BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, April 8, 2022 at 9:30 a.m.
Conducted via Remote Participation
Meeting will live stream at: http://youtu.be/saGiKm9wvwI

1. Approval of Minutes
   a. March 11, 2022 – *Page 1*

2. Consent Items
   a. Discontinuations
      i. General Studies – BS - Paralegal Studies - Concentration Only – Charter Oak State College - *Page 6*
      ii. General Studies – BS – Liberal Studies – Concentration Only – Charter Oak State College - *Page 11*
      iii. General Studies – BS – Economics – Concentration Only – Charter Oak State College – *Page 16*
      iv. General Studies – BS – Applied Behavioral Science – Concentration Only – Charter Oak State College – *Page 21*

3. Action Items
   a. Modifications
      i. Educational Leadership – Intermediate Administrator – Sixth Year Certificate – Southern CT State University [Modification of Instructional Modality] – *Page 26*
      ii. Educational Leadership – Doctor of Education (EDD) - Southern CT State University [Modification of Instructional Modality] – *Page 30*
      iii. School Psychology – MS – Southern CT State University [Modification of Instructional Modality] – *Page 34*
      iv. School Psychology – Sixth Year Certificate – Southern CT State University [Modificationof Instructional Modality] – *Page 38*

   b. Suspensions
      i. General Studies – BS – Anthropology - Concentration Only – Charter Oak State College – *Page 42*
      ii. General Studies – BS – Applied Arts - Concentration Only – Charter Oak State College – *Page 46*
      iii. General Studies – BS – Art History - Concentration Only – Charter Oak State College – *Page 50*
      iv. General Studies – BS – Music History - Concentration Only – Charter Oak State College - *Page 54*
      v. General Studies – BS – Music Theory – Concentration Only – Charter Oak State College - *Page 58*

   c. New Programs
      i. Legal Studies – BS – Charter Oak State College – *Page 62*
      ii. Master of Public Administration – MPA – Southern CT State University – *Page 79*

d. CT State Community College Policy Recommendations
   i. 5.2.1 Policy on Student Rights, Section 3 Review of Academic Standing – *Page 92*
   ii. Community College Honors - Semester and Graduation – *Page 100*
   iii. Fresh Start Policy – *Page 104*

e. CT State Community College Aligned Curriculum – *Page 108*

f. Board of Regents Faculty Awards – *Page 216*

g. CSCU Shared Governance Award – *Page 225*

4. Informational Items
   a. Below Threshold
      i. Bilingual Extension Program – Graduate Certificate – Southern CT State University [New Academic Offering] – *Page 227*
      ii. Digital Humanities – Minor – Southern CT State University [New Academic Offering] – *Page 230*
      iii. Exercise & Sport Science- Sport Science, B.S.−Accelerated M.S. Exercise Science- Clinical Exercise Physiology Pathway – Concentration - Southern CT State University [New Academic Offering] – *Page 233*
      iv. Exercise & Sport Science- Sport Science, B.S.−Accelerated M.S. Exercise Science- Human Performance Pathway – Concentration - Southern CT State University [New Academic Offering] – *Page 235*
      v. Exercise & Sport Science- Sport Science, B.S.−Accelerated M.S. Physical Activity & Chronic Disease Pathway - Concentration - Southern CT State University [New Academic Offering] - *Page 237*
      vi. African Studies – Minor - Southern CT State University [Name Change to Africana Studies] - *Page 239*
      vii. Accounting Analytics – Official Certificate Program – Central CT State University [New Academic Offering] – *Page 243*
      viii. B.S. Marketing to Master of Business Administration accelerated pathway – Concentration - Central CT State University [New Academic Offering] – *Page 248*
      ix. B.S. Management to Master of Business Administration accelerated pathway – Concentration - Central CT State University [New Academic Offering] – *Page 250*
      x. B.S. Finance to MS in Accounting accelerated pathway – Concentration - Central CT State University [New Academic Offering] – *Page 252*
      xi. Computer Science Transfer Pathway – Computer Science Transfer Ticket – *Page 254*
      xii. Biology Transfer Pathway – Biology Studies Transfer Ticket – *Page 290*

   b. CT State Community College Areas of Study Policy Update

   c. Emeriti
      i. Southern CT State University – *Page 353*
      ii. Tunxis Community College – *Page 354*
      iii. Western CT State University – *Page 356*

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 at least 24 hours before the meeting.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

ACADEMIC & STUDENT AFFAIRS COMMITTEE

Meeting – March 11, 2022 at 9:30 a.m.
Conducted via Remote Participation

MINUTES

Regents Present:	Ira Bloom, Aviva Budd, Holly Howery, Richard Porth, JoAnn Ryan and Colena Sesanker (ex officio)
Regents Absent:	Brandon Iovene (ex officio), Julia Noriega (ex officio)
Staff Present:	Gayle Barrett, Pam Heleen, Kenneth Klucznik, Fran Rosselli-Navarra, Patricia Ryiz, Noreen Wilson
Other Attendees:	Missy Alexander (WCSU), Amy Feest (CSCC), Trudy Milburn (SCSU), Bob Prezant (SCSU), Timothy Shizume (QVCC), Timothy St. James (ACC), Michael Stefanowicz (CSCC) and Sheldon Watson (SCSU).

The meeting was called to order at 9:30 a.m. by Chair Ira Bloom.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and the responses were as follows:

- Chair Ira Bloom – Present
- Regent Aviva Budd – Present
- Regent Holly Howery – Present
- Regent Richard Porth - Present
- Regent Colena Sesanker (ex officio) – Present
- Regent Julia Noriega (ex officio) – Not Present
- Regent Brandon Iovene (ex officio) – Not Present

A quorum was declared.

1. Approval of Minutes
   a. February 4, 2022
   On a motion by A. Budd and seconded by H. Howery, a vote was taken and the minutes from the February 4, 2022, BOR ASA Committee meeting were approved unanimously.

2. Consent Items
   a. Discontinuations
      i. Aviation Science, Flight – AS – Naugatuck Valley CC

On a motion by A. Budd and seconded by R. Porth, a vote was taken, and the discontinuation of the Naugatuck Valley Community College, Aviation Science, Flight, AS, was approved.

      ii. Aviation Science, Management Option – AS – Naugatuck Valley CC

On a motion by H. Howery and seconded by A. Budd, a vote was taken, and the discontinuation of the Naugatuck Valley Community College, Aviation Science, Management Option, as was approved.

3. Action Items
   a. Modifications
      i. Medical Laboratory Technician – AS – Quinebaug Valley CC [Modification of Instructional Delivery]

Dr. Kenneth Klucznik introduced the modification and Dr. Timothy Shizume, Program Coordinator and Assistant Professor, presented.

Dr. Shizume spoke to the importance of the addition of a hybrid and an online instructional modality to assist our students in completing their degree and to reach potential students in farther areas of the State that have a 70-80 minute commute to the college. Dr. Shizume stated that QVCC is planning to beta test the program with Northwestern CT Community College and Charlotte Hungerford Hospital for the on-ground clinical portion of the course work to help assist students with completing their clinical portion of the course work. H. Howery thanked Dr. Shizume for being innovative in finding other ways to bring this program to students in other parts of the State.

Chair Bloom called for a motion to approve the Quinebaug Valley Community College Medical Laboratory Technician, AS, program modification in instructional modality, specifically, the addition of hybrid and online modalities to the current on ground modality. The motion was moved by Regent Budd and seconded by Regent Porth.

Chair Bloom called for a vote to approve the modification of the Quinebaug Valley Community College, Medical Laboratory Technician, AS. A vote was taken, and it was unanimous.

      ii. Social Work – Master of Social Work (MSW) – Southern CT State University [Modification of Instructional Modality]

Chair Bloom called for a motion to approve the modification in instructional modality, specifically, the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Science in Social Work at Southern Connecticut State University. The motion was moved by Regent Budd and seconded by Regent Porth.

Dr. Klucznik suggested that the discussion be tabled as SCSU was having difficulty connecting. Regent Bloom tabled the discussion until later in the meeting.

Chair Bloom called for a motion to put this agenda item back on the table. The motion was moved by Regent Porth and seconded by Regent Budd.

Dr. Klucznik introduced this agenda item. Dr. Robert Prezant shared that the need to change modalities from solely on ground to both hybrid and fully online would help to accommodate the students who are often working professionals. The 1,100 hours of field practice, that will be on the ground, will still be required even though the instructional portion will be online, hybrid and on ground.

1) *Regent Bloom asked if there are other Master of Social Work programs in the State that are offered in the same way?* Dr. Prezant believes we will have the biggest range of offering in terms of modalities, but he will need to check with Dr. Bulmer. Dr. Klucznik stated that there is no such program with modalities in the system institutions.

Chair Bloom called for a vote. The vote was taken to approve the modification of a program in Social Work, MSW, at Southern CT State University, and it was unanimous.

b. CT State Community College – Refund and Course Withdrawal Policy – Amendment
Chair Bloom called for a motion to approve the Refund and Course Withdrawal policy amendment to ensure that abbreviated terms do not have a longer period to add courses in comparison to full-term courses. The motion was moved by Regent Budd and seconded by Regent Porth.

Dr. Gayle Barrett, Associate Vice President of Enrollment and Retention Services, discussed the amendment and stated that courses can only be added up to seven calendar days of a full, 15-week term. This recommendation would be accomplished by amending the policy to state that courses can be added up to the first 10% of the abbreviated term length, but not to exceed seven calendar days.

1) Regent Bloom asked how long is the shortest-term length we have? Dr. Barrett stated that the shortest-term length we have is five (5) weeks equivalent to a 35-day term. Winter intersession terms can be shorter. A summer session can be five weeks.

Regent Bloom called for a vote to approve the CT State Community College Refund and Course Withdrawal policy amendment. A vote was taken, and it was unanimous.

c. CT State Community College – Aligned Curriculum
Chair Bloom called for a motion to approve the licensure and accreditation of 39 degrees and certificates for Connecticut State Community College, developed from degrees and certificates previously approved by the Board for one or more of the 12 individually accredited colleges. The motion was moved by Regent Budd and seconded by Regent Howery.

Dr. Klucznik congratulated the team for the hard work that has been put into this process. Regent Budd agreed with Dr. Klucznik' s statement.

Francine Rosselli-Navarra stated that she added a two-page document to the staff report which reflects the timeline they are working on for this project from now until June. There are 39 degrees and certificates in this release. What do we have left on the table Regent Budd asked? Dr. Francine Rosselli-Navarra responded that we started with over 1000 degrees and certificates. There will be about 250 degrees when we are finished. We have completed over half of these. Degrees need to go out for an endorsement period of a month so we will not see them until June.

Regent Howery stated that is an amazing amount of work, staying on top of it, and the finish line is in sight.

Chair Bloom called for a vote to approve the licensure and accreditation of the 39 degrees and certificates for Connecticut State Community College. A vote was taken, and it was unanimous.

d. Honorary Degrees
Chair Bloom called for a motion to approve the 2022 Nominations for the Honorary Degrees. The motion was moved by Regent Budd and seconded by Regent Porth.

Chair Bloom congratulated the recipients of the Honorary Degrees.

1) Regent Budd asked if the recipients will be appearing in person. Pamela Heleen stated that during COVID times recipients were recorded receiving their honorary degrees and being hooded for the honor and shared during virtual commencement.

Regent Bloom called for a vote to approve the Nominations for the Honorary Degrees. A vote was taken, and it was unanimous.

e. Promotions and Tenures – CSCU – Spring
   i. Western Connecticut State University
Chair Bloom called for a motion to approve the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities.
The motion was moved by Regent Budd and seconded by Regent Howery.

Chair Bloom called for a vote to approve the 2022 promotions and tenures recommended by the presidents of the Connecticut State Universities. A vote was taken, and it was unanimous.

4. Informational Items
   a. Emeriti
      i. Southern CT State University
      ii. Tunxis Community College

Chair Bloom congratulated and thanked the faculty members for having served for this long of a time period.

b. Sabbaticals
   i. Central CT State University – Revised
   Chair Bloom acknowledged that Central CT State University edited their sabbatical document to reflect the correct amount of leave time. The correction has been accepted.

c. Below Threshold
   i. Foundations in Digital Analytics – Certificate – Capital CC and Northwestern CT CC [New Academic Offering]
   ii. Entrepreneurship Minor – Undergraduate Minor Program - Southern CT State University [New Academic Offering]
   iii. BA in Mathematics: Accelerated M.A.T. Math 7-12 Pathway – Concentration – Southern CT State University

Chair Bloom called for a motion to adjourn the meeting. The motion was moved by Regent Budd and seconded by Regent Howery.

Chair Bloom called for a vote to adjourn the meeting. A vote was taken, and it was unanimous. The meeting was adjourned at 9:53 am.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Discontinuation

April 21, 2022

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

A True Copy:

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

ITEM

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

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

BACKGROUND

The Paralegal Studies concentration at Charter Oak State College has experienced difficulty enrolling students as a bachelor's degree is not required to become a paralegal. Students can select the paralegal certificate if their true intention is that path. The goal is to discontinue this program concurrently with the creation of a Legal Studies Bachelor's degree that will prepare students for the LSAT and law school admission

Phase out:

The concentration will be eliminated from the 2022-23 catalog and from the admission application. New students who wish to pursue a bachelor's degree will select the new Legal Studies program. There are eight students currently enrolled in the concentration. Students will be given until the end of the spring 2024 semester to complete the concentration or move into the Legal Studies degree. All courses in the concentration will continue to be taught and will apply to the Legal Studies degree.

There are no costs with this discontinuation.

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Discontinued Program: General Studies – Paralegal Studies Concentration CIP: 240102 OHE#: BOR Accreditation Date: Fall 2016

Phase Out /Teach Out Period Spring 2024 Expected Date of Program Termination Spring 2024

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Paralegal Studies (only eliminating the concentration)

Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies**

Degree Certificate: *(specify type and level)*

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground **x** Online Combined

Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are currently 8 students enrolled in the program.

The Paralegal Studies concentration has difficulty enrolling students as a bachelor's degree is not required to become a paralegal. Students can best select the path of the paralegal certificate if their true intention is that path. The goal is to discontinue this program concurrently with the creation of a Legal Studies Bachelor's degree that will prepare students for the LSAT and law school admission.

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.)

There are currently 8 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application. New students that wish to have a bachelor's degree will select the Legal Studies new program. We will give the student until the end of the spring 2024 semester to complete the program or move the student into the Legal Studies degree. All courses in this concentration will still apply to the Legal Studies degree and will be taught.

SECTION 3: RESOURCES

Close Out

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

There will be no cost to discontinue the program beyond the cost of staff time to remove the concentration from the website and application.

No resources needed. All courses in this concentration will still apply to the Legal Studies degree and will be taught.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there 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?

The discontinuance of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Discontinuation

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Discontinued Program: General Studies – Liberal Studies Concentration CIP: 240102 OHE#: BOR Accreditation Date: Fall 2016

Phase Out /Teach Out Period Spring 2022 Expected Date of Program Termination Spring 2024

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Liberal Studies (only eliminating the concentration)

Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies**

Degree Certificate: *(specify type and level)*

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground **x** Online Combined

Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are currently 15 students enrolled in the program.

The Liberal Studies concentration is duplicative to our current Individualized Studies Concentration. Liberal Studies is significantly smaller than it used to be now that Judaic Studies is its own concentration. Students who now choose Judaic Studies used to go into Liberal Studies. In both Individualized Studies and Liberal Studies, students need to work with an advisor to customize a program of study. Whether the program results in a BA or BS will depend on the balance of "liberal arts" credits in the customized 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.)

There are currently 15 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application. We will give the student until the end of the spring 2024 semester to complete the program or move the student into the individualized studies concentration.

SECTION 3: RESOURCES

Close Out

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

There will be no cost to discontinue the program beyond the cost of staff time to remove the concentration from the website and application.

Eliminating this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there 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?

The discontinuance of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Discontinuation

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Discontinued Program: General Studies – Economics Concentration CIP: 240102 OHE#: BOR Accreditation Date: Fall 2016

Phase Out /Teach Out Period Spring 2022 Expected Date of Program Termination Spring 2022

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Economics (only eliminating the concentration)

Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies**

Degree Certificate: *(specify type and level)*

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground **x** Online Combined

Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are currently 0 students enrolled in the program.

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

Phase Out/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.)

There are currently 0 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application.

SECTION 3: RESOURCES

Close Out

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

There will be no cost to discontinue the program beyond the cost of staff time to remove the concentration from the website and application.

Eliminating this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there 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?

The discontinuance of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Discontinuation

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Discontinued Program: General Studies – Applied Behavioral Science Concentration CIP: 240102 OHE#: BOR Accreditation Date: Fall 2016

Phase Out /Teach Out Period Spring 2022 Expected Date of Program Termination Spring 2024

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Applied Behavioral Science (only eliminating the concentration)

Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies**

Degree Certificate: *(specify type and level)*

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground **x** Online Combined

Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

There are currently 12 students enrolled in the program.

The Applied Behavioral Science concentration is duplicative to our current majors. ABS Psychology (9 students) can now be completed in our Psychology major. ABS Sociology (3 students) can now be completed by our Sociology Major. This program should be phased out now that the separate majors are established.

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.)

There are currently 12 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application. We will give the student until the end of the spring 2024 semester to complete the program or move the student into the individualized studies concentration or respective established major of Psychology or Sociology.

SECTION 3: RESOURCES

Close Out

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

There will be no cost to discontinue the program beyond the cost of staff time to remove the concentration from the website and application.

Eliminating this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there 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?

The discontinuance of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

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

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

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

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

MODIFICATION OF INSTRUCTIONAL DELIVERY

Institution: Southern Connecticut State University | Date of Submission to CSCU Office of the Provost: 2.23.22

Name of Program: **Educational Leadership, Sixth Year Certificate – Intermediate Administrator**
Type of Credential *(e.g. Associate Degree, Grad Certificate)* **Grad Certificate**
CIP Code Number 130401 Title of CIP Code Educational Leadership and Administration - General OHE# 000603

ORIGINAL: Modality of Program - X On ground Online Combined
If "Combined", % of fully online courses?

MODIFIED: Modality of Program - On ground Online X Combined
If "Combined", % of fully online courses? **60%**

Two courses (EDL 602: School Law; EDL 657: School Finance), which are offered only during the Summer terms, will be fully online.

The two-semester-long Administrative Internship (EDL 687 and EDL 688) will continue to meet entirely on ground.

The remaining seven courses (EDL 680: Leadership Perspectives; EDL 681: Leadership Development; EDL 684: Learning Theory into Practice; EDL 685: Curriculum Development; EDL 683: Supervision and Staff Development; EDL 682: Organizational Development; and EDL 689: Seminar in Educational Leadership) will meet on ground eight times per fifteen-week term, and online for the remaining seven sessions (.533 on ground; .467 online). As most program courses are paired, paired courses will adhere to the same schedule (as to which sessions are held on ground, and which online).

Explanation / Justification: *(Provide a concise rationale for the change request.)*

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

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

Fiscal Impact:

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

Institutional Contact for this Request:		
Stephen Hegedus	Dean	Tel.: 203-392-5900 e-mail: hegeduss1@southernct.edu

Institution's Unit College of Education – On Campus; and in the following off-site locations:
Branford Public Schools, Cheshire Public Schools, Hamden Public Schools, Waterford Public Schools

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION

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

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2.23.22	
Name of Program: **Educational Leadership, EDD Program** Type of Credential ***Doctor of Education*** CIP Code Number 130401 Title of CIP Code Educational Leadership and Administration - General OHE# 010498		
ORIGINAL: Modality of Program - X On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - On ground Online X Combined If "Combined", % of fully online courses? 60% Fall and Spring courses in the program will be offered in a hybrid format – meeting online for two-third of the sessions, and on ground for the remaining one-third of the sessions. Summer courses conducted by the EDD program will be delivered in an online format.		
Explanation / Justification: *(Provide a concise rationale for the change request.)* The justification for this modification of instructional delivery is to allow program faculty to meet the expressed needs of the students whom we serve, by reducing the time when they need to be physically present for their classes by well more than half.		
Fiscal Impact: This modification is not estimated to add to the program's pro forma budget.		
Institutional Contact for this Request: Stephen Hegedus	Dean	Tel.: (203) 392-5900 e-mail: hegeduss1@southernct.edu
Institution's Unit College of Education – On Campus.		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

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

A True Copy:

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

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

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

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

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

RECOMMENDATION

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

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2.23.22	
Name of Program: **School Psychology – Master's** Type of Credential *(e.g. Associate Degree, Grad Certificate)* **MS** CIP Code Number 422805 Title of CIP Code School Psychology	OHE# 000665	
ORIGINAL: Modality of Program - XXX On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - On ground Online XXX Combined If "Combined", % of fully online courses? 60%		
Explanation / Justification: *(Provide a concise rationale for the change request.)* During COVID, the program moved to a majority of classes being offered in a hybrid or online format. Feedback from students was strongly positive. Over the past few years, many potential applicants have asked for such a change. We believe this will improve our recruitment and retention of diverse students. There is currently a state and nationwide shortage of school psychologists so this may be particularly timely.		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) There is no financial remedy needed to change 60% of our course offerings from on-ground to online.		
Institutional Contact for this Request: Stephen Hegedus	Title: Dean	Tel.: 203-392-5900 e-mail: hegeduss1@southernct.edu
Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Education, Main Campus (New Haven)		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

April 21, 2022

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

A True Copy:

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

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

Name of Institution	Southern Connecticut State University	
Name of Program	School Psychology Sixth Year Certificate	
CIP Code	42.2805	
OHE# (Leave blank for new programs)	000666	
Degree Level	Sixth Year Graduate Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	04/21/2022	
Nature of Request	__ Licensure and Accreditation X Program Change __ Phase-out Program __ Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) X On Ground __ Hybrid __ Online	Future __ On Ground X Hybrid (60% online) __ Online
Effective Term	Spring 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

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

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

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

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

MODIFICATION OF INSTRUCTIONAL DELIVERY

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2.23.22

Name of Program: **Sixth Year Certificate in School Psychology**
Type of Credential *(e.g. Associate Degree, Grad Certificate)* **Sixth Year Certificate**
CIP Code Number 422805 Title of CIP Code School Psychology OHE# 000666

ORIGINAL: Modality of Program - X On ground Online Combined
If "Combined", % of fully online courses?

MODIFIED: Modality of Program - On ground Online X Combined
If "Combined", % of fully online courses? 60%

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

Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) There is no financial remedy needed to change 60% of our course offerings from on-ground to online.

Institutional Contact for this Request: Stephen Hegedus	Title: Dean	Tel.: 203.392.5900 e-mail: hegeduss1@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Education, Main Campus (New Haven).

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this Bachelor of Science.

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Program: General Studies – Anthropology Concentration CIP: 240102 OHE#:

BOR Accreditation Date: Fall 2016

Date Program will be reinstated or deleted (one, two, or three years maximum): Spring 2024

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Anthropology (only eliminating the concentration)

Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies** Associated Certificate(s) (if any)

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground **X** Online Combined

Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

There is currently 1 student enrolled in the program.

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

Phase Out/Teach Out Strategy

Please 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.)

There is currently 1 student enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application. We will give the student until the end of the spring 2024 semester to complete the program or move the student into the individualized studies concentration.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:

There will be no cost to suspend the program beyond the cost of staff time to remove the concentration from the website and application.

Suspending this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

We will use the time while it is under suspension to analyze what feasible programmatic offerings can fit within the Arts and Humanities pathway. It may include combining suspended programs or modify a program with a greater workforce connection such as Art Management that might draw adult students to Charter Oak.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program suspension, (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?

