (only change if encumbered by receiving institution)			
Written Communication I	3	Open		3 Written Comm I	3
Written Communication II	3	Open		3 Written Comm II	3
Arts and Humanities	3-4	Open		3-4 Creative Process?	3-4
Social and Behavioral Science	3	Open		3 Information Literacy?	3
Quantitative Reasoning	3	Open		3 Quantitative Reasoning	3
Historical Knowledge	3	Open		3 Critical Thinking	3
Scientific Reasoning	4	Open		4 Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4	Open		3-4 Scientific Inquiry II	3-4
Oral Communication	3	Open		3 Oral Communication	3
Continued Learning and Information Literacy	3	Open		3 General Education Elective	3
<b>FrameWork 30 Credits</b>	<b>31-33</b>	<b>FrameWork 30 Credits</b>	<b>31-33</b>	<b>FrameWork 30 Credits</b>	<b>31-33</b>
		<b>Recommended Program Courses</b>		<b>Received as</b>	
Visual or Performing Arts Elective	3	MUS 1811 - Guitar I		3 MUS 2XX Guitar Class	1
Social/Behavioral Science Elective	3	Global Knowledge Course		3 Intercultural Competency or Explorations	3
Humanities Elective	3	MUS 1001 - Music History & Appreciation I		3 MUS 100 Hist and Appreciation of Music	3
Liberal Arts Elective	3	MUS 1009 - History and Appreciation of Jazz		3 MUS 101 Evolution of Jazz and Rock Music	3
Liberal Arts Elective	3	MUS 1101 - Music Theory I		3 MUS 108 Music Theory I	2
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
Foreign Language	3-4	FL or Elective?		3-4 FL or Elective	3
<b>Program Credits</b>	<b>21-23</b>	<b>Program Credits</b>	<b>21-22</b>	<b>Program Credits</b>	<b>18</b>
		<b>Recommended Electives</b>		<b>Received as</b>	
Open Elective	3	MUS 1102 - Music Theory II		3 MUS 109 Music Theory II	2
Open Elective	3	Open Elective		3 Open Elective	3
Open Elective	3	Open Elective		3 Elective Credit due to variance	6
<b>Open Elective Credits*</b>	<b>2-8</b>	<b>Open Elective Credits*</b>	<b>9</b>	<b>Open Elective Credits*</b>	<b>11</b>
<i>*Varies based on what the student needs to obtain at least 60 credits</i>				<b>LAS Credits</b>	<b>60</b>

**General Education Courses Remaining**

Art?	3
Social Science?	3
Capstone?	3

**Program Courses Remaining**

MUS 125 Keyboard Competency I (MUS 1301)	0.5
MUS 126 Keyboard Competency II (MUS 1302)	0.5
MUS 114 Sight-Singing/Ear-Training I (MUS 1201)	2
MUS 115 Sight-Singing/Ear-Training II (MUS 1202)	2
MUS 1XX Guided Listening	2
MUS 105 Music Essentials	3
MUS 118 Music Technology	3
MUS 119 Music Industry Studies	2
MUS XXX Ensemble	0.5
MUS 1XX Voice Class (Taken twice 1 credit each time)	2
MUS 2XX Popular Music Ensemble	0.5
MUS 205 Digital Musicianship	3
MUS 2XX Rock and Roll Discography	3
MUS 2XX Songwriting	2
MUS 3XX Capstone in Popular Music	2
MUS 2XX Guitar Class	1
Open Electives	21

<b>Credit Summary</b>	
<b>Program Credits Remaining</b>	<b>50</b>
<b>General Education Credits Remaining</b>	<b>9</b>
<b>LAS Credits</b>	<b>61</b>
<b>Estimated Total Credits</b>	<b>120</b>
<b>Credits Required</b>	
<b>Non-Transfer Student versus Transfer Student</b>	
<b>Credits Required for Bachelor's Degree</b>	<b>120</b>
<b>Transfer Credits + Remaining Credits</b>	<b>120</b>
<b>Extra Credit Hours</b>	<b>0</b>

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Organizational Effectiveness and Leadership (CIP Code: 52.0213 / OHE# 018066), specifically a name change to Organizational Leadership – leading to a Master of Science at Charter Oak State College.

A True Copy:

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

**ITEM**

Modification of a program – Organizational Effectiveness and Leadership, specifically a name change to Organizational Leadership – leading to a Master of Science at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Organizational Effectiveness and Leadership	
CIP Code	52.0213	
OHE# (Leave blank for new programs)	018066	
Degree Level	Master of Science	
Number of Collegiate Credits	33	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Organizational Leadership	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2023	
If Discontinuation, date of Termination	N/A	
If Suspension, dates of Suspension	N/A	

**BACKGROUND**

**Rationale:** Updating the program name to match with Search Engine Optimization so prospects can find the degree. Using Google to perform a search on "organizational effectiveness and leadership degree," we found that "Organizational Leadership" is the most popular program name followed by "Leadership". No change in CIP or curriculum are required.

**Fiscal Impact:** No additional costs or resources are needed.

**RECOMMENDATION**

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

02/03/2023 – BOR -Academic and Student Affairs Committee  
 02/16/2023 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM***

**NAME CHANGE REQUEST**

**Institution:** Charter Oak State College      **Date of Submission to CSCU Office of the Provost:** 11-23-2022

**NOTE:** Use this form if modifying only the name of the program.

**Current Program Characteristics**

Name of Program: Organizational Effectiveness and Leadership

OHE #: 018066

Modality of Program (*check all that apply*): ☐ On ground   ☒ Online   ☐ Hybrid, % of fully online courses

Locality of Program: ☐ On Campus   ☒ Off Campus   ☐ Both

Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): **M.S.**

Date Program was Initiated: Spring 2013

Total # Credits in Program: 24 credits in core courses; 33 total credits required for degree completion.

# Credits in General Education: n/a

CIP Code Number: 52.0213      Title of CIP Code: Organizational Leadership

Department where program is housed: Business

Location Offering the Program (*e.g., main campus*): Online

**Proposed New Name of Program:** Organizational Leadership

**Proposed Date Name Change Becomes Effective:** Fall 2023

**Explanation / Justification**

*Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.*

Need to update the name to match with Search Engine Optimization so prospects can find the degree.

Using Google to perform a search on "organizational effectiveness and leadership degree," we found that "Organizational Leadership" is the most popular program name followed by "Leadership"

Looking at average monthly searches in the US, these are the top results:

Organizational Leadership Degree (2,400 average monthly searches)

Leadership Degree (720 average monthly searches)

MS Organizational Leadership (320 average monthly searches)

MS Leadership (110 average monthly searches)

Organizational Effectiveness Degree (10 average monthly searches)

In consultation with our marketing vendor, our take is that "Organizational Leadership" is the top option.

No change in CIP code is required

**Programmatic Changes**

*If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.*

No programmatic changes needed.

**Cost and Availability of Adequate Resources**

*If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.*

No additional costs or resources needed.

**Institutional Contact for this Proposal:** Dr. David Ferreira

Title: Provost

Tel.: 860-515-3727 e-mail: [dferreira@charteroak.edu](mailto:dferreira@charteroak.edu)



**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Post-Master’s Certificate in Addictions Counseling (CIP Code: 51.1501 / OHE# 20013), specifically a name change to Graduate Certificate in Addictions Counseling – leading to a Certificate at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Post-Master’s Certificate in Addictions Counseling, specifically a name change to Graduate Certificate in Addictions Counseling – leading to a Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Post-Master’s Certificate in Addictions Counseling	
CIP Code	51.1501	
OHE# (Leave blank for new programs)	20013	
Degree Level	Graduate Certificate	
Number of Collegiate Credits	12	
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	Graduate Certificate in Addictions Counseling	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	December 20, 2022	
If Discontinuation, date of Termination	N/A	
If Suspension, dates of Suspension	N/A	

**BACKGROUND**

**Rationale:** The proposed name change would allow the certificate program to be accessible and marketed to students currently matriculated in a human services-related graduate program, rather than limiting the program to those with an earned master’s degree. This shift would make it possible for students to graduate with a certificate in addictions counseling with the preparation necessary to immediately and effectively serve those with addictions. The nature and level of the curriculum is compatible with similar human-services related graduate level coursework. Further, addictions certificate coursework has the potential to complement concurrent graduate student learning. No curriculum changes are needed.

**Fiscal Impact:** No additional costs or resources are needed.

**RECOMMENDATION**

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

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM***

NAME CHANGE REQUEST		
<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 12/6/22	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: Post-Master's Certificate in Addictions Counseling OHE #: 20013 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input checked="" type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Certificate</b> Date Program was Initiated: 8/30/22 Total # Credits in Program: 12 # Credits in General Education: 0 <a href="#">CIP Code Number</a> : 511501 Title of CIP Code: Substance Abuse/Addiction Counseling Department where program is housed: Counseling & School Psychology Location Offering the Program ( <i>e.g., main campus</i> ): Online		
<b>Proposed New Name of Program:</b> Graduate Certificate in Addictions Counseling		
<b>Proposed Date Name Change Becomes Effective:</b> 12/20/22		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> The proposed name change would allow the certificate program to be accessible and marketed to students currently matriculated in a human services-related graduate program, rather than limiting the program to those with an earned master's degree. This shift would make it possible for students to graduate with a certificate in addictions counseling with the preparation necessary to immediately and effectively serve those with addictions. The nature and level of the curriculum is compatible with similar human-services related graduate level coursework. Further, addictions certificate coursework has the potential to complement concurrent graduate student learning.		
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> N/A		
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> N/A		
<b>Institutional Contact for this Proposal:</b> Dr. Louisa Foss-Kelly	<b>Title:</b> Professor	<b>Tel.:</b> 203-392-5154 <b>e-mail:</b> fossl1@southernct.edu

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

concerning

Modification of a Program

February 16, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Mathematics, Applied (CIP Code: 27.0101 / OHE# 000653), specifically modification of courses and options and a name change to Mathematics – leading to a Bachelor of Science at Southern Connecticut State University.

A True Copy:

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

**ITEM**

Modification of a program – Mathematics, Applied, specifically modification of courses and options and a name change to Mathematics – leading to a Bachelor of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Mathematics, Applied	
CIP Code	27.0101	
OHE# (Leave blank for new programs)	000653	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/16/2023	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

**Summary:** This proposal is for a restructuring of the programs currently offered by the math department at SCSU. In short:

- The BS in math currently has an Applied concentration. Concentrations in Pure Math, Teacher Certification (7 – 12), and Statistics will be added.
- The current BA in math program will be formally discontinued, but will continue as the proposed Pure Math concentration under the BS.
- The current BS mathematics 7 – 12 program will be formally discontinued, but will continue as the proposed Teacher Certification (7 – 12) under the BS.
- The math core shared by the concentrations will be expanded. Data science coursework will be added as a required component.
- A new “big ideas in math” course will be added as a first-year second semester course to give majors an overview of contemporary mathematics, allowing them to see beyond calculus much earlier in their studies and to appreciate the role of mathematics in the 21<sup>st</sup> century.
- A capstone requirement will be added to the Applied, Pure, and Statistics concentrations.

- The Applied, Pure, and Statistics concentrations will share a common in-major elective scheme which will increase enrollment in elective courses.
- The structure of the BS degree will become more flexible, allowing options for various requirements. This will make it possible for students to make continuous progress on graduation requirements rather than having to wait for a particular course to come up in rotation.

***Rationale & Curricular Impact:*** The revised B.S. in Mathematics program fuses the current the B.S. and B.A. programs to a single degree with a large core of common courses and four distinct concentrations: 1) Teacher Certification (7-12); 2) Pure Mathematics; 3) Applied Mathematics, and 4) Statistics. The concentration in Teacher Certification 7-12 will be revised from the current B.S. in Mathematics 7-12 program. The revision of the Pure Mathematics concentrations will be based on the foundational curriculum of the current B.A. in math program. The revision of the Applied Mathematics concentration and the creation of the Statistics concentration will be based on the current B.S. Applied Mathematics program.

The benefits of this program revision are twofold: one is to meet the current trend of major reconfigurations in the higher education and the other is to train more professionally-oriented students. The Conference Board of the Mathematical Sciences reports, from 2010 to 2015, the number of bachelor's degrees in the mathematical sciences grew by just over 3,000, from 19,242 to 22,265, almost a 16% increase.<sup>1</sup> However, most of the growth was in Actuarial Science (from 849 to 2354), Statistics (from 858 to 1509), joint majors (e.g. biomath, the total rising from 1222 to 1821), and "other" (including Operations Research, from 231 to 907). Degrees in Mathematics Education fell from 3,614 to 2,880. Traditional mathematics and applied mathematics degrees only rose by 326, from 12,468 to 12,794. We have also seen the number of mathematics majors fluctuate over the years. Because of the nationwide trend in more data-driven mathematics versus proof-driven mathematics, we would like to offer students degree options that offer clear pathways to post-graduation employment. This will require a dramatic curricular overhaul in order to continue the offering of mathematics majors at SCSU and grow our numbers through strategic recruitment.

The curriculum for the teacher certification follows the guidelines recommended by CAEP (Council for the Accreditation of Educator Preparation). The other three concentrations follow the recommendations of the (Mathematical Association of America's CUPM (Committee on the Undergraduate Programs in Mathematics)).<sup>2</sup> The restructuring of the curriculum incorporates several best practices as defined by the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM). Without an accrediting agency for mathematics programs, CUPM is considered to be the standard for undergraduate mathematics education. These practices include a unifying capstone experience and incorporation of data science into the curriculum. In addition, the math major structure at Southern has been fixed for more than a decade. The proposed revisions will help make the major more relevant and useful to students by offering them skills in demand in the workforce.

Certified Mathematics Teachers constitute a severe teacher shortage area in the State of Connecticut. Our program will continue to help the state remedy the teacher shortage in the same way that we have been doing for years. Our curriculum will continue to attract the interest of students from a broad range of backgrounds interested in becoming teachers. Our efforts will culminate in a strong pool of qualified, workforce-ready candidates who can better serve the middle and high school students of the state of Connecticut. The addition of a statistics concentration will help attract students interested in becoming an actuary for the numerous insurance companies based in Hartford. Finally, the Pure mathematics concentration offers students more general background. Students in this concentration (equivalent to the

<sup>1</sup> <http://www.ams.org/profession/data/cbms-survey/cbms2015-Report.pdf>

<sup>2</sup> <https://www.maa.org/sites/default/files/CUPM%20Guide.pdf>

BA in math) may end up going to graduate school in mathematics. However, because of their ability to analyze and problem solve, they are employable by any business or industry requiring quantitative problem-solving abilities. In today's data-centric work, the need for such employees is only going to increase.

Southern has TAP agreements with the community colleges for its existing BA and BS Applied degrees. Students in the community colleges working under these agreements can transfer into the Pure and Applied concentrations, respectively, with no modification to the TAP agreements required. In addition, students working under either arrangement could optionally transfer into the Statistics concentration.

Given that the concentrations in the revised program proposal all currently exist or are available through programmatic substitutions, there is no anticipated negative impact on the other CSU's in terms of recruiting students away from their programs. All programs currently coexist successfully – Southern's students will remain Southern's, and so on. The restructuring of the program at Southern is anticipated to improve retention by consolidating the core and increasing crossover between concentrations; course content will also be more relevant to mathematics today and the needs of the state workforce. With the consolidation of requirements, expansion of the program core, and additional programmatic flexibility, we anticipate students having greater access to courses necessary for degree completion.

***Fiscal Impact:*** The proposed revision does not require any new resources or funding. The revision is a reorganization of existing offerings and thus the existing budget structure will be sufficient going forward.

## RECOMMENDATION

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

02/03/2023 – BOR -Academic and Student Affairs Committee  
02/16/2023 – Board of Regents

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***APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 11.30.22
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued approval granted in 2022	
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) X Change of Degree Title or Program Title Other (please specify)	
Total Number of courses and course credits to be modified by this application: <b>18</b>	
<p>* <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (<i>Program Modification – Below Threshold Report</i>)</p> <p>For the singular changes noted below, alternate forms are available:</p> <ul style="list-style-type: none"><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li></ul>	
<b>Original Program Characteristics</b> Name of Program: BS Mathematics (Applied) OHE #: 653 Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Date Program was Initiated: 1976 Total # Credits in Program: 120 # Credits in General Education: 45 <u>CIP Code Number</u> : 270101 Title of CIP Code: Mathematics, General	
<b>Modified Program Characteristics</b> Name of Program: BS Mathematics Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): <b>Bachelor's, BS, Bachelor's of Science</b> Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: May 2027 Total # Credits in Program: 120 # Credits in General Education: 40-46 <u>CIP Code Number</u> : 270101 Title of CIP Code: Mathematics, General	
Department where program is housed: Mathematics Location Offering the Program (e.g., main campus): SCSU main campus	



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If modification of the program is concurrent with discontinuation of related program(s), please list for each program:

Program Discontinued: Mathematics (BA) CIP: 270101 OHE#: 652 BOR Accreditation Date: 1976

Phase Out Period 2023-2027 Date of Program Termination June 2027

Program Discontinued: Mathematics(BS 7-12) CIP: 131205 OHE#: 4465 BOR Accreditation Date: 1976

Phase Out Period 2023-2027 Date of Program Termination June 2027

Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☒ Yes ☐ No

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)

**Institutional Contact for this Proposal:** Robert Prezant

Provost and VP  
Academic Affairs

Tel.: 203.392.5355 e-mail:  
[PrezantR1@southernct.edu](mailto:PrezantR1@southernct.edu)

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Summary of Modifications**

Provide a brief summary (narrative or bulleted list) of all proposed modifications to the program:

This proposal is for a restructuring of the programs currently offered by the math department at SCSU. In short:

- The BS in math currently has an Applied concentration. Concentrations in Pure Math, Teacher Certification (7 – 12), and Statistics will be added.
- The current BA in math program will be formally discontinued, but will continue as the proposed Pure Math concentration under the BS.
- The current BS mathematics 7 – 12 program will be formally discontinued, but will continue as the proposed Teacher Certification (7 – 12) under the BS.
- The math core shared by the concentrations will be expanded. Data science coursework will be added as a required component.
- A new “big ideas in math” course will be added as a first-year second semester course to give majors an overview of contemporary mathematics, allowing them to see beyond calculus much earlier in their studies and to appreciate the role of mathematics in the 21<sup>st</sup> century.
- A capstone requirement will be added to the Applied, Pure, and Statistics concentrations.
- The Applied, Pure, and Statistics concentrations will share a common in-major elective scheme which will increase enrollment in elective courses.
- The structure of the BS degree will become more flexible, allowing options for various requirements. This will make it possible for students to make continuous progress on graduation requirements rather than having to wait for a particular course to come up in rotation.

**Background and Rationale**

Provide the context and need for the proposed modification(s) and the relationship to the originally approved program:

The Mathematics Department proposes revising the current degrees of B.A. and B.S. in Mathematics for students interested in pursuing clear pathways to employment. The revised program will fuse the B.S. and B.A. degrees into **one B.S. with 4 concentrations**: 1) Teacher Certification (7-12); 2) Pure Mathematics; 3) Applied Mathematics, and 4) Statistics. The concentration in Teacher Certification 7-

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12 will be revised from the current B.S. in Mathematics 7-12 program. The revision of the Pure Mathematics concentrations will be based on the foundational curriculum of the current B.A. in math program. The revision of the Applied Mathematics concentration and the creation of the Statistics concentration will be based on the current B.S. Applied Mathematics program.

The benefits of this program revision are twofold: one is to meet the current trend of major reconfigurations in the higher education and the other is to train more professionally-oriented students. The Conference Board of the Mathematical Sciences reports, from 2010 to 2015, the number of bachelor's degrees in the mathematical sciences grew by just over 3,000, from 19,242 to 22,265, almost a 16% increase.<sup>1</sup> However, most of the growth was in Actuarial Science (from 849 to 2354), Statistics (from 858 to 1509), joint majors (e.g. biomath, the total rising from 1222 to 1821), and "other" (including Operations Research, from 231 to 907). Degrees in Mathematics Education fell from 3,614 to 2,880. Traditional mathematics and applied mathematics degrees only rose by 326, from 12,468 to 12,794. We have also seen the number of mathematics majors fluctuate over the years. Because of the nationwide trend in more data-driven mathematics versus proof-driven mathematics, we would like to offer students degree options that offer clear pathways to post-graduation employment. This will require a dramatic curricular overhaul in order to continue the offering of mathematics majors at SCSU and grow our numbers through strategic recruitment.

The new concentrations also closely align with the institutional mission at SCSU, which serves as "*an intentionally diverse and comprehensive university committed to academic excellence, access, social justice, and service for the public good. The university regards student success as its highest priority and seeks to instill in all students the value of the liberal arts and sciences as a foundation for professional development and life-long learning. Through tradition and innovation, Southern strives to empower every undergraduate and graduate student with the knowledge, skills, and perspectives essential for active participation and impassioned, ethical leadership in our rapidly changing, global society.*" Additionally, this program serves several key components of the Connecticut State Colleges and University's Strategic Initiatives: to support student success; to maintain affordability and sustainability; to provide for innovation and economic growth; and to meet state workforce needs.

Finally, the restructuring of the curriculum incorporates several best practices as defined by the Mathematical Association of America's (MAA) Committee on the Undergraduate Program in Mathematics (CUPM). Without an accrediting agency for mathematics programs, CUPM is considered to be the standard for undergraduate mathematics education. These practices include a unifying capstone experience and incorporation of data science into the curriculum. In addition, the math major structure at Southern has been fixed for more than a decade. The proposed revisions will help make the major more relevant and useful to students by offering them skills in demand in the workforce.

#### **Addressing Identified Needs**

- How does the modified program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this modified program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)

It is important to note that *not all these concentrations are new*. SCSU has long been offering a B.A. Mathematics (mostly for students interested in graduate school), B.S. in Applied Mathematics (mostly for students interested in working in industry), and a B.S. Mathematics 7 – 12 (for our Teacher

<sup>1</sup> <http://www.ams.org/profession/data/cbms-survey/cbms2015-Report.pdf>

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Certification program). The new B.S. in Mathematics fuses our current B.A. and B.S. programs to have larger core set of courses and creates another concentration, in Statistics. Certified Mathematics Teachers constitute a severe teacher shortage area in the State of Connecticut. Our program will continue to help the state remedy the teacher shortage in the same way that we have been doing for years.