The suspension of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this Bachelor of Science.

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Program: General Studies – Applied Arts Concentration CIP: 240102 OHE#:
BOR Accreditation Date: Fall 2016
Date Program will be reinstated or deleted (one, two, or three years maximum): Spring 2024

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Applied Arts (only eliminating the concentration)
Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies** Associated Certificate(s) (if any)
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: On ground **X** Online Combined
Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

There are currently 3 students enrolled in the program.

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

Phase Out/Teach Out Strategy

Please 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.)

There are currently 3 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application. We will give the students until the end of the spring 2024 semester to complete the program or move the students into the individualized studies concentration.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:

There will be no cost to suspend the program beyond the cost of staff time to remove the concentration from the website and application.

Suspending this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

We will use the time while it is under suspension to analyze what feasible programmatic offerings can fit within the Arts and Humanities pathway. It may include combining suspended programs or modify a program with a greater workforce connection such as Art Management that might draw adult students to Charter Oak.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program suspension, (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?

The suspension of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this Bachelor of Science.

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Program: General Studies – Art History Concentration CIP: 240102 OHE#:
BOR Accreditation Date: Fall 2016
Date Program will be reinstated or deleted (one, two, or three years maximum): Spring 2022

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Art History (only eliminating the concentration)
Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies** Associated Certificate(s) (if any)
Stand-Alone Certificate: *(specify type and level)*
Modality of Program: On ground **X** Online Combined
Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

There are currently 0 students enrolled in the program.

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

Phase Out/Teach Out Strategy

Please 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.)

There are currently 0 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:

There will be no cost to suspend the program beyond the cost of staff time to remove the concentration from the website and application.

Suspending this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

We will use the time while it is under suspension to analyze what feasible programmatic offerings can fit within the Arts and Humanities pathway. It may include combining suspended programs or modify a program with a greater workforce connection such as Art Management that might draw adult students to Charter Oak.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program suspension, (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?

The suspension of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this Bachelor of Science.

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Program: General Studies – Music History Concentration CIP: 240102 OHE#:

BOR Accreditation Date: Fall 2016

Date Program will be reinstated or deleted (one, two, or three years maximum): Spring 2022

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Music History (only eliminating the concentration)

Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies** Associated Certificate(s) (if any)

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground **X** Online Combined

Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

There are currently 0 students enrolled in the program.

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

Phase Out/Teach Out Strategy

Please 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.)

There are currently 0 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:

There will be no cost to suspend the program beyond the cost of staff time to remove the concentration from the website and application.

Suspending this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

We will use the time while it is under suspension to analyze what feasible programmatic offerings can fit within the Arts and Humanities pathway. It may include combining suspended programs or modify a program with a greater workforce connection such as Art Management that might draw adult students to Charter Oak.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program suspension, (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?

The suspension of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Program Concentration Suspension

April 21, 2022

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

A True Copy:

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

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

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

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

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

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

RECOMMENDATION
It is the recommendation of the System's Provost and Senior Vice President for Academic and Student Affairs that the Board of Regents approve the suspension of this Bachelor of Science.

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/17/2022

Program: General Studies – Music Theory Concentration CIP: 240102 OHE#:

BOR Accreditation Date: Fall 2016

Date Program will be reinstated or deleted (one, two, or three years maximum): Spring 2022

Program Characteristics

Name of Program: BS in General Studies with a Concentration in Music Theory (only eliminating the concentration)

Degree: Title of Award *(e.g. Master of Arts)* **BS in General Studies** Associated Certificate(s) (if any)

Stand-Alone Certificate: *(specify type and level)*

Modality of Program: On ground **X** Online Combined

Locality of Program: On Campus Off Campus Both

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* offering the Program:

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM SUSPENSION

Narrative

Please provide reason for requested suspension and plans for follow-up including the sunset date as indicated above.

There are currently 0 students enrolled in the program.

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

Phase Out/Teach Out Strategy

Please 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.)

There are currently 0 students enrolled. The concentration will be eliminated from the 2022-23 catalog and from the admission application.

SECTION 3: RESOURCES

Close Out

What resources/costs would be employed and/or expended to suspend program:

There will be no cost to suspend the program beyond the cost of staff time to remove the concentration from the website and application.

Suspending this concentration results in staff cost savings—admissions staff no longer have to explain to students that they can earn the concentration from Charter Oak, but they can't take the courses from Charter Oak, academic advisors no longer have to try to help students find courses to take at other colleges, and the registrar's office no longer has to build the concentration requirements into the student information system or catalog. The college will eliminate its engineering studies capstone course.

We will use the time while it is under suspension to analyze what feasible programmatic offerings can fit within the Arts and Humanities pathway. It may include combining suspended programs or modify a program with a greater workforce connection such as Art Management that might draw adult students to Charter Oak.

SECTION 4: LESSONS LEARNED

(A debriefing exercise):

NOTE: Lessons Learned is knowledge or understanding gained from experience(s) that might be positive or negative, that might underscore strengths or weaknesses of an undertaking's preparation, design or implementation.

Are there lessons learned – experiences distilled from: (a) circumstances that precipitated this program suspension, (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?

The suspension of this concentration is part of the College's strategic planning process to ensure that the College is continually evaluating its programs, focusing on programs that drive enrollment, and focusing on programs that are viable options for students.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Legal Studies (CIP Code: 22.0000, OHE# TBD) leading to a Bachelor of Science at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM
Establishment of a new program, Legal Studies, leading to a Bachelor of Science at Charter Oak State College.

BACKGROUND

This will be the only Legal Studies program of any modality within the CSCU system. The only other online Legal Studies program in Connecticut is at Post University. This program can provide CT students with a much more affordable path to law school preparation. The community college tuition match program makes this program an especially affordable option for Connecticut community college students who wish to pursue a career as a lawyer. Charter Oak State College currently has a General Studies - Paralegal Studies Concentration. That concentration will be discontinued, and the curriculum used as the foundation for the Legal Studies degree. Furthermore, the Legal Studies program is designed to allow students to stack the Paralegal Certificate into the Legal Studies bachelor's degree creating a career pathway from paralegal into law school.

The Bureau of Labor Statistics (BLS) anticipates a 5-10% job growth rate for the country between 2020-2030 and a raw number of 46,000 annual job openings. In Connecticut the growth rate is 8% between 2018-2028 with 560 annual job openings. On the student demand side, current statistics from the Law School Admission Council, known as LSAC, show that nearly 71,000 people applied to law school for the 2021 enrollment year, roughly a 13% increase from the prior year. While there is not a particular major at the baccalaureate level, the program is specifically designed to give the foundational legal, writing, logic, and critical thinking skills to prepare for law school admission and the Law School Admission Test (LSAT).

Although no formal transfer agreements have yet been finalized, the proposed CT State Community College Paralegal AS program does have a seamless transfer into the Charter Oak Legal Studies degree. In addition, articulation with the Political Science TAP degree will be pursued as that is a popular major for those intending to attend law school.

There will be two areas of focus to recruit students. First are the CT State community college students in their first year of the AS in Paralegal Studies or other popular law school major, such as Political Science. We will conduct proactive outreach with the emphasis on the online accessibility along with the community college tuition match scholarship. We will also work with CT State academic advisors on connecting students to Charter Oak when they display an interest in law. The second are students searching to go to law school. We will utilize social media advertising to compete with this high search volume that has low competition when it comes to online degree offerings.

The Charter Oak Legal Studies program will infuse equity within the curriculum. For example, one of the core program electives will be CRJ 315: Race, Class & Gender in the Criminal Justice System. PLG 301 covers confidentiality and privilege and PLG 320 cover the status of

civil unions. By having a focus on recruiting students from the community colleges and our community college tuition match program, Charter Oak is in a strong position to recruit students with low socio-economic status (SES) and other diverse backgrounds.

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College | Date of Submission to CSCU Office of the Provost: 02/17/2022

Most Recent NECHE Institutional Accreditation Action and Date: 2016

Program Characteristics

Name of Program: Legal Studies

Degree: Title of Award *(e.g. Master of Arts)* **Bachelor of Science**

Degree Certificate: *(specify type and level)*

Stand-Alone Certificate: *(specify type and level)*

Anticipated Program Initiation Date: Fall 2022

Anticipated Date of First Graduation: Spring 2024

Modality of Program: On ground **x** Online Combined

If "Combined", % of fully online courses?

Locality of Program: On Campus Off Campus Both

Program Credit Distribution

Credits in General Education: 40

Credits in Program Core Courses: 33

Credits of Electives in the Field: 9

Credits of Other Electives: 38

Cr Special Requirements *(include internship, etc.):*

Total # Cr in the Program *(sum of all #Cr above)*: 120

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:

NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR

CIP Code Number 220000 Title of CIP Code Legal Studies, General

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

Program Discontinued: General Studies, Paralegal Concentration CIP: 240102 OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination This is a concentration within the General Studies. Students will not be accepted into the concentration after July 1, 2022.

Institution's Unit *(e.g. School of Business)* Location *(e.g. main campus)* Offering the Program:

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A
- If program prepares graduates eligibility to state/professional license, please identify: N/A

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

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

As part of the Connecticut State Colleges & Universities (CSCU) system, Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. This program will be the only online Legal Studies Program within CSCU thus fulfilling our mission as the state's only public online institution.

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)*

  The Bureau of Labor Statistics (BLS) anticipates a 5-10% job growth rate for the country between 2020-2030 and a raw number of 46,000 annual job openings. In Connecticut the growth rate is 8% between 2018-2028 with 560 annual job openings.

  On the student demand side, current statistics from the Law School Admission Council, known as LSAC, show that nearly 71,000 people applied to law school for the 2021 enrollment year, roughly a 13% increase from the prior year. While there is not a particular major at the baccalaureate level, the program is specifically designed to give the foundational legal, writing, logic, and critical thinking skills to prepare for law school admission and the Law School Admission Test (LSAT).

- 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 will be the only Legal Studies program of any modality within the CSCU system. The only other online Legal Studies program in Connecticut is at Post University. This program can provide our students with a much more affordable path to law school preparation, especially with Connecticut community college students with the career intention of becoming a lawyer with the community college tuition match program. Charter Oak State College currently has a General Studies - Paralegal Studies Concentration and we plan to utilize that curriculum as the legal foundations of the Legal Studies Degree. Furthermore, this program is designed for a student to stack their Paralegal Certificate into the Legal Studies bachelor's degree creating a career pathway from paralegal into law school and with the intention of becoming a lawyer.

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

  The Charter Oak Legal Studies program will infuse equity within the curriculum. For example, one of the core program electives will be CRJ 315: Race, Class & Gender in the Criminal Justice System. PLG 301 covers confidentiality and privilege and PLG 320 cover the status of civil unions. By having a focus on recruiting students from the community colleges and our community college tuition match program, Charter Oak is in a strong position to recruit students with low socio-economic status (SES) and other diverse backgrounds.

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

  No formal transfer agreements have been completed at this time. However, Charter Oak has examined the CSCC Proposed Paralegal AS program and plan to form an articulation agreement. Upon review of the curriculum, that program does have a seamless transfer into the Charter Oak Legal Studies degree. We are also interested in an

articulation agreement with those in the Political Science TAP degree as that is a popular major for those intending to attend law school.

In terms of Quality Assessment, Charter Oak began developing its own asynchronous online courses in Fall 1998. Currently, the College offers over 450 online courses on the Blackboard Learn platform. The courses are developed and facilitated based on NECHE's "Policy on the Review of Electronically Offered Degree and Certificate Programs" and based on Quality Matter (QM) quality standards

An online course implemented in the Blackboard Learn platform course-management system at Charter Oak State College is an organized collection of articles, notes, media, assignments, online communications, tests, and similar materials. Most of the materials are developed specifically for online courses by the content expert (faculty) with the support of the college's instructional design office. Other learning resources may exist as links to copyrighted materials existing on the Internet. Thus, the course exists as a specific configuration or collection of teaching artifacts, some of which are separately copyrighted and some of which originate from the college's supported development.

A new course (as a designed collection of assembled and authored materials) produced under Charter Oak State College, where the college provides the specific authorization or supervision for the preparation of the course, is work made for hire. A new or redeveloped course requested by the College and for which the College has agreed to specially compensate or provide other support to the developer(s) is work made for hire. In all cases (course developments and/or redevelopments where compensation was provided), the copyright and intellectual property components of the course(s) will be held and exercised exclusively by Charter Oak State.

A course developer is defined as a subject matter expert hired to develop or redevelop a course for Charter Oak State College. As a part of the course development process, he/she agrees to develop or redevelop and maintain the course content for compensation.

Course Developer Roles & Responsibilities:

• Complete Faculty Orientation Course (if first time developing/teaching)

• Complete the course build process within the timelines prescribed by the Provost or his/her designee

• Develop the course, including the student learning outcomes and assessments, at the assigned course level

• Teach the course the first time it is offered to make any necessary edits to the course content. The course developer becomes the lead instructor of the course unless he/she relinquish this responsibility, or it is reassigned due to course teaching load requirements.

Lead Instructor Roles & Responsibilities:

• Keeping their course(s) up-to-date; ensuring they are technically functional and ready for delivery each term it is offered (i.e. checking links, creating Discussion Board "parent" postings, checking that content is accurate, etc.).

• Emailing the Instructional Design (ID) team at idteam@charteroak.edu with any minor updates to their course and syllabi 45 days prior to the start of the semester.

• Inform the Director of Academic Programs or the specific program director, if applicable, of major changes that need to be made to the course and syllabus as a result of new course materials and/or new textbook editions. The Director of Academic Programs will work with the Instructional Design Office to schedule the development work.

• Teaching their course at least once a year, unless course need is less.

• Participating in any program assessment processes, including the state and national accreditation, the 7- year cycle program review process, to ensure the quality and integrity of Charter Oak State College programs

• Other responsibilities may be established by the Provost or her designee.

Teaching Faculty

Teaching faculty who are not lead instructors are hired on an as-needed basis to teach distance online learning courses. They teach the course as it has been developed by the developer/lead instructor.

Faculty Recruitment and Teaching Appointment. Teaching faculty are recruited from our Core Faculty, from advertisements, and through unsolicited applications. Applicants selected from the recruitment process are interviewed and credentials are checked by the Provost or his/her designee. The Connecticut State University System employment policy requires "all regular, full-time and part-time external candidates for employment to undergo a pre-employment background investigation according to this procedure as part of the employment screening process. Full-time and part-time employees including University Assistants, Lecturers and other temporary and contracted employees are covered by this policy. No external employment candidate may begin work for the University or the CSU System until the appropriate screenings have been completed." Teaching faculty hired from within the CSU System complete the Dual Employment Request form (Appendix A).

The recruitment and teaching appointment process also complies with Standard Six: Teaching, Learning, and Scholarship of NECHE's Standards for Accreditation to ensure that "the preparation and qualifications of all faculty are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, teaching abilities and relevant professional experience, training, and credentials"

Therefore, Charter Oak State College requires candidates to submit a cover letter, resume, two references from individuals that can verify the candidate's teaching experience and official transcripts for his/her highest degree.

Procedures for recruitment and appointment of faculty, as outlined in Section 3 of Article V of the faculty bylaws, are designed to assure that a thorough and systematic effort is made to recruit broadly and affirmatively for qualified persons. Every effort is made to assure that the College's faculty are representative of the faculty composition of Connecticut's higher education community as a whole.

Teaching faculty are hired to teach for Charter Oak State College on an as needed basis. Therefore, teaching appointments are not guaranteed and are contingent on student enrollments. The roles and responsibilities for teaching faculty are provided below.

The College requires that all undergraduate programs have a majority of teaching faculty with a master's degree in their field of study, with preference given to those with practical/work experience in the same, college-level teaching, and online teaching experience. Faculty hired with a bachelor's degree must have significant experience in their field of study and/or teach in areas of study where it is difficult to find faculty with a master's.

The College requires that all graduate programs have a majority of teaching faculty with a doctorate in their field of study, with preference given to those with practical/work experience in the same, college-level teaching, and online teaching experience. Faculty hired with a master's degree must have significant experience in their field of study and/or teach in areas of study where it is difficult to find faculty with a doctorate.

Teaching Faculty Role & Responsibilities

Maintaining a presence in your course:

• Introduce yourself and welcome the students on the first day of class

• Log in and participate on a minimum of four days dispersed throughout each week (i.e. participate in discussion boards, post announcements, provide feedback to graded student work in the Grade Center, etc.)

• Regularly post substantive discussion board comments that direct/redirect, summarize, or comment upon students' postings

• Post weekly announcements summarizing and connecting previous week activities to the current week's activities

• Correct and return major assignments within 7 days of receiving or sooner (if understanding of that assignment is necessary for progression to the next assignment, it needs to be corrected much sooner). Each discussion question, including the posts and the responses to the post, should be graded within a couple of days (48 hrs.) at the close of each discussion. Faculty should be monitoring the discussion boards throughout the week to ensure students are correctly answering the questions and that proper netiquette is being followed. Quizzes should be graded within a couple of days (48 hrs).

• Respond to any student correspondence within 48 hours (emails, Q&A's, etc.)

• Faculty should not be absent from a course for more than two (2) consecutive days. If you need to be absent from your course for any reason, you must contact the Provost immediately.

• Check for and report any cheating/plagiarism

• Grade the assignments for writing ability as well as content. (It is everyone's responsibility to help the students become better writing.)

Reporting Grades:

• Post grades weekly in the Grade Center, including helpful feedback, (extra credit points are not permissible to use for student assignments).

• Post midterm grades in the Grade Center, if applicable

• Issue final grades in ACORN within three days of the last day of class. Note: All "F" grades must be submitted with the last date of attendance of the student. Incomplete grades should not be given, unless there is documentation on file with the Provosts office requesting an Incomplete.

• Post a zero in the grade center if a student does not submit an assignment for the week that it is due. If your course allows late work and a student submits it late, you can grade the assignment and change the zero to reflect the new grade.

Communicating about student concerns:

• If you have any student with weekly non-attendance issues (starting with week 1), contact the Registrar, registrar@charteroak.edu.

• If you have students struggling with their assignments or other performance issues, contact the Advising general mailbox, advising@charteroak.edu (the advisor will contact the student).

• For students with documented disabilities, contact the Office of Accessibility Services at

oas@charteroak.edu to discuss accommodations.

• Notify the Provost or her designee of any student who is asking for an extension.

• Notify the Provost or her designee of any student that is not following the Netiquette policy within the discussion forums, (faculty should refrain from removing, deleting or altering any student post). Instead they should await to hear from Administration on further instructions.

Professional development:

• Participate in at least one faculty development activity on an annual basis and document your participation (see the Faculty Resource Center in Blackboard for details).

Internet connection and course preparation:

• Maintain Internet access throughout the course in order to fulfill the participation requirements to teach for Charter Oak State College.

• Three weeks before courses begin you will have access to your course. During that time, you must: o Ensure that your course(s) are technically functional and ready for delivery (i.e. check links, create Discussion Board "parent" postings, check that content is accurate, etc.) This needs to be done three weeks before courses begin. If changes need to be made, you must send changes to the ID team to allow them time to make any updates needed.

o Post your bio information so students know a little about your background. You might want to include a picture. Please refrain from using the bio to promote your business, books, etc.

Lead Instructor (the person responsible for updating the course) responsibilities:

• Lead instructors are responsible for keeping their course(s) up-to-date, including new editions. Those using OER materials are responsible for confirming availability of all such materials including links 45 days prior to the start of the semester.

• Lead instructors must teach their course at least once a year, unless not scheduled each year.

• Lead instructors must participate in the 7-year cycle program review process.

• Lead instructors who have program directors need to work with their program directors for course changes.

Teaching Faculty Contract Learning.

Contract Learning: There are times when you may be asked to do a learning contract with a student. Occasionally, a student needs a course (capstone or major course) to graduate and it is not being offered that term or the course is being offered and the enrollment is low, but the students need the course in order to graduate at the end of that term.

Off-Term Course If a student is in his/her final term and has one course left to take that is not being offered during the upcoming semester, the student should work with his/her academic advisor and attempt to make an appropriate substitution for that course. If a substitution is not in the best interests of the degree program, the student, with the approval of the academic counselor, may request an independent study for that course.

In order to qualify for an Off-term Course, a student:

• must have an approved concentration plan of study

• must be matriculated

• must be in their final term and have only one course left to take that is not being offered.

• must be cleared to register in the system by their academic advisor

• must submit this form 45 days prior to the beginning of the semester

New Faculty Orientation. New teaching faculty are required to participate in a faculty orientation program prior to beginning his/her teaching appointment. The Provost or his/her designee will provide information to new teaching faculty regarding registering for the New Faculty Orientation.

The Faculty Orientation consists of a pre- and post- course survey and four learning modules. The online course is hosted in Blackboard, COSC's Learning Management System (LMS) and is Asynchronous where it can be completed in one or more sessions. Faculty are asked to complete all modules and the pre- and post-surveys within one week or less.

The orientation is designed to familiarize faculty with the mission of the college, characteristics of the non-traditional students' faculty will be teaching, commonly used resources, important policies and procedures for faculty, and the basics of working with Blackboard.

Ongoing Faculty Development. Teaching faculty are required to participate in at least one faculty development activity on an annual basis that enhances one's online teaching or their subject area expertise. These include opportunities offered by Charter Oak, conferences/webinars you have attended or at which you have presented, and articles/books that you have published. Documentation outlining the development activity must be submitted annually to the Provost or his/her designee. Failure to meet the annual faculty development requirement will influence further teaching opportunities.

Faculty Resource Center. The Faculty Resource Center (FRC) serves as a centralized source of information and professional development resource for all Charter Oak State College faculty. It is intended as a place where faculty can come both to find information and interact with other faculty members. Charter Oak hopes to foster a sense of community among our valued faculty members and promote the continual exchange of ideas about teaching for Charter Oak.

Teaching Faculty Evaluations.

Student evaluations. Faculty should encourage students to complete the anonymous course evaluation. A link to the final evaluation will be emailed to students during the last two weeks of the course.

Faculty evaluations. The faculty evaluation process consists of numerous processes that take place throughout the year.

Evaluation Processes:

1. To ensure the quality and integrity of Charter Oak State College's online courses, every new instructor and instructor teaching a course for the first time is assigned a faculty monitor. The purpose for having a monitor review a teaching faculty member's course is to ensure the faculty understands the expectations for teaching a Charter Oak State College course. This review will also allow the teaching faculty members to receive valuable feedback regarding his/her interactions with students, facilitation skills and other best practices for teaching online courses (Appendix C).
2. End of course surveys are examined to monitor student satisfaction.

Policy on Terminating Teaching Faculty. Although teaching faculty are hired on an as-needed basis, Charter Oak values its faculty and wants to ensure that it has the best qualified faculty teaching its students. Therefore, the College takes seriously the course evaluations conducted by the students and the peer reviews conducted by its faculty. The College recognizes, however, that all faculty are not suited to online teaching and that there will be instances where teaching agreements are not renewed.

Policy:

If a teaching faculty receives, on average, negative student or peer review evaluations during one term or semester, the Provost/or designee will discuss the evaluations with the instructor and, if appropriate, come up with a plan to remediate the situation, including having a faculty monitor "sitting in" on the course and viewing the interactions that take place between the instructor and student during the next term. During that term, the faculty monitoring the course will provide ongoing feedback to the instructor and to the Provost/or designee. If the instructor receives another poor evaluation, the Provost/or designee will again review the evaluations and discuss the situation with the instructor. The instructor will be given one more chance to improve the evaluations. Provost/or designee will monitor the course during

this second offense. If an instructor receives a third poor evaluation, the instructor will not receive another teaching appointment.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
  This program will be the only online BSW program within the CSCU system. All other BSW programs are on-ground and/or Hybrid.

Cost Effectiveness and Availability of Adequate Resources

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

Cost to develop a new course is $3,000.00. Tuition will cover the cost of the development, usually break even comes the second time the course is offered. Due to the current strength of Charter Oak and building on our current course offerings, there will only need to be two new courses build (Advanced Technical Writing and Preparing for Law School). Therefore, the total anticipated cost will be just $6,000 to implement.

Student Recruitment / Student Engagement

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

All new programs begin with the development of a variety of foundational elements including but not limited to a Program specific brochure that is sent to prospects and also used by Admissions staff; a Digital Flyer that is given to Admissions Staff, the Assistant Director of Corporate Admissions and the Program Director for distribution and also the development of a Program page on CharterOak.edu designed to promote the program and encourage conversion via an on page Inquiry Form button.

Marketing Efforts include but will not be limited to:

Google Campaigns:

The Search campaign will be expanded to include all related search terms for this program. The related search terms will be targeted to adults 25-54 yrs of age with some college, no degree searching to become a lawyer. Searchers on Google that click our ads will be sent to an appropriate landing page where details of the program and the College are shared with the push for conversion – a completed Inquiry Form.

The Display/Remarketing campaigns will begin to pick up those who have landed on our dedicated Legal Studies landing page(s) and begin to serve them remarketing ads that are focused on College brand awareness. The ads "follow" the consumer on the Internet and serve as a reminder that they were interested in the program and on our site at one time. The goal is to encourage the consumer to revisit CharterOak.edu.

Neighbor to Neighbor:

The College currently runs a Neighbor to Neighbor Marketing campaign in NY, MA and RI offering residents of those states our in-state rates. The Legal Studies degree will be integrated into this campaign in the following ways:

- "How to become a Lawyer" and "Paralegal" and "Legal Studies" Search Terms will be added to the NY and MA Google Search campaigns
- Legal Studies call outs will be added to the NY and MA LinkedIn campaigns
- The Legal Studies Degree program will be added to our /ny, /ma and /ri landing pages

CT Community College Tuition Match Program:

The College currently offers graduating community college students with a minimum GPA of 2.0 the opportunity to enroll at Charter Oak at the current community college rate. The Marketing Department produces and direct mails a series of

oversized postcards detailing the offer and all of the online programs we have that they can take advantage of. We will add the Legal Studies program to this direct mail effort.

First Responder Umbrella:

For efficiency purposes, and to reach the working adult target market in their industry we employ an "umbrella" approach – ganging programs together under the workforce umbrella that makes the most sense and the including those programs in advertising efforts within those industries. For the Legal Studies program that means they will join our First Responder umbrella and receive visibility within the digital ad campaign that is run in this specific vertical industry. This is especially important as many times first responders are interested in a career transfer into law.

Social Media:

We will create awareness of the program by featuring posts about the program, the date the application opens, our expert faculty, program director, students, program strengths, program credentials, etc over the course of time. Eventually we will have Alum testimonials to add to the mix to highlight the strength of the program. Social channels include FB, LinkedIN, Twitter, Instagram, YouTube.

Email Communications:

A communications plan will be built for prospects of the program to send them news, open house invitations, program director messages, etc., and to emphasize key features of the program.

Equity:

While our equity committee has just formed, we will look to guidance from the Equity Committee on actions we can take within marketing to target market to underserved portions of the community. With the ongoing conversation about criminal justice reform, we plan to highlight the equity component infused within our curriculum.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? There will be two areas of focus to recruit students. First are the CSCC students in their first year of the AS in Paralegal Studies or other popular law school major such as Political Science. We will conduct proactive outreach with the emphasis on the online accessibility along with the community college tuition match scholarship. We will also work with CSCC academic advisors on connecting students to Charter Oak when they display an interest in law.

The second are students searching to go to law school. As mentioned earlier, current statistics from the Law School Admission Council, known as LSAC, show that nearly 71,000 people applied to law school for the 2021 enrollment year, roughly a 13% increase from the prior year. We will utilize social media advertising to compete with this high search volume that has low competition when it comes to online degree offerings.

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. articulate, apply and adhere to ethical and professional practices within the scope of their position;
2. communicate effectively orally and through writing;
3. acquire the critical thinking, and logic skills to prepare for law school and the Law School Admissions Test (LSAT)
4. explain the doctrines of the Attorney/client privilege and apply that to legal review;
5. conduct legal research effectively;
6. explain the different kinds of law;
7. discuss diversity concepts and apply them to the workplace and the law.

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

This program will fall under the Social, Behavioral Sciences, & Public Service pathway. There is a full-time program director (Susana Orozco) that will hire the faculty and schedule the sections. This person is already with Charter Oak and the program will be an addition to her current duties. We plan to hire a current practicing lawyer as a lead faculty member to provide subject matter expertise for day-to-day operations. If program enrollment becomes very high (above 100 students), the college then indents to look at hiring a PT program coordinator to assist with duties.

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

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

Charter Oak does not hire full-time faculty members by state statute. However, current adjunct faculty member Jessica Gauvin has helped Charter Oak develop the proposed curriculum and is practicing lawyer in the State of Connecticut.

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

N/A

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

100%

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

Minimum qualifications will be a Juris Doctorate (JD) and preference will be given to those currently practicing law.

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

None.

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
Foundational Courses						
BUS 120: Business Law	1,2	None	3			
POL 150: American Government	2	None	3			
PLG 105: Civil Procedures	1,5,6		3			
PLG 110: Technology in Law	3,5		3			
PLG 210: Legal Research & Writing	2,3,5	ENG 101	3			
POL 210: Controversies in Law & Politics	1,2,7	POL 150	3			
PLG 301: Legal Ethics and Professional Responsibility	1,3,7	ENG 101	3			
POL 321 - Constitutional Law	2,4,5,7	POL 150	3			
ENG 3XX: Advanced Professional Writing	2,3	ENG 101	3			
PLG 4XX: Preparing for Law School	3, 6	ENG 3XX	3			
Core Electives (choose 3)						
PLG 211: Criminal Law PLG 215: Wills, Probate and Administration CRJ 315: Race, Class & Gndr in Crim. Jst Systems PLG 311: Elder Law PLG 314: Real Estate Law PLG 320: Family Law PLG 325: Juvenile/Education Law PUB 120: Public Administrative Law HCA 411: Health Care Law PLG 399: Paralegal Practicum	1,2,3,4,5,6, 7	varies	9			
PLG495; Senior Capstone	1,2,3, 4, 5, 6, 7	Should be taken in last term	3			
Core Course Prerequisites				**Elective Courses in the Field**		

[1] From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*				

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.*

The Legal Studies program is meant to prepare students for law school and the LSAT exam consisting of 14 courses for a total of 42 credits. 30 credits of foundational, 9 credits of core program electives, and 3 credits for the capstone. No practicums are required but are encouraged for those currently in the paralegal field and or want to intern at a law office.

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Current Paralegal Faculty Adjuncts (no additional faculty needed at this time)	JD	Various law by area of specialty for the course	

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 current General Studies Paralegal Concentration)	3	5																
New Students (first time matriculating)	2	4	1	1			8	17	6	14	4	12	8	17	6	14	4	12
Continuing Students progressing to credential			3	7	3	7	4	6	4	6	3	5	4	6	4	6	3	5
Headcount Enrollment	5	9	4	8	3	7	12	23	10	20	7	17	12	23	10	20	7	17
Total Estimated FTE per Year[1]	23						57						57					
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[2]	$19,140	$17,226	$15,312	$15,312	$11,484	$13,398	$45,936	$44,022	$38,280	$38,280	$26,796	$32,538	$45,936	$44,022	$38,280	$38,280	$26,796	$32,538
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)	$1,120	$2,016	$896	$1,792	$672	$1,568	$2,688	$5,152	$2,240	$4,480	$1,568	$3,808	$2,688	$5,152	$2,240	$4,480	$1,568	$3,808
Other Revenue (annotate in narrative)	$375	$675	$300	$600	$225	$525	$900	$1,725	$750	$1,500	$525	$1,275	$900	$1,725	$750	$1,500	$525	$1,275
Total Annual Program Revenue	$102,636						$252,463						$252,463					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Portion of Program Coordinator & Faculty lead)[4]	$10,000	$15,000	$15,000
Faculty (Full-time, total for program)[4]			
Faculty (Part-time, total for program)[4]	$33,134	$81,455	$81,455
Support Staff (program faculty)		$5,000	$5,000
Library Resources Program			
Equipment (List in narrative)			
Other (Marketing)[5]	$2,500	$2,500	$2,500
Estimated Indirect Costs[6]			
Total Expenditures per Year	$45,634	$113,955	$113,955

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

1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

2 Revenues from all courses students will be taking.

3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.

4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

April 21, 2022

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

A True Copy:

_____

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

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

BACKGROUND

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

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

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

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

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

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

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

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

RECOMMENDATION

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

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University | Date of Submission to CSCU Office of the Provost: 2.8.22

Most Recent NECHE Institutional Accreditation Action and Date: Five-year interim report accepted 2017

Program Characteristics

Name of Program: Public Administration

Degree: Title of Award *(e.g. Master of Arts)* Master of Public Administration **MPA**

Degree Certificate: *(specify type and level)*

Stand-Alone Certificate: *(specify type and level)*

Anticipated Program Initiation Date: 8/2023

Anticipated Date of First Graduation: 12/2024

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: X On Campus Off Campus Both

Program Credit Distribution

Credits in General Education:

Credits in Program Core Courses: 21

Credits of Electives in the Field: 9

Credits of Other Electives:

Cr Special Requirements *(include internship, etc.):* 9/6

Total # Cr in the Program *(sum of all #Cr above)*: 39/36

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: **27**

NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR

CIP Code Number 44.0401 Title of CIP Code Public Administration

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

Institution's Unit *(e.g. School of Business)* Arts and Sciences Location *(e.g. main campus)* Offering the Program: Political Science

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 license, please identify:

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

Institutional Contact for this Proposal:	Title: Professor	Tel.: 203-392-5664 e-mail:
Dr. Theresa Marchant-Shapiro		marchantsht1@southernct.edu

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

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

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)*

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

- 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?

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

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

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

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

  n/a

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
  There are currently no public administration programs within the university system.

Cost Effectiveness and Availability of Adequate Resources

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

The program is designed to use preexisting faculty and course resources in order to minimize costs. Most of the courses in the program are already being taught and so come without additional cost. The limited number of dedicated MPA course will be taught the first year by an adjunct and in following years by a new hire, which is included in the budget. Although this individual will be hired as a coordinator for the program, there will be no incremental expense because they will assume the release time currently allocated to the graduate coordinator for the Political Science Department. The table on page six uses conservative enrollment estimates. It also assumes that part time students will take summer classes to allow a timely completion of their degree. Because the summer courses are ones that are already being taught, they will accrue revenue without an incremental expense. Even with the conservative enrollment assumptions, the program achieves a net positive budget beginning the first year with revenue exceeding costs by $160,000. In the second year, this will increase to over $250,000 and over $360,000 in the third year, for a projected three-year cumulative total surplus in excess of $775,000.

Student Recruitment / Student Engagement

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

Since this program will be across a number of departments and a shared committee structure, faculty members will promote the MPA in various ways. Internally, many of our current undergraduates focus on public policy related courses within their majors and they are a natural initial source of potential full time graduate students. There is already interest in making this a 4+1 initiative where undergraduate students can consider an accelerated graduate program with the two dozen bachelor's degree students from Political Science as a potential feeder in addition to the other programs involved in the program.

Externally, the School of Graduate and Professional Studies has identified the MPA program as a priority initiative. Staff and school resources will allow public administration to flourish especially in recruiting new and more students across a variety of academic fields. From online to social media, recruitment will be essential. We have budgeted a healthy allocation for marketing ($7500 year 1; $5000 subsequent years) in order to promote the program to public organizations, non-profits, and government agencies. In addition, we will use the university's relationship with the Greater New Haven Chamber of Commerce to build name recognition and promote the program to the non-profits that are members of the GNHCC.

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

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1) To lead and manage in public governance in the public interest
2) To participate in, and contribute to, the policy process
3) To have an understanding of the ethical basis for public administration
4) To analyze, synthesize, critically examine and think, solve problems and make evidence-based decisions in complex and dynamic environments
5) To articulate, apply, and advance a public service perspective and its associated principles
6) To develop effective intra-organizational and inter-organizational public communication skills
7) To communicate and interact productively with a diverse and changing workforce, public stakeholders and citizens

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

For accreditation, we will meet the NASPAA requirement of five FTEs through our innovative interdisciplinary proposal. Each of the programs involved will contribute to the five FTEs through the courses that they offer. Those faculty members providing multiple courses will serve on the advisory board to the program to determine priorities. The graduate coordinator for the Political Science Department will initially serve as coordinator for the MPA program. After the new hire in the second year, that individual will take over the role of graduate coordinator and assume the previously allocated release time.

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

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

One full time public administration hire as program coordinator with specialization in public, nonprofit management field for the political science department.

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

30%

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

10% in the first year, 0% thereafter. In the program's first year, the MPA specific courses will be offered by adjuncts, but in subsequent years, the program coordinator will teach those courses. The specific departments will determine the instructors of the dual-listed courses. However, all of these courses are already on the books, so any courses taught by adjuncts already have budgetary allocations for that expense.

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

MA in public administration, public policy, public health, social work or political science along with professional experience in public administration.

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

n/a

Curriculum

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

Course Number and Name	L.O. # [1]	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				**Other Related/Special Requirements***		
MPA 500 Foundations of Public Administration	1,2, 3, 7		3			
Program Assessment and Evaluation PSC 501 Research Methods or PCH 577 Program Planning and Evaluation	4, 5		3			
Research Methods and Policy Analysis PSC 527 Analysis of Public Policy or SWK 511 Social Welfare Policy Analysis	4,5		3			
Organizational Behavior and Theory PSC 527 Analysis of Public Policy or SWK 511 Social Welfare Policy Analysis	1,2, 5,6		3			
Public Personnel and Human Resource MBA 532 Human Resources Management	5,6, 7		3			
Public Budgeting and Financial Management MBA 541 Budgeting and Financial Management	1,2, 3,4, 5,6,		3			
Public Management, Leadership, and Accountability PSC 512 Public Leadership or REC 577 Leadership Development or PCH 549 Public Health Leadership or SWK 538 Leadership and Management: Theory and Practice	1,6, 7		3			
MPA 595 Public Administration Capstone	2,3, 4,5, 7		3			
MPA 597 Public Administration Internship 6 credits, 3 waived for at least 1 year of managerial experience	1,4, 5,6, 7		3,6			

Core Course Prerequisites		Elective Courses in the Field		
		(No Concentration)Choose any 3 courses from the concentrations		

[1] From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

		(Public Policy and Urban Affairs) PSC 507: Presidents, Bureaucracy & Policy PSC 508: Seminar in Comparative Politics PSC 511: State & Local Government PSC 526: Race & Ethnicity in American Politics PSC 552: Urban Politics PSC 557: Seminar in Urban Affairs HIS 563: History of Urban America PSC 589: Metropolitan Government REC 599: Grantsmanship or IDS 553 Grant Writing and Funding Sources CRM 505: GIS I		 3 3 3 3 3 3 3 3 3 3
		(Community Engagement) REC 533: Socio-leisure Needs of Individuals with Disabilities REC 557: Emerging Legal Issues in Recreation and Leisure REC 570: Foundations of Leisure and Recreation REC 574: Park and Recreation Management REC 577: Leadership Development REC 599: Grantsmanship		 3 3 3 3 3 3
		(Environmental Policy) EVS 531: Group Dynamics & Environmental Decision Making EVS 533: Environmental Economic Geography EVS 539: Environmental Policy, Law and Regulations EVS 540: Environmental Design EVS 550: Environmental Values and Social Sustainability CRM 504: Coastal Policy and Planning CRM 505: GIS I / CRM506: GIS II		 3 3 3 3 3 3 3/3
Total Other Credits Required to Issue Credential *(e.g. GenEd/Liberal Arts Core/Liberal Ed Program)*				

Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.

Students will need to complete a total of 39 or 36 credits based on internship or career experiential credit (voucher) of 3 or 6 credits. A Capstone or portfolio will also be required in a students' last year in the program. Students will complete a core series of courses (21 credits) in MPA and a set of concentration classes (9 credits).

Course Requirements
Core Courses (21 credits):
MPA 500 Foundations of Public Administration: new course

Program Assessment and Evaluation: PSC 501 Research Methods or PCH 577 Program Planning and Evaluation
Research Methods and Policy Analysis: PSC 527 Analysis of Public Policy or SWK 511 Social Welfare Policy Analysis
Organizational Behavior and Theory: MBA 504 Organizational Behavior or PCH 548 Public Health Administration or SWK 560 Social Administration
Public Personnel and Human Resources: MBA 532 Human Resources Management
Public Budgeting and Finances: new course MBA 541 Public Budgeting and Financial Management
Public Management, Leadership, and Accountability: PSC 512 Public Leadership or REC 577 Leadership Development or PCH 549 Public Health Leadership or SWK 538 Leadership and Management: Theory and Practice

Electives or Concentration (9 credits): each department chooses a set of 5-7 courses that are regularly taught from which students can choose three:
PSC: Public Policy and Urban Affairs
RTSM: Community Engagement
EGMS: Environmental Policy

Capstone/Portfolio (3 credits)
MPA 595 Public Administration Capstone: new course

Internship (6 credits, 3 credits waived for at least 1 year of managerial experience)
MPA 597 Public Administration Internship: new course

Total Credits: 39/36

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

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

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

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
PSC To be hired		public administration, nonprofit	Director
Theresa Marchant-Shapiro, Professor	Ph.D. University of Chicago	United States government	Political Science
Jonathan Wharton, Assoc. Professor	MPA, Ph.D. Howard University	State and local government/policy analysis	Political Science, Assoc. Dean SGPS
Joseph Milone, Assistant Professor	Ed.D. University of Hartford	Educational leadership	RTSM
Stephen Axon, Assistant Professor	Ph.D. University of Liverpool	Geography	EGMS

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	2	8	1	5	0	13	6	8	1	6	0	0	8	10	1	5	0	0
Continuing Students progressing to credential	0	0	2	8	0	0	3	13	9	21	0	27	7	14	15	24	0	29
Headcount Enrollment	2	8	3	13	0	13	9	21	10	27	0	27	15	24	16	29	0	29
Total Estimated FTE per Year[1]																		
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[2]	13,158	37,200	19,737	60,450		60,450	59,211	97,650	65,790	125,550		125,550	98,685	111,600	105,264	134,850		134,850
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	**190,945**						**473,751**						**585,249**					

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program)[4]		180,000	180,000
Faculty (Part-time, total for program)[4]	17,820		
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]	7,500	5,000	5,000
Estimated Indirect Costs[6]	5,064	37,000	37,000
Total Expenditures per Year	**30,384**	**222,000**	**222,000**

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

1 1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring
Formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

2 Revenues from all courses students will be taking.

3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.

4 If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

6 Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

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

April 21, 2022

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

A True Copy:

_____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BACKGROUND

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

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

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

NEW PROCEDURE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RECOMMENDATION

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Dean's List Policy (Amendment)

March 25, 2022

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

A True Copy:

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

ITEM
Modification of 1.4 Community College Honors - Semester and Graduation

1.4 Community College Honors - Semester and Graduation – Current Policy

Semester Honors

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

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

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

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

Graduation Honors

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

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

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

CT State Honors- Semester and Graduation - Amended Policy

Semester Honors

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

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

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

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

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

Graduation Honors

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

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

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

BACKGROUND

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

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

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

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

RECOMMENDATION

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Fresh Start Policy (Amendment)

April 21, 2022

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

A True Copy:

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

ITEM
Modification of Fresh Start Policy for Connecticut State Community College

3.8.1 Fresh Start – Current Policy

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

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

3.8.1 Academic Fresh Start – Amended Policy

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

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

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

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

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

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

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

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

BACKGROUND

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

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

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

RECOMMENDATION

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

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

April 21, 2022

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

The degrees and certificates include:

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

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

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

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

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

A True Copy:

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

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

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

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

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

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

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

RATIONALE

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

CT State Curriculum Alignment: Process Flow for Degrees & Certificates

Stage 1: Faculty Preparation

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

Stage 2: Review by CT State Transitional Committees

- The APRC (75% faculty) reviews all program proposals; programs are forwarded to SF ASA CC or returned to faculty for further review and revision
- The SF ASA CC recommends programs move to campus endorsement or sends them back to the APRC for further review and revision

Stage 3: Campus Endorsement

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

Stage 4: Follow-up by CT State Transitional Committees & Academic Leadership

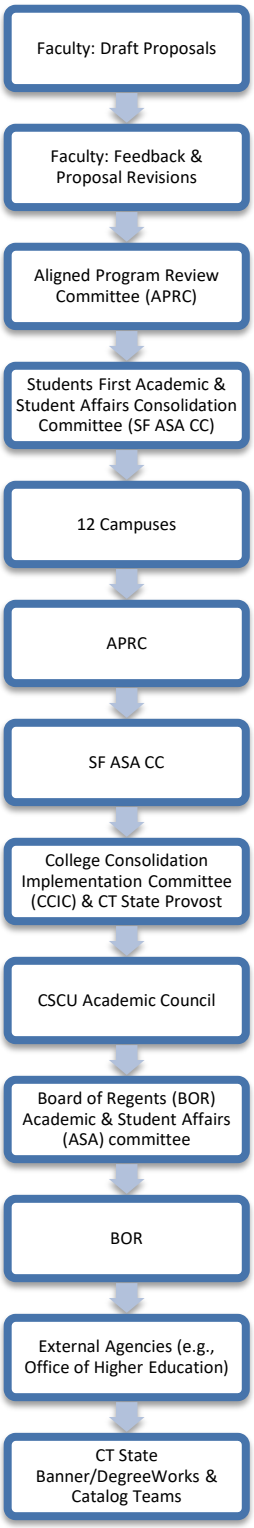
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to the CCIC or back to APRC for further review and revision
- CCIC recommends programs move forward to the Provost or back to APRC for further review and revision

Stage 5: CSCU Notification and BOR Approval

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

Stage 6: Implementation

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



CT State Aligned Degrees & Certificates
April 21, 2022

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

CT State Community College Common Program Designated Electives Template

Program Name: Biotechnology

Degree Type: Associate of Science

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

Program Learning Outcomes:
Successful graduates will have gained the following skills and knowledge, which will provide them with the flexibility to quickly adapt to a variety of employment or educational options in biotechnology and science.

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

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

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

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

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

Credit Certificate Program Name: Biotechnology Certificate

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

Certificate Learning Outcomes:
Successful graduates will have gained the following skills and knowledge, which can be applied to industrial or academic laboratory settings.

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

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

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

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

Program Name: CSCU Pathway Transfer Degree: Chemistry Studies

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

Program Description:

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

Program Learning Outcomes:

1. Employ chemical principles by utilizing critical thinking and problem-solving skills in the solution of chemistry problems in the areas of general chemistry and organic chemistry.
2. Plan and implement data collection strategies appropriate to a particular scientific question, record and present the data clearly, and analyze the results accurately.
3. Recall and employ the proper procedures and regulations for safe handling, use, and disposal of chemicals.