The mathematics teacher shortage in Connecticut is evidenced by a large volume of job postings and job requests made to us by district coordinators and superintendents. During the 2021 – 2022 academic year, at least 12 district stakeholders contacted the Mathematics Certification Coordinator to inquire as to whether we had any students who might be able to take over vacant mathematics teaching positions in neighboring school districts. The teacher shortage is partially due to the global pandemic, as many teachers decided on an earlier retirement for health concerns and the inability to adjust to a more online presence in the classroom. The pandemic also affected the training of students interested in mathematics. With less active learning in an online format, many students found it more of a struggle to learn and appreciate the beauty of mathematics. Because of this, we expect the teacher shortage to become even more pronounced. According to the Consortium for Policy Research in Education Report (University of Pennsylvania #RR-80, 2014), certain high-need fields, such as mathematics, as well as high-poverty urban and rural schools, face continual shortages. The U.S. Department of Education Office of Postsecondary Education has noted a shortage of mathematics teachers in Connecticut since 2011.<sup>2</sup> Students who graduate from the B.S. Mathematics with a concentration in Teacher Certification will be prepared to work as mathematics teachers in grades 7-12. SCSU has long been helping the state prepare teachers to meet the workforce demand; the continuation of this vital program will assure that we continue to prepare this valuable set of future mathematics educators.

The addition of a concentrations in Statistics will help to fill the growing need for statisticians in Connecticut. According to the U.S. Bureau of Labor Statistics, statisticians are one of the fastest growing and highest paying occupations, with a 35% growth rate projected from 2020 – 2030 and a salary of \$95, 570.<sup>3</sup> In addition, the Applied Mathematics and Statistics concentrations will also help Connecticut's work force, as these majors can work in a variety of industries: insurance, finance and banking, pharmaceutical, and technology. Connecticut, with its own "tech corridor" running from Stamford/Bridgeport, through New Haven, and up to Hartford/Farmington, offers a rich source of employment opportunities for mathematicians and statisticians:

- Hartford is home to major insurance companies like Aetna, Hartford Financial Services Group, and Cigna, as well as institutions that are deeply invested in medical care and research.
- In the greater Hartford area are companies like VLink as well as the Jackson Laboratory for Genomic Medicine and UConn Health in Farmington.
- New Haven has fast-growing companies like Arvinas (pharmaceuticals), SeeClickFix (digital communications), and Continuity (compliance management systems).
- Gartner is headquartered in Stamford, and employs almost 2,000 IT research analysts and consultants in the service of its clients.

Finally, the Pure mathematics concentration offers students more general background. Students in this concentration (equivalent to the BA in math) may end up going to graduate school in mathematics. However, because of their ability to analyze and problem solve, they are employable by any business or industry requiring quantitative problem-solving abilities. In today's data-centric work, the need for such employees is only going to increase.

<sup>2</sup> <https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf>

<sup>3</sup> <https://www.bls.gov/ooh/fastest-growing.htm>

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

The B.S. in Mathematics with four concentrations allows SCSU to continue providing an accessible, affordable, and relevant educational experience in the field. We reiterate the proposed revisions are a restructuring of the current offerings at SCSU, and will take advantage of the expertise of our faculty. For the Teacher Certification, the department employs five mathematicians who either have a doctorate in mathematics education or are trained to work with pre-service teachers at the 7 – 12 (Dr. Younhee Lee, Dr. Klay Kruczek, Dr. Kathleen Rondinone, Dr. Braxton Carrigan, and Dr. Martin Hartog). For the Statistics concentration, the department employs four mathematicians whose doctorates are in statistics or data science (Dr. Raymond Mugno, Dr. Yulei Pang, Dr. Andrew Bartlett, and Dr. Daniel Cicala). For the Applied Mathematics concentration, we have faculty members who worked in industry (Dr. Joe Fields as an engineer, Dr. Aaron Clark as a software engineer).

The curriculum for the teacher certification follows the guidelines recommended by CAEP (Council for the Accreditation of Educator Preparation). The other three concentrations follow the recommendations of the (Mathematical Association of America's CUPM (Committee on the Undergraduate Programs in Mathematics)).<sup>4</sup>

Our curriculum will continue to attract the interest of students from a broad range of backgrounds interested in becoming teachers. Our efforts will culminate in a strong pool of qualified, workforce-ready candidates who can better serve the middle and high school students of the state of Connecticut. The addition of a statistics concentration will help attract students interested in becoming an actuary for the numerous insurance companies based in Hartford.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
Southern's Office of Institutional Research publishes comprehensive data sets detailing the distribution and performance of the student body across these dimensions. Performance data includes DFW, completion, and retention rates, grade distributions, and data concerning course repetition.
  - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.  
The university, recognizing the need for these supports, provides a First Year Experience and learning communities to first-year students. In addition, Southern has a Center for Academic Success and Accessibility Services which provides academic and access support for our students.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Interventions specific to the inequities would be developed, and the data would be used to compare pre- and post-intervention outcomes. For example, an intervention targeting high DFW rates (as identified by institutional data) would be judged by comparing pre- and post-intervention DFW rates across the dimensions of interest, and appropriate statistical methods would be employed to determine whether a significant change had occurred.

<sup>4</sup> <https://www.maa.org/sites/default/files/CUPM%20Guide.pdf>

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- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*

Southern has TAP agreements with the community colleges for its existing BA and BS Applied degrees. Students in the community colleges working under these agreements would be able to transfer into the the Pure and Applied concentrations, respectively, with no modification to the TAP agreements required. In addition, students working under either arrangement could optionally transfer into the Statistics concentration. Finally, we do not have a TAP agreement for the BS Math 7 – 12 due to specific general education requirements for admissions to the College of Education.

Beyond TAP, Southern's sister institutions (Central, Eastern, Western) routinely accept transfers (courses, students) from Southern (as Southern does from each). However, in this case, there is no formalized agreement as with TAP.

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

All three of our sister institutions within the CSCU system offer a pathway to become a state-certified Mathematics teachers. SCSU already has a Teacher Certification program in Mathematics, therefore this is not a duplication of a program. All three of our sister institutions within the CSCU system offer a B.A. in mathematics, which will be similar to our concentration in pure mathematics. This is not a duplication of program, as SCSU currently has a B.A. in mathematics as well. ECSU and WCSU have degrees focusing in applied mathematics, but again, SCSU already offers a B.S. Applied Mathematics, so this will not be a duplication of program. The statistics concentration SCSU is proposing is very similar to the current B.S. Applied Mathematics program at SCSU, so although ECSU and CCSU currently have degrees with a statistics concentration, this is not a duplication of programs.

Given that the concentrations in the revised program proposal all currently exist or are available through programmatic substitutions, there is no anticipated negative effect on the other CSU's in terms of recruiting students away from their programs – Southern's students will remain Southern's, and so on. The restructuring of the program at Southern will certainly help retention by consolidating the core and increasing crossover between concentrations; course content will also be more relevant to mathematics today and the needs of the state workforce.

### Curriculum

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Core -----		Core -----	
MAT 150 Calculus 1	4	MAT 115 Intro. to Modern Mathematics	3
MAT 151 Calculus 2	4	MAT 150 Calculus 1	4
MAT 221 Intermediate Applied Statistics	4	MAT 151 Calculus 2	4
MAT 250 Foundations of Mathematics	4	MAT 250 Foundations of Mathematics	4
MAT 252 Calculus 3	4	MAT 252 Calculus 3	4
MAT 372 Linear Algebra	3	MAT 372 Linear Algebra	3
CSC 152 Programming Fundamentals or DSC 100 Data Science 1	3	MAT 320 Mathematical Statistics 1	3
		DSC 100 Data Science 1	3
		DSC 101 Data Science 2	3



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BS Mathematics 7 – 12 -----		BS Mathematics, Cert. Conc. -----	
Core (above)		Core (above)	
MAT 300 History of Mathematics	3	Choose 3 of 4:	
MAT 360 Foundations of Geometry	3	MAT 360 Foundations of Geometry	3
MAT 375 Abstract Algebra 1	3	MAT 373 Modern Algebra or MAT 375 Abstract Algebra 1	3
MAT 378 Discrete Mathematics	3	MAT 378 Discrete Mathematics	3
MAT 405 Elem. Math. Adv. Standpoint	3	MAT 446 Advanced Calculus or MAT 450 Analysis	3
MAT 408 Tech. Teaching for Math. Ed.	3	Complete all of:	
MAT 490 Teaching Math. Second. School	3	MAT 405 Elem. Math. Adv. Standpoint	3
MAT 494 Student Teaching – Mathematics	9	MAT 408 Tech. Teaching for Math. Ed.	3
MAT 496 Student Teaching Seminar	3	MAT 490 Teaching Math. Second. School	3
		MAT 494 Student Teaching – Mathematics	9
		MAT 496 Student Teaching Seminar	3
BA Mathematics -----		BS Mathematics, Pure Math Conc. -----	
Core (above)		Core (above)	
MAT 375 Abstract Algebra	3	Choose 3 of 4:	
MAT 450 Analysis	3	MAT 245 Differential Equations	3
MAT 488 Seminar in Math. Modeling or MAT 498 Seminar in Mathematics	3	MAT 360 Foundations of Geometry	3
Two math courses with advisor approval	6	MAT 373 Modern Algebra or MAT 375 Abstract Algebra 1	3
		MAT 378 Discrete Mathematics	3
		Complete all of:	
		MAT 446 Advanced Calculus or MAT 450 Analysis	3
		MAT 491 Capstone in Math. 1 and MAT 492 Capstone in Math. 2, or MAT 497 Internship	3-4
		Two math courses with advisor approval	6
BS Mathematics Applied -----		BS Mathematics, Applied Math. Conc. -----	
Core (above)		Core (above)	
Choose 2 of 3:		MAT 245 Differential Equations	3
MAT 375 Abstract Algebra 1	3	MAT 322 Numerical Analysis 1	4
MAT 450 Analysis	3	MAT 446 Advanced Calculus or MAT 450 Analysis	3
MAT 480 Topology	3	MAT 488 Seminar in Math. Modeling	3

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Complete all of:		MAT 491 Capstone in Math. 1 and MAT 492 Capstone in Math. 2, or MAT 497 Internship	3-4
MAT 245 Differential Equations	3	Two math courses with advisor approval	6
MAT 322 Numerical Analysis 1	4		
MAT 378 Discrete Mathematics	3		
One statistics class with advisor approval	3		
Two cognate classes with advisor approval	6		
		BS Mathematics, Statistics Conc. -----	
		Core (above)	
		MAT 321 Mathematical Statistics 2	3
		MAT 326 Regression Analysis	3
		MAT 329 Bayesian Analysis	3
		MAT 446 Advanced Calculus or MAT 450 Analysis	3
		MAT 491 Capstone in Math. 1 and MAT 492 Capstone in Math. 2, or MAT 497 Internship	3-4
		Two math courses with advisor approval	6
<b>Total Credits Original Program</b>	<b>120</b>	<b>Total Credits Modified Program</b>	<b>120</b>

**Learning Outcomes - L.O.**

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section below.

1. Achieve mastery of a rich and diverse set of mathematical ideas.
2. Use acquired mathematical skills to undertake independent learning and to be a contributing member of a problem-solving team.
3. Demonstrate the ability to write mathematical proofs.
4. Demonstrate the ability to use and understand multiple representations (including graphical, numerical and analytical) of mathematical concepts.
5. Understand and appreciate connections among different areas of mathematics and with other disciplines.
6. Communicate effectively and explain mathematics both verbally and in writing.
7. Utilize appropriate technology to develop models for solving problems and analyzing new situations.
8. Appreciate the beauty, joy, and challenge in mathematics and experience mathematics as an engaging field with contemporary open questions.
9. Think analytically and critically and be able to formulate problems, solve them, and interpret their solutions.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

The department uses/will use the following assessment tools:

- The Major Field Test in mathematics. This is an ETS tool which is administered to thousands of graduating math majors and which assess core competencies across the math curriculum. Comparative data is available each testing cycle which allows the department to judge progress in meeting designated learning outcomes.

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- Alumni surveys, to determine the extent to which the learning outcomes proposed by the department meet employer and alumni needs in the workplace.
- Alumni data, including job after graduation and post-graduate applications/acceptance/graduation.

**Detailed Curriculum for Modified Program**

*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
MAT 115 Intro. to Modern Mathematics (new)	1,4,5,8	MAT 112	3
MAT 150 Calculus 1	4,5,6,7,9	MAT 122	4
MAT 151 Calculus 2	4,5,6,7,9	MAT 150	4
MAT 250 Foundations of Mathematics	1,3,4,5,6,8,9	MAT 151	4
MAT 252 Calculus 3	4,5,6,7	MAT 151	4
MAT 320 Mathematical Statistics 1	4,5,6,7	MAT 250, MAT 252	3
DSC 100 Data Science 1	5,7	MAT 112	3
DSC 101 Data Science 2	5,7	DSC 100	3
MAT 372 Linear Algebra	4,5,6,7	MAT 150	3
MAT 360 Foundations of Geometry	3,4,6,8	MAT 250	3
MAT 373 Modern Algebra	3,6,8	MAT 250, MAT 372	3
MAT 375 Abstract Algebra 1	3,6,8	MAT 250, MAT 372	3
MAT 378 Discrete Mathematics	3,5,6,8	CSC 152 or DSC 101, MAT 151, MAT 250 or MAT 178	3
MAT 446 Advanced Calculus (revised)	4,5,6,7,8	MAT 252	3
MAT 450 Analysis	3,6,8	MAT 250, MAT 252	
MAT 488 Seminar in Math. Modeling	1,2,4,5,6,7,8	MAT 221 or MAT 321, CSC 152 or DSC 101, MAT 252 and MAT 372	3
MAT 491 Capstone in Math. 1 (new)	1,2,5,6,8	Math major, senior status	1
MAT 492 Capstone in Math. 2 (new)	1,2,3,4,5,6,7,8	Math major, senior status	3
MAT 497 Internship	1,2,5,6,7	Senior status and a Mathematics or Data Science major, mathematics GPA of 2.7, overall GPA of 2.5 and departmental permission.	Varies
MAT 321 Mathematical Statistics 2	4,5,6,7	MAT 320	3
MAT 326 Regression Analysis	4,5,6,7	MAT 221 or MAT 321	3
MAT 329 Bayesian Analysis	4,5,6,7	MAT 221	3
MAT 405 Elem. Math. Adv. Standpoint	1,3,4,6,7,8	MAT 250	3
MAT 408 Tech. Teaching for Math. Ed.	1,4,6,7,8	Departmental permission	3
MAT 490 Teaching Math. Second. School	4,6,7,8	Departmental permission	3
MAT 494 Student Teaching – Mathematics	4,6,7,8	MAT 490	9



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM***

MAT 496 Student Teaching Seminar	4,6	Departmental permission	3
MAT 221 Intermediate Applied Statistics	4,5,6,7	MAT 120 or MAT 122 or MAT 124 or MAT 125 or MAT 139 or MAT 150	4
MAT 245 Differential Equations	4,5,6,7	MAT 151	3
MAT 300 History of Mathematics	1,5,6,8	MAT 139 or MAT 150	3
MAT 322 Numerical Analysis	4,5,6,7	CSC 152 or DSC 101, MAT 151	4
MAT 328 Time Series Analysis	4,5,6,7	MAT 326 and MAT 372	3
MAT 428 Math. Foundations of Machine Learning	4,5,6,7	MAT 221 and MAT 372	3
MAT 429 Modern Non-parametric Statistics	4,5,6,7	MAT 221 and MAT 372	3
MAT 480 Topology	3,6,8	MAT 250 and MAT 372	3
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			12
<b>Total Program Credits:</b>			120
<b>Description of Related Modification(s)</b>			
Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements			
NA			
<b>Description of Resources Needed</b>			
As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.			
No new/additional resources are required to support the proposed revision.			
<b>Previous Three Years Enrollment and Completion for the Program being Modified</b>			
<b>ACTUAL Enrollment</b>	Fall Term, Year 2022		Fall Term, Year 2021
	Full Time	Part Time	Full Time
Transfers In			
New Students			
Returning Students			
<b>Actual Headcount Enrollment</b>			
<b>Fall FTE accounted for by Program Majors</b>			
<b>Size of Credentialed Group(s) for Given Year</b>	46	52	62
<b>Impact of Modification on Enrollment and Completion</b>			
Describe the anticipated impact of the modification(s) on future enrollment and completion			
With the consolidation of requirements, expansion of the program core, and additional programmatic flexibility, we anticipate students having greater access to courses necessary for degree completion.			
<b>Other Considerations</b>			
If applicable, note any other considerations relevant to the proposed modification(s)			
NA			

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM***

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

Complete the PRO FORMA Budget below – Projected Resources and Expenditures over the three years beginning with the initiation date of the modified program. Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The proposed revision does not require any new resources or funding. Being a reorganization of existing offerings, the existing budget structure will be sufficient going forward.

**PRO FORMA Budget - Projected Revenues and Expenditures**  
(Whole Dollars Only)

PROJECTED Program Revenue	Fall	Fall	Fall
Tuition (do not include internal transfers)			
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
<b>Total Estimated Program Revenue</b>			
<b>PROJECTED Program Expenditures*</b>	Fall	Fall	Fall
Administration (Chair or Coordinator)			
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)			
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>			

\*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.

This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://inside.southernct.edu/mathematics>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4

Provide estimated cost of program (tuition and fees): \$      OR url for link to tuition/fee information:  
<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): Mathematics plays a central role in many fields, from science to computer programming, from finance to economics. It is a critical component in an extensive spectrum of fields. Southern's mathematics certification program is nationally recognized by the National Council for Accreditation of Teacher Education. Students have the opportunity to supplement their small, close-knit classes with participation in the Math Club, weekly problem-solving seminars, trips to conferences, national and international competitions, and in the GeoGebra Institute of Southern.

**Careers/Professions and Earnings**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM***

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 15-2000 Mathematical Sciences Occupations: 15-2010 Actuaries, 15-2020 Mathematicians, 15-2040 Statisticians; 25-1022 Mathematical Sciences Teachers, Postsecondary.

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? 15-2010: \$115,457 (on qualification); 15-2020: \$67,280; 15-2040: \$97,875; 15-2020 \$56,241.

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541715 Mathematics research and development laboratories or services,

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Students completing this program would be able to continue in to the MAT and the proposed MS in data science at SCSU. ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Aaron Clark, [clarka23@southernct.edu](mailto:clarka23@southernct.edu), (203)392-5590

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 14

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Possibly 1 - 2

**Admissions Requirements**

What are the admissions requirements for the program? The admissions requirements are the same as those for admission to the university.

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No

If yes, describe: Under the proposed revision, students in the Applied, Pure, and Statistics concentration complete a capstone research experience under the direct supervision of a faculty member. Students in the Teach Certification concentration participate in a student teaching seminar.

**Program Work Experiences**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No

If yes, describe and attach copies of the contracts or other documents ensuring program support:

**Prospective Students**

Describe the prospective students for the program: Students interested in mathematics and applications of mathematics; students interested in mathematical modeling and statistics; students seeking preparation for teaching high school math; students interested in attending graduate school for mathematics.

**CT BOARD OF REGENTS FOR HIGHER EDUCATION**

**RESOLUTION**

designating

EDWIN VARGAS

To fill the

GOVERNOR WILLIAM A. O'NEILL ENDOWED CHAIR IN PUBLIC POLICY AND  
PRACTICAL POLITICS

at

CENTRAL CONNECTICUT STATE UNIVERSITY

February 16, 2023

WHEREAS, Central Connecticut State University is seeking to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics, and

WHEREAS, This endowed chair is to be filled by a person with a distinguished record of recognition in the fields of public policy and politics, and

WHEREAS, Mr. Edwin Vargas's public service career spans 45 years, most recently serving Connecticut as State Representative and Deputy Speaker; Mr. Vargas volunteered to serve as a Commissioner for the Hartford Planning and Zoning Commission, and served on boards for the United Way, and the Hartford Hospital Corporation at the appointment of the Governor; Outside of his political service, Mr. Vargas worked as an educator for the Hartford Public School System for 35 years; Mr. Vargas has also served in various leadership roles nationally and on a state level for the Hartford Federation of Teachers, Connecticut State Federation of Teachers, American Federation of Teachers Civil and Human Rights Committee, the Greater Hartford Labor Council, and as President of the National Congress for Puerto Rican Rights and Public Policy Chair of the National Puerto Rican Coalition, and

WHEREAS, Mr. Vargas earned his Master's degree in Public Administration, and his Bachelor's in Education from the University of Hartford upon transferring from the University of Puerto Rico, and

WHEREAS, The President of Central Connecticut State University, Dr. Zulma Toro, has endorsed the recommendation to appoint Edwin Vargas to this position, be it

RESOLVED, That the Board of Regents for Higher Education of the Connecticut State Colleges and Universities System designates Edwin Vargas to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University at the rank of Assistant

Professor for a period of one-year, renewable yearly at CCSU's discretion, for up to two additional separate and distinct one-year terms.

A True Copy:

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Erin A. Fitzgerald, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Designation to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University.

**BACKGROUND**

Central Connecticut State University has requested designation of Mr. Edwin Vargas to fill the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics. The Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics offers experience in public service and public policy that will enrich the campus community and connect students and faculty to resources. The Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics will engage in the following activities:

- Teaching: instructing a class, to be determined in consultation with the Political Science Department, with targeted start of Fall 2023, and guest lecturing in state/local government or other relevant classes in which special expertise is held by the Chair Holder.
- Programming: addressing issues of public policy and practical politics through public lectures and by organizing and participating in campus forums and supporting CCESR outreach and programming.
- Collaboration: arranging for policymakers to address CCSU students and faculty as guest speakers, while also facilitating University collaborations with state governmental leadership on policy initiatives.
- Mentorship: mentoring students, especially those with a public service career path.

The ideal candidate would be an individual with vast experience in their career in the political and public policy arena. Mr. Edwin Vargas's qualifications match the prestige and expectations of an Endowed Chair. President Toro advises that the recommendation be brought forward for the Board of Regents consideration following an extensive search.

**RECOMMENDATION**

That the Board of Regents for Higher Education accepts the recommendation of President Toro to designate Mr. Edwin Vargas as the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics by adopting the proposed resolution.