Program Descriptors:

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

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

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

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

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

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

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

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

Degree Type: **Associate in Arts**

Program Description:

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

Program Learning Outcomes:

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

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

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

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

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

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

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

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

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

Program Descriptors:

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

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

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

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

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

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

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

DAN 175- Kinesiology Credits: 3

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

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
DAN 101	History and Appreciation of World Dance	**3**	
DAN 102	Ballet I: Renaissance to Romantic	**3**	
DAN 113	Modern Dance I: Pioneers of America	**3**	
DAN 111	Jazz I: Afro-Caribbean/American	**3**	
DAN 202	Ballet II: Classical to Contemporary	**3**	DAN 102
DAN 213	Modern Dance II: Second Generation America	**3**	DAN 113, or Permission of Instructor
DAN 221	Dance Repertory/Ensemble I	**3**	Permission of Instructor
DAN 112	Jazz II: Broadway and Film	**3**	
DAN 222	Choreographic Principles/Ensemble I	**3**	Permission of Instructor
DAN 118/ECED 118	Dance Pedagogy	**3**	
DAN 175	Kinesiology for Dancers	**3**	
DAN 225 or DAN 224 or --- DAN 109 DAN 209 DAN 140 DAN 114 DAN 131 DAN 110 DAN 261	Dance Repertory/Ensemble II; or Choreographic Principles/Ensemble II; **or** 3 total credits from among the 1-credit course options below --- --- Ballroom Dance I* Ballroom Dance II* Pilates/Wellness* Hip Hop* Contemporary African Dance* Tap* Yoga*	**3** --- **-** **3 total credits from among these 1-cr course options.***	DAN 225 has a prereq of DAN 221 and Permission of Instructor; DAN 224 has a prereq of DAN 222 and Permission of Instructor.
		36	
	Program Requirement Credits		
	General Education Core Credits		
	Program Total Credits	**60-61**	

Credit Certificate Program Name: **Dance**

Certificate Description:

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

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

Certificate Learning Outcomes:

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

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

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

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

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

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

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

7. Apply French movement terminology when discussing dance.

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

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

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

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

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

Program Name: Diagnostic Medical Sonography

Degree Type: Associate in Science

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

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

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

Program Descriptors:
Diagnostic Medical Sonography
Associates in Science.
The Diagnostic Medical Sonography program at Gateway is committed to educating and preparing competent entry-level sonographers who can provide high quality imaging and patient care to members of the community. Furthermore, the program is dedicated to providing tools to support lifelong learning.
Goals are assessed by measuring the following student outcomes: course completion, clinical competencies, program completion, national certification pass rate, and employment rate, as well as graduate and employer satisfaction surveys.
The Gateway Community College Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in the Abdomen-Extended, OBGYN and Vascular concentrations. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) 9355*113th Street, N #7709, Seminole, FL 33775,mail@caahep.org, Phone: 727-201-2350 Fax: 727-210-2354 / www.caahep.org
The Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) is a nonprofit organization in existence to establish, maintain and promote quality standards for educational programs in Diagnostic Medical Sonography (DMS). JRC-DMS 6021 University Boulevard, Suite 500, Ellicott City, MD 21043/ www.jrcdms.org

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

Admission Process
The Diagnostic Medical Sonography program (DMS) is a selective admissions program. All students must first apply to the Connecticut State Community college. Unless waived, all applicants must take placement tests in reading, English and mathematics. Students must attend a specific DMS program information session within one year prior to applying to the program and complete the sign in documentation. Students must have a minimum GPA of 2.7 and complete the following courses prior to the application deadline.
ENG*101 Composition (grade of "C "or higher)
MAT*175 Algebra II with Trigonometry (grade of "C" or higher)
PHY*111 Physics for Life Science (grade of "C" or higher)
BIO*211 Anatomy & Physiology I (grade of "C "or higher taken within the past five years of the program start date)
Bio*212-Anatomy & Physiology II (grade of "C or higher", and taken within the past five years of the start date)
** Students may apply to the program while in the process of completing Bio*212 during the spring semester of application year.
Criminal Background checks and Toxicology screenings.
Clinical sites require criminal background checks and toxicology screening completed on any DMS student who will be attending a clinical rotation at their facility. Some clinical sites require additional FASC III background check checks at an additional cost.
Students must follow instructions for obtaining these tests.
The following guides the response to a positive toxicology screening for any student
1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor.
2. The student is required to provide documentation by a healthcare provider in the event there is a medical explanation for a positive result (i.e., the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.

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

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

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

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

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

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

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

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

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

Program Name: Environmental Biology

Degree Type: Associate of Science

Program Description:

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

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

Program Learning Outcomes:

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

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

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

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
CSA* 105	Intro to Software Applications	**3**	TBD
BIO* 121	General Biology I	**4**	Eligibility for ENG* 101
BIO* 122	General Biology II	**4**	Eligibility for ENG* 101
BIO* 175	Intro to Marine Science	**3**	Eligibility for ENG* 101
BIO* 235	Microbiology	**4**	BIO* 121 with C or better
BIO* 270	Ecology	**4**	BIO* 121 AND MAT* 167 AND ENG* 101 all with C or better
CHE* 121	General Chemistry I	**4**	MAT* 172 with C or better
CHE* 122	General Chemistry II	**4**	CHE* 121 with C or better
ENV* 110	Environmental Regulations	**3**	ENV* 101 with C or better
GLG* 121	Introduction to Physical Geology	**4**	Eligibility for MAT* 137 AND Eligibility for ENG 101
MAT* 167	Principles of Statistics	**3**	MAT* 137 with C or better
	Program Requirement Credits	**40**	
	General Education Core Credits	**21**	
	Program Total Credits	**61**	

Program Name: Environmental Engineering Technology

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

Program Description:

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

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

Program Learning Outcomes:

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

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

Program Requirements (36-39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req/Co-req Course #**
ENV* 110	Environmental Regulations	**3**	ENV* 101 with C or better
CHE* 121	General Chemistry I	**4**	MAT* 172 with C or better
ENV* 163	Geomatics Spatial Analysis	**3**	N/A
BIO* 121	General Biology I	**4**	Eligibility for ENG* 101
BIO* 122	General Biology II	**4**	Eligibility for ENG* 101
ENV* 242	Hydrology	**3**	MAT* 172 AND ENV* 101, both with C or better
ENV* 260	Geomatics	**4**	ENV* 163 with C or better
ENV* 265	Fundamental Measurements and Applications	**3**	MAT* 172 AND ENV* 101, both with C or better (High school chemistry OR CHE*111 with C or better recommended)
ENV* 245	Water Resources Engineering with Lab	**4**	MAT* 172 AND ENV* 101, both with C or better
ENV* 208	Long Island Sound Conservation	**3**	ENV* 101 with C or better
ENV* 220	HAZWOPER (Hazardous Waste Operations Emergency Response)	**3**	CHE* 111 or CHE* 121 recommended
ENV* 172	Environmental Research Projects I	**1**	ENV* 101 with C or better or concurrent
ENV* 277	Environmental Research Projects II	**1**	ENV* 172 with C or better
ENV* 278	Environmental Research Projects III	**1**	ENV* 277 with C or better
ENV* 279	Environmental Research Project IV	**1**	ENV* 278 with C or better
ENV* 291	Environmental Engineering Technology Co-op	**1**	Permission of the Instructor
	Program Requirement Credits	**43**	
	General Education Core Credits	**22**	
	Program Total Credits	**65**	

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

Certificate Description:

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

Certificate Learning Outcomes:

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

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

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

Program Name: Environmental Science and Toxicology

Degree Type: AS

Program Description:

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

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

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

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

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

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

Credit Certificate Program Name:
Environmental Science and Toxicology

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

Certificate Learning Outcomes:

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

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

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

Program Name: Environmental Science: Sustainability

Degree Type: A.S. Degree

Program Description:

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

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

Program Learning Outcomes:

Upon successful completion of all Program requirements, graduates will:

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

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

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

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

Program Name: Natural Resources

Degree Type: Associate in Science

Program Description:

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

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

Program Learning Outcomes:

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

General Education Core Courses (21-25 credits)			
Course Number		**Course Name**	**# of Credits**
1	ENG*101	English Composition	3
2	MAT* 186	Precalculus	4
3		Arts or Humanities Elective – ART* 101 or ART* 102 or PHL* 111 Recommended	3
4	ENV* 101	Introduction to Environmental Science	3
5	ANT* 101	Introduction to Anthropology	3
6		Any COM courses vetted for Oral Communication	3
7	CCS* 101	College Career and Success	3
		General Education Core Credits	**22**

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

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

Credit Certificate Program Name: Natural Resources

Certificate Description:

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

Certificate Learning Outcomes:

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

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

Program Name: Interior Design Career Program

Degree Type: A.A.S.

Program Description:

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

Program Learning Outcomes:

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

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

Program Descriptors:

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

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

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

Program Name: Interpreter Training Program

Degree Type: Associate in Science

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

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

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

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

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

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

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

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

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

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Credit Certificate Program Name: Deaf Studies

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

Certificate Learning Outcomes:
Upon successful completion of all program requirements, graduates should be able to:
1. Communicate at an advanced level using American Sign Language.
2. Demonstrate an in-depth understanding of and sensitivity to American Deaf culture.
3. Describe the major characteristics of ASL literature.
4. Understand the linguistical aspects of American Sign Language.
5. Educate others with information and available resources for people who are Deaf and/or Hard of Hearing.

Certificate Descriptors:

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

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

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

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Credit Certificate Program Name: Library Technology Certificate

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

Certificate Learning Outcomes:

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

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

Certificate Descriptors:

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

<u>Employment</u>
Our graduates are employed in numerous libraries across Connecticut and New England. Employment of library support staff is expected to grow by 9 percent from 2016 to 2026. There is an increased demand for skilled library paraprofessionals who perform a variety of duties in public services and technical support areas. Careers are available at:

- Public libraries
- Academic libraries
- Government libraries
- Public School media centers
- Private school libraries
- Corporate libraries
- Law Firm libraries
- Special libraries

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Employment Experience

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

Who Should Consider the Library Technology Certificate?

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

Special Opportunities

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

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

Certification

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

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

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

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CT State Community College TAP Common Program Template

Program Name: CSCU Pathway Transfer Degree: Mathematics Studies

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

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

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

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

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

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

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

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

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

COSC
- B.A. General Studies: Mathematics Concentration

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

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

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

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

Program Name: Diagnostic Imaging and Therapy: Nuclear Medicine Technology

Degree Type: Associate of Science

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

Program Learning Outcomes:

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

    1.1 Students will demonstrate oral communication skills

    1.2 Students will demonstrate written communication skills

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

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

    2.2 Students will use critical thinking to overcome clinical challenges

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

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

    3.2 Students will provide appropriate patient care

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

Instrumentation/Quality Control: Involves the operation of nuclear medicine and PET imaging systems: With or without sealed sources of radioactive materials, x-ray tubes, or MR systems for attenuation correction, transmission imaging, or diagnostic CT or MR (when appropriately trained and/or credentialed).
Quality control: The evaluation and maintenance of a quality control program for all instrumentation to ensure optimal performance and stability.
Diagnostic Procedures: Requires the utilization of appropriate techniques, radiopharmaceuticals, imaging medications and adjunctive medications as part of a standard protocol to ensure quality diagnostic images and/or laboratory results. Obtains biological samples to perform testing as required for the optimization of patient care and quality of diagnostic procedures.
Therapeutic Procedures: Requires the utilization of appropriate techniques, radiopharmaceuticals, and adjunctive medications as part of a standard protocol to ensure proper treatment of the disease process. Obtains biological samples to perform testing as required for the optimization of patient care.
Adjunctive Medications: Involves the identification, preparation, calculation, documentation, administration, and monitoring of adjunctive medication(s) used during diagnostic imaging, or therapeutic procedures. Imaging Medications: Involves the identification, preparation, calculation, documentation, administration, and monitoring of imaging medication(s) used during diagnostic imaging studies.
Imaging Medications: Involves the identification, preparation, calculation, documentation, administration, and monitoring of imaging medication(s) used during diagnostic imaging studies.
Radiopharmaceuticals: Involves the safe handling and storage of radiopharmaceuticals. This includes, but is not limited to, the procurement, identification, preparation, dose calculation, and administration of radiopharmaceuticals. It involves the safe handling and storage of radiopharmaceuticals. This includes, but is not limited to, the procurement, identification, preparation, dose calculation, and administration of radiopharmaceuticals. It also includes all associated documentation and disposal as appropriate.
Radiation Safety: Involves practicing techniques that will minimize radiation exposure to the patient, health care personnel, and general public. These include using protective devices, shields, dose reduction, and monitors consistent with ALARA principles. Establishing protocols for managing spills and unplanned releases of radiation.

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

Admissions Procedure:

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

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

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

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

Program Accreditation:

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

National Exams:

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

Graduation Criteria

All program students must complete the following to receive an associate degree from the program. See the student handbook for complete details.

- Complete all didactic curricula with a final grade of C or better.
- Complete all clinical curricula with a final grade of C or better.
- Complete all competency exams with a final grade of 100%.
- Maintain all hospital and program standards as outlined in the program handbook.

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

Clinical Experience will take place at:

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

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

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

Clinical Curriculum

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

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

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

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

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

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

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

Program Learning Outcomes:
While providing nursing care to individuals, families, groups, communities, and populations within the health care system, the nursing graduate:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Program Name: Outpatient Medical Coding and Auditing

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

Degree Type: Associate of Science Degree

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

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

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

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

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Total Program Requirements (39 credits)			
Course Number	**Course Name**	**# of Credits**	**Pre-req./Co-req. Course #**
Current: HIM*160 New Proposed: HIM*XXX	Current: Privacy, Security, and Compliance New Proposed: Compliance in the Outpatient Setting	**3**	P: Eligible for ENG*101. HIM*201 or HIM*105 with a "C" or better. C: None
CSA*105	Intro to Software Application	**3**	TBD
MED*111	Administrative Medical Assisting	**3**	P: Eligible for ENG*101 C: None
HIM*201 or HIM*105	Health Information Management Principles	**3**	HIM*201 - P: Eligible for ENG*093 C: None HIM*105 - P: None C: None
HIM*203 or BIO*203 or BIO*123	Current: Pathophysiology, New Proposed: Human Diseases and Pathophysiology (HIM*203) or Pathophysiology (BIO*203) or Biology of Human Disease (BIO*123)	**3**	HIM*203 - P: MED*125 or BOT*180, or HIM*101 and BIO*115, and Eligible for ENG*101 C: None BIO*203 - P: TBD C: None BIO*123 - P: Eligible for ENG*101 C: None
BOT*181 or HIM*120	Medical Coding I or Clinical Classification Systems I	**3**	BOT*181 - P: BOT*180 or HIM*101 or MED*125 C: None HIM*120 - P: Bio*115 with a grade of 'C' or better or BIO*212 with a grade of 'C' or better and HIM*101 with a grade of 'C' or better C: None
BOT*182 or HIM*121	Medical Coding II	**3**	BOT*182 - P: or C: BOT*181 HIM*121 - P: Bio*115 with a grade of 'C' or better or BIO*212 with a grade of 'C' or better and HIM*101 with a grade of 'C' or better C: None
HIM*211	Advanced Coding and Auditing	**3**	P: BOT*181 and BOT*182 or HIM*120 and HIM*121 and HIM*203 or BIO*203 with a "C" or better. C: None
MED*112 or HIM*113	Medical Insurance and Billing or Healthcare Reimbursement	**3**	MED*112 - P: Eligible for ENG*101 C: None HIM*113 - P: Eligible for MAT*167 C: None
MED*125 or BOT*180 or	Medical Terminology for Clinical and Administrative Professions or	**3**	MED*125 - P: None C: None

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

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

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

Certificate Learning Outcomes:

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

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

- **CBCS** - Certified Billing and Coding Specialist
- **CMAA** – Certified Medical Administrative Assistant

American Association of Professional Coders (AAPC)

- **CBP** - Certified Professional Biller
- **COC** - Certified Outpatient Coder
- **CPC** – Certified Professional Coder

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

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

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

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Program Name: Paralegal

Degree Type: A.S.

Program Description:

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

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

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

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

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

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Program Learning Outcomes:

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

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

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

Program Descriptors:

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

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

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

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Credit Certificate Program Name: Paralegal Certificate

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

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

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

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

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

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Certificate Learning Outcomes:

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

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

Certificate Descriptors:.

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

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

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

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Credit Certificate Program Name: Certified Phlebotomy Technician

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

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

Certificate Descriptors:

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

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

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

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

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

Degree Type: Associate in Arts

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

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

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

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

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

DRAFT

Program Name: Pre-Nutrition Transfer Degree

Degree Type: Associate of Science

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

Program Learning Outcomes:

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

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

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

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

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

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

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

DRAFT

Program Name: Connecticut State Community College Radiography Program

Degree Type: Associate of Science in Radiography

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

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

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

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

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

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

ENG*101 – Composition (C or higher)
BIO*211 – Anatomy & Physiology I (C+ or higher taken within past five years of program start date)
[1]BIO*212 – Anatomy & Physiology II (C+ or higher taken within past five years of program start date)
[1]Students may apply to the Program while in the process of completing BIO*212 during the spring semester of application year.

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

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

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

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

*Positive toxicology screens can prevent students from participating in a clinical assignment per facility contractual agreements. The following guides the response to a positive toxicology screening for any student:
1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor.
2. The student is required to provide documentation by a healthcare provider in the event there is a medical explanation for a positive result (i.e., the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.
3. If a student challenges a result, only the original sample can be retested.

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

Program Learning Outcomes: *Based on JRCERT accreditation standards

Upon completion of the Program:

Goal 1: Students will demonstrate effective communication skills

Student Learning Outcomes:

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

2: Students will practice effective written communication skills

Goal 2: Students will utilize critical thinking skills

Student Learning Outcomes:

1: Students will assess images for diagnostic quality

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

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

Student Learning Outcomes:

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

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

3.Students will utilize radiation safety for self and others

Goal 4: Students will demonstrate professional behavior

Student Learning Outcomes:

1: Students will demonstrate professionalism in the program

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

Program Descriptors:

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

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

Graduation Requirements:

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

Clinical Curriculum:

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

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

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

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

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

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

Yale New Haven – Pequot Health Center - Groton

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

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

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

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

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

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

			Co- req: RAD 2011
BIO*212	Anatomy & Physiology II	**4**	Pre-Req: BIO*211
	PLEASE NOTE: THESE ARE NEW COURSES FOR THE RADIOGRAPHY PROGRAM. WE CREATED NUMBERS FOR THE PURPOSE OF CLARITY IN THIS DOCUMENT.	**50 credits**	
Program Differentiated Option #1 Name: Gateway Campus			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# Of Credits**	**Pre-req/Co-req Course #**
RAD1094A	Radiography Clinical Winter I	**0.5**	RAD1094
RAD2094A	Radiography Clinical Winter II	**0.5**	RAD2094
RST100	Introduction to Patient Care for Radiologic Science	**2**	Program Admission (Course shared with Radiation Therapy; already approved)
RST100L	Introduction to Patient Care for Radiologic Technology Lab	**1**	Program Admission (Course shared with Radiation Therapy; already approved)
RAD1011L	Imaging/Exposure I	**1**	RAD1011
	Total Program Requirement Credits with Differentiated Option #1	**55**	
	General Education Core Credits	**22**	
	Program Total Credits for Differentiated Option #1	**77**	

Program Differentiated Option #2 Name: Middlesex Campus

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

Required Courses

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

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

Program Differentiated Option #3 Name: Manchester Campus

Required Courses

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

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

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

Program Differentiated Option #4 Name: Naugatuck Valley Community College N/A			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# Of Credits**	**Pre-req./Co-req. Course #**
	Core Program Only (no additional courses)		
	Program Total Credits for Differentiated Option #4	**60-61**	
Program Differentiated Option #5 Name: Capital Community College N/A			
Required Courses			
Common course numbering and common pre-requisites to be used for all courses.			
Course Number	**Course Name**	**# Of Credits**	**Pre-req./Co-req. Course #**
	Core Program Only (no additional courses)		
	Program Total Credits for Differentiated Option #5	**60-61**	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Acceptance of Selectees for Board of Regents Faculty Awards

April 21, 2022

RESOLVED: That the Board of Regents for Higher Education accepts the campus-based nominations for the Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards as the respective recipients of those awards for the 2021-22 academic year, and

That the Board of Regents for Higher Education accepts the recommendations of the respective selection committees for the Teaching Award (CSU), Teaching Award (CCC), Research Award, Scholarly Excellence Award and the Adjunct Faculty Teaching Awards as the respective recipients of the System Awards for the 2021-22 academic year.

A True Copy:

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

ITEM
Acceptance of the Board of Regents Faculty Awards

BACKGROUND
The Board of Regents Faculty Awards were established by a Board resolution on May 16, 2013. Five award categories, with potentially 38 individual awards of $1,000 each, were established to recognize junior faculty members at CSCU institutions who distinguish themselves as outstanding teachers or those who are engaged in exceptional research/creative work. The 32 individual awards are the campus-based awards in the categories of Teaching Awards (CSU), Teaching Awards (CCC), Research Awards and the Scholarly Excellence Awards; and a single system award for each of those categories wherein an individual award recipient is deemed to be the system's best in exemplifying "high quality teaching" or "high-quality research/creative achievement." Additionally, there are two system awards selected from institutional nominations for the Adjunct Faculty Teaching Awards.

PROCESS
For the 2021-22 academic year, per the guidelines approved by the Board; the Connecticut State Colleges and Universities have submitted nominations within the five award categories for the Board's consideration.

RECOMMENDATIONS
Subsequently, five selection committees, consisting of previous Faculty Awards recipients, have reviewed and assessed the nomination packages, and made their recommendations to the Board for the six System Awards. The Faculty Awards rosters are attached.

04/09/2021 – BOR-Academic and Student Affairs Committee
04/22/2021 – Board of Regents

BOARD OF REGENTS

FACULTY AWARDS

2021-2022 Academic Year

In recognition of Assistant and Associate Professors in tenure-track or tenured positions and adjunct faculty members:

who have distinguished themselves as outstanding teachers and have established a track record of promoting instructional improvements for their departments; or

who are doing exceptional research, scholarly, and/or creative work

Teaching Awards[1&2]

(Connecticut State Universities)

Teaching Awards[1&2]

(Connecticut Community Colleges)

Research Awards[1&2]

(Connecticut State Universities)

Scholarly Excellence Awards[1&2]

(Connecticut Community Colleges)

Adjunct Faculty Teaching Awards[3]

1. campus-based awards
2. a single system-wide award among campus-based nominations
3. system-wide awards (2) among campus-based nominations

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut State Universities)

Institution	Campus Nominee	Faculty Rank / Discipline
Central	Dr. Heather Rodriguez	Associate Professor / Sociology
Southern	Dr. Jason W. Smith	Associate Professor / History
Western	Ms. Sabrina Marques	Associate Professor / Art

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the universities recommends the recipient of the:

System's Teaching Award

(Connecticut State Universities)

Ms. Sabrina Marques

Western Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Teaching Awards

(Connecticut Community Colleges)

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck	Dr. Heather D'Orlando	Associate Professor / Psychology
Housatonic	Ms. Rachel Cain	Associate Professor / Math and Science
Middlesex	Ms. Norma Rosado-Javier	Associate Professor / Early Childhood Education
Naugatuck Valley	Dr. Nikki McGary	Associate Professor / Sociology and Anthropology
Norwalk	Ms. Teuta Dalip	Associate Professor / Mathematics
Tunxis	Ms. Kelly O'Brien Mann	Associate Professor / Psychology/Social Science

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Teaching Award for the community colleges recommends the recipient of the:

System's Teaching Award

(Connecticut Community Colleges)

Dr. Nikki McGary

Naugatuck Valley Community College

BOARD OF REGENTS

FACULTY AWARDS

Research Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Central	Dr. Ivan Small	Associate Professor / Anthropology
Southern	Dr. Stephen Axon	Assistant Professor / Environment, Geography and Marine Sciences

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Research Award recommends the recipient of the:

System's Research Award

Dr. Ivan Small

Central Connecticut State University

BOARD OF REGENTS

FACULTY AWARDS

Scholarly Excellence Awards

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck	Mrs. MaryBeth Rajczewski	Assistant Professor / Mathematics
Three Rivers	Dr. Todd Barry	Associate Professor / English
Tunxis	Mr. Alva Hanson, Jr.	Instructor / English and Humanities

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Scholarly Excellence Award recommends the recipient of the:

System's Scholarly Excellence Award

Mrs. MaryBeth Rajczewski
Asnuntuck Community College

BOARD OF REGENTS

FACULTY AWARDS

System's Adjunct Faculty Teaching Awards

Ms. Yumi McCarthy
Norwalk Community College
Adjunct Professor – Humanities

&

Ms. Lisa Rioux
Charter Oak State College
Adjunct Professor – Nursing

Per its collective review and assessment of the institutions' nomination packages, the Selection Committee for the Adjunct Faculty Awards recommends that the recipients are as listed above: The other nominees were:

Institution	Campus Nominee	Faculty Rank / Discipline
Asnuntuck	Mr. Adam Bernard	Adjunct Professor / Art
Naugatuck Valley	Mr. William Cone	Adjunct Professor / Theater
Norwalk	Ms. Yumi McCarthy	Adjunct Professor / Humanities
Tunxis	Ms. Angela Lauretano	Adjunct Professor / Biology, Chemistry, Allied Health, and Medical
Charter Oak	Ms. Lisa Rioux	Adjunct Professor / Nursing
Southern	Ms. Kelly Falvey	Adjunct Professor / History

BOARD OF REGENTS
FACULTY AWARDS
Selection Committees

The members of the five Selection Committees reviewed and assessed the campus-based nomination packages which consisted of:

1) Cover Sheet
2) Letter of Nomination
3) Nominee's Reflective Statement
4) Letter of Support from one to three colleagues or students
5) Nominee's abbreviated curriculum vitae

Each nomination package was reviewed and assessed by a minimum of three committee members. The average total assessment points were used to determine the committee's recommendation to the Board of Regents for the respective System Award(s).

The members of the various Selection Committees were:

Dr. Mobin Agah Norwalk Community College	Dr. Charles Baraw Southern Connecticut State University	Dr. Steven Brady Southern Connecticut State University
Dr. Patrick Bryan Middlesex Community College	Dr. Neeta Connally Western Connecticut State University	Dr. Joshua Cordeira Western Connecticut State University
Dr. Kelli Custer Western Connecticut State University	Mr. Matthew Dunne Housatonic Community College	Dr. Mark Fabrizi Eastern Connecticut State University
Dr. Chelsea Harry Southern Connecticut State University	Mr. Joshua Hummel Capital Community College	Dr. Susan Koski Central Connecticut State University
Ms. Marie Kulesza Central Connecticut State University	Mr. Andrew Marvin Three Rivers Community College	Ms. Shelly Stoehr-McCarthy Southern Connecticut State University
Dr. Richard Zipoli Southern Connecticut State University	Ms. Jessica Zolciak Manchester Community College	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Recipient of the CSCU Shared Governance Award

April 21, 2022

WHEREAS, Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Council (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance in the CSCU institutions; and

WHEREAS, Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff, and students which advances excellence in the operation of CSCU institutions; and

WHEREAS, CSCU establishes the Shared Governance Award as an annual recognition of an individual CSCU college or university, in the spirit of the 1966 Statement on Government of Colleges and Universities, jointly formulated by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges; therefore, be it

RESOLVED, The 2021-22 CSCU Shared Governance Award is conferred upon Three Rivers Community College by the FAC and the BOR. The governance model at Three Rivers "nurtures an environment of open communication, active participation, and transparent decision-making", as observed by President Mark Ellen Jukoski.

A True Copy:

_____

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

ITEM
CSCU Shared Governance Award

BACKGROUND
On April 7, 2016 the Board of Regents for Higher Education, in conjunction with the Faculty Advisory Committee established the CSCU Shared Governance Award to annually recognize a CSCU institution for its outstanding contribution to shared governance within CSCU.

Consonant with the mission, vision and goals of the CSCU System, the Board of Regents (BOR) and the Faculty Advisory Committee (FAC) recognize the importance of administration, faculty, staff, and student cooperation in contributing to the advancement of shared governance within the CSCU System and its individual institutions. Shared governance is defined as communication, collaboration, and mutual accountability between administration, faculty, staff and students which advance excellence in the operations of institutions of higher education and their governing bodies.

SELECTION PROCESS
The FAC and the BOR jointly selects one CSCU institution annually for the Shared Governance Award from the pool of applicants received during the academic year. The CSCU Provost solicits applications from all CSCU institutions and submissions are reviewed by a four-member Selection Committee consisting of current members of the FAC and the BOR. Following review of the applications, the Selection Committee recommends an award recipient. The awardee is announced at a subsequent Board of Regents meeting.

RECOMMENDATION
The application process for the 2021-22 academic year yields Three Rivers Community College as the recipient of the CSCU Shared Governance Award.

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

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: SCSU	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Bilingual Extension Program Type of Offering *(e.g. Grad Certificate)* **Graduate Certificate** Anticipated Initiation Date: August 2022 Anticipated Date of First Completion *(if applicable)* : August 2023 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Locality of Program: X On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: NA # Credits in Program Core Courses: NA # Credits of Electives in Field: 6 # Credits of Electives: 6 # Credits Special Requirements *(e.g. internship):* NA Total # Credits the Institution Requires to Award the Credential 12
CIP Code No. 51.0299 **Title of CIP Code** Communication Disorders Sciences and Services, Other.	

Description of Offering, Context and Justification (Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)

The proposed four-course, 12-credit, Bilingual Extension Program Certificate will complement the MS in Communication Disorders and enable speech-language pathologists (SLP) to better serve the growing population of English Learners in CT and nationally. The final course is a bilingual practicum where bilingual service delivery skills and knowledge will be applied in a practicum setting. In New Haven 16% of school-aged children are designated as English Learners. Nationally, over 30% of children under the age of five are exposed to a language other than English at home. Especially in urban educational settings such as Hartford, New Haven, and Bridgeport, most children on a SLP's caseload are exposed to two or more languages. However, SLPs consistently report feeling unprepared to assess and treat bilingual children. This leads to over-diagnosis of bilingual students with communication disorders, which has detrimental educational and social consequences and economically strains the special education system.

Offering specialized training in bilingual communication disorders will make SCSU stand out above other programs in New England as we will be the first Bilingual Certificate for SLPs in the area. Nationally, 50 MS programs offer a bilingual emphasis, with 0 of them located in CT. Our innovate program aims to (a) better prepare future SLPs to assess and treat communication disorders in multilingual populations, and (b) support SCSU's mission of recruiting and retaining more students from underrepresented groups, and (c) support the College of Health and Human Services mission of graduating a more diverse profile of highly qualified practitioners and leaders who reflect the communities they serve. Students currently enrolled in our CMD program seek more specialized training to be prepared to work with bilingual clients in educational and medical settings. Thirty percent of our current graduate student clinicians speak a language other than English, which makes them ideal candidates to become bilingual Speech-Language Pathologists trained in best practices for culturally and linguistically diverse populations. Furthermore, currently practicing SLPs often look for professional development opportunities regarding bilingual service delivery. Thus, this proposed Bilingual Certificate aims to recruit practicing SLPs to broaden their training and further enhance their employability as well as increase their salary. Only 8% of certified SLPs identify as bilingual service provider, which highlights the need for more clinicians trained in evidence-based practices for bilingual populations.

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)* No additional resources are required.		
Institutional Contact for this Proposal: Svenja Gusewski and Elena Schmitt	Title: Assistant Prof Title: Professor	Tel.: -8385 e-mail: gusewskis1@southernct.edu 2-6138 schmitte1@southernct.edu
Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: Department of Communication Disorders and Department of World Languages and Literature (TESOL Program); SCSU main campus		

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
CMD 612: Dual Language Development, Assessment, and Intervention*			3	CMD 560, CMD 561, CMD 562, CMD 564, CMD 599***		3
TSL 515 Bilingual Education: Principles and Practices			3			
TSL 563 Immigration and English Learners			3			
Prerequisites						
				Total Other Credits Required to Issue Credential		12

Other Details ***Clinical rotation or independent study under the supervision of a bilingual SLP-CCC

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

a. Conduct least-biased assessment with Dual Language Learners and interpret assessment data to develop culturally sustaining goals for intervention based upon evidence from research, theoretical principles, and sensitivity to special populations/cultural awareness.
    a. Assessment via completing a series of case studies in CMD612.
b. Demonstrate cultural sensitivity to English learners and their families from a variety of backgrounds.
    a. Assessment via the completion of an advocacy project in TSL563.
c. Describe different program models of bilingual education, including the characteristics and needs of students enrolled in these programs
    a. Assessment via the completion of an interview with a TESOL teacher in TSL 515.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]	
Institution: SCSU	Date of Submission to CSCU Office of the Provost: 01/27/2022
Characteristics of Below-Threshold Offering Name of Offering: Minor in Digital Humanities Type of Offering *(e.g. Grad Certificate)*: **Minor** Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : Modality of Program: **X** On ground Online Combined If "Combined", % of fully online courses? Locality of Program: **X** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: 3 # Credits in Program Core Courses: 3 # Credits of Electives in Field: 15 # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential: 18
CIP Code No.: 30.5202 Title of CIP Code: Digital Humanities	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The Digital Humanities (DH) minor is an interdisciplinary minor in the College of Arts and Sciences. It has been designed for students who want to augment their disciplinary studies in the humanities or humanistic social sciences with advanced digital research techniques and in-depth engagement with theoretical, political, and practical questions raised by digital technologies. Students from outside the humanities are also welcome to enroll. In the DH minor, students will learn about how technology is shaping the world, and get hands-on experience with digital tools to explore questions about human culture and society. After taking the required introductory course, students will have the freedom to design, in consultation with an advisor, a course of study that allows them to explore questions and create projects of their own choosing. The skills and knowledge acquired with this minor are readily transferable to a number of occupations after graduation.

List of courses:

DGH 100 – Introduction to Digital Humanities (required)

Electives (15 credits to be selected from the following, in consultation with a member of the DGH Steering Committee):
ART 114 – Digital Foundations for Art & Design
ART 215 – Graphic Design I (Prerequisite: ART 114)
ART 216 – Typography I (Prerequisite: ART 114)
ART 264 – Digital Photography

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

COM 212 – Visual Communication
DSC 100 – Data Science I
DSC 101 – Data Science II
DSC 205 – Data Visualization (Prerequisite: DSC 100)
ENG 240 – Professional Writing: Theory and Practice
ENG 304 – Technical Writing and Communication
ENG 316 – Writing for Business and Industry
ENG 318 – Writing for the Web
ENG 498 – Professional Writing Internship
HIS 259 – Digital New Haven Project
GEO 110 – Geography of Conflict
GEO/JRN 170 – Introduction to Drone Technology
GEO 270 – Designing Maps –ARC GIS Story Maps
JRN 135 – Digital Media Skills
JRN 228 – Big Data Storytelling
JRN 306 – Digital News Design (Prerequisite: JRN 135 or JRN 170)
LIT 332 – Digitial Literary Studies
MDS 320 – Propaganda in Media
PHI 324 – Computer Ethics
SOC 201– Social Statisics

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

The courses have been created by current faculty and no new additional resources are anticipated for the implementation of this program.

Institutional Contact for this Proposal: Dr. Prezant	Title: Provost	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Arts and Sciences, main campus

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1. Critically evaluate data, information systems, and data structures, as well as primary and secondary sources;
2. Identify and critique digital humanities as a discipline and as a practice;
3. Apply both quantitative and qualitative methods to analyze data;
4. Employ computational methods to answer humanistic questions, and employ humanistic interpretive methods and critiques to engage with computation;
5. Engage with the tools and technologies used in digital humanities scholarship;
6. Recognize and articulate the differences between disciplinary practices;
7. Conceptualize and execute independent and collaborative digital research projects;
8. Collaborate effectively with team members, including those in different disciplines;
9. Communicate data analysis clearly to both specialist and non-specialist audiences;
10. Apply basic principles of accessibility and user experience design to the creation of a digital project;
11. Learn current, in-demand technologies, skills, tools, and scripting languages to be better equipped for the 21st century workplace;
12. Critique and build basic digital infrastructures, such as databases and archives, for Humanities disciplines

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Exercise & Sport Science- Sport Science, B.S.–Accelerated M.S. Exercise Science- Clinical Exercise Physiology Pathway Type of Offering *(e.g. Grad Certificate)* Concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : Spring 2024 Modality of Program: On ground Online **x** Combined If "Combined", % of fully online courses? 19% Locality of Program: **x** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. Title of CIP Code	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The proposed accelerated pathway proposal will reduce the barriers for our current undergraduate students, who are seeking a Master's degree. In the 4+1 option, students would take HMS 554 Research Methods in the fall of their senior year and HMS 578 Behavior Change in Health & Physical Activity in the spring of their senior year. This would allow students to complete the degree within the following year if they are full-time. The program plans to recruit interested students from the Sport Science concentration of the Exercise and Sport Science degree program, who are interested in the clinical application of exercise in preventative medicine. This program may also be an attractive option to students who are planning on applying to other health profession graduate programs (e.g. physical therapy, occupational therapy, and physician assistant), but want to strengthen their application by pursuing a Master's degree in Exercise Science (CEP track). We anticipate this new accelerated option for the new clinical exercise physiology track, will help us retain our top students in Health and Movement Sciences, who have previously had to look elsewhere if they wanted to obtain a clinical degree.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

The proposed accelerated concentration in Clinical Exercise Physiology will make use of the existing faculty and resources in the Department of Health & Movement Sciences. No additional resources are needed to make the proposed concentration a reality.

Institutional Contact for this Proposal: Robert S. Axtell	Title: Professor	Tel.: 203-392-6037 e-mail: axtellr1@southernct.edu
Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health & Human Services, Southern Connecticut State University		

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1.
2.
3.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Exercise & Sport Science- Sport Science, B.S.– Accelerated M.S. Exercise Science- Human Performance Pathway Type of Offering *(e.g. Grad Certificate)* Concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : Spring 2024 Modality of Program: On ground Online **x** Combined If "Combined", % of fully online courses? 10% Locality of Program: **x** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. Title of CIP Code	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The proposed accelerated pathway proposal will reduce the barriers for our current undergraduate students in the sport science concentration of the Exercise & Sport Science undergraduate program, who are seeking a Master's degree in Exercise Science. The human performance track of the MS Exercise Science degree program is accredited as an applied exercise physiology program by The Commission on Accreditation of Allied Health Education Programs (CAAHEP). This concentration prepares graduates for careers in exercise physiology, strength & conditioning, biomechanics, bionutrition of exercise and sport, and applied research in exercise science. Thus, this program serves students with a wide range of interests in Exercise Science. The accelerated pathway will encourage retention of our undergraduate students into the graduate program by reducing the barriers and subsequent years dedicated to a graduate program.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

The proposed accelerated concentration in Human Performance will make use of the existing faculty and resources in the Department of Health & Movement Sciences. No additional resources are needed to make the proposed concentration a reality.

Institutional Contact for this Proposal: Robert S. Axtell	Title: Professor	Tel.: 203-392-6037 e-mail: axtellr1@southernct.edu

Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health & Human Services, Southern Connecticut State University

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:
  i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
  iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
  iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1.
2.
3.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Exercise & Sport Science- Sport Science, B.S.– Accelerated M.S. Physical Activity & Chronic Disease Pathway Type of Offering *(e.g. Grad Certificate)* Concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : Spring 2024 Modality of Program: On ground **x** Online Combined If "Combined", % of fully online courses? Locality of Program: **x** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. Title of CIP Code	
Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)* The proposed accelerated pathway proposal will reduce the barriers for our current undergraduate students in the sport science concentration of our Exercise & Sport Science undergraduate program, who are seeking a Master's degree. We anticipate a large interest in this degree program, due to: (1) a curriculum focused on promoting health equity; (2) anticipated job growth in the field; (3) minimal barriers to pursuing with the 100% online delivery and no programmatic pre-requisites; and (4) the interdisciplinary nature of the program drawing from a larger diverse pool of students. Further, we anticipate the accelerated pathway will be an attractive option for undergraduate students at Southern. In particular, we anticipate interest from students who are interested in the application of physical activity to promote health, however, they may not want to pursue a clinical career.	
Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)* The proposed accelerated concentration in Physical Activity & Chronic Disease will make use of the existing faculty and resources in the Department of Health & Movement Sciences. No additional resources are needed to make the proposed concentration a reality.	

Institutional Contact for this Proposal: Kristie Rupp	Title: Assistant Professor	Tel.: 203-392-6040 e-mail: ruppk1@southernct.edu
Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health & Human Services, Southern Connecticut State University		

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:
- i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
- iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
- iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1.
2.
3.

SECTION 1: GENERAL INFORMATION

Institution: SCSU | Date of Submission to CSCU Office of the Provost: 2.23.22

Most Recent NECHE Institutional Accreditation Action and Date: Five-year interim report accepted 2017

Original Program Characteristics

CIP Code No. Title of CIP Code

Name of Program: African Studies

Degree: Title of Award *(e.g. Master of Arts)* Minor in African Studies

Stand-Alone Certificate: *(specify type and level)*

Date Program was Initiated: OHE#:

Modality of Program: X On ground Online Combined

If "Combined", % of fully online courses?

Locality of Program: X On Campus Off Campus Both

Original Program Credit Distribution

Credits in General Education:

Credits in Program Core Courses:

Credits of Electives in the Field: 18

Credits of Free Electives:

Cr Special Requirements *(include internship, etc.):*

Total # Cr in the Program *(sum of all #Cr above)*: 18

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18

Modified Program Characteristics

Name of Program: Africana Studies

Degree: Title of Award *(e.g. Master of Arts)* Minor in Africana Studies

Certificate[1]: *(specify type and level)*

Program Initiation Date: Fall 2022

Modality of Program: On ground Online X Combined

If "Combined", % of fully online courses? < 49%

Total # Cr the Institution Requires to Award the Credential *(i.e. include program credits, GenEd, other)*: 18

Other:

Modified Program Credit Distribution

Credits in General Education:

Credits in Program Core Courses: 6

Credits of Electives in the Field: 12

Credits of Free Electives:

Cr Special Requirements *(include internship, etc.):*

Total # Cr in the Program *(sum of all #Cr above)*: 18

From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 18

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued: Spring 2022 CIP: OHE#: Accreditation Date:

Phase Out Period Date of Program Termination Spring 2022

Rationale for Modification The African Studies minor has been without students for quite some time. This is at least partly due to the fact that there has been no Africanist teaching history at Southern in over a decade. We believe that by changing the title from "African" to "Africana" and extending the electives to include courses on the experiences of people in the African diaspora, we can make the minor more relevant and useful to our current capabilities as faculty and to the university's current population. There is a great deal of student interest in Black/Africana Studies as well as an increase in the Black population in the university as a whole. The Black population at Southern consists of African American, Afro-Caribbean, and Continental African students. This new vision of the minor allows us to draw inspiration from the ethnic diversity of the Black student body and allow for an interdisciplinary approach in teaching and research. Keeping in line with our interdisciplinary approach, students will not be allowed to take more than 6 credits in each discipline allowing for a focus in two or more disciplines.

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.)* No additional cost necessary.

Institutional Contact for this Proposal: Siobhan Carter-David Title: Associate Professor of History

Tel.: (203) 392-5858 e- mail: carterdaviS1@southernct.edu

Brandon Hutchinson Title: Associate Professor of English

Tel.: (203) 392-6720 e- mail: hutchinsonB1@southernct.edu

Institution's Unit *(e.g. School of Business)* n/a (Interdisciplinary Minor) and Location *(e.g. main campus)* Offering the Program:
SCSU, Main Campus

SECTION 2: Curriculum Details for a Program Modification						
Course Number and Name	**L.O. #**	**Pre-Requisite**	**Cr Hrs**	**Course Number and Name**	**L.O. #**	**Cr Hrs**
Program Core Courses				**Other Related/Special Requirements**		
AFR 100: Introduction to Africana Studies		n/a	3			
AFR 475: Seminar in Africana Studies		AFR 100 and at least two other approved courses within the minor	3			
Core Course Prerequisites				**Elective Courses in the Field**		
				ANT 342		3
				ART 309		3
				ENG 423		3
				ENG 424		3
				HIS 145		3
				HIS 210		3
				HIS 246		3
				HIS 344		3
				JRN 240		3
				LIT 366		3
				MDS 350		3
				MUS 311		3
				PSC 314		3
				PSC 318		3
				PSC 326		3
				SOC 310		3
				SOC 312		3
				SOC 363		3
				SOC 367		3
Total Other Credits Required to Issue Modified Credential						

Learning Outcomes - L.O. *(List up to three of the most important student learning outcomes for the program, and any changes introduced)*

1. Use an interdisciplinary lens to explain the ways in which colonialism, capitalism, slavery, and anti-Black racism have impacted African Diasporic people.
2. Enhance content knowledge of issues in Africana studies by engaging the work of scholars in

education, history, literature, the hard sciences, sociology, anthropology, geography, journalism, gender studies, the fine and performing arts, public health, social work and political science, both inside and outside of the university.

3. Understand how the intersections between race, class, gender, sexuality, and nationality impact the lived experiences of people of the African Diaspora.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: **Accounting Analytics** Type of Offering *(e.g. Grad Certificate)* **OCP** Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : n/a Modality of Program: **X**On ground **X** Online **X** combined If "Combined", % of fully online courses? 50 or 75% Locality of Program: **X** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: 0 # Credits in Program Core Courses: 6 # Credits of Electives in Field: 6 # Credits of Electives: 0 # Credits Special Requirements *(e.g. internship):* n/a Total # Credits the Institution Requires to Award the Credential 12

CIP Code No. **30.719** *Title of CIP Code* **Data Analytics, Other**

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for **clarity**. In one paragraph, please address need and anticipated benefits of the offering)*

Technology and 'big data' exist everywhere regardless of size or industry. Accountants with data analytics knowledge are critical to their organizations. The Advanced Accounting Analytics Online Certificate will provide students with deeper knowledge and mastery of accounting analytics and help distinguish themselves and future-proof their career regardless of the career path they choose. Our employers are looking to hire graduates with technical accounting knowledge coupled with analytical skills.