02/03/2023 – BOR -Academic and Student Affairs Committee

02/16/2023 – Board of Regents

## **M E M O R A N D U M**

**TO:** Terrence Cheng  
President, Connecticut Board of Regents for Higher Education

**FROM:** Dr. Zulma Toro  
President

**DATE:** January 5, 2023

**SUBJECT:** Recommendation to Appoint Edwin Vargas to the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics

I am writing to request approval from the Connecticut Board of Regents for Higher Education to appoint Mr. Edwin Vargas, of Hartford, Connecticut, to succeed Don DeFronzo, as holder of the Governor William A. O'Neill Endowed Chair in Public Policy and Practical Politics at Central Connecticut State University.

Following a national search, the O'Neill Chair Search Committee recommended the appointment of Mr. Vargas.

The O'Neill Endowed Chair is housed in the Center for Community Engagement and Social Research (CCESR), which has been duly designated as a Connecticut Higher Education Center of Excellence. This appointment will be for a period of one-year, renewable yearly at CCSU's discretion, for up to two additional separate and distinct one-year terms.

This proposed appointment, which has my full support, has been reviewed and recommended by the Executive Director of CCESR, Dr Beth Merenstein.

Mr. Vargas has had a professional career in public service spanning the last forty-five years.

A lifelong student of public policy and education, he earned a master's degree in Public Administration from the University of Hartford in 1986, as well as a BS in Education from the University of Hartford after transferring from the University of Puerto Rico.

Mr. Vargas served the state of CT as State Representative and Deputy Speaker since 2013 (recently resigning from this position). Prior to this political position, Mr. Vargas volunteered as a Commissioner for the Hartford Planning and Zoning Commission. His ten years on the commission culminated with a plan that was published by the city and served as a blueprint for much of Hartford's development.

For 35 years, Mr. Vargas worked in the Hartford Public School system. He taught in different schools and served in different capacities, among them as a teacher of American History at the

high school level, Mathematics Lab Supervisor, and lead teacher at the North End Adult School, which included teaching English to immigrant students from throughout the world.

During this time, Mr. Vargas served in a leadership capacity with the Hartford Federation of Teachers. At various times, he held the local positions of Grievance Chair, Chief Negotiator, and President of the Hartford Federation of Teachers. Additionally, Mr. Vargas served in state and national leadership roles as well; he was executive vice president of AFT- CT, then known as the Connecticut State Federation of Teachers and national Acting Chair of the American Federation of Teachers Civil and Human Rights Committee. His experience with labor activism also extended to working as President of the Greater Hartford Labor Council for the AFL-CIO.

The duties of the O'Neill Chair would give him the opportunity to share this experience, perspective and knowledge with CCSU students, to collaborate with CCSU faculty and to assist the public policy outreach work of the Center to state and municipal policymakers, and to the public at large. He has both management and labor experience, and can share his negotiation skills with our campus.

Mr. Vargas has continued to maintain a strong connection to his Puerto Rican roots, and while bringing this into all aspects of his work, he also has held various state and national leadership positions that highlight his commitment to the Latino community. Among other roles, he has been President of the National Congress for Puerto Rican Rights and Public Policy Chair of the National Puerto Rican Coalition.

Finally, as an important member of the Hartford and Connecticut community, Mr. Vargas has served on a number of boards, including the Hartford Hospital Corporation (a Governor appointment) and the United Way. He has won a number of awards and various recognitions for his dedicated service to the local and state community dating back to the 1970s.

This highly varied experience in policy development encompasses both the public and non-profit arenas, leadership positions representing both management and labor, and service in the legislative branch of government.

Mr. Vargas possesses a great depth of public policy experience that will certainly enrich our campus community. He will connect students and faculty to resources that will greatly support the O'Neill Endowed Chair's emphasis on practical politics, as intended by the CSU BOT creation of the Chair in 2000, and by the BOT appointment of Governor O'Neill as the first holder of the Chair (2000–2007).

As the O'Neill Chair Holder, Mr. Vargas's responsibilities would consist of:

- instructing a class, to be determined in consultation with the Political Science Department, with targeted start of Fall 2023;
- addressing issues of public policy and practical politics through public lectures and by organizing and participating in campus forums;
- guest lecturing in state/local government or other relevant classes in which special expertise is held by the Chair Holder;
- arranging for policymakers to address CCSU students and faculty as guest speakers;



- facilitating University collaborations with state governmental leadership on policy initiatives;
  - mentoring students, especially those with a public service career path;
  - supporting CCESR outreach and programming
- 
- I have attached a copy of Mr. Vargas's résumé for your review. Thank you for considering this recommendation, which I would appreciate you forwarding to the Board of Regents for approval.

# Edwin Vargas

141 Douglas Street, Hartford CT 06114 860-930-6359 edvargas49@gmail.com

## Education

- Master's Degree in Public Administration (1986) University of Hartford
- Bachelor's Degree of Science in Education, cum laude, (1974) University of Hartford
- Transfer Student, from the University of Puerto Rico, San Juan, PR
- Three years of Undergraduate studies at the University of Puerto Rico, San Juan, PR
- Training Program, New Century Education Corporation, Mathematics Curriculum, 1974
- Extensive graduate coursework beyond degrees, 90 credits and CEUs
- English/Spanish bilingual and bicultural, speak and write at professional level

## Selected Experience

Jan. 2013 – Present

**State Representative/Deputy Speaker.** Working with my fellow legislators for balanced budgets that addressed the needs of our fellow residents while ensuring that our taxes were fair. Raising funds for political campaigns and for a variety of worthy causes. Debating and consulting with my fellow legislators on a bipartisan basis to ensure that our state laws are consistent with the needs of our state and its people. Engage in long-term planning to ensure that future generations have the tools they need to succeed.

2009-2010

### **2010 United States Census, Hartford Office, Local Administrator**

I worked as a local administrator for the 2010 Census Bureau's Hartford office under the auspices of the US Treasury Department. The role of the office administrators was to recruit, train and supervise local canvassers. We also were charged with collecting the census data for the Hartford area and forwarding it to the national office.

1972 – 2007

### **Teacher, Hartford Public Schools**

Taught in different schools and served in different capacities, among them teacher of American History at the high school level, Mathematics Lab Supervisor, trained by the New Century Corporation, Los Angeles, CA, and lead teacher at the North End Adult School, which included teaching English to immigrant students from throughout the world.

## Civic Engagement

## **Teacher Leadership, Hartford Federation of Teachers**

I served as an elected leader at every level of the Hartford Federation of Teachers and its parent organizations during my teaching career from 1972 until my retirement from Hartford Public Schools in 2007. At the local level I held the following positions which I believe carried the most responsibility:

### **Grievance Chair**

In this position I was responsible to work with the Hartford Public Schools Department of Human Resources to ensure that the school system was meeting its responsibilities towards its employees. The rights of said employees are enumerated in the administrative manual, state statutes, Board of Education policies, and any contractual language contained within that employee's specific bargaining unit agreement. Actions deemed in violation of said employee's rights by the grievance committee were appealed to the different levels of administration within the school system. If the Grievance Committee disagreed with the administrative remedies, I was responsible to seek further action through the appeals procedure available depending on the issue. Some appeals were made to an independent arbitrator, while others were appealed to state agencies such as the Labor Department, Workers Compensation Board, and the Unemployment Compensation Board. My responsibilities included researching issues, interviewing witnesses, preparing material evidence, litigating cases, including presenting witness testimony, cross-examining hostile witnesses, summations, etc.

### **Chief Negotiator**

In this position, I was responsible to prepare contract language that our negotiating team considered necessary professional treatment of our federation membership. As chief negotiator, it was my responsibility to negotiate across the bargaining table with the Hartford Board of Education's team which could include the Superintendent of schools or a designee and management professional negotiators which in our case were attorneys from the Shipman and Goodwin law firm. It was also my responsibility to present any negotiated settlement to our membership for approval. In matters which reached impasse, I was responsible to take these issues to a mediator. If mediation failed, I was further responsible for litigating the matter in front of a state-established tripartite board of arbitrators. The decisions issued by these arbitrators were binding on both parties.

### **President**

As president of the Hartford Federation of Teachers, it was my responsibility to perform all the duties of the chief administrative officer. This included supervising the staff, both secretarial and professional, building maintenance, representing the organization before other bodies, serving as the principal spokesperson, hiring and evaluating staff, recommending salaries to our executive board, etc.

### **American Federation of Teachers CT (AFT-CT) Executive Vice President**

As executive vice president of AFT- CT, then known as the Connecticut State Federation of Teachers, I was responsible for assisting the president in serving all of our affiliated federations throughout the state of Connecticut. These included local federations that represented teachers in individual municipalities, hospital nurses, employees in higher education, and some state employee bargaining units. The president and I took turns in presiding meetings with delegates

from all the affiliate organizations. We played an active role in organizing, public relations, lobbying, and providing training to our local leaders. We were also responsible for hiring, supervising, and evaluating all staff. In my particular position, I was also responsible for assuming the president's responsibilities in his absence. I also assisted in training and organizing AFT affiliates in Florida, New Mexico, Arizona, and Puerto Rico at the request of AFT national.

### **American Federation of Teachers (national) Civil and Human Rights Committee**

Although I was originally appointed to the position of national vice chair by the national AFT president, Sandra Feldman, she subsequently asked me to serve as the national Acting Chair due to the original Chair's resignation. In this position, I was responsible for organizing numerous forums on civil and human rights issues. I presided over committee meetings and presented policy recommendations to the national executive board of AFT for their consideration and possible adoption. While holding this position I was able to meet with many foreign teacher delegations. This allowed us to learn of the challenges facing our colleagues in the international arena. Many of our colleagues were facing human rights violations and our exchanges allowed us to aid them and also to educate our federal leaders as to the actual conditions on the ground in many nations.

## **Latino Leadership and Activism**

Although Latino activism has been a factor in many of my other roles there are some organizations in my background that concentrated their efforts specifically in this direction:

### **President, the National Congress for Puerto Rican Rights**

This organization was founded in Philadelphia PA by a group of community activists many of whom had been involved in the Young Lords organization. Our purpose was to organize the Puerto Rican and other Latino communities at the grassroots level throughout the U.S. to give them a national voice. Among my responsibilities as national president was to travel to local chapters throughout the country with the purpose of encouraging their local work, speaking to their members regarding national issues affecting our communities, and listening to their local concerns which I reported back to our national board. Among my many responsibilities one that stands out was giving a report on the status of Puerto Rico to the United Nations Decolonization Committee. I also organized the biennial National Convention held in Manhattan where I was able to secure the participation of the reverend Jesse Jackson as our keynote speaker.

### **Public Policy Chair, National Puerto Rican Coalition, Inc.**

The Washington-DC-based National Puerto Rican Coalition, Inc. was a national think tank organization. It was based in our nation's capital with the strategic purpose of being close to our national policymakers with a special focus on the Hispanic Congressional Caucus. We were able to provide timely and useful information to local, state, and federal officials on topics such as health, education, demographics, and employment. We did this by issuing a series of publications and sponsoring educational forums. While the coalition had several standing committees, the Public Policy Committee was at the heart of the organization. We were supported by a National Business Advisory Committee that included in its membership key executives of major corporations. By virtue of my being chair of the Public Policy Committee, I was a member of NPRC's Executive Committee.

### **La Casa de Puerto Rico, Inc. Board Member**

La Casa de Puerto Rico was a nonprofit organization devoted to serving Hartford's Latino community. During my years as a board member in the 1970s and early 1980s La Casa's mission was to provide policy guidance to our city leaders, foster the development of other needed organizations, secure funding for direct services and support cultural activities.

### **The Center for Latino Progress, Board Vice Chair and Chair of Annual Gala**

The Center for Latino Progress, formerly the Connecticut Puerto Rican Forum, is a nonprofit organization. Its mission is to provide job training skills, especially in the area of secretarial and clerical positions. It collaborates closely with many Hartford area employers. Among the many responsibilities of the agency, we were charged with educating our community in regard to expanding job opportunities and what skills were necessary to access these jobs. Besides my role as a board member and vice chair I was also responsible for chairing the annual gala committee. This was key to the organization since the annual gala dinner dance was the major fundraising activity of the organization beyond the grants we received.

## **Other Non-Profit Service:**

### **Hartford Hospital Corporation, Governor's Appointee to the Board of Directors**

In the late 1970s, I was appointed to the board of directors of the Hartford Hospital Corporation by the then-governor of Connecticut the Honorable Ella Grasso. During the time that I served on the board, we laid the groundwork for the creation of Hartford Healthcare Corporation which now represents several affiliated Connecticut hospitals and one of the state's largest medical groups. Unfortunately, while still serving my term at the hospital Gov. Grasso was admitted as a patient and shortly thereafter passed away thus being succeeded as governor by her lieutenant governor, William O'Neill.

### **United Way of the Capital Region**

This United Way is now known by the name of The United Way of Central and Northeastern Connecticut. Throughout the 1980s and 1990s, I rotated in and out of the board of directors of this United Way as required by the bylaws. I served in various capacities throughout the years including the executive committee, the campaign cabinet and the agency evaluation committee. I have continued my association with this organization as a leadership donor and an active promoter.

### **Wadsworth Atheneum, Elector**

I have recently been appointed as an elector of the museum by its CEO Mr. Jeffrey Brown. As I understand, the main responsibility of the electors shall be to decide appointments to the Atheneum's board of directors to serve as the museum's ambassadors to the greater community.

### **The Connecticut Guitar Society, Board of Directors**

The Connecticut guitar society is a nonprofit organization that brings outstanding guitarists from every genre to the state of Connecticut. We have brought classical guitarists, blues guitarists, jazz guitarists, bossa nova guitarists and tango guitarists just to name a few. The style is not as important as the player's virtuosity. I served on the Board and I truly enjoyed my service on it since I am an amateur guitar player myself.

### **The Latino Endowment Fund, Member/Donor**

This fund is affiliated with Hartford Foundation for Public Giving. Its main purpose is to fund studies that examine the needs of the Latino population in the state of Connecticut and specifically in the greater Hartford area. The purpose of these studies is to provide guidance to policymakers to ensure that decisions that are made are beneficial truly to our community.

## **Politics and Public Policy**

Although the experience that is listed below is under the category of politics and public policy these topics permeated almost every aspect of my activities in other areas not specified here including having served as a commissioner on two Hartford Charter Revision Commissions.

2003 – 2013

### **Planning and Zoning Commission, City of Hartford**

I served for 10 years as a commissioner of planning and zoning for the city of Hartford. Although, as was the case with most of my civic involvement, this was a volunteer position it was nonetheless a very important one. We met twice a month for approximately 3 hours per meeting to decide what could or could not be built in our capital city. During my tenure as a planning and zoning commissioner, we held several public hearings with the community to allow for citizen input into our city's 10-year development plan. This plan was published by the city and served as a blueprint for much of Hartford's development.

### **Puerto Rican Political Action Committee, Founder and President**

This organization was founded for the purpose of assisting our community in obtaining political power during a period when it was politically disenfranchised and underrepresented. It was patterned along the lines of other existing PACs. We registered voters and campaigned for Latino candidates and others who were friendly to our community. Using this committee as a vehicle we were able to elect public officials at the local and state level. We also secured the appointment of several Latinos to key administrative positions. Furthermore, we were able to impact public policy decisions that affected our community.

### **Hartford Democratic Town Committee, Chair**

As a result of our political success, I was the first Latino ever elected Chair of the Hartford Democratic Town Committee. This happened during the administration of then Mayor Carrie Saxon Perry, since deceased. This was the first time anyone from any minority community held this post.

### **People for Change Party, Founding Member**

This was a third party established in Hartford for the purpose of competing for minority-party elected slots. State law did not allow a major party to hold more than 2/3 of our City Council seats because they are elected at-large rather than by districts. It reserved 1/3 of the seats for a minority party. By creating a third party we were able to field candidates for those offices. We successfully challenged the existing minor party and elected candidates affiliated with the People for Change Party to those offices. The successor organization to this one is the Working Families Party of which I am a contributing member and which has cross-endorsed my political campaigns.

### **Legislative Electoral Action Program (LEAP), Co-Founder**

This was a statewide coalition of diverse organizations, many of which had not previously worked together. As president of the Puerto Rican Political Action Committee, I was able to work closely with leaders of organizations that dealt with labor, women, the environment, gays and many other issues. We were able to find common ground on many electoral and legislative campaigns. This collaboration led to a better understanding among the member organizations. By joining forces, we were able to elect state legislators that supported these initiatives and we were able to better influence our state legislature in adopting policies that we believed were pro-people.

### **Latinos for Obama '08, State Chair**

During Barack Obama's 2008 US presidential campaign I was appointed Connecticut Chair of Latinos for Obama '08. This organization was part of the broader Obama '08 campaign. It's purpose was to generate support in the Latino community for Obama's candidacy. Our efforts resulted in Connecticut being the first state where Latino voters favored him over his rival in a statewide Democratic primary. He went on to win the Latino vote in the subsequent primaries and in the general elections.

## **Labor activism and leadership**

### **AFL-CIO**

From 1981 until 1985 I served two terms as president of the Greater Hartford Labor Council which represents the membership of all unions affiliated with the AFL-CIO in the Hartford metropolitan region. This allowed me to work with individuals who worked in a wide variety of industries both private and public. I became very familiar with a broad range of issues affecting blue-collar and white-collar workers. My election to this office was a first on many levels. I was the first Latino, white-collar worker, college-educated professional, public employee and minority individual to occupy this position. Among the most memorable events during this period are my coordination of the local support for the Professional Air Traffic Controllers (PATCO) strike, coordinating local support for Cesar Chavez and the United Farm Workers Union, assisting the drivers involved in the Greyhound bus strike, coordinating fundraising events for the Polish Solidarity Union, serving as a strike captain for the Building and Construction Trades Council, mobilizing participation for a Solidarity Day in Washington DC and at our state Capitol, supporting striking workers at nursing homes, Colt's Firearms, Pratt and Whitney among others, and providing assistance in many organizing campaigns including one at Yale University.

### **International Ladies Garment Workers Union ILGWU, Volunteer Organizer**

I was asked by the organizing director of the ILGWU, Mr. Danny Perez, to assist in several organizing campaigns as a volunteer organizer. Although I was extremely busy with many other responsibilities, I made time to assist this union. Besides my desire to help low-paid workers laboring in sweatshops, I had additional personal reasons. My mother who had worked in the garment industry in New York City in her youth had been a long-time member of this union. I felt that it was my family's debt and responsibility to make the time to assist them in their organizing efforts.

## **Media**

## **Radio Communications**

I produced and broadcast a daily radio show through the airwaves of WYRM AM Radio, Newington. The purpose of this show was to update the Latino community on issues of interest and to provide some analysis of the current political situation and how it affected us. This show went on for several years from the late 1970s through the early 80s.

## **Television**

I produced and hosted a weekly talk show during the mid to late 1980s. This show was broadcast on channel 13 Telemundo, Hartford. The name of the show was "Mano a Mano con el Pueblo." This program allowed employers to recruit members of our community, nonprofits to promote their services, and cultural organizations to promote their events. The program was sponsored by the now-defunct Connecticut Bank and Trust Company.

## **Print Media**

Throughout my career as an educator and activist, I have written columns for a variety of small community newspapers. These columns usually dealt with public policy and political issues in our community and in the broader community that affected us.

## **Selected Awards & Acknowledgements**

Throughout the years, I have received numerous awards in recognition of my work and leadership in the fields of human and civil rights, support to nonprofit organizations, Latino political empowerment, and international justice issues. A selection of those awards follows.

- Thank you for tireless efforts to fund tobacco prevention programs to protect Connecticut youth, Cancer Action Network, American Cancer Society, 2022
- Certificate of Appreciation, St. George Armenian Church, 2021
- Sincere Appreciation, Adult Education Center in Hartford, 2014
- The South End Ladies Democratic Club, 2014 Fellowship Award
- Legislative Award, The Connecticut Police Chiefs' Association, 2013
- Latino de Oro, Latino de Oro Foundation and Identidad Latina, 2013
- Leadership and Dedicated Board Service, Connecticut Puerto Rican Forum, 2011
- Edwin Vargas Day, Proclamation of the City of Hartford, June 1, 2007
- In Solidarity Award, Hartford Federation of Teachers, 2007
- Lasting Contributions and Outstanding Service as Office and President of the Hartford Federation of Teachers, 2007
- National Association for Puerto Rican Civil Rights Roberto Clemente Award for Conspicuous Service to our Community, no date.
- Key to the City, City of Providence, RI
- Official Citation State of Connecticut General Assembly, On being elected as the first Puerto Rican Chair of the Hartford Democratic Town Committee. 1992
- Official Citation, State of Connecticut General Assembly, for leadership in the fight against lead poisoning. 2008
- Local Hero, Municipal and Education, United Way and Webster Bank, 2001
- COMAH in appreciation for your dedication, time, and effort on behalf of our bilingual program and bilingual students in Hartford, 1999
- Leadership, dedication and service to the Latino Community, Puerto Rican/Latin American Cultural Center, University of Connecticut, 1991



- For Loyal Dedication and Continuous Service to the Teachers' Union, Given by the Bilingual Teachers of Hartford, CT (no date)
- Certificate of Appreciation, Celebrity Story Hour, 1997
- Ph.D. (Protector of Human Dignity) Award, Locals 34 and 35, New Haven, CT, 1996
- For Years of Dedicated Service, Hartford Federation of Teachers, Local 1018, 1994
- President's Award, CSFT, AFT, AFL-CIO, 1991
- Activist of the Year, Caucus of Connecticut Democrats, 1990
- Carl Hurwit Award, LEAP 10<sup>th</sup> Anniversary Dinner, New Haven, CT, 1990
- Jesus Colon Labor/Civil Rights Award, National Congress for Puerto Rican Rights, 1988
- Citation for Distinguished Service, Connecticut State Federation of Teachers, 1985
- Grateful Appreciation, Greater Hartford Labor Council, AFL-CIO, 1984
- Outstanding Efforts on Behalf of Teacher Unionism, Hartford Federation of Teachers, Local 1018, 1983
- Outstanding Community Service Award, Que Pasa Newspaper and Hartford Neighborhood Centers, 1980-81
- Certificate of Appointment from Gov. Ella Grasso to Hartford Hospital's Board of Directors, 1977
- Award for being the Keynote Speaker of 9<sup>th</sup> Annual Banquet, Movimiento Jíbaro for the Puerto Rican Parade of Rhode Island

## HOBBIES

I enjoy playing the guitar and singing at senior homes and centers. I am an avid reader, essay writer, and traveler. My wife Sylvia and I enjoy spending time with our family, especially during the holidays.