The Governor's Workforce Council WORKFORCE STRATEGIC PLAN 2020 recommends expanded accelerated programs that incorporate computer science and business disciplines. The PLAN states a strong demand for business analytical skills in the workforce including Excel, Tableau, quantitative analysis, critical thinking, and problem-solving skills.
Starting in 2024 the Uniform CPA Examination model will undergo significant changes. The new model will transition to a new core (Accounting and Data Analytics, Auditing and Accounting Information Systems, and Tax) plus Disciplines (candidates choose 1 – Business Analysis and Reporting, Information Systems and Controls, or Tax Compliance and Planning). Newly licensed CPAs will need to demonstrate deeper and broader skill sets as well as greater knowledge of emerging technologies.
A PwC white paper (https://www.pwc.com/us/en/careers/university-relations/data-driven.html) suggests

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:
a) new degree options or certificate programs:
i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
iv. a new graduate option or certificate program of 12 or fewer semester credit hours
b) academic programs that do not qualify students to become eligible for federal financial aid.

adding an analytics specialty to the accounting curriculum. The analytics skills recommended are contemporary coding languages e.g., Python, legacy technologies (Microsoft Excel and Access), data visualization tools, and business statistics using a programming language.
This certificate is in response to the data-driven evolution in accounting, high demand in the state of Connecticut for the workforce to possess these skills, and the new Uniform CPA Examination model. Students can obtain the Advanced Accounting Analytics Online Certificate separately or embed it in the M.S. in Accounting or M.B.A. without having to take additional courses.

Participants must complete the following courses (12 credits):

Core (6 credits)

Curriculum

Core Required Courses (6 Credits)

BUS 538 Business Quantitative Analytics
Application of statistical concepts including exploratory data analysis, probability theory, statistical inference, ANOVA, and regression. Students will learn how to apply appropriate modeling to fit the circumstances and interpret results. Computer software used for calculations will be introduced.

AC 543 Advanced Accounting Analytics
Emphasizes the use of analytic techniques in the examination of "big data" from various accounting and financial sources. Students use relevant tools and technology to search for anomalies that might be indicative of fraud, analyze and interpret company performance, and visualize relevant output.

Electives – pick two (6 Credits**)**

AC 520 – Managerial Analysis & Cost Control
Advanced topics in managerial and cost accounting, along with formulation and application of cost accounting procedures. Topics include systems-based approaches using integrative cases. No credit given to students with credit for AC 420.

AC 545 – Advanced Assurance Services
Critically examining the auditors' assessment of the quality of information in financial statements through case analysis. Detailed coverage of audit planning, risk analysis, assessing internal control, executing audit procedures to substantiate validity of key financial accounts, and presenting audit findings in a final audit report.

AC 548 – Contemporary Accounting Topics (cross with BUS 546 - Applications of Business Analytics)
Seminar course that provides a critical understanding of contemporary accounting topics. Subjects covered will vary from semester to semester. May be repeated with different topics for a maximum of 6 credits. Business application of data mining. Understanding the importance of data mining in business and how to make business decisions using data mining results. Study of companies creating value through data mining.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)* We will need one additional part-time faculty every semester to teach 6 credits. Total semester expense will be $14,407 (Class C lecturer rate of $1,833 per credit in Fall 2022 plus 31% estimated fringe). Our lecturer expenses will be adjusted accordingly.		
Institutional Contact for this Proposal: **Dr. Joseph Farhat**	Title: **Interim Dean of the School of Business, and Professor of Finance**	Tel.: **860-832-3187 e-mail: josephfarhat@ccsu.edu**
Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: School of Business, **main campus**		

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O.	Pre-Requisite	Cr Hrs
Core Courses				**Other Requirements – two of three Electives**			
BUS 538 Business Quantitative Analytics	Students demonstrate proficiency in the interpretation of data to make informed recommendations.		3	AC 520 – Managerial Analysis & Cost Control	Students identify the relevant business issue.		**3**
AC 543 Advanced Accounting Analytics	Students utilize technology to analyze accounting data.		3	AC 545 – Advanced Assurance Services	Students develop relevant conclusions		3
				AC 548 – Contemporary Accounting Topics (cross with BUS 546 - Applications of Business Analytics)	Vary by content . Students demonstrate effective written communication skills		3
Prerequisites							
Admittance to the program.							
Total Other Credits Required to Issue Credential							

Other Details

Learning Outcomes - L.O. *Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

Analytical Skills:

1. Students demonstrate proficiency in the interpretation of data to make informed recommendations.
2. Students utilize technology to analyze accounting data.

Communication Skills:

1. Students demonstrate effective written communication skills.
2. Students demonstrate effective oral communication skills.

Critical Thinking (Decision-Making):

1. Students identify the relevant business issue.
2. Students demonstrate the ability to research authoritative literature to evaluate the issue.
3. Students develop relevant conclusions.

Bolded courses indicate new offerings.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the B.S. Marketing to Master of Business Administration accelerated pathway Type of Offering *(e.g. Grad Certificate)* concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : **Spring 2025** Modality of Program: **x** On ground Online **x** Combined If "Combined", % of fully online courses? 50-99% Locality of Program: **x** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. ????? Title of CIP Code Marketing	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The B.S. Marketing to Master of Business Administration accelerated pathway is a new concentration for the B.S. Marketing that enables motivated students to complete both their B.S.- Marketing and Master of Business Administration degrees at CCSU in five years. This undergraduate concentration replaces six (6) credits of Marketing electives in the B.S.- Marketing with six (6) credits of graduate-level Marketing courses from the Master of Business Administration.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

This concentration will make use of existing instructional capacity in the BS- Marketing and Master of Business Administration programs and will require no new resources.

Institutional Contact for this Proposal: **Dr. Joseph Farhat**	Title: **Dean of the School of Business**	Tel.: **860-832-3187** e-mail: **Josephfarhat@ccsu.edu**
Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **School of Business, main campus**		

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:

i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,

iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,

iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1.
2.
3.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the B.S. Management to Master of Business Administration accelerated pathway Type of Offering *(e.g. Grad Certificate)* concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : **Spring 2025** Modality of Program: **x** On ground Online **x** Combined If "Combined", % of fully online courses? 50-99% Locality of Program: **x** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. ????? Title of CIP Code Management	

Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)*

The B.S. Management to Master of Business Administration accelerated pathway is a new concentration for the B.S. Management that enables motivated students to complete both their B.S.- Management and Master of Business Administration degrees at CCSU in five years. This undergraduate concentration replaces six (6) credits of Management electives in the B.S.- Management with six (6) credits of graduate-level Management courses from the Master of Business Administration.

Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)*

This concentration will make use of existing instructional capacity in the BS- Management and Master of Business Administration programs and will require no new resources.

Institutional Contact for this Proposal: **Dr. Joseph Farhat**	Title: **Dean of the School of Business**	Tel.: **860-832-3187** e-mail: **Josephfarhat@ccsu.edu**
Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **School of Business, main campus**		

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

a) new degree options or certificate programs:

i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,

iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,

iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1.
2.
3.

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION[1]

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the B.S. Finance to MS in Accounting accelerated pathway Type of Offering *(e.g. Grad Certificate)* concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion *(if applicable)* : **Spring 2025** Modality of Program: **x** On ground Online x Combined If "Combined", % of fully online courses? 50-99% Locality of Program: **x** On Campus Off Campus Both	**Credit Distribution of the Offering** # Credits in General Education: # Credits in Program Core Courses: 6 # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements *(e.g. internship):* Total # Credits the Institution Requires to Award the Credential
CIP Code No. 520801 Title of CIP Code Finance, General	
Description of Offering, Context and Justification *(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)* The B.S. Finance to MS in Accounting accelerated pathway is a new concentration for the B.S. Finance that enables motivated students to complete both their B.S.- Finance and MS in Accounting degrees at CCSU in five years. This undergraduate concentration replaces six (6) credits of Finance courses in the B.S.- Finance with six (6) credits of graduate-level Finance courses from the MS in Accounting.	
Cost Effectiveness and Availability of Adequate Resources *(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)* This concentration will make use of existing instructional capacity in the BS- Finance and MS in Accounting programs and will require no new resources.	
Institutional Contact for this Proposal: **Dr. Joseph Farhat**	Title: **Dean of the School of Business** Tel.: **860-832-3187** e-mail: **Josephfarhat@ccsu.edu**
Institution's Unit: *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: **School of Business, main campus**	

[1] This information 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. The following academic programs are considered Below Threshold and do not require a BOR resolution:

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iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,

iv. a new graduate option or certificate program of 12 or fewer semester credit hours

b) academic programs that do not qualify students to become eligible for federal financial aid.

SECTION 2: DETAILS OF NEW OFFERING *(Community Colleges)*

Curriculum

*(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)*

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				**Other Requirements**		
Prerequisites						
				Total Other Credits Required to Issue Credential		

Other Details

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

1.
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Archives:
AY 2017-2018
AY 2018-2019
AY 2019-2020
AY 2020-2021
AY 2021-2022

CSCU Computer Science Transfer Pathway
2022-2023

Not all community colleges offer any or all of the courses that are required in the pathway. This pathway document lists existing courses at the community colleges. The computer science work group approved the current pathway with the understanding that community college computer science faculty will modify or create courses where necessary. The Framework and Implementation Review Committee recommends that the pathway be moved forward for endorsement votes on the campuses with the understanding that periodic updates will be made and that, before the pathway becomes available for students for the fall of 2017, community college faculty will work to develop or modify courses as necessary. For the 2017/18 academic year, the following 9 community colleges will offer the computer Science pathway: CCC, GCC, HCC, MCC, MXCC, NCCC, NVCC, QVCC, TRCC

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Contents:

pp 3-5 CSCU Pathway Transfer AA Degree: Computer Science Studies

Transfer Pathway and Degree Programs:

pp 6-10 CSCU, BS Computer Science – Alternative Program
pp 11-15 CSCU, BS Computer Science -- Honors
pp 16-20 ECSU, BS Computer Science
pp 20-24 SCSU, BS Computer Science
pp 24-28 WCSU, BS Computer Science

Remaining Credits:

pp 30-31 CCSU, BS Computer Science – Alternative Program
pp 32-33 CCSU, BS Computer Science – Honors
pp 34 ECSU, BS Computer Science
pp 35 SCSU, BS Computer Science
pp 36-37 WCSU, BS Computer Science

Changes

The CSCU Pathway Transfer A.A. Degree: Computer Science Studies was approved by the BOR during AY 2016-17 and first made available to students for AY 2017-18.

- 08/29/2017: Added course numbers to MCC transfer degree requirements: CSC 127, CSC 128, EET 252, CSC 121, and CSC 114).

Changes 10/24/2017:

- Updated ECSU program to reflect changes made beginning Fall 2017. These changes to the ECSU program do not affect the community college portion of the pathway.
- Added full lists of community college courses to all CSU templates – no change in program requirements.

Changes 12/11/2017

- SCSU: page 21, line 31 – course changed from CSC 153 to CSC 229 Object-oriented Programming; page 22, line 38, course changed from CSC 335 to CSC 235 Web and Database Development
- GCC: CSC 223 name corrected to Java Programming I throughout
- HCC: Updated course offerings

Changes 04/23/2018

- WCSU updated general education requirements

Changes made 5/31/2018

- CCSU updated both honors and alternative programs; changed ENG 110 to WRT 110
- WCSU updated program

Changes made 9/13/2018

- Updated SCSU program

Changes made 3/11/2020

- MXCC is now offering EET 252, change made to Page 3 line 21
- NCCC, Page 2 line 19 changed CSC 220 to CSC 124

Changes made 12/16/2021

- Addition of DGA 241: Internet Web Design I (MXCC) to the web design section page 5 line 24, page 7 line 25, page 12 line 25, page 17 line 24, page 20 line 21, page 27 line 41
- Mapped digital system courses to WCSU CS Elective and removed CS 215 page 27 line 34
- Edit to WCSU's credits remaining (Added CS 215 to line 25 on page 7, and adjusted CS elective credits to 1 and removed 3 credit course options)

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CSCU Pathway Transfer A.A. Degree: Computer Science Studies

1	**FRAMEWORK30**		
2	*Section A: Common Designated Competencies*		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	One sequence intended for majors of that discipline. Must include labs. BIO 121 General Biology I and BIO 122 General Biology II OR CHE 121 General Chemistry I and CHE 122 General Chemistry II OR PHY 221 Calculus-based Physics I and PHY 222 Calculus-based Physics II	8 credits
6	Scientific Knowledge & Understanding		
7	Quantitative Reasoning	MAT 186 Pre-Calculus	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	*Section B: Campus Designated Competencies*		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	**Framework30 Total**		**33 credits**

15	**PATHWAY30**		
16	***Major Program Requirements***		
17	Calculus I C or above	MAT 254	4 credits
18	Calculus II C- or above	MAT 256	4 credits
19	Computer Science/Programming I C or above	CSC 124 Programming Logic and Design with Python (CCC, GCC) CSC 220 Java I (NCCC) CSC 223 Java Programming I (4 credits, HCC) CSC 127 Java I (MCC) CSC 105 Programming Logic (CCC, MXCC)	3 credits

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		CSC 113 Programming I (NVCC) CSC 106 Structured Programming I (QVCC) CSC 108 Introduction to Programming (4 credits, NCC, TRCC)	
20	Computer Science/Programming II C or above	CSC 223 Java Programming I (4 credits, GCC, TRCC) CSC 224 Java Programming II (4 credits, HCC) CSC 128 Java II (MCC) CSC 220 Object-Oriented Programming Using Java (MXCC) CSC 221 Java II (NCCC) CSC 229 Programming II (NVCC) CSC 226 Object-Oriented Programming in Java (QVCC, 4 credits, NCC)	3 credits
21	Digital Systems C- or above	EET 252 Digital Electronics (4 credits, GCC, MCC, MXCC, NVCC [pre- / co-requisites required]) CST 145 Digital Circuits and Logic (4 credits, HCC, NCC, TRCC) OR CSC 283 Introduction to Assembler (4 credits, NCC)	4 credits
22	Discrete Math C or above	MAT 210 Discrete Math (NVCC, TRCC) MAT 287 Discrete Math (4 credits, MCC)	3-4 credits
23	Introduction to Database Design C or above	CSC 150 Data Base Applications and Design – Using SQL (4 credits, GCC) CSC 121 Introduction to Database Design (MCC) CSC 231 Database Design I (MXCC, NCCC, NVCC)	3 credits

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		CSA 145 Database Management (QVCC) CSC 233 Database Development I (4 credits, HCC, NCC, TRCC)	
24	Client-side Web Design	CSC 257 Web Development with PHP (4 credits, GCC) CST 114 Client-Side Web Development (MCC) CST 150 Web Design and Development I (NCCC, QVCC) CST 153 Web Development and Design I (4 credits, HCC, NCC, TRCC) CSC 227 Web Programming with Java (NVCC) DGA 241: Internet Web Design I (MXCC)	3 credits
25			
26	*Unrestricted Electives*		0 credits
27	Students who begin the Math sequence above MAT 186 will have unrestricted electives and should consider beginning or completing work on foreign language requirements not already met in high school and beginning work on minor requirements of some CSUs. They may also complete other General Education requirements, but only up to six (6) credits for ECSU.		
28	**Pathway30 Total**		**27 credits**

29	**Computer Science Pathway Total**		**60 credits**

Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

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Transfer Pathway and Degree Program
Central Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Computer Science B.S. – Alternative Program

Students must have a C- or above in all courses required for the major

1	Community Colleges*:			CCSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	WRT 110	3
8	Written II	Gen Ed	3	Skill Area I – Communication	3
9	Scientific Reasoning	One sequence intended for majors of that discipline. Must include labs. BIO 121 General Biology I and BIO 122 General Biology II OR CHE 121 General Chemistry I and CHE 122 General Chemistry II OR PHY 121 General Physics I and PHY 122 General Physics II OR PHY 221 Calculus-based Physics I and PHY 222 Calculus-based Physics II	8	BIO 121 General Biology I and BIO 122 General Biology II OR CHEM 161 General Chemistry with CHEM 162 General Chemistry Laboratory and CHEM 200 Foundations of Inorganic Chemistry with CHEM 201 Foundations of Analytical Chemistry Laboratory OR PHYS 125 University Physics I and PHYS 126 University Physics II	8
10	Scientific Knowledge				
11	Quantitative	MAT 186 Pre-Calculus	4	MATH 119 Pre-Calculus with Trigonometry	4
12	Historical Knowledge	Gen Ed*	3	Study Area II – History	3
13	Social Phenomena	Gen Ed	3	Study Area II – Social Science	3
14	Aesthetic Dimensions	Gen Ed	3	Study Area I – Arts and Humanities	3
15	**Section B**				

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16	Competency:	Gen Ed	3	Skill Area IV – University Requirement	3
17	Competency:	Gen Ed	3	Study Area III – Behavioral Sciences	3
18	**Framework30 Credits (30-31):**				
19	**Pathway30**				
20	**Additional General Education Courses**				
21				Study Area I – Literature	3
22				Study Area I – Arts and Humanities	3
23				Study Area II – Social Sciences	3
24				Study Area III – Behavioral Sciences	3
25	CSC 257 Web Development with PHP (4 credits, GCC) CST 114 Client-Side Web Development (MCC) CST 150 Web Design and Development I (NCCC, QVCC) CST 153 Web Development and Design I (4 credits, HCC, NCC, TRCC) CSC 227 Web Programming with Java (NVCC) DGA 241: Internet Web Design I (MXCC)		3	Skill Area II – Math/Stat/ Comp Sci	3
26				Skill Area III – Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
27	**General Education Credits:**		**36**		**54**
28	**Major Program Courses**				
29	C or above CSC 124 Programming Logic and Design with Python (GCC) CSC 223 Java Programming I (4 credits, HCC)		3	CS 151 Computer Science I	3

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	CSC 127 Java I (MCC) CSC 105 Programming Logic (MXCC) CSC 220 Java I (NCCC) CSC 113 Programming I (NVCC) CSC 106 Structured Programming I (QVCC) CSC 108 Introduction to Programming (4 credits, NCC, TRCC)			
30	C or above CSC 223 Java Programming I (4 credits, GCC, TRCC) CSC 224 Java Programming II (4 credits, HCC) CSC 128 Java II (MCC) CSC 220 Object-Oriented Programming Using Java (MXCC) CSC 221 Java II (NCCC) CSC 229 Programming II (NVCC) CSC 226 Object-Oriented Programming in Java (QVCC, 4 credits, NCC)	3	CS 152 Computer Science II	3
31			CS 153 Computer Science III	3
32			CS 253 Data and File Structures	3
33			CS 254 Assembly Language	3
34	C- or above EET 252 Digital Electronics (4 credits, GCC, MCC, NVCC [pre- / co-requisites required]) CST 145 Digital Circuits and Logic (4 credits, HCC, NCC, TRCC) OR CSC 283 Introduction to Assembler (4 credits, NCC)	4	Select 5 courses from the following: CS 354 Digital Systems Design CS 290 Topics The two courses above will be completed at the community college leaving the student to choose an additional 3 courses from the following: CS 355 Systems Programming CS 385 Computer Architecture	15

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	AND C or above CSC 150 Data Base Applications and Design – Using SQL (4 credits, GCC) CSC 121 Introduction to Database Design (MCC) CSC 231 Database Design I (MXCC, NCCC, NVCC CSA 145 Database Management (QVCC) CSC 233 Database Development I (4 credits, HCC, NCC, TRCC)	3-4	CS 407 Advanced Topics CS 410 Software Engineering CS 415 Game Development CS 416 Web Programming CS 417 Design Patterns CS 423 Graphics CS 425 Image Processing CS 460 Database Concepts CS 462 Artificial Intelligence CS 463 Algorithms CS 464 Programming Languages CS 465 Compiler Design CS 473 Simulation Techniques CS 481 Operating Systems CS 483 Theory of Computation CS 490 Networking CS 491 Wireless CS 492 Computer Security CS 493 Software Security Systems CS 495 Legal, Social, Ethical Issues CS 300 Work Experience I CS 398 Independent Study CS 499 Seminar	
35				
36				
37	C or above MAT 254 Calculus I	4	MATH 152 Calculus I	4
38	C or above MAT 210 Discrete Math (NVCC, TRCC) MAT 287 Discrete Math (4 credits, MCC)	4	MATH 218 Discrete Math	4
39				
40	**Program Course Credits:**	**20**		**38**
41	**Minor Course Credits:**			**18-24**
42	**Open Electives**			
43	C- or above MAT 256 Calculus II	4	MATH 221 Calculus II	4
44	**Students who begin the Math sequence above MAT 186 will have additional unrestricted electives.** **Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign**			

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	language and/or minor requirements will end up with more open elective credits at the CCSU			
45	**Open Elective credits:**			**0-6**
46	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Central Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Computer Science B.S. – Honors

Students must have a C- or above in all courses required for the major

Students are required to take a proficiency test specified by the department during their senior year.

1	Community Colleges*:			CCSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	WRT 110	3
8	Written II	Gen Ed	3	Skill Area I – Communication	3
9	Scientific Reasoning	One sequence intended for majors of that discipline. Must include labs. BIO 121 General Biology I and BIO 122 General Biology II OR CHE 121 General Chemistry I and CHE 122 General Chemistry II OR PHY 121 General Physics I and PHY 122 General Physics II OR PHY 221 Calculus-based Physics I and PHY 222 Calculus-based Physics II	8	BIO 121 General Biology I and BIO 122 General Biology II OR CHEM 161 General Chemistry with CHEM 162 General Chemistry Laboratory and CHEM 200 Foundations of Inorganic Chemistry with CHEM 201 Foundations of Analytical Chemistry Laboratory OR PHYS 125 University Physics I and PHYS 126 University Physics II	8
10	Scientific Knowledge				
11	Quantitative	MAT 186 Pre-Calculus	4	MATH 119 Pre-Calculus with Trigonometry	3
12	Historical Knowledge	Gen Ed*	3	Study Area II – History	3
13	Social Phenomena	Gen Ed	3	Study Area II – Social Science	3
14	Aesthetic Dimensions	Gen Ed	3	Study Area I – Arts and Humanities	3
15	**Section B**				

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16	Competency:	Gen Ed	3	Skill Area IV – University Requirement	3
17	Competency:	Gen Ed	3	Study Area III – Behavioral Sciences	3
18	**Framework30 Credits (30-31):**				**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21				Study Area I – Literature	3
22				Study Area I – Arts and Humanities	3
23				Study Area II – Social Sciences	3
24				Study Area III – Behavioral Sciences	3
25	CSC 257 Web Development with PHP (4 credits, GCC) CST 114 Client-Side Web Development (MCC) CST 150 Web Design and Development I (NCCC, QVCC) CST 153 Web Development and Design I (4 credits, HCC, NCC, TRCC) CSC 227 Web Programming with Java (NVCC) DGA 241: Internet Web Design I (MXCC)		3	Skill Area II – Math/Stat/ Comp Sci	3
26				Skill Area III – Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
27	**General Education Credits:**		**36**		**54**
28	**Major Program Courses**				
29	C or above CSC 124 Programming Logic and Design with Python (GCC) CSC 223 Java Programming I (4 credits, HCC)		3	CS 151 Computer Science I	3

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	CSC 127 Java I (MCC) CSC 105 Programming Logic (MXCC) CSC 220 Java I (NCCC) CSC 113 Programming I (NVCC) CSC 106 Structured Programming I (QVCC) CSC 108 Introduction to Programming (4 credits, NCC, TRCC)			
30	C or above CSC 223 Java Programming I (4 credits, GCC, TRCC) CSC 224 Java Programming II (4 credits, HCC) CSC 128 Java II (MCC) CSC 220 Object-Oriented Programming Using Java (MXCC) CSC 221 Java II (NCCC) CSC 229 Programming II (NVCC) CSC 226 Object-Oriented Programming in Java (QVCC, 4 credits, NCC)	3	CS 152 Computer Science II	3
31			CS 253 Data and File Structures	3
32			CS 254 Computer Organization and Assembly Language Programming	3
33	C- or above EET 252 Digital Electronics (4 credits, GCC, MCC, NVCC [pre- / co-requisites required]) CST 145 Digital Circuits and Logic (4 credits, HCC, NCC, TRCC) OR CSC 283 Introduction to Assembler (4 credits, NCC)	3	CS 354 Digital Systems Design	3

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34			CS 355 Systems Programming	3
35			CS 385 Computer Architecture	3
36			CS 463 Algorithms	3
37			CS 464 Programming Languages	3
38			CS 483 Theory of Computation	3
39			CS 492 Computer Security	3
40	C or above CSC 150 Data Base Applications and Design – Using SQL (4 credits, GCC) CSC 121 Introduction to Database Design (MCC) CSC 231 Database Design I (MXCC, NCCC, NVCC) CSA 145 Database Management (QVCC) CSC 233 Database Development I (4 credits, HCC, NCC, TRCC)	3	CS 290 Topics in Computer Science	3
41			Select 9 hours from the following advanced electives: CS 407 Advanced Topics CS 415 Game Development CS 416 Web Programming CS 423 Graphics CS 425 Image Processing CS 460 Database Concepts CS 462 Artificial Intelligence CS 465 Compiler Design CS 473 Simulation Techniques CS 481 Operating Systems CS 490 Networking CS 495 Legal, Social, Ethical Issues	9
42			Capstone Requirement: CS 410 Introduction to Software Engineering CS 498 Senior Project	6
43				
44				
45	C or above MAT 254 Calculus I	4	MATH 152 Calculus I	4
46	C- or above MAT 256 Calculus II	4	MATH 221 Calculus II	4

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47	C or above MAT 210 Discrete Math (NVCC, TRCC) MAT 287 Discrete Math (4 credits, MCC)	4	MATH 218 Discrete Math	4
48			MATH 226 Linear Algebra and Probability for Engineers	4
49			An additional 7 credits in science, STAT, or MATH above MATH 119 (not counting those in the Math category)	7
50	**Program Course Credits:**	**24**		**74**
51	**Minor Course Credits:**		Minor not required	**0**
52	**Open Electives**			
53				
54	**Students who begin the Math sequence above MAT 186 (MATH 119) will have additional unrestricted electives. Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU**			
55	**Open Elective credits:**			**0**
56	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**128**

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Transfer Pathway and Degree Program
Eastern Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Computer Science B.S.