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**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 12.15.22
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued approval granted in 2022	
<b>Parent Program</b> Name of Program: Psychology / Recreation Therapy Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>BS</b> OHE #: 663 CIP Code Number: 42.0101 / 51.2309    Title of CIP Code: Psychology, General. / Therapeutic Recreation/Recreational Therapy.	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: BS in Psychology (MS in Recreation Therapy Accelerated Pathway) Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.southernct.edu/academics/psychology">https://www.southernct.edu/academics/psychology</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>BS</b> Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Completion: Spring 2029 Total # Credits in Program: 120 + 33 = 153 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 5	
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>	
CIP Code Number: 42.0101 / 51.2309                      Title of CIP Code: Psychology, General. / Therapeutic Recreation/Recreational Therapy.	
Department where program is housed: Psychology and Recreation Therapy Location Offering the Program ( <i>e.g., main campus</i> ): main campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program:  PSYCHOLOGY, B.S., Concentration: B.S. to M.S. Recreation Therapy Accelerated Pathway  The B.S. in Psychology (Concentration: B.S. to M.S. Recreation Therapy Accelerated Pathway) provides high-achieving students with the opportunity to complete foundational graduate coursework during their senior year of undergraduate study in order to accelerate graduate degree completion. This competitive program allows admitted students the opportunity to complete their B.S. in Psychology and the M.S. in Recreation Therapy in five years at Southern Connecticut State University.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No Other Program Accreditation:	

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- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

*(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)*

**Institutional Contact for this Proposal:** Robert Prezant

**Title:** Provost/VPAA

**Tel.:** 203.392.5350 **e-mail:**  
PrezantR1@southernct.edu

**NOTES:**

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

How does the program align with the institutional mission? *(Provide a concise statement)*

This program provides greater access to Rec Therapy training for PSY majors who came into the major undecided as to their ultimate pathway. A challenge in psychology generally, and in the Rec Therapy Career Pathway specifically, is that majors arrive without a clear idea of all of the possible careers. This 4 + 1 program is ideal for students who realize in their sophomore or junior year that a career in Rec Therapy is their ideal path. Changing majors at this point would be a delay in completing their training, so the 4 + 1 allows a clearly defined career pathway.

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*

There is a clear need in Connecticut for more Recreation Therapists; however, many students are unaware of this program when entering university. Particularly needed are therapists willing to work with patients who have psychological disorders. Recreation Therapy is a valuable career opportunity for Psychology majors, but many do not know about this career pathway until they have already started their degree, and would delay graduation and/or the start of their career by changing majors, or by waiting to start their rec therapy training until their bachelor's is completed. This 4 + 1 program would allow students in the BS Psychology program to elect a concentration with planned completion of a recreation therapy MS in five years.

The program will embed 9 credits of REC graduate work (2 as required major courses, and 1 as a cognate requirement) into the senior year of the BS program. Students will also take HMS 280 and REC 231 as cognates in their sophomore and/or junior year. \*Please note that this request is only for the B.S. in Psychology (Concentration: MS in Recreation Therapy Accelerated Track) and will not change the degree requirements for the B.S. in Psychology alone, or the Concentration: B.S. to M.A. in Psychology program.\*\*

Accelerated Masters Degrees (4+1's) have become increasingly popular as universities seek to attract high-achieving student populations, retain and reward currently matriculated students, attend to the professional needs of career-oriented graduates, and provide more directed guidance through the student's academic pathway. The B.S. in Psychology (Concentration: MS in Recreation Therapy Accelerated Pathway) will help students to maintain a steady

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pace towards graduation, allow the department to guide course selection in alignment with employer demands, and provide the added incentive of a cost savings by embedding graduate coursework in the undergraduate degree. The department is confident that these substitutions do not have a negative impact on the integrity or academic rigor of the degree, align with the required learning objectives, and will support our internal advising models on student progression.

- How does the program make use of the strengths of the institution (e.g., curriculum, faculty, resources) and of its distinctive character and/or location?  
Students pursuing this degree will be able to easily transition from the BS to the MS portion of their degree, and will be able to be in continued contact with Rec Therapy faculty for career discussions and advice. Both departments offer considerable applicable experience as part of the curriculum for both degrees.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
We will be tracking transfer of students from the BS to MS portion and their completion of the MS to determine retention and completion rates. The program recruitment will be done across the university. The demographics of the enrollment, GPA, retention, and completion will be tracked and compared in relation to the best performers among SCSU peers
  - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.  
This program will decrease the cost of career training by allowing PSY majors to track into a Rec Therapy MS without restarting their Bachelor's training. PSY 100 and 300 are used as informational gateway to help them find this path. They will be able to complete three graduate courses at the undergraduate cost in their senior year. By using existing and staffed classes, students will be assured of progressing through the program without unnecessary delays. By using the Transfer Ticket, community college students can transfer to SCSU in Year 3 and have an M.S. at the end of Year 5.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Depending on what is detected, the program and curriculum will be modified to address inequities. We will make use of existing recruitment and DEI structures at SCSU to address issues that arise in those areas.
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*  
Students transferring to SCSU from the TAP Psychology Pathway are well poised to complete this track in 60 credits after transfer.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
We are not aware of a similar program in the system.

**Cost Effectiveness and Availability of Adequate Resources**

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This new pathway does not create any additional programmatic needs or costs – it simply streamlines the path for PSY majors to enter the Rec Therapy MS program.

**Special Resources**

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

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N/A
<b>Student Recruitment / Student Engagement</b> What are the sources for the program's projected enrollments? Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved. The program will be showcased to all first-year and transfer students. In addition, recruitment will be done through the College of Arts and Sciences and by targeting students enrolled in relevant courses. Finally, the program will be showcased within the broader events (e.g. Undergraduate and Graduate Open Houses, Admitted Students Day). If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We will encourage students to join the existing PSY club and Psi Chi in addition to our general student retention strategies.
<b>Careers/Professions &amp; Estimated Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): After completing the 4+1 (which includes the MS) students will be eligible to become: 291125 Recreational Therapists What would be the median estimated earnings for a graduate in this profession ( <i>if more than one SOC code listed, include earnings for each</i> )? \$60,560.00
<b>Applicable Industries</b> Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s): 621340 Recreational Therapist
<b>Career/Program Pathways</b> Does this program prepare students for another program? <input checked="" type="checkbox"/> Yes, specify program: The PSY BS portion leads to the MS Rec Therapy <input type="checkbox"/> No

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

<b>Learning Outcomes - L.O.</b> <i>List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.</i> At the conclusion of the 4+1 <ol style="list-style-type: none"><li>1. Students will meet the requirements to sit for national certification as a certified therapeutic recreation specialist (CTRS)</li><li>2. Students will have the entry level skills required for a position as a recreational therapist in a clinical setting</li><li>3. Students will complete a case study as part of the comprehensive exam which will allow for evaluation of practical problem solving</li></ol>
<b>Assessment of Learning Outcomes</b> Briefly describe assessment methodologies to be used in measuring the program learning outcomes: The capstone of the UG program is a semester-long research experiential learning (see grid below) in the senior year, in which students gain hands-on experience in a research setting. The research conducted within this experience will be used to assess learning outcomes.
<b>Program Administration</b> Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): <ul style="list-style-type: none"><li>• Name: Dr. Michael Nizhnikov</li></ul>

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- Email: nizhnikovn1@southernct.edu Phone: 203-392-6292

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program

Nizhnikov: Associate professor of Psychology, 9 credits release time in position as department chair

MS portion:

- Name: MaryJo Archambault
- Email: Archambaulm2@southernct.edu Phone: 203-392-7053

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program

Archambault: Associate Professor Recreation Therapy, 3 credit release for coordination of graduation and undergraduate recreation therapy programs

**Program Faculty**

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

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 19 from PSY, 1 from Rec Therapy

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

What percentage of program credits will be taught by adjunct faculty? Less than 15%

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

Masters and additional career training, or PhD level qualifications. Must be a CTRS to teach Recreation Therapy specific courses. The addition of this program will not create any additional staffing needs.

*Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.*

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Jo Ann Abe	Ph.D., University of Delaware	Clinical/Developmental	
Kristine Anthis	Ph.D., University of Nebraska-Lincoln	Developmental	
Gayle Bessenoff	Ph.D., Northwestern University	Social	
Kelly Bordner	Ph.D., Binghamton University	Behavioral Neuroscience	BS Program Director
Christopher J. Budnick	Ph.D., Northern Illinois University	Industrial/Organizational	
Kevin Colwell	Ph.D., Sam Houston State University	Clinical	
Cheryl Durwin	Ph.D., University of Massachusetts	Cognitive Developmental	
Jerry W. Hauselt	Ph.D., University of Kentucky	Cognitive	IRB Chair
Julia Irwin	Ph.D., University of Connecticut	Developmental	



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John R. Jacobs	Ph.D., City University of New York	Clinical	
Patricia E. Kahlbaugh	Ph.D., Rutgers, The State University of New Jersey	Developmental	Assistant Cair
Deborah Kraemer	Ph.D., State University of New York, Buffalo	Clinical	Director Mental Health program
Katherine Marsland	Ph.D., Yale University	Developmental	
Dina L Moore	Ph.D., University of Connecticut	Developmental	
Michael Nizhnikov	Ph.D., Binghamton University	Behavioral Neuroscience	Department Chair
Claire Novosad	Ph.D., University of Connecticut	Developmental/Biobehavioral	
Kelly Stiver	Ph.D., McMaster University		Graduate Coordinator
Jessica Suckle-Nelson	Ph.D., University of Rhode Island	Social	
Kenneth Walters	Ph.D., University of Nebraska, Lincoln	Clinical	

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Cred it Hour s
<b>Program Required &amp; Elective Courses</b>			
Take <b>two</b> required courses: PSY 100 – Introduction to Psychology PSY 300 – The Psychology Major: Curriculum and Careers	2	No prereq Sophomore status and at least two PSY courses at the 200-level or higher with a grade of 'C' or better.	4
Take <b>two</b> required courses: PSY 259 – Statistics in Psychology PSY 393 – Research Methods in Psychology	2	PSY 100, LEP QR PSY 259	7
Individual and Social System. Choose one of: PSY 227 – Social Psychology PSY 228 – Personality		PSY 100	3
Development AND/OR Applied. Required to take <b>two</b> : PSY 219 – Lifespan Development PSY 321 – Abnormal Psychology	2	PSY 100 PSY 100 and 3 credits in PSY at the 200 level	6
Basic Processes, Choose <b>two</b> of: PSY 303 – Perception PSY 311 – Learning PSY 313 – Cognition PSY 332 – Human Emotions PSY 383 – Brain and Behavior		PSY 300 and a 'C' or better in PSY 259. (322 requires PSY 100 and 3 credits in psychology at the 200 level)	6
Seminars and Advanced Scientific Inquiry, BS subset. Choose <b>two</b> of: PSY 401 – History and Systems of Psychology PSY 406 – Language		PSY 300, C or better in 3 additional PSY courses at 300-level of above (some courses also have course- specific prereqs)	6

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PSY 431 – Tests and Measurements PSY 461 – Data Gathering Techniques: Assessment PSY 462 – Data Gathering Techniques: Instrumentation PSY 484 – Comparative Animal Behavior PSY 487 – Psychopharmacology PSY 494 – Seminar in the Human Nervous System and Behavior			
Seminars and Advanced Scientific Inquiry. Also choose <b>one</b> of: PSY 401 – History and Systems of Psychology PSY 406 – Language PSY 412 – Psychology of Gender PSY 414 – Psychology of Spirituality PSY 415 – Topics in Development PSY 427 – Seminar in Close Relationships PSY 431 – Tests and Measurements PSY 461 – Data Gathering Techniques/Assessment PSY 462 – Data Gathering Techniques: Instrumentation PSY 465 – Seminar in Psychological Counseling and Therapy PSY 466 – Clinical Psychology PSY 474 – Seminar in Behavior Theory and Practice PSY 484 – Comparative Animal Behavior PSY 487 – Psychopharmacology PSY 490 – Seminar for Psychology Majors PSY 492 – Psychology and Law PSY 494 – Seminar in the Human Nervous System and Behavior		PSY 300, C or better in 3 additional PSY courses at 300-level of above (some courses also have course-specific prereqs)	3
PSY Major Elective. Choose <b>one</b> of: PSY 197 or any PSY course at the 300- or 400-level, excluding PSY 471, 472, 473		Course-specific	3
Experiential Learning. Choose <b>one</b> of: PSY 463 – Field practicum in psychological research or applied translation PSY 467 – Laboratory Practicum in Psychological Research REC 301 – Internship I	2	PSY 393	3
Graduate Coursework. Take <b>one</b> required course: REC 574 - Park and Recreation Management  And choose <b>one</b> of (cannot be the same course that was used for required cognate credits below): REC 534 – Advanced Practice in Therapeutic Recreation Programming REC 543 – Advanced Interventions in Recreation Therapy REC 581 – Seminar in Therapeutic Recreation Service REC 585 – Clinical Aspects of Therapeutic Recreation	2	Registration in program	6
<b>COGNATE REQUIREMENTS</b> Take <b>two</b> required courses: REC 231 – Foundations of Therapeutic Recreation HMS 280 – Survey of Anatomy and Physiology	2	REC 500-level: Registration in program	9



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And choose <b>one</b> of (cannot be the same course that was used for required graduate credits above): REC 534 – Advanced Practice in Therapeutic Recreation Programming REC 543 – Advanced Interventions in Recreation Therapy REC 581 – Seminar in Therapeutic Recreation Service REC 585 – Clinical Aspects of Therapeutic Recreation			
<b>MASTERS PORTION</b>			
REC 575 — Operational Research in Recreation REC 577 — Leadership Development	1,2	Registration in program	6
Uncompleted classes from this list: REC 509 - Foundations of Recreation Therapy REC 534 - Advanced practice in Therapeutic Recreation Programming REC 541 - Advanced Concepts in Recreational Therapy REC 543 - Advanced Interventions in Recreational Therapy REC 581 - Seminar in Therapeutic Recreation Service REC 583 - Practicum Experience REC 585 - Clinical Aspects of Therapeutic Recreation	1,2	Registration in program	15
Capstone (plus departmental elective credits where required)  Select one of the following Capstone Tracks  Master's Thesis Track REC 590 - Thesis Seminar I - 3 credits REC 591 - Thesis Seminar II - 3 credits  Special Project Track REC 588 - Special Project - 3 credits Departmental Elective (see below) - 3 credits  Comprehensive Exam Track Pass Comprehensive Exam 1. Departmental Elective (see below) - 3 credits 2. Departmental Elective (see below) - 3 credits	3	Departmental Permission	6
<b>Open Electives</b> (Indicate number of credits of open electives)			22
<b>Total Program Credits:</b>			153
What are the admissions requirements for the program? Students must have a 3.0 in their senior year to complete the required graduate courses as part of their bachelor's program.			
Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: Students must complete one of a thesis, special project, or capstone exam to graduate from the MS portion. There is no such requirement for the BS portion of the degree.			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			

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BELOW THRESHOLD REPORT***

If yes, describe and attach copies of the contracts or other documents ensuring program support: Students in the BS portion of the degree have the option to complete an internship with an SCSU faculty member, or an externship for their program practicum requirement. Students in the MS portion of the degree must complete a practicum placement. This practicum is the same practicum that has been in existence for the Recreation Therapy Master's program.

Describe the prospective students for the program:  
Any psychology majors who are interested in a career directly working with clients.

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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 12/15/2022
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued approval granted in 2022	
<b>Program Characteristics</b> Name of Program: Undergraduate Certificate in Sustainable Business and Organizational Management Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>C1 Certificate</b> Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Completion: Fall 2024 Total # Credits in Program: 12 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): .5	
Provide estimated cost of program (tuition and fees): \$ Program is embedded in Major OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>	
<b>CIP Code Number:</b> 52.0206 <b>Title of CIP Code:</b> Non-Profit/Public/Organizational Management	
<b>Department where program is housed:</b> Management	
<b>Location Offering the Program (e.g., main campus):</b> main campus	
<b>Request for SAA Approval for Veterans Benefits?</b> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Provide the intended catalog description for this program: The Certificate in Sustainable Business and Organizational Management combines conceptual and applied training from social and management sciences, training students to analyze and manage complex issues related to sustainable social, environmental, and economic processes within for-profit organizations and public institutions.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Other Program Accreditation:</b> <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure,               <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
<b>Institutional Contact for this Proposal:</b> Robert Prezant	<b>Title:</b> Provost/VPAA <b>Tel.:</b> 203.392.5350 <b>e-mail:</b> PrezantR1@southernct.edu
<b>NOTES:</b> <ul style="list-style-type: none"> <li>• This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.</li> <li>• This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:               <ul style="list-style-type: none"> <li>○ Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)</li> </ul> </li> </ul>	

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- Undergraduate certificates ≤ 15 credits
- Graduate certificates ≤ 12 credits
- Non-credit bearing certificates

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

How does the program align with the institutional mission? (*Provide a concise statement*) This certificate perfectly aligns with SCSU role as a leading institution on climate justice and sustainability. This undergraduate certificate aims to introduce students to the tools for creating equitable, sustainable practices in today's organizations, by teaching students the necessary skills for analyzing and implementing the socioecological, organizational, and economic processes of sustainable management. In achieving these objectives, students will receive the necessary training to contribute to the UN Sustainable Development Goals 8, 9, 12, 13, and 16. Goal 8: Decent Work and Economic Growth; Goal 9: Industry, Innovation and Infrastructure; Goal 12: Responsible Consumption and Production; Goal 13: Climate Action; Goal 16: Peace, Justice and Strong Institutions. See <https://sdgs.un.org/goals#>

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)

This certificate develops both qualitative and quantitative skills in relation to managing sustainability inside of complex organizations. Built in conjunction with students' majors, this certificate builds and operationalizes skills aligning with those identified as critical for the future workforce, including storytelling, active listening, sociability, data analysis, data literacy ([McKinsey, 2021](#)).

As a certificate, this program is designed to be combined with a major. As the U.S. and Connecticut are quickly transitioning towards a low carbon economy, the skills taught by the program serve both emerging and established industries within Connecticut. These industries include Public Utilities, renewable offshore energy generation, public institutions such as state owned enterprises (e.g. Connecticut Green Bank), and consulting companies.

Examples of specific professions that pair the skills gained in this certificate with a bachelor's degree include the following (all data are from the latest BLS OES program):

- Business Operations Specialists
- Management Analysts
- Project Management Specialists
- Sociologists

Note that the professions followed by students will depend heavily on their majors. For example, Management majors may decide to pursue a career as port managers within the offshore and blue economy sector, whilst Sociology majors may be employed as community outreach officers.

Most importantly, the program offers skills that align with the requirements highlighted by the National Renewable energy Laboratory to fill the 15,000-70,000 jobs that will be created across the offshore wind industry (see [NREL, 2022](#)). As one of the Blue Hub states, Connecticut will host 2 major blue hubs (Bridgeport and New London), which will be used to build and service some of the largest offshore wind leases in the country. This program will serve as training for non-engineering majors, which are within the occupations identified by NREL in 2022 in their report.

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

SCSU is perfectly located in the hearth of New England's blue economy. The program will use the new centers established within the School of Business to circulate and promote the certificate. The program curriculum builds upon existing classes, which are designed to fit the university's and School's visions in relation to the UN Sustainable

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development Goals. In addition, this certificate will build upon the existing expertise on conscious capitalism, blue economy, participatory planning, and sustainable development. This expertise reflects the talent SCSU has acquired through its Blue Economy and Sustainability cluster hire in 2020.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
Recruitment, enrollment, retention, and completion numbers of diverse groups of students in this program will be compared to others SCSU programs to ensure equity.
  - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.  
The students in the program will be able to access classes without adding hidden or non-major prerequisites, while counting some of the classes towards additional requirements within their majors (all majors within the School of Business). The program is therefore open and flexible, delivering its outcomes without adding additional financial and academic burdens to our students. Additionally, by using existing and staffed classes, students will be assured of progressing through the program without unnecessary delays.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
Depending on the source of the inequities, the program will be modified to address them. If issues arise from the program curriculum, the program will be modified to meet students' needs. If recruitment issues arise, the departments developing the program will use their existing outreach resources to increase diversity in the program.
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*  
Majors in Sociology, Economics, Marketing, Finance, Management, BIS at SCSU can all easily access the program, building upon existing requirements in their majors. Students will also be able to use the program to leverage access to existing funded internship programs at the University of Connecticut's Eversource Energy Center and the Connecticut Center for Economic Analysis.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. We are not aware of other programs within CSCU. The 'Sustainable Leadership' Program offered by SCSU is not an overlapping program. The content of the programs differs substantially, with the one offered via the School of Business drawing from several departments and focusing more on applied skills rather than engagement and communication. In this sense, we do not see confusion arising among students. In addition, the structure of the 2 programs differs substantially: This certificate has a clear 4-degree path, with introductory classes directly drawing from current programs SOC, ECO, MKT, or MGT. As certificates are skill-signaling additions to majors, we believe that students benefit from adding this certificate in addition their major.

**Cost Effectiveness and Availability of Adequate Resources**

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

All courses used in this program will be staffed with current faculty, and no additional resources are required.

**Special Resources**

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

The only course requiring access to an existing lab is MGT 406, which requires access to the SCSU GIS Laboratory. However, should this not be possible, the class can be modified and delivered without the use of this facility.

**Student Recruitment / Student Engagement**

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

The program will be showcased to all majors in the School of Business through the activities of what we hope will become a new Sustainability Institute (name pending) led by Dr. Gregory Robbins. In addition, recruitment will be done through the College of Arts and Sciences using the activities of Project Blue and by targeting students enrolled in relevant courses. Finally, the program will be showcased within the broader events organized by the School of Business (e.g. Open House). If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Advising for this low-credit certificate will ensure that students are able to complete the courses in an expedient manner.

**Careers/Professions & Estimated Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): Please previous section. Note however that these estimates rely on students' majors.

- 11-3012 [Administrative Services Managers](#) 11-9199 [Managers, All Other](#)

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? When paired with a bachelor's degree, students who earn this additional certification may anticipate becoming:

- Business Operations Specialists: \$80,380
- Management Analysts: \$100,530
- Project Management Specialists \$98,420
- Sociologists \$96,620

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541618 Other Management Consulting Services; 926130 Regulation and Administration of Communications, Electric, Gas, and Other Utilities; 541611 Administrative Management and General Management Consulting Services; 921190 Other General Government Support; 541612 Human Resources Consulting Services; 541611 Administrative Management and General Management Consulting Services. Note: these are examples based on management majors.

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: If this certificate is taken before completing a bachelor's degree, it would enhance the bachelor's degree attainment in business, sociology, etc.

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*

1. Identify the connections between the environment, sustainability, and business
2. Describe the importance of sustainable management as a good business practice
3. Evaluate sustainable business practices
4. Describe the importance of organizational responsibility
5. Apply appropriate methodological tools for implementing sustainability within organizations
6. Apply the triple bottom line and its three pillars of "People, Planet, and Profits" to organizational models

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:



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MGT 425 will be used as capstone course for this class.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Dr. Marcello Graziano
- Email: grazianom5@southernct.edu      Phone: 203-392-8367

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program *1 FTE*. Ph.D. in Geography; Associate Director of the Connecticut Center for Economic Analysis, Fellow of the regional Studies Association, Collaborator of the Eversource Energy Center, Research Technician to the Connecticut Office of Early Childhood.

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

What percentage of program credits will be taught by adjunct faculty? 0

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: n/a

*Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.*

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Marcello Graziano	PhD, University of Connecticut	Regional Development, Data Analysis, Regional modeling, Blue/Green Economy	Research Technician and Associate Director CCEA (dual employment)
Dr. Gregory Robbins	PhD, Columbia University	Management of Organizations	Department Chair (MIB)
Dr. Amanda Bertana	Ph.D., University of Utah	Environmental Sociology; Stakeholder engagement	N/A
Dr. Jason C. Patalinghug	Ph.D. , University of Connecticut	Environmental Economics, data analysis.	N/A
Dr. Junhong Wang	Ph.D., Bentley University	Marketing and Communication Research.	N/A

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
1 Among:			
SOC 235	1;2	N/A	3
ECO 303 OR ECO 398	1;2	ECO 100; N/A	3
MGT 202 OR MGT 400	1; 2	Non business majors//ECO 100 and ECO 101; MGT 240 and MGT 305; MKT 200, 6 of 8 Tier 2	3

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		complete (Honors Coll.: 15 cr. HON or 45 cr. total), and prior or concurrent completion of all Tier 1 (Honors Coll.: T1MC and T1QR only).	
Mandatory course			
MGT 425	1; 2; 3;	Junior status	3
At least 2 among these:			
MGT 406 OR ECO 305	3;5;6	CSC 200 or ECO 303 or GEO 305 or GEO 360 or MGT 306; or junior or senior status in one of the following programs: BS-Business (Business Economics, Management, or Public Utilities only); BA-Economics, BS-Environmental Systems and Sustainability; BA-Geography, BS-Geography, BA-Sociology, BS-Sociology // ECO 100 and ECO 101	4; 3
SOC 473 OR MKT 332	4;5;6	N/A // MKT 200	3
MKT 425 OR SOC 255	4;5;6	MKT 200, 6 of 8 Tier 2 complete (Honors Coll.: 15 cr. HON or 45 cr. total), and prior or concurrent completion of all Tier 1 (Honors Coll.: T1MC and T1QR only). // SOC 100	3
<b>Open Electives</b> (Indicate number of credits of open electives)			
<b>Total Program Credits:</b>			12
What are the admissions requirements for the program? Typical requirements for matriculated or non-matriculated students, see <a href="https://www.southernct.edu/admissions">https://www.southernct.edu/admissions</a>			
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Describe the prospective students for the program: Students interested in this program are primarily from Sociology and social sciences as well as business programs with an interest in gaining applied skills to analyze and manage sustainable process inside of organizations. Specifically, we seek those students interested in joining the growing workforce in the green and blue industries, and to work in public institutions supporting these emerging sectors.			



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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 11/28/22	
Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022		
<b>Program Characteristics</b>		
Name of Minor: Aging Studies		
Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program website: <a href="https://www.southernct.edu/academics/hsi">https://www.southernct.edu/academics/hsi</a>		
Anticipated Program Initiation Date: Fall 2023		
Anticipated Date of First Completion: Spring 2025		
Total # Credits in Program: 18		
<u>CIP Code Number:</u> 30.1101 <u>Title of CIP Code:</u> Gerontology		
Department where program is housed: Healthcare Systems & Innovation		
Location Offering the Program ( <i>e.g., main campus</i> ): Main campus		
Provide the intended catalog description for this program: The minor in Aging Studies provides opportunities for students to learn about the dynamic interdisciplinary field of gerontology/aging studies and prepares them to make contributions to improve the aging experience in society. The minor is designed to provide students with a core understanding of the field and the flexibility to develop their own gerontology-focused interests. Selection of two elective courses from multiple disciplines should align with their own learning or career interests.		
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program:		
Program Discontinued:	CIP:	OHE#:      BOR Accreditation Date:
Phase Out Period	Date of Program Termination	
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation:		
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If minor prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul>		
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
<b>Institutional Contact for this Proposal:</b> Trudy Milburn	<b>Title:</b> AVPAA	<b>Tel.:</b> 203-392-5761 <b>e-mail:</b> milburnt1@southernct.edu
<b>NOTES:</b>		
<ul style="list-style-type: none"> <li>• This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.</li> <li>• This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.</li> </ul>		

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

<b>Alignment of Program with Institutional Mission, Role, and Scope</b>
How does the program align with the institutional mission? ( <i>Provide a concise statement</i> )
Currently, only Central Connecticut State University (CCSU) offers an organized program of study related to aging/gerontology (minor in gerontology). Since SCSU is considered a social justice campus, we feel that learning about aging-related issues provides students with more diverse perspectives.

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Although SCSU has a commitment to community leadership, we do not yet offer a program of study focused on the needs of aging and older adults, a fast-growing population. The development of an interprofessional aging minor supports college wide goals of increasing interprofessional education opportunities for a wide range of students. The minor will also fill SCSU's current program gap regarding aging studies. Students will benefit from courses that address career preparation (specifically related to growing opportunities working with older adults), the biology of aging, expanded life span knowledge beyond what many healthcare professions require (including pre-med), and person-centered health and development. All SCSU students will interact with older adults at some point in their personal and/or professional lives, thus education of the aging process is essential. This minor will prepare students to make contributions to the improvement of the aging experience in society.

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)

In the first quarter of 2018, healthcare became the largest employer in the United States, surpassing manufacturing and retail for the first time in history (Thompson, 2018). This trend is driven mostly by the increasing number of persons over the age of 60 utilizing a majority of the nation's health care services (Wyman, et al., 2018). In the United States, adults aged 65 or older account for 15% of the population yet are responsible for over 35% of total health care costs (Wyman et al.). As the number of older adult Americans continues to grow at an unprecedented pace, it is increasingly probable that more individuals will face health disparities related to age and ability. Current aging concerns include prevalence of health conditions including the rising need for caregivers, social isolation, economic marginalization, and difficulty accessing and navigating resources (D'Cruz & Banerjee, 2020). As numbers increase, healthcare services and long-term support and services will need to reflect the uniqueness of this growing population. Students educated in aging studies will be better prepared to meet the workforce needs of the aging population.

References:

D'Cruz, M. & Banerjee, D. (2020). An invisible human rights crisis: The marginalization of older adults during the COVID-19 pandemic – An advocacy review. *Psychiatry Research*, 292, 1-19.

Thompson, D. (January 9, 2018). Health care just became the U.S.'s largest employer. *The Atlantic*. Retrieved from <https://www.theatlantic.com/business/archive/2018/01/health-care-america-jobs/550079/>

Wyman, M. F, Shiovitz-Ezra, S, & Bengel, J. (2018). . (2003). Ageism in the health care system: Providers, patients, and systems. In L. Ayalon & C. Tesch-Römer (Eds.), *Contemporary perspectives on ageism* (pp. 193-212). Switzerland: Springer.

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

Several faculty members have expertise and/or current research in the area of aging. This minor organizes faculty talents and courses already being offered to create a minor for students.

Currently, SCSU has seven approved undergraduate courses specific to aging. Three new undergraduate course electives focused on aging will be submitted to UCF this Fall (BIO 292, HLS 150, HLS 450)\*. SCSU will potentially have ten courses focused on aging by the Fall of 2023, the same amount currently offered by CCSU. Not only is SCSU in a position to immediately provide a minor in aging studies to students, but also to grow this discipline to potentially create a major and a graduate certificate in the future. Commitment to this growth will educate future leaders and interdisciplinary care professionals competent in aging care.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
Students will be recruited via advising centers and faculty advisors. We hope to share information about the minor through flyers, emails, major/minor fairs, and advisor meetings. Students enrolled in the minor the first three years will be surveyed for demographic information to gain insight into the type of student declaring this minor. We will also use campus-wide data to learn about if those who choose to continue or complete the minor are being served equitably.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.  
An interdisciplinary advisory committee will make suggestions regarding the program curriculum. Perspectives from public health, healthcare systems and innovation, therapeutic recreation, social work, psychology and biology will be considered in matters of curriculum and recruitment. We anticipate most student interest to come from CHHS. Students will take a variety of courses from different programs to meet the outcomes of the minor, which focuses on career readiness.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
If a specific group/population is not represented in the demographic data, efforts will be made to educate this group on the benefits of the minor.

**Cost Effectiveness and Availability of Adequate Resources**

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

Current faculty resources from CHHS and CAS will meet the needs of the minor.

**Special Resources**

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

No special resources are required.

**Student Recruitment / Student Engagement**

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

Education of advisors, participation in major/minor fairs, meeting with department chairs, visiting complementing CHHS classes to speak to students.

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

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*

1. Define the interdisciplinary nature of the field of gerontology/aging studies;
2. Summarize historical and current theories and models of aging from an interdisciplinary perspective;
3. Conceptualize the diversity and complexity of aging;
4. Apply skills to address challenges and opportunities that face future leaders regarding aging populations;
5. Compare abnormal aging versus "normal" aging in the context of stigma associated with the aging process.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

Program assessment will mirror course assessment. Written materials, testing results, final projects, and final grades will be used to assess program learning outcomes.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Dr. Tarah Loy-Ashe
- Email: loyashet1@southernct.edu      Phone: 203-392-5982

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? None

If any new full-time hires, what percentage of program credits will they teach? None

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2

What percentage of program credits will be taught by adjunct faculty? 25%

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>CORE:</b>			
HLS 150: Introduction to Aging Studies*	1, 2, 3, 5	None	3
BIO 292: Biology of Aging*	1, 3	HLS 150 or 100 level BIO course	3
PCH 292: Health and Aging	2, 3, 5	None	3
REC 303: Functional Interventions for Optimal Aging	1, 4, 5	HLS 150 or REC 210	3
<b>ELECTIVES:</b>			
HLS 350: Interventions and Support in Dementia Care	1, 3, 4, 5	None	3
HLS 450: Organization of Long-Term Care Facilities*	1, 3, 4	HLS 150 or PCH 292 or instructor permission	3
PCH 348: Death, Dying and Bereavement	3	Junior status	3
PSY 315: Adult Development & Aging	1, 3		3
SWK 382: Social Work Practice with Older Adults	1, 4		3
<b>Graduate Courses:</b>			
PCH 561: Global Health & Aging	2, 3, 4, 5	Department Permission	3
SWK 540: Mental Health & Aging	1, 3, 4, 5	Department Permission	3
SWK 549: Clinical Practice with Older Adults	1, 4	Department Permission	3
<b>Open Electives</b> (Indicate number of credits of open electives)			6
<b>Total Program Credits:</b>			18

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

It is expected that a majority of students interested in this minor will have declared majors in CHHS. One major course is allowed to count towards a minor. NUR 344 and SWK 382 are included so students in those majors can count those courses toward the minor. Undergraduate students are allowed to take up to three graduate classes with prior approval. Although this is a process, and appropriate for only certain students, we felt it important to include PCH 561, SWK 540 and SWK 549 as elective options for students. Prerequisites are built into the minor. HLS 150, HLS 350, and PCH 292 do not require a prerequisite. The remainder of the core classes, and HLS 450, include HLS 150 as a prerequisite option.

**Course Descriptions:**

HLS 150: An introduction to the study of aging with emphasis on social development throughout various stages of aging (young old, older old, and long-living). An emphasis is placed on the intersectionality of race, class, gender identity, and culture, and how these classifications affect life engagement, the future of retirement security, and potential for work-life extension.

HLS 450: A study of the complex operations required to deliver quality, cost-effective services in nursing home and assisted living facilities. Examines administrative functions relating to clients, staffing, community, policy, programming, and financing. This course is designed to meet the educational requirement toward nursing home administrator licensure in the state of Connecticut.

BIO 292: An introduction to the biological principles behind the process of aging starting with cellular aging and expanding into the physiologic effects on the body. Through understanding the normal process of aging students will gain a better understanding of diseases and functional deficits that are and are not typical products of aging.

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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Date of Submission to CSCU Office of the Provost: 11.30/22
Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: <b>15</b>	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"> <li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li> <li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li> <li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li> <li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li> </ul>	
<b>Original Program Characteristics</b> Name of Program: Biology, B.A. OHE #: 649/650/4488 (7-12) Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Art, BA</b> Date Program was Initiated: Jan. 1976 Total # Credits in Program: 120 # Credits in General Education: 48 CIP Code Number: 260101 Title of CIP Code: BIOLOGICAL AND BIOMEDICAL SCIENCES	
<b>Modified Program Characteristics</b> Name of Program: Biology, B.A. Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Art, BA</b> Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Spring 2027 Total # Credits in Program: 120 # Credits in General Education: 48 CIP Code Number: 260101 Title of CIP Code: BIOLOGICAL AND BIOMEDICAL SCIENCES	
Department where program is housed: Biology Location Offering the Program ( <i>e.g., main campus</i> ): Main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Mikolaj J. Sulkowski, Ph.D.	Title: Chair of Department Curriculum Committee Tel.: 203-392-6309 e-mail: sulkowskim1@southernct.edu



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

Currently, the BA in Biology requires 3-4 credits of entry level and 3-4 credits of upper level courses in three content areas: Anatomy/Physiology, Biodiversity/Ecology/Organismal and Cell/Molecular Biology. The design of this sequence provides a rigorous academic experience for our students. However, due to the limited number of biology faculty and the extent of Biology's service courses, it is challenging for the department to consistently offer courses in each content area at both levels. This impedes the number of students who can graduate in 4 years. While this can be navigated through the use of overrides, that approach provides an inconsistent and uncertain student experience. Here, we propose to create a core of 4 courses (15 credits) in the Biology Major, which faculty feel are essential to the General Biology degree. This includes BIO 102 – Biology I, BIO 103 – Biology II, BIO 220-Genetics and the capstone course BIO 450. The remaining six courses will be fulfilled by a combination of three courses at the 200-300 level, three courses at the 300-400 level. This approach allows for great flexibility in students' path to graduation, minimizes bottlenecks in course offerings and maintains the department's ability to perform its service commitments. Furthermore, this approach will allow transfer students to apply more of their major courses to their degree without the need for overrides. What's more, this paradigm allows the for creation of new concentrations which can be constructed to flexibly address student interest. For instance, as the department grows, it can create discrete concentrations such as BIO BS Conc. Ecology, Conc. Microbiology, Conc. Pre-medical studies etc...

**Curriculum**

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Credits in LEP	48	Credits in LEP	48
LEP Credits Shared with Major	(-12)	LEP Credits Shared with Major	(-15)
BIO 102 - Biology I	4	BIO 102 - Biology I	4
BIO 103 - Biology II	4	BIO 103 - Biology II	4
BIO 220 – Genetics	4	BIO 220 – Genetics	4
Anatomy/Physiology Entry Level	3	BIO 450 – Undergraduate Research Methods in Biology	3
Anatomy/Physiology Upper Level	3	3 additional courses at the 200-300 level	9
Biodiversity/Ecology/Organismal Biology Entry Level	3	3 additional courses at the 300-400 level	9
Biodiversity/Ecology/Organismal Biology Upper Level	3	CHE 120 – General Chemistry I	4
Cell/Molecular Entry Level	3	CHE 121 – General Chemistry II	4
Cell/Molecular Upper Level	3	MAT 122 – Precalculus or MAT 150 – Calculus I	4
Additional Upper Level	3	Free Electives	42
CHE 120 – General Chemistry I	4		
CHE 121 – General Chemistry II	4		
MAT 122 – Precalculus or MAT 150 – Calculus I	4		
Free Electives	39		

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**MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT**

<b>Total Credits Original Program</b>	<b>120</b>	<b>Total Credits Modified Program</b>	<b>120</b>
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**Learning Outcomes - L.O.**  
*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. Map these learning outcomes to courses listed under the "Curriculum" section below.*

1. Students will master foundational knowledge in genetics, plant sciences, and animal sciences.
2. Students will master specialized knowledge in anatomy and physiology, biodiversity and ecology, cell and molecular biology.
3. Students will be able to analyze data including calculating the mean, standard deviation/standard error, graphing data, determining appropriate statistical tests, and calculating/interpreting statistical tests.
4. Students will be able to conduct scientific investigation including formulating a scientific question, developing a hypothesis, designing an experiment to test hypothesis with proper controls/ethics, collecting/analyzing data, and communicating results.
5. Students will be able to communicate their experimental results including writing correct/concise lab reports, reviewing scientific literature without plagiarizing, developing oral presentations, generating discussion and answering questions.

**Assessment of Learning Outcomes**  
 Briefly describe assessment methodologies to be used in measuring the program learning outcomes:  
 L.O. 1: Embedded questions each in BIO 102, 103, & 220 finals mapped to those courses' learning objectives. L.O. 2-5: Collect lab reports from any course in the dept with an appropriate lab report assignment

**Detailed Curriculum for Modified Program**  
*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
BIO 102: Biology I	1, 5		4
BIO 103: Biology II	1, 2, 5		4
BIO 220: Genetics	1	BIO 102, BIO 103	4
BIO 450: Capstone	1, 2, 3, 4, 5	BIO Major and Senior Status. 6 of 8 Tier 2 complete, and prior or concurrent completion of all Tier 1.	3-4
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			<b>26</b>
<b>Total Program Credits:</b>			<b>120</b>

**Description of Related Modification(s)**  
 Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
 Content areas eliminated and replaced with BIO courses at 200-300 and 300-400 level

**Description of Resources Needed**  
 As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.  
 Changes can be supported with no additional resources.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://www.southernct.edu/academics/biology/programs">https://www.southernct.edu/academics/biology/programs</a>
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): Four years



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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<p>Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a></p>
<p>Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p><b>Catalog Description</b></p> <p>Provide the catalog description for this program (with proposed modifications if applicable): The B.A. in Biology is generally for students who wish to explore additional fields of study that do not include chemistry, math, and physics. Students who are interested in pre-health fields should carefully consider whether or not this degree will meet all of the requirements for graduate studies and graduate entrance exams before declaring this major.</p>
<p><b>Careers/Professions and Earnings</b></p> <p>Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): 19-0000: Life, Physical, and Social Science Occupations; 25-0000: Educational Instruction and Library Occupations; 29-0000: Healthcare Practitioners and Technical Occupations; 31-0000: Healthcare Support Occupations; 45-0000: Farming, Fishing, and Forestry Occupations</p> <p>What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? Median salary of our graduates is \$33,164</p>
<p><b>Applicable Industries</b></p> <p>Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s): 54: Professional, Scientific, and Technical Services 61: Educational Services,</p>
<p><b>Career/Program Pathways</b></p> <p>Does this program prepare students for another program? <input checked="" type="checkbox"/> Yes, specify program: M.S., Ph.D., other professional and medical programs <input type="checkbox"/> No</p>
<p><b>Program Administration and Faculty</b></p> <p>Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Elizabeth Roberts, Chair</p> <p>How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 14, no new hires</p> <p>How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Approximately six, no new hires</p>
<p><b>Admissions Requirements</b></p> <p>What are the admissions requirements for the program? Students may apply to the bachelor's degree program at the time of admission to the university, or by completing a change of major request.</p>
<p><b>Graduation Requirements</b></p> <p>Does this program have special graduation requirements (e.g., capstone or special project)? XYes ___ No</p> <p>If yes, describe: GPA of 2.3 required in the major</p>
<p><b>Program Work Experiences</b></p> <p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>
<p><b>Prospective Students</b></p> <p>Describe the prospective students for the program: The B.A. in Biology is generally for students who wish to explore additional fields of study that do not include chemistry, math, and physics. Students who are interested in pre-health fields should carefully consider whether or not this degree will meet all of the requirements for graduate studies and graduate entrance exams before declaring this major.</p>

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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 11.30/22
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued approval granted in 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
<b>Total Number of courses and course credits to be modified by this application:</b> 15	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"> <li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li> <li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li> <li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li> <li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li> </ul>	
<b>Original Program Characteristics</b> Name of Program: Biology, B.S. OHE #: 649/650/4488 (7-12) Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Science, BS</b> Date Program was Initiated: Jan. 1976 Total # Credits in Program: 120 # Credits in General Education: 48 CIP Code Number: 260101 Title of CIP Code: BIOLOGICAL AND BIOMEDICAL SCIENCES	
<b>Modified Program Characteristics</b> Name of Program: Biology, B.S. Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Science, BS</b> Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Spring 2027 Total # Credits in Program: 120 # Credits in General Education: 48 CIP Code Number: 260101 Title of CIP Code: BIOLOGICAL AND BIOMEDICAL SCIENCES	
Department where program is housed: Biology Location Offering the Program ( <i>e.g., main campus</i> ): Main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Mikolaj J. Sulkowski, Ph.D.	Title: Chair of Department Curriculum Committee Tel.: 203-392-6309 e-mail: sulkowskim1@southernct.edu

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:

Currently, the BS in Biology requires 3-4 credits of entry level and 3-4 credits of upper level courses in three content areas: Anatomy/Physiology, Biodiversity/Ecology/Organismal and Cell/Molecular Biology. The design of this sequence provides a rigorous academic experience for our students. However, due to the limited number of biology faculty and the extent of Biology's service courses, it is challenging for the department to consistently offer courses in each content area at both levels. This impedes the number of students who can graduate in 4 years. While this can be navigated through the use of overrides, that approach provides an inconsistent and uncertain student experience. Here, we propose to create a core of 4 courses (15 credits) in the Biology Major, which faculty feel are essential to the General Biology degree. This includes BIO 102 – Biology I, BIO 103 – Biology II, BIO 220-Genetics and the capstone course BIO 450. The remaining courses will be fulfilled by a combination of three courses at the 200-300 level and three courses at the 300-400 level. This approach allows for great flexibility in students' path to graduation, minimizes bottlenecks in course offerings and maintains the department's ability to perform its service commitments. Furthermore, this approach will allow transfer students to apply more of their major courses to their degree without the need for overrides.