There are no additional requirements for admission to this program.

1	Community Colleges*:			ECSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	T1 College Writing	3
8	Written II	Gen Ed	3	T1 Literature and Thought	3
9	Scientific Reasoning	One sequence intended for majors of that discipline. Must include labs. BIO 121 General Biology I and BIO 122 General Biology II OR CHE 121 General Chemistry I and CHE 122 General Chemistry II OR PHY 221 Calculus-based Physics I and PHY 222 Calculus-based Physics II	8	T1 – Natural Sciences (with Lab) T2 – Natural Sciences BIO 120 Organismal Biology w/Lab and BIO 130 Ecology w/Lab OR CHE 210 General Chemistry I with CHE 212 General Chemistry Laboratory I and CHE 211 General Chemistry II with CHE 213 General Chemistry Laboratory II OR PHY 208 Physics w/Calculus I w/Lab and PHY 209 Physics w/Calculus II w/Lab	8
10	Scientific Knowledge				
11	Quantitative	MAT 186 Pre-Calculus	4	T1 Math MATH 155 Pre-Calculus Mathematics	4
12	Historical Knowledge	Gen Ed*	3	T1 Historical Perspectives	3
13	Social Phenomena	Gen Ed	3	T1 Social Sciences	3
14	Aesthetic Dimensions	Gen Ed	3	T1 Arts in Context	3
15	**Section B**				
16	Competency:	Gen Ed	3	T1 FYI 100	3
17	Competency:	Gen Ed	3	T1 Health and Wellness	3
18	**Framework30 Credits (30-31):**				

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19	**Pathway30**			
20	**Additional General Education Courses**			
21			T2 Cultural Perspectives	3
22			T2 Individuals and Societies	3
23			T2 Creative Expressions	3
24	CSC 257 Web Development with PHP (4 credits, GCC) CST 114 Client-Side Web Development (MCC) CST 150 Web Design and Development I (NCCC, QVCC) CST 153 Web Development and Design I (4 credits, HCC, NCC, TRCC) CSC 227 Web Programming with Java (NVCC) DGA 241: Internet Web Design I (MXCC)	3	T2 Applied Information Technologies CSC 215 Introduction to Web Development	3
25			Tier 3 Independent Inquiry (Must be taken at ECSU)	3
26			Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
27	**General Education Credits:**	**36**		**54**
28	**Major Program Courses**			
29	C- or above EET 252 Digital Electronics (4 credits, GCC, MCC, NVCC [pre- / co-requisites required]) CST 145 Digital Circuits and Logic (4 credits, HCC, NCC, TRCC) OR CSC 283 Introduction to Assembler (4 credits, NCC)	4	CSC 180 Fundamentals of Computing	4
30	C or above CSC 124 Programming Logic and Design with Python (GCC)	3	CSC 210 CS & Programming I	3

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	CSC 223 Java Programming I (4 credits, HCC) CSC 127 Java I (MCC) CSC 105 Programming Logic (MXCC) CSC 220 Java I (NCCC) CSC 113 Programming I (NVCC) CSC 106 Structured Programming I (QVCC) CSC 108 Introduction to Programming (4 credits, NCC, TRCC)			
31	C or above CSC 223 Java Programming I (4 credits, GCC, TRCC) CSC 224 Java Programming II (4 credits, HCC) CSC 128 Java II (MCC) CSC 220 Object-Oriented Programming Using Java (MXCC) CSC 221 Java II (NCCC) CSC 229 Programming II (NVCC) CSC 226 Object-Oriented Programming in Java (QVCC, 4 credits, NCC)	3	CSC 231 CS & Programming II	3
32			CSC 270 Data Structures	3
33			CSC 320 Computer Architecture	3
34			CSC 335 Algorithm Design and Analysis	3
35			CSC 341 Database and Information Management	3
36			CSC 401 Networking and Distributed Computing	3
37			CSC 440 Operating Systems	3
38			CSC 445 Software Engineering	3
39			CSC 3XX/4XX CS Elective	3

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40			CSC 3XX/4XX CS Elective	3
41			CSC 3XX/4XX CS Elective	3
42				
43				
44				
45	C or above MAT 254 Calculus I	4	MAT 243 Calculus I	4
46	C- or above MAT 256 Calculus II	4	MAT 244 Calculus II	4
47	C or above MAT 210 Discrete Math (NVCC, TRCC) MAT 287 Discrete Math (4 credits, MCC)	3	MAT 230 Discrete Structures	3
48	**Program Course Credits:**	**21**		**51**
49	**Open Electives**			
50	C or above CSC 150 Data Base Applications and Design – Using SQL (4 credits, GCC) CSC 121 Introduction to Database Design (MCC) CSC 231 Database Design I (MXCC, NCCC, NVCC) CSA 145 Database Management (QVCC) CSC 233 Database Development I (4 credits, HCC, NCC, TRCC)	3	CSC 2XX Computer Science Elective	3
51	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at the ECSU.**			
52	**Open Elective credits:**	**0**		**15**
53	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Southern Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Computer Science B.S. General Program

There are no additional requirements for admission to this program.

1	Community Colleges*:			SCSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	FYE	3
8	Written II	Gen Ed	3	Written Communication	3
9	Scientific Reasoning	One sequence intended for majors of that discipline. Must include labs. BIO 121 General Biology I and BIO 122 General Biology II OR CHE 121 General Chemistry I and CHE 122 General Chemistry II OR PHY 221 Calculus-based Physics I and PHY 222 Calculus-based Physics II	8	BIO 102 General Biology I and BIO 103 General Biology II OR CHE 120 General Chemistry I and CHE 121 General Chemistry II OR PHY 230 Physics for Scientists and Engineers I and PHY 231 Physics for Scientists and Engineers II	8
10	Scientific Knowledge				
11	Quantitative	MAT 186 Pre-Calculus	4	MAT 122 Pre-Calculus	4
12	Historical Knowledge	Gen Ed	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	**Section B**				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	**Framework30 Credits (33):**				
19	**Pathway30**				
20	**Additional General Education Courses**				
21	CSC 257 Web Development with PHP (4 credits, GCC)		3	Creative Drive	3

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	CST 114 Client-Side Web Development (MCC) CST 150 Web Design and Development I (NCCC, QVCC) CST 153 Web Development and Design I (4 credits, HCC, NCC, TRCC) CSC 227 Web Programming with Java (NVCC) DGA 241: Internet Web Design I (MXCC)			
22	Select two out of three from the following three areas:			
23			Global Awareness	0-3
24			Mind and Body	0-3
25			American Experience	0-3
26			**Must be taken at SCSU:**	
27			Tier 3 Connections Capstone: CSC 400 Computer Science Project Seminar	3
28	**General Education Credits:**			**45**
29	**Major Program Courses**			
30	C or above CSC 124 Programming Logic and Design with Python (GCC) CSC 223 Java Programming I (4 credits, HCC) CSC 127 Java I (MCC) CSC 105 Programming Logic (MXCC) CSC 220 Java I (NCCC) CSC 113 Programming I (NVCC) CSC 106 Structured Programming I (QVCC) CSC 108 Introduction to Programming (4 credits, NCC, TRCC)	3	CSC 152 Computer Programming I	3
31	C or above	3	CSC 229 Object-oriented Programming	3

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	CSC 223 Java Programming I (4 credits, GCC, TRCC) CSC 224 Java Programming II (4 credits, HCC) CSC 128 Java II (MCC) CSC 220 Object-Oriented Programming Using Java (MXCC) CSC 221 Java II (NCCC) CSC 229 Programming II (NVCC) CSC 226 Object-Oriented Programming in Java (QVCC, 4 credits, NCC)			
32	C- or above EET 252 Digital Electronics (4 credits, GCC, MCC, NVCC [pre- / co-requisites required]) CST 145 Digital Circuits and Logic (4 credits, HCC, NCC, TRCC) OR CSC 283 Introduction to Assembler (4 credits, NCC)	4	CSC 207 Digital Systems	4
33			CSC 212 Data Structures	3
34			CSC 305 Computer Organization	3
35			CSC 321 Algorithms	3
36			CSC 324 Computer Ethics	3
37			CSC 330 Software Design and Development	3
38	C or above CSC 150 Data Base Applications and Design – Using SQL (4 credits, GCC) CSC 121 Introduction to Database Design (MCC) CSC 231 Database Design I (MXCC, NCCC, NVCC) CSA 145 Database Management (QVCC)	3	CSC 235 Web and Database Development	3

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	CSC 233 Database Development I (4 credits, HCC, NCC, TRCC)			
39			CSC 425 Operating Systems	3
40			CSC 265 Computer Networks & Security I	3
41			Select 3 from the following: CSC 334 Human Computer Interactions CSC 335 Database Management CSC 341 Digital Imaging CSC 431 Fundamentals of Computer Graphics CSC 443 Fundamentals of Internet Programming CSC 453 Information Security CSC 463 Development of E-Commerce Applications CSC 465 Computer Network & Security II CSC 476 Fundamentals of Data Warehousing CSC 477 Fundamentals of Data Mining CSC 481 Artificial Intelligence	9
42	C or above MAT 254 Calculus I	4	MAT 150 Calculus I	4
43	C- or above MAT 256 Calculus II	4	MAT 151 Calculus II	4
44	C or above MAT 210 Discrete Math (NVCC, TRCC) MAT 287 Discrete Math (4 credits, MCC)	4	MAT 178 Discrete Math	3
45			MAT 221 Intermediate Statistics	4
46			Select 1 from the following: MAT 252 Calculus III MAT 322 Numerical Analysis I PHY 355 Electricity and Electronics	4
47	**Program Course Credits:**	**25**		**63**
48	**Open Electives**			
49				
50	**Open Elective credits:**	**0**		**9**
51	**Total Credits at the Community College**	**61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Western Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Computer Science B.S.

A G.P.A. of 2.5 or better for all CS and MAT courses in the major is required.

1	Community Colleges*:			WCSU	
2			Credits		Credits
3	**Framework30****				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	Writing I	3
8	Written II	Gen Ed	3	Writing II	3
9	Scientific Reasoning	One sequence intended for majors of that discipline. Must include labs. BIO 121 General Biology I and BIO 122 General Biology II OR CHE 121 General Chemistry I and CHE 122 General Chemistry II OR PHY 221 Calculus-based Physics I and PHY 222 Calculus-based Physics II	8	BIO 103 General Biology I and BIO 104 General Biology II OR CHE 110 General Chemistry I and CHE 111 General Chemistry II OR PHYS 110 General Physics I (Calculus) and PHY 111 General Physics II (Calculus) Counts as first and second exposure to Scientific Inquiry.	8
10	Scientific Knowledge				
11	Quantitative	MAT 186 Pre-Calculus	4 One credit goes to free elective at WCSU	Quantitative Reasoning: MAT 170 Calculus of Polynomials Will complete a Second Exposure to Quantitative Reasoning at the community college – see lines 41, 44, and 47.	3
12	Historical Knowledge	Gen Ed*	3	Critical Thinking	3
13	Social Phenomena	Gen Ed	3	Information Literacy	3
14	Aesthetic Dimensions	Gen Ed	3	Creative Process	3
15	**Section B**				
16	Competency:	Gen Ed	3	Oral Communication	3

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17	Competency:	Gen Ed	3	General Education Elective / Exploration	3
18	**Framework30 Credits (30-31):**				32
19	**Pathway30**				
20	**Additional General Education Courses**				
	Students complete a two-part general education curriculum: Part I (Foundations) addresses life-long learning in and through 10 competencies. Part II (Explorations) requires students to complete a minimum of 40 credits outside their major. Students must also repeat three different competencies, excluding writing and first-year navigation. *In the Framework30 portion of the transfer degree, students who complete a TAP degree will receive credit for having met 8 competencies in Foundations, including at least one repeat (Scientific Inquiry), and 30 of the 40 credits of Explorations.* *For this program, the student will have completed at the community college two General Education Elective / Second Exposures, one in Scientific Inquiry and one in Quantitative Reasoning. One second exposure requirement remains at WCSU. The student will also have completed the Explorations requirement, see lines 41, 44, and 47.*				
21				General Education Elective – second exposure to a competency other than Quantitative Reasoning and Scientific Inquiry.	3
22				Intercultural Competence	3
23				Health and Wellness	3
24				A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits will count as a second exposure to Intercultural Competence.	3
25				**Must be taken at WCSU:**	
26				Written Communication III—embedded in a major course	0
27				Culminating Gen Ed Experience – may be satisfied by a major capstone	3
28	**General Education Credits:**				**47**
29	**Major Program Courses**				
30	C or above CSC 124 Programming Logic and Design with Python (GCC)		3	CS 140 Introduction to Programming with Java	3

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	CSC 223 Java Programming I (4 credits, HCC) CSC 127 Java I (MCC) CSC 105 Programming Logic (MXCC) CSC 220 Java I (NCCC) CSC 113 Programming I (NVCC) CSC 106 Structured Programming I (QVCC) CSC 108 Introduction to Programming (4 credits, NCC, TRCC)			
31	C or above CSC 223 Java Programming I (4 credits, GCC, TRCC) CSC 224 Java Programming II (4 credits, HCC) CSC 128 Java II (MCC) CSC 220 Object-Oriented Programming Using Java (MXCC) CSC 221 Java II (NCCC) CSC 229 Programming II (NVCC) CSC 226 Object-Oriented Programming in Java (QVCC, 4 credits, NCC)	1 The other two credits will be received as free electives. See line 53	CS 140 Introduction to Programming with Java	1
32			CS 170 Language C++	4
33	C or above CSC 150 Data Base Applications and Design – Using SQL (4 credits, GCC) CSC 121 Introduction to Database Design (MCC) CSC 231 Database Design I (MXCC, NCCC, NVCC) CSA 145 Database Management (QVCC)	3	CS 202 Database Development I	3

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	CSC 233 Database Development I (4 credits, HCC, NCC, TRCC)			
34	C- or above EET 252 Digital Electronics (4 credits, GCC, MCC, NVCC [pre- / co-requisites required]) CST 145 Digital Circuits and Logic (4 credits, HCC, NCC, TRCC) OR CSC 283 Introduction to Assembler (4 credits, NCC)	4	CS Elective	4
35			CS 221 Object Oriented Programming	4
36			CS 240 Computer Organization & Software	4
37			Select 1 from the following: CS 305 Database Applications Engineering CS 350 Object Oriented Software Engineering CS 360 Distributed Applications Engineering	4
38			CS 315 Design and Analysis of Algorithms	4
39			CS 355 Programming Languages	4
40			CS 450 Operating Systems	4
41	CSC 257 Web Development with PHP (4 credits, GCC) CST 114 Client-Side Web Development (MCC) CST 150 Web Design and Development I (NCCC, QVCC) CST 153 Web Development and Design I (4 credits, HCC, NCC, TRCC) CSC 227 Web Programming with Java (NVCC) DGA 241: Internet Web Design I (MXCC)	3 4	Computer Science Electives: Select 12 credits from the following: CS 245 Web Applications Development MAT 182 Calculus II The above two courses are completed at the community college for a total of 7 credits) (Select 5 credits from the following once matriculated to WCSU): CS 235 Digital Media CS 250 Advanced Topics in Programming	12

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	AND C- or above MAT 256 Calculus II		CS 297 Cooperative Education (1-9 SH) CS 298 Faculty Developed Study (1-4 SH) CS 299 Student Developed Study (1-4 SH) CS 285 Artificial Intelligence CS 305 Database Applications Engineering. CS 330 Computer Graphics CS 340 Computer Animation CS 350 Object Oriented Software Engineering CS 351 Independent Study (3 SH) CS 360 Distributed Applications Engineering CS 399 Honors Project (3 SH) CS 410 Compiler Construction CS 444 Computer Networks CS 484 Special Topics in Computer Science MAT 272 Introduction to Linear Algebra	
42			CS 302 Database Development II	1
43			MAT 222 Introductory Statistics	3
44	C or above MAT 210 Discrete Math (NVCC, TRCC) MAT 287 Discrete Math (4 credits, MCC)	3	MAT 141 Foundational Discrete Mathematics	3
45			MAT 304 Discrete Mathematics for Computer Science	2
46			CS/MAT 359 Introduction to Theory of Computation	3
47	C or above MAT 254 Calculus I	4	MAT 171 Calculus I with Review OR MAT 181 Calculus I	4
48				
49	**Program Course Credits:**			**67**
50	**Open Electives**			
51	One credit from line 11			1

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52	Computer Programming II See line 33	2	CS 172 Intermediate Java Programming	2
53	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**			
54	**Open Elective credits:**			**0-3**
55	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Credits remaining in the four-year degree
Computer Science B.S. – Alternative Program

Students must receive a C- or above in all courses required for the major

1	**Central Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	Study Area I – Literature	3
5	Study Area I – Arts and Humanities	3
6	Study Area II – Social Sciences	3
7	Study Area III – Behavioral Sciences	3
8		
9	Skill Area III – Skill Area III – Foreign Language Proficiency. Can be met through the following: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
10	**General Education Credits**	**18**
11	**Remaining Major Program Requirements**	
12	**Course**	**Credits**
13	CS 153 Computer Science III	3
14	CS 253 Data and File Structures	3
15	CS 254 Assembly Language	3
16	Select 5 courses from the following: CS 354 Digital Systems Design CS 290 Topics The two courses above will be completed at the community college leaving the student to choose an additional 3 courses from the following: CS 355 Systems Programming CS 385 Computer Architecture CS 407 Advanced Topics CS 410 Software Engineering CS 415 Game Development CS 416 Web Programming CS 417 Design Patterns CS 423 Graphics CS 425 Image Processing CS 460 Database Concepts CS 462 Artificial Intelligence CS 463 Algorithms CS 464 Programming Languages CS 465 Compiler Design CS 473 Simulation Techniques CS 481 Operating Systems CS 483 Theory of Computation CS 490 Networking	15

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	CS 491 Wireless CS 492 Computer Security CS 493 Software Security Systems CS 495 Legal, Social, Ethical Issues CS 300 Work Experience I CS 398 Independent Study CS 499 Seminar	
17	**Program course credits**	**18**
18	**Minor** – Students should consider beginning work on a minor at the community college.	**18-24**
19	**Remaining Open Electives**	
20	**Courses**	**Credits**
21	**Open Elective credits**	**0-6**
22	**Students who have fulfilled the foreign language requirement in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at CCSU.**	
23	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits remaining in the four-year degree

Computer Science B.S. – Honors

Students must have a C- or above in all courses required for the major

Students are required to take a proficiency test specified by the department during their senior year.

1	**Central Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	Study Area I – Literature	3
5	Study Area I – Arts and Humanities	3
6	Study Area II – Social Sciences	3
7	Study Area III – Behavioral Sciences	3
8		
9	Skill Area III – Skill Area III – Foreign Language Proficiency. Can be met through the following: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
10	**General Education Credits**	**18**
11	**Remaining Major Program Requirements**	
12	**Course**	**Credits**
14	CS 253 Data and File Structures	3
15	CS 254 Computer Organization and Assembly Language Programming	3
16	CS 355 Systems Programming	3
17	CS 385 Computer Architecture	3
18	CS 463 Algorithms	3
19	CS 464 Programming Languages	3
20	CS 483 Theory of Computation	3
21	CS 492 Computer Security	3
22	Select 9 hours from the following advanced electives: CS 407 Advanced Topics CS 415 Game Development CS 416 Web Programming CS 423 Graphics CS 425 Image Processing CS 460 Database Concepts CS 462 Artificial Intelligence CS 465 Compiler Design CS 473 Simulation Techniques CS 481 Operating Systems CS 490 Networking CS 495 Legal, Social, Ethical Issues	9
23	Capstone Requirement: CS 410 Introduction to Software Engineering CS 498 Senior Project	6
24	MATH 226 Linear Algebra and Probability for Engineers	4

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25	An additional 7 credits in science, STAT, or above MATH 119 (not counting those in the Math category)	7
26	**Major Course credits**	**50**
27	**Minor** – A minor is not required for this major.	**0**
28	**Remaining Open Electives**	
29	**Courses**	**Credits**
30	**Open Elective credits**	**0**
31	**Students who have fulfilled the foreign language requirement in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**	
32	**Total Credits Remaining for the 4-Year Degree**	**68**

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Credits remaining in the four-year degree
Computer Science B.S.

1	**Eastern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*Two of the T2 courses must be completed at ECSU.*	
5	T2 Cultural Perspectives	3
6	T2 Individuals and Societies	3
7	T2 Creative Expressions	3
8	T3 Independent Inquiry (Capstone – CSC 450 Senior Research)	3

9	Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
10	**General Education Credits**	**18**
11	**Remaining Major Program Requirements**	
12	**Course**	**Credits**
13	CSC 270 Data Structures	3
14	CSC 320 Computer Architecture	3
15	CSC 335 Algorithm Design and Analysis	3
16	CSC 341 Database and Information Management	3
17	CSC 251 Networking Fundamentals	3
18	CSC 440 Operating Systems	3
19	CSC 445 Software Engineering	3
20	CSC 3XX/4XX CS Elective	3
21	CSC 3XX/4XX CS Elective	3
22	CSC 3XX/4XX CS Elective	3
23	**Major Course credits**	**30**
24	**Remaining Open Electives**	
25	**Courses**	**Credits**
26	**Open Elective credits**	**12**
27	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.**	
28	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits remaining in the four-year degree
Computer Science B.S. – General Program

Students must complete 2 "W" courses at SCSU.