**Curriculum**

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Credits in LEP	48	Credits in LEP	48
LEP Credits Shared with Major	(-12)	LEP Credits Shared with Major	(-15)
BIO 102 - Biology I	4	BIO 102 - Biology I	4
BIO 103 - Biology II	4	BIO 103 - Biology II	4
BIO 220 – Genetics	4	BIO 220 – Genetics	4
Anatomy/Physiology Entry Level	3	BIO 450 – Undergraduate Research Methods in Biology	3
Anatomy/Physiology Upper Level	3	3 additional courses at the 200-300 level	9
Biodiversity/Ecology/Organismal Biology Entry Level	3	3 additional courses at the 300-400 level	9
Biodiversity/Ecology/Organismal Biology Upper Level	3	CHE 120 – General Chemistry I	4
Cell/Molecular Entry Level	3	CHE 121 – General Chemistry II	4
Cell/Molecular Upper Level	3	CHE 260 – Organic Chemistry I	4
Additional Upper Level	3	MAT 122 – Precalculus or MAT 150 – Calculus I	4
CHE 120 – General Chemistry I	4	MAT 221 – Intermediate Applied Statistics	4
CHE 121 – General Chemistry II	4	PHY 200 – General Physics I or PHY 201 – Physics for Scientists and Engineers I	4
CHE 260 – Organic Chemistry I	4	PHY 230 - General Physics II or PHY 231 – Physics for Scientists and Engineers II	4
MAT 122 – Precalculus or MAT 150 – Calculus I	4	Free Electives	26
MAT 221 – Intermediate Applied Statistics	4		

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PHY 200 – General Physics I or PHY 201 – Physics for Scientists and Engineers I	4		
PHY 230 - General Physics II or PHY 231 – Physics for Scientists and Engineers II	4		
Free Electives	23		
<b>Total Credits Original Program</b>	<b>120</b>	<b>Total Credits Modified Program</b>	<b>120</b>

**Learning Outcomes - L.O.**

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. Map these learning outcomes to courses listed under the "Curriculum" section below.

1. Students will master foundational knowledge in genetics, plant sciences, and animal sciences.
2. Students will master specialized knowledge in anatomy and physiology, biodiversity and ecology, cell and molecular biology.
3. Students will be able to analyze data including calculating the mean, standard deviation/standard error, graphing data, determining appropriate statistical tests, and calculating/interpreting statistical tests.
4. Students will be able to conduct scientific investigation including formulating a scientific question, developing a hypothesis, designing an experiment to test hypothesis with proper controls/ethics, collecting/analyzing data, and communicating results.
5. Students will be able to communicate their experimental results including writing correct/concise lab reports, reviewing scientific literature without plagiarizing, developing oral presentations, generating discussion and answering questions.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

L.O. 1: Embedded questions each in BIO 102, 103, & 220 finals mapped to those courses' learning objectives. L.O. 2-5: Collect lab reports from any course in the dept with an appropriate lab report assignment

**Detailed Curriculum for Modified Program**

*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
BIO 102: Biology I	1, 5		4
BIO 103: Biology II	1, 2, 5		4
BIO 220: Genetics	1	BIO 102, BIO 103	4
BIO 450: Capstone	1, 2, 3, 4, 5	BIO Major and Senior Status. 6 of 8 Tier 2 complete, and prior or concurrent completion of all Tier 1.	3-4
<b>Open Electives</b> (Indicate number of credits of open electives)			26
<b>Total Program Credits:</b>			120

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
Content areas eliminated and replaced with BIO courses at 200-300 and 300-400 level

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.  
Changes can be supported with no additional resources.

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**MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT**

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/biology/programs>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): Four years

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:  
<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The B.S. in Biology is the most popular undergraduate major in the Department of Biology. It requires that students take a broad survey of upper and lower level biology courses in molecular, ecological, animal, and plant areas of study. By carefully selecting courses within each of the required content areas, students can specialize in the topics that interest them most. Often B.S. Biology students minor in Chemistry as well. This degree requires more cognate chemistry, physics and math courses than the B.A. Biology program, but less than the B.S. Biotechnology program.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 19-0000: Life, Physical, and Social Science Occupations; 25-0000: Educational Instruction and Library Occupations; 29-0000: Healthcare Practitioners and Technical Occupations; 31-0000: Healthcare Support Occupations; 45-0000: Farming, Fishing, and Forestry Occupations

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? Median salary of our graduates is \$33,164

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 54: Professional, Scientific, and Technical Services 61: Educational Services,

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: M.S., Ph.D., other professional and medical programs ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Elizabeth Roberts, Chair

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 14, no new hires

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Approximately six, no new hires

**Admissions Requirements**

What are the admissions requirements for the program? Students may apply to the bachelor's degree program at the time of admission to the university, or by completing a change of major request.

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? XYes \_\_\_ No

If yes, describe: GPA of 2.3 required in the major

**Program Work Experiences**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No

If yes, describe and attach copies of the contracts or other documents ensuring program support:

**Prospective Students**

Describe the prospective students for the program: The Biology B.S. is for students interested in the life sciences. It includes more chemistry than our Biology B.A. program. The Biology B.S. is versatile, preparing students for a range of opportunities

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including biotechnology/pharmaceutical industry, academia, forensic science, environmental management, genetic counseling, and more.

DRAFT



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**MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Date of Submission to CSCU Office of the Provost: 11.30/22
Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: <b>15</b>	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"> <li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li> <li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li> <li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li> <li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li> </ul>	
<b>Original Program Characteristics</b> Name of Program: Biology, B.S. OHE #: 649/650/4488 (7-12) Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Science, BS</b> Date Program was Initiated: Jan. 1976 Total # Credits in Program: 120 # Credits in General Education: 48 CIP Code Number: 260101 Title of CIP Code: BIOLOGICAL AND BIOMEDICAL SCIENCES	
<b>Modified Program Characteristics</b> Name of Program: Biology, B.S. Pre-Medicine Concentration Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Science, BS</b> Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Spring 2027 Total # Credits in Program: 120 # Credits in General Education: 48 CIP Code Number: 260101 Title of CIP Code: BIOLOGICAL AND BIOMEDICAL SCIENCES	
Department where program is housed: Biology Location Offering the Program ( <i>e.g., main campus</i> ): Main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Mikolaj J. Sulkowski, Ph.D.	Title: Chair of Department Curriculum Committee Tel.: 203-392-6309 e-mail: sulkowskim1@southernct.edu

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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

Currently, the BS in Biology requires 3-4 credits of entry level and 3-4 credits of upper level courses in three content areas: Anatomy/Physiology, Biodiversity/Ecology/Organismal and Cell/Molecular Biology. The design of this sequence provides a rigorous academic experience for our students. However, due to the limited number of biology faculty and the extent of Biology's service courses, it is challenging for the department to consistently offer courses in each content area at both levels. This impedes the number of students who can graduate in 4 years. While this can be navigated through the use of overrides, that approach provides an inconsistent and uncertain student experience. Here, we propose to create a core of 4 courses (15 credits) in the Biology Major, which faculty feel are essential to the General Biology degree. This includes BIO 102 – Biology I, BIO 103 – Biology II, BIO 220-Genetics and the capstone course BIO 450. The remaining six courses will be fulfilled by a combination of three courses at the 200-300 level, three courses at the 300-400 level. This approach allows for great flexibility in students' path to graduation, minimizes bottlenecks in course offerings and maintains the department's ability to perform its service commitments. Furthermore, this approach will allow transfer students to apply more of their major courses to their degree without the need for overrides. What's more, this paradigm allows the for creation of new concentrations which can be constructed to flexibly address student interest. For instance, as the department grows, it can create discrete concentrations such as BIO BS Conc. Ecology, Conc. Microbiology, Conc. Pre-medical studies etc.

This concentration is designed for Biology majors who aim to apply to medical school. It requires students to take classes that are required by M.D. programs or that teach content included on the MCAT and other entrance examinations. The B.S. in Biology Pre-Medicine Concentration prepares students for applying to professional programs such as medicine (MD/DO), dentistry (DDS), physician's assistant (PA), veterinary science (DVM), and pharmacy (PharmD).

**Curriculum**

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Credits in LEP	48	Credits in LEP	48
LEP Credits Shared with Major	(-12)	LEP Credits Shared with Major	(-18)
BIO 102	4	BIO 102	4
BIO 103	4	BIO 103	4
BIO 220	4	BIO 220	4
Anatomy/Physiology Entry Level	3	BIO 450	3
Anatomy/Physiology Upper Level	3	3 additional courses at the 200-300 level	9
Biodiversity/Ecology/Organismal Biology Entry Level	3	3 additional courses at the 300-400 level	9
Biodiversity/Ecology/Organismal Biology Upper Level	3	CHE 120	4
Cell/Molecular Entry Level	3	CHE 121	4
Cell/Molecular Upper Level	3	CHE 260	4
Additional Upper Level	3	CHE 261	4
CHE 120	4	CHE 450	4
CHE 121	4	MAT 122 or MAT 150	4
CHE 260	4	MAT 221	4
MAT 122 or MAT 150	4	PHY 200 or PHY 201	4
MAT 221	4	PHY 230 or PHY 231	4



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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

PHY 200 or PHY 201	4	Sociology (SOC 100 or SOC 201 or SOC 211 or SOC 344)	3
PHY 230 or PHY 231	4	Free Electives	18
Free Electives	23		
<b>Total Credits Original Program</b>	<b>120</b>	<b>Total Credits Modified Program</b>	<b>120</b>

**Learning Outcomes - L.O.**

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. Map these learning outcomes to courses listed under the "Curriculum" section below.

1. Students will master foundational knowledge in genetics, plant sciences, and animal sciences.
2. Students will master specialized knowledge in anatomy and physiology, biodiversity and ecology, cell and molecular biology.
3. Students will be able to analyze data including calculating the mean, standard deviation/standard error, graphing data, determining appropriate statistical tests, and calculating/interpreting statistical tests.
4. Students will be able to conduct scientific investigation including formulating a scientific question, developing a hypothesis, designing an experiment to test hypothesis with proper controls/ethics, collecting/analyzing data, and communicating results.
5. Students will be able to communicate their experimental results including writing correct/concise lab reports, reviewing scientific literature without plagiarizing, developing oral presentations, generating discussion and answering questions.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

L.O. 1: Embedded questions each in BIO 102, 103, & 220 finals mapped to those courses' learning objectives. L.O. 2-5: Collect lab reports from any course in the dept with an appropriate lab report assignment

**Detailed Curriculum for Modified Program**

*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
BIO 102: Biology I	1, 5		4
BIO 103: Biology II	1, 2, 5		4
BIO 220: Genetics	1	BIO 102, BIO 103	4
BIO 450: Capstone	1, 2, 3, 4, 5	BIO Major and Senior Status. 6 of 8 Tier 2 complete, and prior or concurrent completion of all Tier 1.	3-4
<b>Open Electives</b> (Indicate number of credits of open electives)			26
<b>Total Program Credits:</b>			120

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements. Content areas eliminated and replaced with BIO courses at 200-300 and 300-400 level. Additional pre-medicine cognates added.

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

Changes can be supported with no additional resources.

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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/biology/programs>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): Four years

Provide estimated cost of program (tuition and fees): \$ \_\_\_\_\_ OR url for link to tuition/fee information:  
<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The B.S. in Biology Pre-Medicine Concentration prepares students for applying to professional programs such as medicine (MD/DO), dentistry (DDS), physician's assistant (PA), veterinary science (DVM), and pharmacy (PharmD).

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 19-0000: Life, Physical, and Social Science Occupations; 29-0000: Healthcare Practitioners and Technical Occupations; 31-0000: Healthcare Support Occupations

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? Median salary of our graduates is \$33,164

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 54: Professional, Scientific, and Technical Services

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: MD, DO, DDS, PharmD, ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Elizabeth Roberts, Chair

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 14, no new hires

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Approximately six, no new hires

**Admissions Requirements**

What are the admissions requirements for the program? Students may apply to the bachelor's degree program at the time of admission to the university, or by completing a change of major request.

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? XYes \_\_\_ No

If yes, describe: GPA of 3.0 required

**Program Work Experiences**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No

If yes, describe and attach copies of the contracts or other documents ensuring program support:

**Prospective Students**

Describe the prospective students for the program: The Biology B.S. Pre-Medicine Concentration is for students seeking to become health care professionals. It includes courses required for admission into professional programs and for standardized tests.

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**MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT**

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 11.30/22								
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued approval granted in 2022									
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).									
<b>Total Number of courses and course credits to be modified by this application:</b> 15									
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li></ul>									
<b>Original Program Characteristics</b> <b>Name of Program:</b> Biology, BS BS to MS Accelerated Pathway <b>OHE #:</b> 649/650/4488 (7-12) <b>Modality of Program</b> ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses <b>Locality of Program:</b> <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both <b>Program Type</b> ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Science, BS; Master of Science MS</b> <b>Date Program was Initiated:</b> Jan. 1976 <b>Total # Credits in Program:</b> 120 <b># Credits in General Education:</b> 48 <b>CIP Code Number:</b> 260101 <b>Title of CIP Code:</b> BIOLOGICAL AND BIOMEDICAL SCIENCES									
<b>Modified Program Characteristics</b> <b>Name of Program:</b> Biology, BS BS to MS Accelerated Pathway <b>Modality of Program</b> ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses <b>Locality of Program:</b> <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both <b>Program Type</b> ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>Bachelor of Science, BS; Master of Science MS</b> <b>Initiation Date for Modified Program:</b> Fall 2023 <b>Anticipated Date of First Graduation:</b> Spring 2027 <b>Total # Credits in Program:</b> 120 <b># Credits in General Education:</b> 48 <b>CIP Code Number:</b> 260101 <b>Title of CIP Code:</b> BIOLOGICAL AND BIOMEDICAL SCIENCES									
<b>Department where program is housed:</b> Biology <b>Location Offering the Program</b> ( <i>e.g., main campus</i> ): Main campus									
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: <table style="width: 100%;"><tr><td style="width: 25%;">Program Discontinued:</td><td style="width: 25%;">CIP:</td><td style="width: 25%;">OHE#:</td><td style="width: 25%;">BOR Accreditation Date:</td></tr><tr><td>Phase Out Period</td><td colspan="3">Date of Program Termination</td></tr></table> <b>Discontinuation of a program requires submission of form 301. Discontinuation form submitted?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No		Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:						
Phase Out Period	Date of Program Termination								

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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<b>Institutional Contact for this Proposal:</b> Mikolaj J. Sulkowski, Ph.D.	<b>Title:</b> Chair of Department Curriculum Committee	<b>Tel.:</b> 203-392-6309 <b>e-mail:</b> sulkowskim1@southernct.edu
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**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

Currently, the BS in Biology with a concentration of BS to MS requires 3-4 credits of entry level and 3-4 credits of upper level courses in three content areas: Anatomy/Physiology, Biodiversity/Ecology/Organismal and Cell/Molecular Biology. The design of this sequence provides a rigorous academic experience for our students. However, due to the limited number of biology faculty and the extent of Biology's service courses, it is challenging for the department to consistently offer courses in each content area at both levels. This impedes the number of students who can graduate in 5 years. While this can be navigated through the use of overrides, that approach provides an inconsistent and uncertain student experience. Here, we propose to create a core of 4 courses (15 credits) in the Biology Major, which faculty feel are essential to the General Biology degree. This includes BIO 102 – Biology I, BIO 103 – Biology II, BIO 220-Genetics and the capstone course BIO 450. The remaining courses will be fulfilled by a combination of two courses at the 200-300 level, one course at the 300-400 level as well as BIO499, and two 500 level courses. This approach allows for great flexibility in students' path to graduation, minimizes bottlenecks in course offerings and maintains the department's ability to perform its service commitments. Furthermore, this approach will allow transfer students to apply more of their major courses to their degree without the need for overrides.

**Curriculum**

Present side-by-side listing of curricular modifications (insert/delete rows as needed)

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Credits in LEP	48	Credits in LEP	48
LEP Credits Shared with Major	(-12)	LEP Credits Shared with Major	(-18)
BIO 102 - Biology I	4	BIO 102 - Biology I	4
BIO 103 - Biology II	4	BIO 103 - Biology II	4
BIO 220 – Genetics	4	BIO 220 – Genetics	4
Anatomy/Physiology Entry Level	3	BIO 450 – Undergraduate Research Methods in Biology	3
Anatomy/Physiology Upper Level	3	2 additional courses at the 200-300 level	6
Biodiversity/Ecology/Organismal Biology Entry Level	3	1 additional courses at the 300-400 level	3
Biodiversity/Ecology/Organismal Biology Upper Level	3	BIO 499 - Independent Study and Research	1
Cell/Molecular Entry Level	3	Anatomy/Physiology Upper Level	3
Cell/Molecular Upper Level	3	Biodiversity/Ecology/Organismal Biology Upper Level	3
BIO 499 - Independent Study and Research	3	Cell/Molecular Upper Level	3
BIO 550 - Research Methods in Biology	1	BIO 550 - Research Methods in Biology	1
BIO 560 - Scientific Communication: General Topics Seminar	1	BIO 560 - Scientific Communication: General Topics Seminar	1
CHE 120 – General Chemistry I	4	CHE 120 – General Chemistry I	4
CHE 121 – General Chemistry II	4	CHE 121 – General Chemistry II	4
CHE 260 – Organic Chemistry I	4	CHE 260 – Organic Chemistry I	4

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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<b>MAT 122 – Precalculus or MAT 150 – Calculus I</b>	<b>4</b>	<b>2 additional courses at the 500 level</b>	<b>6</b>
<b>MAT 221 – Intermediate Applied Statistics</b>	<b>4</b>	<b>MAT 122 – Precalculus or MAT 150 – Calculus I</b>	<b>4</b>
<b>PHY 200 – General Physics I or PHY 201 – Physics for Scientists and Engineers I</b>	<b>4</b>	<b>MAT 221 – Intermediate Applied Statistics</b>	<b>4</b>
<b>PHY 230 - General Physics II or PHY 231 – Physics for Scientists and Engineers II</b>	<b>4</b>	<b>PHY 200 – General Physics I or PHY 201 – Physics for Scientists and Engineers I</b>	<b>4</b>
<b>Free Electives</b>	<b>23</b>	<b>PHY 230 - General Physics II or PHY 231 – Physics for Scientists and Engineers II</b>	<b>4</b>
		<b>Free Electives</b>	<b>20</b>
<b>Total Credits Original Program</b>	<b>120</b>	<b>Total Credits Modified Program</b>	<b>120</b>

**Learning Outcomes - L.O.**

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. Note new or modified learning outcomes. Map these learning outcomes to courses listed under the "Curriculum" section below.

1. Students will master foundational knowledge in genetics, plant sciences, and animal sciences.
2. Students will master specialized knowledge in anatomy and physiology, biodiversity and ecology, cell and molecular biology.
3. Students will be able to analyze data including calculating the mean, standard deviation/standard error, graphing data, determining appropriate statistical tests, and calculating/interpreting statistical tests.
4. Students will be able to conduct scientific investigation including formulating a scientific question, developing a hypothesis, designing an experiment to test hypothesis with proper controls/ethics, collecting/analyzing data, and communicating results.
5. Students will be able to communicate their experimental results including writing correct/concise lab reports, reviewing scientific literature without plagiarizing, developing oral presentations, generating discussion and answering questions.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

L.O. 1: Embedded questions each in BIO 102, 103, & 220 finals mapped to those courses' learning objectives. L.O. 2-5: Collect lab reports from any course in the dept with an appropriate lab report assignment

**Detailed Curriculum for Modified Program**

*Please list all courses in the modified program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed above to relevant program courses. Note any new courses or significantly modified courses and include/attach course descriptions. Insert/delete rows as needed.*

<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
BIO 102: Biology I	1, 5		4
BIO 103: Biology II	1, 2, 5		4
BIO 220: Genetics	1	BIO 102, BIO 103	4
BIO 450: Capstone	1, 2, 3, 4, 5	BIO Major and Senior Status. 6 of 8 Tier 2 complete, and prior or concurrent completion of all Tier 1.	3-4
<b>Open Electives</b> (Indicate number of credits of open electives)			<b>26</b>
<b>Total Program Credits:</b>			<b>120</b>

**Description of Related Modification(s)**



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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
Content areas eliminated and replaced with BIO courses at 200-300 and 300-400 level

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

Changes can be supported with no additional resources.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/biology/programs>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): Five years

Provide estimated cost of program (tuition and fees): \$ \_\_\_\_\_ OR url for link to tuition/fee information:  
<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

Request for SAA Approval for Veterans Benefits? ☒ Yes ☐ No

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The department website provides an overview of the program, admission requirements (when applicable), faculty biographies, learning outcomes, and careers:  
<https://www.southernct.edu/academics/biology/programs>

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 19-0000: Life, Physical, and Social Science Occupations; 25-0000: Educational Instruction and Library Occupations; 29-0000: Healthcare Practitioners and Technical Occupations; 31-0000: Healthcare Support Occupations; 45-0000: Farming, Fishing, and Forestry Occupations

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? Median salary of our graduates is \$33,164

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 54: Professional, Scientific, and Technical Services

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Yes, specify program: M.S., Ph.D., other professional and medical programs ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Elizabeth Roberts, Chair

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 14, no new hires

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Approximately six, no new hires

**Admissions Requirements**

What are the admissions requirements for the program? Students may apply to the bachelor's degree accelerated pathway program at the time of admission to the university, or by completing a change of major request.

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? XYes \_\_\_ No

If yes, describe: GPA of 3.0 required

**Program Work Experiences**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No

If yes, describe and attach copies of the contracts or other documents ensuring program support:

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***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**Prospective Students**

Describe the prospective students for the program: The Biology B.S. to M.S. Accelerated Pathway is for students who wish to earn an M.S. degree immediately upon completion of their B.S. Students can begin working on thesis research and completing graduate courses while completing their B.S.

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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 11.30.22	
Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022		
<b>Program Characteristics</b>		
Name of Minor: Minor in Healthcare and Clinical Research		
Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program website: <a href="https://www.southernct.edu/academics/hsi">https://www.southernct.edu/academics/hsi</a>		
Anticipated Program Initiation Date: Fall 2023		
Anticipated Date of First Completion: Spring 2024		
Total # Credits in Program: 18		
<b>CIP Code Number:</b> 51.0719 <b>Title of CIP Code:</b> Clinical Research Coordinator		
Department where program is housed: Healthcare Systems and Innovation		
Location Offering the Program ( <i>e.g., main campus</i> ): SCSU Main campus		
Provide the intended catalog description for this program: The Minor in Healthcare and Clinical Research prepares students for employment in the field of Clinical Trials Administration. The coursework emphasizes the principles of good clinical practice and research data management and provides training in clinical trial administration. The coursework prepares students to take the Certified Clinical Research Professional (CCRP) examination administered by the Society of Clinical Research Associates (SoCRA), or the Certified Clinical Research Associate (CCRA) exam administered by the Association of Clinical Research Professionals (ACRP). Completion of the minor does not itself meet the eligibility requirements for either certification exam; both require additional work experience.		
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation:		
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If minor prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul>		
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
<b>Institutional Contact for this Proposal:</b> Dr. Trudy Milburn	<b>Title:</b> AVPAA	<b>Tel.:</b> 203-392-5761 <b>e-mail:</b> milburnt1@southernct.edu
<b>NOTES:</b>		
<ul style="list-style-type: none"> <li>• This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.</li> <li>• This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.</li> </ul>		

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

<b>Alignment of Program with Institutional Mission, Role, and Scope</b>
How does the program align with the institutional mission? ( <i>Provide a concise statement</i> ) The minor in Healthcare and Clinical Research provides students with direct entry to employment in the field of clinical trials administration. As such, it aligns with SCSU's goal of preparing students to enter the Connecticut workforce. The minor offers an effective complement to the



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liberal arts grounding that all SCSU students receive. Moreover, by preparing students to work in clinical trials administration, an important field for improving health outcomes, the program aligns with SCSU's mission of serving the public good.

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)  
The field of clinical trials is in a period of exponential growth. The number of registered clinical studies on ClinicalTrials.gov has nearly quadrupled in the last 10 years, and the rate of growth is expected to increase in coming years. Due to both the increasing number of students and the growing complexity of clinical trials management, there is an urgent staffing shortage. The coursework of the minor will offer students a direct pathway to employment in clinical trials operations in entry level positions (clinical trials assistants). Moreover, the course content will prepare students to sit for a Clinical Research Professional certification exam (e.g. SOCRA).
- How does the program make use of the strengths of the institution (*e.g., curriculum, faculty, resources*) and of its distinctive character and/or location?  
The Healthcare Systems and Innovation department already offers the course sequence for this minor as a concentration in the Healthcare Studies major. The HSI department has a strong collaborative association with the Yale Center for Clinical Investigation (YCCI), which provides support for the clinical research program in instruction and internship placement.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
We will track distributions of the student population in the minor, looking at percentage of students of color, and examine the % retention and % graduation rates by group. In the Healthcare Studies concentration in Healthcare & Clinical Research, which this minor is based on, 64% of students who have completed the course sequence are students of color.
  - Describe specific aspects of the program (*e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.*) intended to advance equitable student outcomes.  
The Healthcare Systems and Innovation department provides individualized advising to all Healthcare Studies majors, and will offer the same to Healthcare and Clinical Research minors. The university offers a range of academic supports, and have several alert systems in place for students who are struggling academically.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
If we determine that there are inequities in success rates for students in the Healthcare and Clinical Research minor, we will offer additional targeted support to at-risk students.

**Cost Effectiveness and Availability of Adequate Resources**

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

The minor consists of courses that are already offered. HLS 240, 317, 427 and 437 are each offered on alternating-semester schedules, and have room to accommodate additional students; HLS 400 has multiple sections offered each semester. Placements are available for students who qualify for an internship. No additional resources are required to offer this minor.

**Special Resources**

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

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No special resources are needed for this program.

**Student Recruitment / Student Engagement**

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

We will engage in specific outreach to students in selected majors that provide students with the background to be successful in clinical trials administration, such as Public Health, Psychology, Health Science, Exercise Science/Allied Health, and Biology. We will promote the program to faculty and advisors in these areas, and also promote the program at internal majors' fairs.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We will track student success via analytics from the school's student management system (Navigate). We will also continuously monitor course enrollments as it relates to modality and times of course offerings, and modify future schedules to meet student demand.

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*

1. Understand the research process, quantitative and qualitative methods of research, ethical principles for research, and evidence-based practice in healthcare.
2. Understand the research process, quantitative and qualitative methods of research, ethical principles for research, and evidence-based practice in healthcare.
3. Understand and be able to utilize best practices for research data management.
4. Gain familiarity with clinical trial administration and good clinical practices (GCPs).
5. Understand health informatics and the use of health information to improve health outcomes.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Assessment methodologies will primarily consist of course performance measures, such as graded writing assignments, quizzes, and exams. For formal program assessment, we will select representative test items and assignments from different courses in the minor, and use these to assess how many of the students in the minor are meeting or exceeding the overall program goals.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Dr. Lawrence Brancazio
- Email: brancaziol1@southernct.edu      Phone: 203-392-5111

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach? 0

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5

What percentage of program credits will be taught by adjunct faculty? 60%

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**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
HLS 240 Statistics for Health and Clinical Sciences	1	Completion of university quantitative reasoning requirement	3
HLS 317 Community Engagement in Health Research	2	Sophomore status	3
HLS 400 Health Informatics	5	Junior status	3
HLS 427 Research Data Management	3	HLS 240	3
HLS 437 Clinical Trial Administration and Good Clinical Practice	4	HLS 240	3
One of the following:			
HLS 210 Patient Centered Care	1	none	3
HLS 370 Perspectives in LGBTQ+ Healthcare Practices	1	none	3
HLS 380 Cultural Humility for the Healthcare Professional	1	HLS 200	3
HLS 440 Research Methods for Evidence-Based Healthcare	1	Junior status	3
HLS 497 Internship in Healthcare Studies	1,2,3,4,5	By permission	3
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			
<b>Total Program Credits:</b>			18

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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

**Institution:** Southern Connecticut State University      **Date of Submission to CSCU Office of the Provost:** 11/29/22

**Most Recent NECHE Institutional Accreditation Action and Date:** Continued approval granted in 2022

**Program Characteristics**

**Name of Program:** Women's Leadership

**Modality of Program** (*check all that apply*): ☒ On ground   ☐ Online   ☐ Hybrid, % of fully online courses

**Locality of Program:** ☒ On Campus   ☐ Off Campus   ☐ Both

**Program website:** <https://www.southernct.edu/business/business-success-center/womens-leadership-program>

**Program Type** (*degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate*): Certificate

**Anticipated Program Initiation Date:** Fall 2023

**Anticipated Date of First Completion:** Spring 2024

**Total # Credits in Program:** 9

**IPEDS defined program duration** (*if no IPEDS data, provide standard duration of program for full-time student in years*):

**Provide estimated cost of program (tuition and fees):** \$      **OR url for link to tuition/fee information:**

<https://inside.southernct.edu/sites/default/files/inline-files/22-23%20Tuition%20and%20Fees%20Worksheet%20Fall%20PT.pdf>

**CIP Code Number:** 52.0213      **Title of CIP Code:** Organizational Leadership

**Department where program is housed:** Interdisciplinary (Business Lead)

**Location Offering the Program** (*e.g., main campus*): Main Campus

**Request for SAA Approval for Veterans Benefits?** ☒ Yes   ☐ No

**Provide the intended catalog description for this program:** The certificate in Women's Leadership is an interdisciplinary program focusing on issues related to women obtaining and holding leadership positions. Students will be provided opportunities to develop their leadership potential with theoretical and experiential coursework with electives from relevant social-psychology, sociology, gender, and management offerings.

**If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:**

**Program Discontinued:**      **CIP:**      **OHE#:**      **BOR Accreditation Date:**

**Phase Out Period**      **Date of Program Termination**

**Discontinuation of a program requires submission of form 301. Discontinuation form submitted?** ☐ Yes   ☐ No

**Other Program Accreditation:**

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes   ☐ No

(*As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency*)

**Institutional Contact for this Proposal:** Robert Prezant

**Title:** Provost

**Tel.:** 203-392-5355   **e-mail:**  
prezantr1@southernct.edu

**NOTES:**

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:

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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

- Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
- Undergraduate certificates ≤ 15 credits
- Graduate certificates ≤ 12 credits
- Non-credit bearing certificates

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

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

How does the program align with the institutional mission? (*Provide a concise statement*) The Mission of SCSU specifically states, “Southern is committed to academic excellence, access, social justice, and service for the public good”, similarly, one of the guiding Principles of the School of Business is Social Justice. This new certificates promotes social justice by facilitating gender equality in the workplace by focusing on issues related to women obtaining and holding leadership positions. Additionally it is aligned with UN Sustainable Development Goals 4, 5, 8, and 10. <https://sdgs.un.org/goals>

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)  
The Forbes article titled, “The Business Case for Women in Leadership”, dated 3/2/22, outlines the current gender inequality in leadership positions and the economic benefits for promoting gender equality in leadership. Unfortunately, the vast majority of leaders in the world, in this country, and in this state are male. This creates a power imbalance, and can implicitly disadvantage members of the groups not in power. This minor will make the implicit assumptions about gender and leadership, conscious, and prepare more of our students to feel confident and prepared to take on leadership roles. Due to the push for more gender parity and the newest wage transparency laws, the local economy will demand more women in leadership roles, and those women will be more successful in those roles if prepared for what to expect from this proposed program.
- How does the program make use of the strengths of the institution (*e.g., curriculum, faculty, resources*) and of its distinctive character and/or location?  
This program is being offered in the New Haven area which is a center for economic activity in CT. In addition, it takes advantage of the Program/Center for Women in Leadership at the SCSU Business School.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents’ Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
Since the certificate is titled Women's Leadership, we anticipate that students enrolled will select female as their gender identity. However, we will keep track of the gender and other diversity data through enrollment, retention and completion to ensure it mirrors the diversity of SCSU as a whole.
  - Describe specific aspects of the program (*e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.*) intended to advance equitable student outcomes.  
The certificate has been designed to be as flexible as possible to support the interests of a diverse student population and to facilitate students completing the program with as few barriers as possible. There is only one required course and students can choose from a list of electives for the additional two courses required.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
We will interview those who are unable to complete the minor to determine if there were any structural barriers that can be addressed to facilitate completion by all interested students.

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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*  
The credits earned would be transferrable to any degree program within CSU. This new certificate may encourage completers to consider additional SCSU degrees, including the M.A. in Women's & Gender Studies or MBA in Business Administration.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
Currently, there does not seem to be any other CSCU institutions offering a similar program. Although we have a post-baccalaureate certificate in Women's and Gender Studies (online/onground), this certificate at the UG-level will enable current undergraduates or those with few credits to complete a relevant certificate.

**Cost Effectiveness and Availability of Adequate Resources**

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This program makes use of resources already offered at Southern. It is interdisciplinary in nature, and the only required course is one approved in the Management Department. Therefore, other than one new course offering, no other additional resources are needed. Students who enroll in the program will benefit SCSU by increasing tuition revenues for the credits required, and increase utilization of courses already offered.

**Special Resources**

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc. - **N/A**

**Student Recruitment / Student Engagement**

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

There is currently a Women's Leadership Program in the School of Business, which includes many outreach and engagement activities. The new certificate will be promoted to these students as well as students throughout the University. If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Activities and workshops will be offered with the Women's Leadership Program to facilitate engagement.

**Careers/Professions & Estimated Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 11-1021 General and Operations Managers

What would be the median estimated earnings for a graduate in this profession *(if more than one SOC code listed, include earnings for each)*? Will vary depending on industry and experience level.

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 611430- Management development training

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No – see above

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*



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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

1. Understand and use leadership and social-psychology theories and concepts related to women in management and leadership.
2. Develop confidence in leadership skills including leading teams and public speaking.
3. Analyze leadership situations and make recommendations by applying course theories and concepts.
4. Understand the ethical issues related to women's leadership including resources needed to support women's advancement.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Assessment procedures will be determined in conjunction with the AACSB requirements in the Business School.

Assurance of learning refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate. Schools use assurance of learning to demonstrate accountability and assure external constituents, such as potential students, trustees, public officials, supporters, and accrediting organizations, that the school meets its goals. Assurance of learning also assists the school and faculty members to improve programs and courses. By measuring learning, the school can evaluate its students' success at achieving learning goals, use the measures to plan improvement efforts, and (depending on the type of measures) provide feedback and guidance for individual students. For assurance of learning purposes, AACSB accreditation is concerned with broad, program-level focused learning goals for each degree program, rather than detailed learning goals by course or topic, which must be the responsibility of individual faculty members.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Alice Wieland, PhD
- Email: wielanda2@southernct.edu      Phone: 203-392-8281

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program    PhD in Management with Research Interests related to how gender influences decisions in organizations, FTE load is 12 units/semester.

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Depends on electives selected.

What percentage of program credits will be taught by adjunct faculty?    Depends on electives selected.

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program:    N/A

*Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.*

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Alice Wieland, Associate Professor of Management	PhD	Management	Teaching: Organizational Behavior, Negotiations, Entrepreneurship – Program in Women in Leadership Director

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***NEW CERTIFICATE – BELOW THRESHOLD REPORT***

<b>Curriculum</b> <i>Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.</i>			
<b>Course Number and Name</b>	<b>L.O. #</b> (from Section 3)	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
<b>Program Required &amp; Elective Courses</b>			
MGT 315 – Gender, Leadership & MGT	1, 3 & 4	N/A	3
Electives – 15 credits from following list:			
MKT 297 – Women’s Leadership Seminar	2, 4	N/A	1
REC 120 – Leadership Development	2, 3	N/A	3
WGS/SOC 215 - Women & Gender in Society	4	SOC 100 & 1 more 3 credit SOC	3
MGT 200 Managerial Communication or COM 101 Public Speaking	2	MGT 200 for Business Majors; N/A for Com 101	3
MGT 305 Organizational Behavior	3	Junior or senior status.	3
MGT 415 Developing Team Managerial Skills	1, 2, 3	MGT 305	3
MGT 418 Negotiations	2	Junior or senior status.	3
MGT 440 Mindful Leadership	2, 4	Junior or senior status.	3
COM 312 Communications and Gender	2	Eng 112 or 120	3
WGS 404 Gender and the Law	4	Any 300 Level course	3
GEO 308 Race, Class & Gender	4	N/A	3
PSY 412 Psychology of Women	2,4	Psy 300 & Psy259 & 1 more Psy 3 credit class	3
WGS 310 Women, Gender, Philosophy & Science	4	Tier 1 Critical Thinking	3
WGS 415 Contemporary Feminist Theories	2,4	HIS 213, PSC 320 or SOC 215	3
<b>Open Electives</b> (Indicate number of credits of open electives)			6
<b>Total Program Credits:</b>			9
What are the admissions requirements for the program? General admissions requirements.			
Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If yes, describe:			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Describe the prospective students for the program:			
This certificate will be attractive to students who may begin their bachelor’s degree and want to supplement their degree as well as for those who would like to have a credential completed should they have to leave the institution before completing their bachelor’s (e.g. childcare, work).			



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***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 11/30/22
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> Continued approval granted in 2022	
<b>Program Characteristics</b>	
Name of Minor: Women's Leadership	
Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Program website: <a href="https://www.southernct.edu/business/business-success-center/womens-leadership-program">https://www.southernct.edu/business/business-success-center/womens-leadership-program</a>	
Anticipated Program Initiation Date: Fall 2023	
Anticipated Date of First Completion: Fall 2024	
Total # Credits in Program: 18	
<b>CIP Code Number:</b> 52.0213 <b>Title of CIP Code:</b> Organizational Leadership	
<b>Department where program is housed:</b> Interdisciplinary (Business Lead)	
<b>Location Offering the Program (e.g., main campus):</b> Main Campus	
Provide the intended catalog description for this program: The minor in Women's Leadership is an interdisciplinary program focusing on issues related to women obtaining and holding leadership positions. Students will be provided opportunities to develop their leadership potential with theoretical and experiential coursework including a menu of relevant social-psychology, sociology, gender, and management offerings.	
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program:	
Program Discontinued:	CIP: OHE#: BOR Accreditation Date:
Phase Out Period	Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation:	
<ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If minor prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul>	
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>	
<b>Institutional Contact for this Proposal:</b> Robert Prezant	<b>Title:</b> Provost <b>Tel.:</b> 203-392-5355 <b>e-mail:</b> prezantr1@southernct.edu
<b>NOTES:</b>	
<ul style="list-style-type: none"> <li>• This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.</li> <li>• This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.</li> </ul>	

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

<b>Alignment of Program with Institutional Mission, Role, and Scope</b>
How does the program align with the institutional mission? ( <i>Provide a concise statement</i> ) The Mission of SCSU specifically states, "Southern is committed to academic excellence, access, social justice, and service for the public good", similarly, one of the guiding Principles of the School of Business is Social Justice. This new minor promotes social justice by facilitating gender equality in the workplace by focusing on issues related to women obtaining and holding leadership positions. Additionally it is aligned with UN Sustainable Development Goals 4, 5, 8, and 10. <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a>

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)  
The Forbes article titled, “The Business Case for Women in Leadership”, dated 3/2/22, outlines the current gender inequality in leadership positions and the economic benefits for promoting gender equality in leadership. Unfortunately, the vast majority of leaders in the world, in this country, and in this state are male. This creates a power imbalance, and can implicitly disadvantage members of the groups not in power. This minor will make the implicit assumptions about gender and leadership, conscious, and prepare more of our students to feel confident and prepared to take on leadership roles. Due to the push for more gender parity and the newest wage transparency laws, the local economy will demand more women in leadership roles, and those women will be more successful in those roles if prepared for what to expect from this proposed program.
- How does the program make use of the strengths of the institution (*e.g., curriculum, faculty, resources*) and of its distinctive character and/or location?  
This program is being offered in the New Haven area which is a center for economic activity in CT. In addition, it takes advantage of the Program/Center for Women in Leadership at the SCSU Business School.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents’ Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
Since the minor is titled Women's Leadership, we anticipate that students enrolled will select female as their gender identity. However, we will keep track of the gender diversity data through enrollment, retention and completion to ensure it mirrors the diversity of SCSU as a whole.
  - Describe specific aspects of the program (*e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.*) intended to advance equitable student outcomes.  
The Minor has been designed to be as flexible as possible to support the interests of a diverse student population. There is only one required course and some of the other electives can fit within the LEP requirements, to facilitate students completing the program with as few barriers as possible.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?  
We will interview those who are unable to complete the minor to determine if there were any structural barriers that can be addressed to facilitate completion by all interested students.

**Cost Effectiveness and Availability of Adequate Resources**

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This program makes use of resources already offered at Southern. It is interdisciplinary in nature, and the only required course is one approved in the Management Department. Therefore, other than one new course offering, no other additional resources are needed and students enrolled in the program will benefit SCSU by increasing the utilization of the other courses offered as electives for the Minor.

**Special Resources**

Provide a brief description of resources that would be needed specifically for this program and how they will be used, *e.g., laboratory equipment, specialized library collections, etc.* - N/A

**Student Recruitment / Student Engagement**

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

*There is currently a Women's Leadership Program in the School of Business, which includes many outreach and engagement activities. The new minor will be promoted to these students as well as students throughout the University.*

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

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

*Activities and workshops will be offered with the Women's Leadership Program to facilitate engagement.*

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

*List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application.*

1. Understand and use leadership and social-psychology theories and concepts related to women in management and leadership.
2. Develop confidence in leadership skills including leading teams and public speaking.
3. Analyze leadership situations and make recommendations by applying course theories and concepts.
4. Understand the ethical issues related to women's leadership including resources needed to support women's advancement.

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

Assessment procedures will be determined in conjunction with the AACSB requirements in the Business School.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

- Name: Dr. Alice Wieland
- Email: wielanda2@southernct.edu      Phone: 203-392-8281

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 0

If any new full-time hires, what percentage of program credits will they teach? N/A

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

What percentage of program credits will be taught by adjunct faculty? Contingent upon electives selected by student based on varying course enrollments across the university.

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
MGT 315 – Gender, Leadership & MGT	1, 3 & 4	N/A	3
Electives – 15 credits from following list:			
MGT 200 Managerial Communication or COM 101 Public Speaking	2	MGT 200 for Business Majors; N/A for Com 101	3
MGT 301 Entrepreneurship	2	ACC 200, MGT 240, MGT 300 or MGT 305 or departmental permission.	3

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***NEW DEGREE MINOR – BELOW THRESHOLD REPORT***

MGT 305 Organizational Behavior	3	Junior or senior status.	3
MGT 415 Developing Team Managerial Skills	1, 2, 3	MGT 305	3
MGT 418 Negotiations	2	Junior or senior status.	3
MGT 440 Mindful Leadership	2, 4	Junior or senior status.	3
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			15
<b>Total Program Credits:</b>			18

<b>Policy #</b>	<b>Policy Name</b>	<b>Reso #</b>	<b>Date Approved</b>
<b>1.16</b>	<b>CSCU ESTABLISHMENT OF CENTERS AND INSTITUTES</b>	<b>BR 20-012</b> (RESCINDS 17-136)	2020-02-06

## **CSCU ESTABLISHMENT OF CENTERS AND INSTITUTES POLICY**

### **Policy Statement**

The purpose of this Policy is to define CSCU Centers/Institutes and present Guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation. CSCU Centers and Institutes are non-degree granting academic entities engaged in research, instruction, or clinical or other services. The BOR policy covers academic centers and requires initial approval of a center/institute and a review every seven years. These requirements ensure financial sustainability and that the mission is being achieved.

Other institutional entities such as a Student Center, Health Center, Women's Center, Career Center and Teaching Center provide pertinent services and/or support to students, staff and/or faculty, and typically do not require board approval.

### **Definitions -**

**Center:** a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding having either an instructional or research focus that tackles challenging and critical issues, in alignment with System and institutional missions.

**Institute:** a formally organized, scholarly unit with self-sustaining, substantial source(s) of funding with a focus upon clinical, community or public service – addressing a singular, compelling societal problem or need, in alignment with System and institutional missions.

### **Features –**

The Board of Regents (BOR) requires Centers/Institutes to advance achievement of one or more of the System's Five Goals, which are:

- GOAL 1. A SUCCESSFUL FIRST YEAR
- GOAL 2: STUDENT SUCCESS
- GOAL 3: AFFORDABILITY AND SUSTAINABILITY
- GOAL 4: INNOVATION AND ECONOMIC GROWTH
- GOAL 5: EQUITY

### **Additionally, BOR encourages Centers/Institutes:**

- to afford research, service and/or experiential learning opportunities to CSCU students
- to be inter-institutional and/or interdisciplinary collaborations
- to develop marketable products and services, and to facilitate their movement into the marketplace
- to implement formalized linkages between its academic community and the professional and/or service community of focus in its region or service area
- to publish journal articles, make conference presentations, host forums and otherwise publicize research results and studies of services rendered

## Policy Guidelines

### *Establishing a Center/Institute*

Faculty, administrators and professional staff member at CSCU institutions and the System Office may submit proposals to establish a CSCU Center or Institute. After approval through an institution's established internal process, proposals are to be submitted to the System's Academic Council – the chief academic officers of CSCU institutions convened by the System Provost and Senior Vice President of Academic and Student Affairs. Prior to submission, the proposal must be formally endorsed by the institution's or System Office's chief academic officer who will make the initial presentation to the Academic Council.

In determining a proposal's merits, the Academic Council shall review the following proposal components:

1. *Need* – (a) define the need (a gap between the actual state of affairs and the desired state) for the proposed center or institute, and (b) state the manner (action plan) in which the proposed entity would address the described need. **NOTE:** Both the need and the action plan must be substantiated by reputable research.
2. *Goals and Objectives* – state the goals (broad statements of desired results) and objectives (specific, measurable steps to achieve the stated goal) of the proposed center or institute. State the relationship of the goals and objectives to the institution's mission and how the proposed entity would add value to the institution. If the goals and objective include impacting upon and/or actively involving the institution's students and/or some other audience; state explicitly what that impact and/or involvement would be. **NOTE:** The goals and objectives will serve as the foundation for the proposed entity's evaluation plan.
3. *Administration, Faculty and Staff* – present the administrative structure of the proposed entity and its departmental affiliation(s); and the identification of faculty and staff to be initially involved in the operations of the proposed center or institute, and discuss their expertise, roles and responsibilities.
4. *Budget and Sustainability* – exhibit and explain an estimated, itemized budget for the first year of operation, including space and equipment, projections to cover expenditures in each additional year of the initial four-year provisional period, and the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution.
5. *Evaluation Plan* – delineate a formal plan to: (a) monitor the implementation of activities to achieve the stated goals and objectives, (b) ascertain the extent to which the goals and objectives are actually achieved, and (c) use the results for program improvement and decision-making; during the initial four-year provisional period.

The proposal components should be outlined initially in a concept paper (no more than five pages) and subsequently elaborated upon in a full proposal, if the Academic Council endorses the concept. The full proposal should include a strategic plan that specifically aligns the proposed entity's goals and objectives with the major elements of its action plans and expenditures. In considering the full proposal, the Academic Council may elect to invite the proposal's principal investigator(s) to address any questions and concerns it may have. Additionally, as an element of its collective, deliberative process regarding the viability of the proposed Center or Institute; members of the Academic Council may study relevant issues and consult administrators, faculty, staff and/or students/alumni of their respective CSCU institution.

**NOTE:** Templates for the Concept Paper and Full Proposal to Establish a CSCU Center/Institute shall be developed by the Office of the System Provost.

If the Academic Council votes to endorse the proposal, it shall be forwarded by the Office of the System Provost via a Staff Report to the BOR's Academic and Student Affairs Committee (ASA) for its consideration. The Staff Report shall contain an analysis regarding the proposal's merits and a recommendation concerning the Center's/Institute's initiation. The endorsing chief academic officer and principal investigator(s) shall present the proposal to the ASA and respond to any questions and concerns. If the ASA approves the establishment of the proposed Center/Institute, the proposal will be forwarded to the BOR for its consideration as a consent item. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period.

### ***Center/Institute Evaluation***

By September 1<sup>st</sup>, in the fourth year of a newly established Center/Institute, its director shall submit an Interim Progress Report to the System Provost, detailing its progress to date. The criteria for this self-study shall be the same as that of the proposal components, highlighting the Center's/Institute's accomplishments. If applicable, the accomplishments should detail the impact upon and/or involvement of the institution's students and/or some other intended audience. The Interim Progress Report shall also include a three-year accounting of revenue and expenditures. The Interim Progress Report shall be summarized through a Staff Report prepared by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The institution's chief academic officer and director will present the Interim Progress Report to the ASA and respond to any questions and concerns. If the ASA accepts the Interim Progress Report, its recommendation of provisional status of the Center/Institute will be removed and continuation will be authorized for a full seven-year period. Such recommendation will be forwarded to the BOR for its consideration as a consent item.

All Centers/Institutes shall go out of existence on December 31<sup>st</sup> seven years after authorization, unless action to the contrary is taken by the Board of Regents.

By September 1<sup>st</sup>, in the seventh year of a CSCU Center/Institute established under these guidelines, its director shall submit a Sunset Report for Continuation or Discontinuation to the institution's chief executive officer and chief academic officer, recommending continuation or discontinuation. In forwarding the Sunset Report to the System Office, the chief executive officer makes a recommendation regarding the continuation or discontinuation with comments and the chief academic officer verifies the contents of the report with comments. The format of the Sunset Report shall be similar to that of the Interim Progress Report. The Sunset Report shall be summarized through a Staff Report by staff of the System Provost and forwarded to the ASA for its consideration. The Staff Report shall contain a recommendation from the Office of the Provost regarding acceptance or rejection of the report. The chief academic officer and director will present the Sunset Report to the ASA and respond to any questions and concerns. The ASA may elect to direct the Office of the System Provost to conduct an additional assessment, including a formal site visit, of the Center/Institute or to arrange for such an assessment by a third party, external to the System; and to consider this assessment prior to making its decision. If the ASA accepts the Sunset Report, its recommendation that the Center/Institute be continued for another seven-year period or discontinued as of the following December 31<sup>st</sup> will be forwarded to the BOR for its consideration as a consent item.

After the initial seven year review, the review process for continued Centers shall be repeated every seven years.

**NOTES:** (1) Any reports to and reviews from an external funder should be appended to the applicable Interim Progress Report or Sunset Report. (2) Templates for the Interim Progress Report and the Sunset Report for Continuation or Discontinuation of a CSCU Center/Institute shall be developed by the Office of the System Provost.

### ***Continuation or Discontinuation of Center/Institute***

In its analysis of a CSCU Center's/Institute's Interim Progress Report and Sunset Report, the Office of the System Provost shall contrast the report with the proposal for establishment, or previous Sunset Report, if applicable, and:

- assess whether or not the Center/Institute meets a compelling need and appropriately addresses that need with appropriate and effectual activities
- assess the Center's/Institute's success in meeting its goals and objectives
- make a determination as to the adequacy of personnel and their commitment and contribution to the Center's/Institute's progression
- make a determination as to the adequacy of fiscal resources and their efficacy of their use
- make a determination as to the thoroughness, effectiveness and credibility of the Center's/Institute's evaluation plan

It is recommended that informal monitoring visits and interviews with Center/Institute staff members and oversight administrators be conducted over the course of the year preceding the due dates for Interim Progress Reports and Sunset Reports.

The recommendation to continue or discontinue an established Center/Institute is essentially an internal decision. While some other administrator might be assigned oversight of a CSCU Center/Institute, the chief executive officer and the chief academic officer of the initiating entity are ultimately responsible for Center's/Institute's operations. CSCU institutions, the lead institution for inter-institutional collaborations and the System Office are encouraged to construct their own annual reporting requirements and formats for Centers/Institutes, as well as other on-going monitoring procedures and mechanisms to remedy deficiencies and implement improvements. It will be important to the System Office's analysis of Interim Progress and Sunset reports, and subsequently to decision-making by the ASA that the comments of the chief executive and chief academic officers site these supervisory instruments in presenting the rationale for their recommendations.

**NOTE:** The initiating entity's chief academic officer will be required to verify all reports submitted by a Center/Institute to the System Office.

Revised:

ASA – 01-24-2020

BOR - 02/06/2020



# **THE ESTABLISHMENT OF CENTERS AND INSTITUTES**

## **Policy Statement – DRAFT**

Upon approval, will rescind BOR policy 1.16.

### ***Introduction***

The purpose of this policy is to define CSCU Centers and Institutes and present guidelines that provide common requirements for their establishment, evaluation, and continuation or discontinuation. CSCU Centers and Institutes are non-degree granting academic entities with self-sustaining, substantial source(s) of funding that are engaged in research, instruction, or clinical or other services.

This policy covers academic centers and institutions and requires that the Board of Regents (BOR) approve the initiation of centers and institutes. Each center or institute will be reviewed every seven years by the BOR. These requirements ensure financial sustainability and that the mission of the center or institute is being achieved.

Other institutional entities such as a Student Center, Health Center, Women's Center, Career Center and Teaching Center provide pertinent services and/or support to students, staff and/or faculty, and typically do not require board approval.

Centers and Institutes can be remarkably similar and distinctions between them are often lost over their useful lifetime. However, Centers have an instructional or research focus, while Institutes focus on clinical, community or public service. Often there is significant overlap between these foci. Proposals should identify a primary purpose to initially determine whether "Center" or "Institute" is more appropriate.

Centers and Institutes can be formed or established as a consequence of external funding (e.g., federal grant, industry partnership), in response to institutional needs (academic resource for students or faculty) or state-wide initiatives (training or diagnostic resource), or as a result of interactions among interested groups of faculty members with shared interests, expertise, or focused mission to address particular problems, research questions, or scholarly activities. Centers and Institutes can range in scope, areas of focus, organizational structure, funding models, and review procedures. Centers and Institutes may be established for a specific purpose, may have a finite lifetime, may expand into broader structures over time, or narrow to a more disciplinary focus.

### ***Definitions & Features***

Centers and Institutes:

- are formally approved academic units located within or alongside the traditional academic hierarchy of department/school/college.
- provide a vehicle for cross-disciplinary or cross-unit collaboration and partnership to maximize the capacity of CSCU Institutions to address complex problems, conduct research, educate students, and serve the needs of the institution, CSCU system, state of

CT, or beyond.

- are organized around a scholarly, creative, research, educational, clinical, and/or public service activity that combines the interests and expertise of individuals, departments, schools, and/or administrative units across the institution, and may also draw on the expertise of others external to the campus or Institution.
- strengthen and enrich the efforts of CSCU institutions to fulfill their mission and the mission of the CSCU system.
- may be freestanding or within a department or school/college.
- may be *institutional*, involving departments, schools, and other units within CSCU or *inter-institutional*, supporting and promoting collaboration across institutions of higher education within the CSCU system or beyond. Inter-institutional Centers/Institutes should designate one institution as the administrative institution to be responsible for general and fiscal oversight.
- may offer services to constituents beyond the campus community, e.g., individuals as well as private and public entities. While Centers/Institutes by their nature and location serve the campus community, their focus is not exclusively internal.

Centers and Institutes do not confer degrees or offer for-credit academic degree instruction, except in the role of supporting units with such authority. Activities will vary depending on the function of a Center or Institute and may include:

- providing opportunities for professional development of faculty and staff through teaching, research, scholarly and creative activities, and public service.
- affording research, service, and/or experiential learning opportunities to CSCU students, faculty, and staff.
- fostering and facilitating interdisciplinary efforts among disciplines, departments and across colleges.
- publishing journal articles, making conference presentations, hosting forums and otherwise publicizing research results and studies of services rendered.
- providing a clearinghouse or repository for information of interest to professionals and conducting workshops and conferences for continuing education.
- enhancing the curriculum by facilitating and supplementing the academic experience of students.
- developing marketable products and services and facilitating their movement into the marketplace.
- implementing formalized linkages between the academic community and the professional and/or service community of focus in the region or service area.
- other functions as stated in the organizational document and approved following the process described below.

### ***Establishing a Center/Institute***

The CSCU Office of the Provost is authorized to develop the procedure for submitting a proposal for a CSCU Center or Institute to the Academic and Student Affairs Committee (ASA) of the Board of Regents (BOR). The ASA will take action and, if it approves, will propose the

Center/Institute to the BOR for action. Upon BOR consent, the proposed Center/ Institute shall be authorized to be established for a four-year provisional period, at which time its director shall submit an Interim Progress Report to the ASA detailing progress to date. In the seventh year of a CSCU Center or Institute established under these guidelines, its director shall submit a Report for Continuation or Discontinuation to the ASA. The ASA will take action and, if it approves, will propose the Center/Institute to the BOR for action. If the Center/Institute is approved for continuation, it shall continue for another seven-year period. A Report for Continuation or Discontinuation will then be submitted every seven years for the life of the Center/Institute. Forms for the fourth-year report as well as for the Report for Continuation or Discontinuation will be developed by the CSCU Office of the Provost.

In determining a proposal's merits, the BOR shall consider the following components:

- *Demonstrated need for the establishment of the Center/Institute and a comprehensive plan to address this need, including*
  - *scope of activities of the Center/Institute*
  - *local, regional, and/or national significance of the anticipated contributions of the Center/Institute*
  - *relationship (if any) of the proposed Center/Institute to existing Centers/Institutes within CSCU and assurance that the mission and work of the proposed Center/Institute does not duplicate or subsume that of existing CSCU programs*
- *Clearly articulated mission statement and strategic goals/objectives of the proposed Center/Institute that support mission and strategic goals of the institution, CSCU system, and BOR. Specific description as to how the proposed entity would add value to the institution and the system.*
- *The administrative structure of the proposed entity and its departmental affiliation(s) -- administration, faculty and staff and their expertise, roles, and responsibilities.*
- *Budget for the first year of operation and projections to cover expenditures in each additional year of the initial four-year provisional period, including the identification of funding sources, a majority of which must be either self-sustaining and/or external to the institution.*
- *Comprehensive evaluation plan.*

The BOR will apply the same criteria to the periodic reviews of Centers and Institutes with specific focus on how well the entity has carried out its evaluation plan and met the goals identified in the initial proposal and subsequent updates to the mission and goals of each Center/Institute. The BOR will also focus on the future need and effectiveness of the Center/Institute.

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***APPLICATION FOR NEW PROGRAM APPROVAL***

**SECTION 1: GENERAL INFORMATION**

Date of Submission to CSCU Office of the Provost: <input style="width: 100px;" type="text"/>
<b>Institution:</b> <input style="width: 100px;" type="text"/>
Most Recent NECHE Institutional Accreditation Action and Date: <input style="width: 100px;" type="text"/>
<b>Program Characteristics</b>
Name of Program: <input style="width: 100px;" type="text"/>
Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <input style="width: 100px;" type="text"/>
Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses <input style="width: 50px;" type="text"/>
Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both
Anticipated Program Initiation Date: <input style="width: 100px;" type="text"/>
Anticipated Date of First Graduation: <input style="width: 100px;" type="text"/>
Total # Credits in Program: <input style="width: 50px;" type="text"/>
# Credits in General Education: <input style="width: 50px;" type="text"/>
IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): <input style="width: 50px;" type="text"/>
CIP Code Number: <input style="width: 50px;" type="text"/> Title of CIP Code: <input style="width: 100px;" type="text"/>
Department where program is housed: <input style="width: 100px;" type="text"/>
Location Offering the Program ( <i>e.g., main campus</i> ): <input style="width: 100px;" type="text"/>
Provide estimated cost of program (tuition and fees): \$ <input style="width: 50px;" type="text"/> OR url for link to tuition/fee information: <input style="width: 100px;" type="text"/>
Request for SAA Approval for Veterans Benefits? <input type="checkbox"/> Yes <input type="checkbox"/> No
Program website: <input style="width: 100px;" type="text"/>
Provide the intended catalog description for this program: <input style="width: 100px;" type="text"/>
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: <input style="width: 50px;" type="text"/> CIP: <input style="width: 50px;" type="text"/> OHE#: <input style="width: 50px;" type="text"/> BOR Accreditation Date: <input style="width: 50px;" type="text"/> Phase Out Period <input style="width: 50px;" type="text"/> Date of Program Termination <input style="width: 100px;" type="text"/> Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No
Other Program Accreditation: <ul style="list-style-type: none"><li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: <input style="width: 100px;" type="text"/></li><li>• If program prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none"><li>○ identify credential: <input style="width: 100px;" type="text"/></li><li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ul></li></ul> <p style="margin-top: 5px;"><i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i></p>
<b>Institutional Contact for this Proposal</b>
Name: <input style="width: 100px;" type="text"/>
Title: <input style="width: 100px;" type="text"/>
Phone: <input style="width: 100px;" type="text"/>
Email: <input style="width: 100px;" type="text"/>
<b>NOTES:</b>

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to [CSCU-ACandASASub@ct.edu](mailto:CSCU-ACandASASub@ct.edu) by the posted deadlines (<https://www.ct.edu/academics/approval>)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

**SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS**

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

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**SECTION 3: NEED AND JUSTIFICATION**

**Addressing Identified Needs**

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

Click or tap here to enter text.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
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**APPLICATION FOR NEW PROGRAM APPROVAL**

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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.

**Career/Program Pathways**

Does this program prepare students for another program? ☐ Yes, specify program:  ☐ No

**Impact on related programming at the home institution**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs?
- Are there plans to discontinue any of the existing similar programs?
- What is the value added of the proposed program in relation to the existing programs?
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (specific details should be provided in the Budget section):

**Impact on related programming across CSCU**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:
- **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs?
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:

**SECTION 4: STUDENT ENROLLMENT & RETENTION**

**Enrollment Projections**

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

**Prospective Students**

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Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*:

**Student Recruitment / Student Engagement**

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:
- What student engagement strategies will be employed to advance student retention and completion in program?

**Admission Requirements**

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

☐ Yes ☐ No

If yes, describe the selection process, including all criteria:

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☐ No

If yes, describe:

**Experiential Learning Requirements**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☐ No

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:

**SECTION 5: CURRICULUM & ASSESSMENT**

**Learning Outcomes - L.O.**

List the student learning outcomes for the program – add lines as necessary. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes with attention to such requirements. With as much detail as possible, map these learning outcomes to courses listed under the "Curriculum" section below.

- 
- 
- 
- 
- 

**Assessment of Learning Outcomes**

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:

**Curriculum**

Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Core: Required &amp; Elective Courses</b>			

## APPLICATION FOR NEW PROGRAM APPROVAL

<b>General Education Courses</b>			
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			
<b>Total Program Credits</b> (must match number of credits reported on page 1):			
<b>CSCU Transfer Pathways</b>			
CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.			
<i>CSCU/COSC Bachelor's Degree Programs:</i> Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs <a href="#">forms website</a> . Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.			
<ul style="list-style-type: none"><li>Identify the CT State Community College program that best articulates to the proposed program:<ul style="list-style-type: none"><li><input type="checkbox"/> Liberal Arts &amp; Science: <input type="checkbox"/> A.A. only <input type="checkbox"/> A.S. only <input type="checkbox"/> A.A. or A.S.</li><li><input type="checkbox"/> Transfer Ticket, specify:</li><li><input type="checkbox"/> Other pre-program or transfer track, specify:</li></ul></li><li>With respect to this CT State degree program, which of the following is true?<ul style="list-style-type: none"><li><input type="checkbox"/> This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program</li><li><input type="checkbox"/> Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)</li><li><input type="checkbox"/> Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree</li></ul></li></ul>			



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***APPLICATION FOR NEW PROGRAM APPROVAL***

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☐ No, please explain:

Credit Summary	
CSU/COSC Proposed Program total credits:	credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	credits
CSU/COSC program credits remaining after transfer	credits
Excess credit hours for CT State transfer students who have completed an associate degree	credits

*CT State Community College Associate Degrees:* As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system ([https://www.ct.edu/files/policies/1.13%20Policy Statement on Associate Degrees.pdf](https://www.ct.edu/files/policies/1.13%20Policy%20Statement%20on%20Associate%20Degrees.pdf)). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (<https://www.ct.edu/tap>). CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

**Internal Stackable Pathways**

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

[Click or tap here to enter text.](#)

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***APPLICATION FOR NEW PROGRAM APPROVAL***

**Other Stackable Pathways**

Use this section to describe any other pathways to/from the proposed program not captured above:

[Click or tap here to enter text.](#)

**Program Evaluation**

Describe how the quality and success of the program will be monitored during the first five years:

[Click or tap here to enter text.](#)

**Assuring Equitable Outcomes**

Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

**SECTION 6: COST EFFECTIVENESS AND RESOURCES**

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

**Cost Effectiveness and Availability of Adequate Resources**

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

[Click or tap here to enter text.](#)

**Special Resources**

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

[Click or tap here to enter text.](#)

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring):

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

**Program Faculty**

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

If any new full-time hires, what percentage of program credits will they teach?

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How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*)

What percentage of program credits will be taught by adjunct faculty?

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

*Complete the table below to include current full-time faculty who will be teaching in this program and their qualifications. If you anticipate hiring new faculty for this program, you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program. Add rows as needed.*

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities

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***APPLICATION FOR NEW PROGRAM APPROVAL—SUPPLEMENT A***  
***SIMILAR PROGRAMS AT OTHER CSCU INSTITUTIONS***

**SUPPLEMENT: IMPACT ON RELATED PROGRAMMING ACROSS CSCU**

**Section 1: To be completed by the institution submitting the new program application**

Institution submitting new proposal:

Name and credential of proposed program:

CIP Code & Title of proposed program:

**Section 2: To be completed by institutions with similar programs**

Institution responding to proposal:

Indicate what similar programs (e.g., programs with the same first 2-digit CIP code) currently exist at your institution; include credential level, title, and CIP code for each program listed. Add rows as needed

Program Type	Program Title	CIP Code
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Provide enrollment and completion data for the past 5 years for each of these programs (may be attached as a separate document):

Discuss the potential impact of the proposed program on the enrollment and completion of the existing programs identified above:

**Signature of Chief Academic Officer**

**Date**

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
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*APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B*  
**PRO FORMA BUDGET**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)																		
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year <sup>1</sup>																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>																		
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue																		
PROJECTED Program Expenditures <sup>3</sup>	First Year	Second Year	Third Year	<div><b>NOTE:</b> Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.”</div> <div><sup>1</sup> 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall &amp; Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.</div> <div><sup>2</sup> Revenues from all courses students will be taking.</div> <div><sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded.</div> <div><sup>4</sup> If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.</div> <div><sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</div> <div><sup>6</sup> Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.</div>														
Administration (Chair or Coordinator) <sup>4</sup>																		
Faculty (Full-time, total for program) <sup>4</sup>																		
Faculty (Part-time, total for program) <sup>4</sup>																		
Support Staff ( lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup>																		
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year																		