1	**Southern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	Select two out of three from the following three areas:	
5	American Experience	0-3
6	Global Awareness	0-3
7	Mind and Body	0-3
8	Tier 3 Connections Capstone: CSC 400 Computer Science Project Seminar	3

9		
10	**General Education Credits**	**9**
11	**Remaining Major Program Requirements**	
12	**Course**	**Credits**
13	CSC 212 Data Structures	3
14	CSC 265 Computer Network & Security I	3
15	CSC 305 Computer Organization	3
16	CSC 321 Algorithms	3
17	CSC 324 Computer Ethics	3
18	CSC 330 Software Design and Development	3
19	CSC 425 Operating Systems	3
20	Select 3 from the following: CSC 334 Human Computer Interactions CSC 335 Database Management CSC 341 Digital Imaging CSC 431 Fundamentals of Computer Graphics CSC 443 Fundamentals of Internet Programming CSC 453 Information Security CSC 463 Development of E-Commerce Applications CSC 465 Computer Network & Security II CSC 476 Fundamentals of Data Warehousing CSC 477 Fundamentals of Data Mining CSC 481 Artificial Intelligence	9
21	MAT 221 Intermediate Statistics	4
22	Select 1 from the following: MAT 252 Calculus III MAT 322 Numerical Analysis I PHY 355 Electricity and Electronics	4
23	Science Cognate	4
24	**Major Course Credits**	**42**
25	**Remaining Open Electives**	
26	**Courses**	**Credits**
27	**Open Elective credits**	**9**
28	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits remaining in the four-year degree

Computer Science B.S.

A G.P.A. of 2.5 or better for all CS and MAT courses in the major is required.

1	**Western Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
	For this program, the student will have completed at the community college two General Education Elective / Second Exposures, one in Scientific Inquiry and one in Quantitative Reasoning. One second exposure requirement remains at WCSU.	
4	Health and Wellness	3

5	Intercultural Competency	3
6	General Ed Elective other than Quantitative Reasoning and Scientific Inquiry.	3
7	A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits will count as a second exposure to Intercultural Competence.	3
8	*The following must be taken at WCSU:*	
10	Written Comm III – embedded in a major course	0
11	Culminating Gen Ed Experience – may be satisfied by a major capstone	3
12		
13	**General Education Credits**	**15**
14	**Remaining Major Program Requirements**	
15	**Course**	**Credits**
16	CS 170 Language C++	4
17	CS 221 Object Oriented Programming	4
18	CS 240 Software Organization	4
19	CS 302 Database Development II	1
20	Select 1 from the following: CS 305 Database Applications Engineering CS 350 Object Oriented Software Engineering CS 360 Distributed Applications Engineering	4
21	CS 315 Design and Analysis of Algorithms	3
22	CS 355 Programming Languages	4
23	CS 450 Operating Systems	4
24	Computer Science Electives: Select 1 credits from the following: CS 297 Cooperative Education (1-9 SH) CS 298 Faculty Developed Study (1-4 SH) CS 299 Student Developed Study (1-4 SH) (Other elective courses are available, but are 3 credits or higher)	1
25	CS 215 Computer Organization and Architecture	**4**
26	MAT 222 Introductory Statistics	3
27	MAT 304 Discrete Mathematics for Computer Science	2
28	CS/MAT 359 Theory of Computation	3
29		
30	**Major Course credits**	**41**
31	**Remaining Open Electives**	
32	**Courses**	**Credits**
33	**Open Elective credits**	**4**
34	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**	
35	**Total Credits Remaining for the 4-Year Degree**	**60**

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Archives:
AY 2016-2017
AY 2017-2018
AY 2018-2019
AY 2019-2020
AY 2020-2021

CSCU Biology Transfer Pathway
2022-2023

Contents:

p 2 Learning Outcomes
pp 3-4 CSCU Pathway Transfer AA Degree: Biology Studies

Transfer Pathway and Degree Programs

pp 6-8 CCSU, General Biology BS
pp 9-13 CCSU, Biology—Ecology, Biodiversity, & Evolutionary, BS
pp 14-17 CCSU, Biology—Environmental Science, BS
pp 18-22 ECSU, Biology, BA
pp 23-27 ECSU, Biology, BS
pp 28-31 SCSU, Biology, BA
pp 32-35 SCSU, Biology, BS
pp 36-38 WCSU, Professional Option, BA
pp 39-41 WCSU, Ecological Option, BA

Remaining Credits

pp 43 CCSU, General Biology, BS
pp 44-45 CCSU, Biology—Ecology, Biodiversity & Evolutionary, BS
pp 46-47 CCSU, Biology—Environmental Science, BS
pp 48-49 ECSU, Biology, BA
pp 50-51 ECSU, Biology, BS
pp 52-53 SCSU, Biology BA
pp 54-55 SCSU, Biology BS
pp 56-57 WCSU, Biology, Professional Option, BA
pp 58-59 WCSU, Ecological Option, BA

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Changes

Changes from 2016/2017
(a) SCSU made changes to their LEP and foreign language requirements that do not affect the requirements for the community college pathway degree, but may affect the way the student is received at SCSU;
(b) clarified Additional General Education I & II;
(c) clarified BIO 2xx options in PATHWAY30; and,
(d) added IDS 101 to COSC General Education requirements.

Changes made 02/12/2018

- ECSU. Page 17, line 32, receiving course number corrected for items 4,5, 7, & 8
- ECSU. Page 18, line 40, course titles corrected for BIO 420, 424, and 458
- ECSU. Page 22, line 33, receiving course number corrected for items 4. 5, 7, & 8
- ECSU. Page 23-4, line 45, course titles corrected for BIO 420, 424, & 458
- ECSU. Page 24, line 47, added BIO 344
- ECSU. Page 48, line 18, course titles corrected for BIO 420, 424, and 458
- ECSU. Page 51, line 22, course titles corrected for BIO 420, 242 & 458

- ECSU. Page 51, line 24, added BIO 344
- SCSU. Page 27, line 34, receiving course numbers corrected for items 2 & 3
- SCSU. Page 31, line 35, receiving course numbers corrected for items 2 & 3, and they are received on line 56 not 35
- SCSU. Page 27, line 27, added 3 credits for Capstone
- SCSU. Page 29, line 52, adjusted Open Elective credits
- SCSU. Page 31, line 28, added 3 credits for Capstone
- SCSU. Page 33, line 56, adjusted Open Elective credits
- SCSU. Page 53, line 10, added 3 credits for Capstone
- SCSU. Page 54, line 28, adjusted Open Elective credits
- SCSU. Page 55, line 10, added 3 credits for Capstone
- SCSU. Page 56, line 32, adjusted Open Elective credits

Changes made 03/26/2018:

- Added link to 2017/-2018 program sheet
- Updated watermark to AY 2018-2019

Changes made 03/28/2018

- Corrections made to COSC templates

Changes made 04/03/2018

- Updated CCSU programs to reflect requirements in 2017 curriculum sheets/catalog

Changes made 04/17/2018

- Updated WCSU programs to reflect changes in general education requirements

Changes made 05/15/2018

- SCSU. p29, line 31/32; p33, line 31/32; p55, line 14/15; BIO 122 received as BIO 103 – Botany
- SCSU. p30, line 37; p34,line 43; p55, line 18; p57, line 22: Added BIO 296 and BIO 236
- SCSU. p31, line 41; p35, line 47; p56, line 23; p58, line 26: Added BIO 497, HON 495, & BIO 499; corrected to 3-4 credits
- SCSU. p31, line 45. Correct to PHY 200
- SCSU. p57, line 18. BIO 103 removed

Changes made 07/26/2018

- COSC program removed; COSC does not offer enough of the courses for the program

Changes made 10/10/2018

- MCC updated 200 level course offerings – added BIO 220 and BIO 262

Changes made 10/31/2018

- Corrected errors to SCSU pages

Change made 11/1/2018

- GCC: added Bio 262 Principles of Genetics to the list of options

No changes for AY 2020/21 3/05/2020

Changes made 5/26/2021

- Added PHY 221 and PHY 222 as options to page for line 20 and 21

Changes made 12/16/2021

- Biology Work Group voted to remove Additional General Education I and II options and add Statistics with Calc I as an option (pages 5, 9, 20, 25, 30, 34 line 21 and pages 39 and 42 lines 22)

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Learning Outcomes:

Biology Outcomes and Competencies for the CC's based on Vision and Change Recommendations: Approved by Community College faculty at the April 29, 2016 C3BIOS meeting and by the TAP Biology Pathway Group at the October 14, 2016 meeting.

Outcomes: Students completing the CSCU Biology Pathway and earning an Associate's Degree will be able to identify:

1. the mechanism by which the diversity of life evolved over time.
2. the basic units of structure that define the function of all living things.

3. how information is stored and exchanged, within and among organisms.
4. how living things transform energy and matter.
5. how living systems are interconnected and interacting.

Competencies: Student completing the CSCU Biology Pathway and earning an Associate's Degree will be able to:

1. Apply the process of science
2. Use quantitative reasoning
3. Use modeling and simulation to describe living systems
4. Apply concepts and knowledge from within and outside of biology in order to interpret biological phenomena
5. Communicate biological concepts and interpretations
6. Discuss the relationship between Science and Society

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CSCU Pathway Transfer A.A. Degree: Biology Studies

1	**FRAMEWORK30**		
2	*Section A: Common Designated Competencies*		
3	Written Communication I	ENG 101 Composition	3 credits
4	Written Communication II	General Education Elective	3 credits
5	Scientific Reasoning	BIO 121 General Biology I (C- or above)	4 credits
6	Scientific Knowledge & Understanding	CHE 121 General Chemistry I	4 credits
7	Quantitative Reasoning	MAT 185 Trigonometry (NVCC) MAT 186 Pre-calculus	4 credits
8	Historical Knowledge & Understanding	General Education Elective	3 credits
9	Social Phenomena	General Education Elective	3 credits
10	Aesthetic Dimensions	General Education Elective	3 credits
11	*Section B: Campus Designated Competencies*		
12	Competency 1	General Education Elective	3 credits
13	Competency 2	General Education Elective	3 credits
14	**Framework30 Total**		**33 credits**

15	**PATHWAY30**		
16	BIO 122	General Biology II (C- or above)	4 credits
17	Select two courses (See the different four-year programs for how each course will be received.) 1. BIO 208 (HCC) 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC)	 Forensic Science with Lab Anatomy & Physiology I Anatomy & Physiology II	8 credits

	3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 4. BIO 220 (ACC, MCC (Cross listed as BIO 220/CHE220 at MCC)) 5. BIO 222 (MXCC) 6. BIO 225 (NVCC) 7. BIO 227 (NVCC) 8. BIO 230 (CCC) 9. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) 10. BIO 262 (GCC, MCC, NVCC, TRCC) 11. BIO 263 (MXCC, NCCC) 12. BIO 264 (QVCC) 13. BIO 265 (CCC) 14. BIO 270 (MXCC, NCCC, QVCC, TRCC) 15. BIO 272 (NCC) 16. BIO 275 (QVCC)	Biochemistry Molecular Biotechniques Introduction to Biotechnology Biotechnology II Microbiology Genetics and Lab Molecular Genetics Molecular and Cellular Biology Ecology Marine Ecology Entomology	
18			
19	CHE 122	General Chemistry II	4 credits
20	PHY 121 OR CHE 211 OR PHY 221	General Physics I Organic Chemistry I Calculus-Based Physics I	4 credits
21	PHY 122 OR CHE 212 OR PHY 222	General Physics II Organic Chemistry II Calculus-Based Physics II	4 credits
22	MAT 254 OR MAT 167 MAT 167 MAT 201 MAT 165	Calculus I Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) Statistics with Technology (CCC) Statistics (NCC) Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)	3-4 credits
23	*Unrestricted Electives*		0 credits
34	**Pathway30 Total**		**27-28 credits**

25	**Biology Studies Pathway Total**		**60-61 credits***

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*Students who are required to complete developmental coursework or who place below the required entry level of math for their program may not be able to complete their pathway degree in 60-61 credits/contact hours.

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Transfer Pathway and Degree Program
Central Connecticut State University
General Biology B.S.
All biology courses must be completed with a C- or above.

1	Community Colleges:			CCSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	ENG*101 English Composition	3	ENG 110	3
8	Written II	Gen Ed Elective	3	Skill Area I Communication Skills	3
9	Scientific Reasoning	BIO*121 General Biology I	4	Study Area IV Natural Sciences: BIO 121 General Biology I	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	Study Area IV Natural Sciences: CHEM 161 General Chemistry and CHEM 162 General Chemistry Lab 1	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	Skill Area II Mathematics: MATH 119 Pre-Calculus with Trigonometry	4
12	Historical Knowledge	Gen Ed Elective	3	Study Area II History Requirement	3
13	Social Phenomena	Gen Ed Elective	3	Study Area II Social Sciences	3
14	Aesthetic Dimensions	Gen Ed Elective	3	Study Area I Arts & Humanities	3
15	**Section B**				
16	Competency:	Gen Ed Elective	3	Skill Area IV University Requirement	3
17	Competency:	Gen Ed Elective	3	Study Area III Behavioral Sciences	3
18	**Framework30 Credits (30-31):**				**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21	Select one MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC)		3-4	Will be received as MAT 152 Calculus (Required: line 26)* Or Free Elective *CCSU recommends Calc I as it may be a pre-requisite for upper level courses	

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	MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)			
22			Study Area I – Literature	3
23			Study Area I – Arts and Humanities	3
24			Study Area II – Social Sciences	3
25			Study Area III – Behavioral Sciences	3
26			Skill Area II – Math/Stat/ Comp Sci • MATH 124 Applied Calculus with Trigonometry (4) OR • MATH 115 Trigonometry (3) and MATH 125 Applied Calculus (3) OR • MATH 152 Calculus I (4)	4-6
27			Skill Area III – Foreign Language Proficiency See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
28	**General Education Credits:**	**36-37**		**51-52**
29	**Major Program Courses**			
30	BIO*122 General Biology II	4	BIO 122 General Biology II	4
	Students will complete one of the following sequences at the community college, fulfilling either lines 31/32 or lines 33/45. PHY* 121 General Physics I PHY* 122 General Physics II OR CHE*211 Organic Chemistry I CHE*212 Organic Chemistry II OR PHY 221 Calculus-Based Physics I PHY 222 Calculus-Based Physics II	8		
31			PHY 121 General Physics I	4
32			PHY 122 General Physics II	4

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33			CHEM 210/211 Fdns of Organic Chem/Lab	4
34	CHE* 122 General Chemistry II	4	CHEM 200/201 Fdns of Analytical Chem/ Lab	4
35	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (cross listed with CHE 220 at MCC)) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques 6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC. NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology	8	1. BIO 2xx, line 39 2. BIO 318, line 39 3. BIO 319, line 39 4. BIO 2xx, line 39 5. BMS 316, line 39 6. BIO 200, line 36 7. BIO 200, line 36 8. BIO 2xx, line 39 9. BIO 2xx, line 39 10. BIO 2xx, line 39 11. BIO 2xx, line 39 12. BIO 2xx, line 36 13. BIO 2xx, line 39 14. BIO 2xx, line 39	
36			BIO 200 Integrative Biology (May have been taken at the community college as BIO 225 Introduction to Biotechnology (NVCC) or BIO 270 Ecology (MXCC, NCCC, QVCC, TRCC). See line 34)	(4)
37			BIO 290 Biology Research Experience I	2
38			BIO 390 Biology Research Experience II or 391 Internship in Biology	1-6

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39			12-17 credits of BIO electives to add up to 32 total credits in BIO/BMS courses (except for BIO 211)	12-17
40	**Program Course Credits:**	**24**		**52**
41	**Minor Course Credits:**		A minor is not required for this major.	
42	**Open Electives**			
43	If CHE 212 Organic Chemistry II was taken at the community college	0-4	CHEM 212/213 Organic Synthesis/Lab	0-4
44	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**			
45	**Open Elective credits:**	**0**		**16-17**
49	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program

Central Connecticut State University

Biology – Ecology, Biodiversity, and Evolutionary Biology B.S.

All biology courses must be completed with a C- or above.

1	Community Colleges:			CCSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	ENG*101 English Composition	3	ENG 110	3
8	Written II	Gen Ed Elective	3	Skill Area I Communication Skills	3
9	Scientific Reasoning	BIO*121 General Biology I	4	Study Area IV Natural Sciences: BIO 121 General Biology I	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	Study Area IV Natural Sciences: CHEM 161 General Chemistry and CHEM 162 General Chemistry Lab 1	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	Skill Area II Mathematics: MATH 119 Pre-Calculus with Trigonometry	4
12	Historical Knowledge	Gen Ed Elective	3	Study Area II History Requirement	3
13	Social Phenomena	Gen Ed Elective	3	Study Area II Social Sciences	3
14	Aesthetic Dimensions	Gen Ed Elective	3	Study Area I Arts & Humanities	3
15	**Section B**				
16	Competency:	Gen Ed Elective	3	Skill Area IV University Requirement	3
17	Competency:	Gen Ed Elective	3	Study Area III Behavioral Sciences	3
18	**Framework30 Credits (30-31):**				
19	**Pathway30**				
20	**Additional General Education Courses**				
21	Select one MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC)		3-4	Will be received as MAT 152 Calculus (Required: line 26)* Or Free Elective	

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	MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)		*CCSU recommends Calc I as it may be a pre-requisite for upper level courses	
22			Study Area I – Literature	3
23			Study Area I – Arts and Humanities	3
24			Study Area II – Social Sciences	3
25			Study Area III – Behavioral Sciences	3
26			Skill Area II – Math/Stat/ Comp Sci • MATH 124 Applied Calculus with Trigonometry (4) OR • MATH 115 Trigonometry (3) and MATH 125 Applied Calculus (3) OR • MATH 152 Calculus I (4)	4-6
27			Skill Area III – Foreign Language Proficiency See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
28	**General Education Credits:**	**36-37**		**51-52**
29	**Major Program Courses**			
30	BIO*122 General Biology II	4	BIO 122 General Biology II	4
31	CHE* 122 General Chemistry II	4	CHEM 200/201 Fdns of Analytical Chem/ Lab OR CHEM 260/201 Fdns of Inorganic Chem/ Lab	4
32	Students will complete one of the following sequences at the community college, fulfilling either lines 31/32 or lines 33/34. PHY* 121 General Physics I PHY* 122 General Physics II OR CHE*211 Organic Chemistry I CHE*212 Organic Chemistry II OR PHY 221 Calculus-Based Physics I	8		

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	PHY 222 Calculus-Based Physics II			
33			PHY 121 General Physics I	4
34			PHY 122 General Physics II	4
35			CHEM 210/211 Fdns of Organic Chem/Lab	4
36			CHEM 212/213 Organic Synthesis/Lab This course is not required in the program and will be received as an open/unrestricted elective line	(4)
37	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (Cross listed with CHE 220 at MCC)) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques 6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology	8	Will be received as 1. BIO 2xx, line 50 2. BIO 318, line 50 3. BIO 319, line 50 4. BIO 2xx, line 50 5. BIO 2XX, line 50 6. BIO 200, line 38 7. BIO 200, line 38 8. BIO 2xx, line 50 9. BIO 2xx, line 50 10. BIO 2xx, line 50 11. BIO 2xx, line 50 12. BIO 2xx, line 38 13. BIO 2xx, line 50 14. BIO 2xx, line 50	
38			BIO 200 Integrative Biology (May have been taken at the community college as BIO 225 Introduction to Biotechnology	(4)

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			(NVCC) or BIO 270 Ecology (MXCC, NCCC, QVCC, TRCC). See line 34)	
39			BIO 290 Biology Research Experience I	2
40			Biodiversity Elective – Choose from: BIO 315 Microbial Ecology BIO 322 Vertebrate Zoology BIO 326 Mushrooms, Mosses, & More BIO 327 Vascular Plants BIO 420 Ornithology BIO 421 Marine Invertebrate Biology BIO 425 Biology of Marine and Freshwater Algae BIO 444 Plant Taxonomy BIO 469 Entomology	3-4
41			Ecology/Evolution Elective – Choose from: BIO 402 Population Genetics BIO 405 Ecology BIO 434 Ecology of Inland Waters BIO 440 Evolution BIO 480 Animal Behavior	3-4
42			EBE Specialization Elective – Choose from: BIO 230 Natural History BIO 402 Population Genetics BIO 315 Microbial Ecology BIO 322 Vertebrate Zoology BIO 326 Mushrooms, Mosses & More BIO 327 Vascular Plants BIO 405 Ecology BIO 410 Ecological Physiology BIO 420 Ornithology BIO 421 Marine Invertebrate Biology BIO 425 Biology of Marine & Freshwater Algae BIO 434 Ecology of Inland Waters BIO 438 Aquatic Pollution BIO 440 Evolution BIO 444 Plant Taxonomy BIO 470 Field Studies in Biology BIO 480 Animal Behavior	2-4

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			BIO 489 Vertebrate Dissection *BIO 490 Topics in Biology *BIO 491 Advanced Problems in Biology *BIO 499 Undergraduate Thesis in Biology *To be considered in the E/B/E group, these courses must have a topic approved by the E/B/E faculty advisor.	
43			BIO 390 Biology Research Experience II or 391 Internship in Biology	1-6
44				
45	**Program Course Credits:**	**24**		**43-51**
46	**Minor Course Credits:**		A minor is not required for this major.	
47	**Open Electives**			
48	CHEM 212 Organic Chemistry II – if taken at the community college	0-4	CHEM 212/213 Organic Synthesis/Lab	
49	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**			
50	**Open Elective credits:**	**0**		**13-26**
51	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Central Connecticut State University
Biology – Environmental Science B.S.
All biology courses must be completed with a C- or above.

1	Community Colleges:			CCSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	ENG*101 English Composition	3	ENG 110	3
8	Written II	Gen Ed Elective	3	Skill Area I Communication Skills	3
9	Scientific Reasoning	BIO*121 General Biology I	4	Study Area IV Natural Sciences: BIO 121 General Biology I	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	Study Area IV Natural Sciences: CHEM 161 General Chemistry and CHEM 162 General Chemistry Lab 1	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	Skill Area II Mathematics: MATH 119 Pre-Calculus with Trigonometry	4
12	Historical Knowledge	Gen Ed Elective	3	Study Area II History Requirement	3
13	Social Phenomena	Gen Ed Elective	3	Study Area II Social Sciences	3
14	Aesthetic Dimensions	Gen Ed Elective	3	Study Area I Arts & Humanities	3
15	**Section B**				
16	Competency:	Gen Ed Elective	3	Skill Area IV University Requirement	3
17	Competency:	Gen Ed Elective	3	Study Area III Behavioral Sciences	3
18	**Framework30 Credits (30-31):**				
19	**Pathway30**				
20	**Additional General Education Courses**				
21	Select one: MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC)		3-4	Will be received as MAT 152 Calculus (Required: line 26)* Or Free Elective *CCSU recommends Calc I as it may be a pre-requisite for upper level courses	

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	MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)			
22			Study Area I – Literature	3
23			Study Area I – Arts and Humanities	3
24			Study Area II – Social Sciences	3
25			Study Area III – Behavioral Sciences	3
26			Skill Area II – Math/Stat/ Comp Sci • MATH 124 Applied Calculus with Trigonometry (4) OR • MATH 115 Trigonometry (3) and MATH 125 Applied Calculus (3) OR • MATH 152 Calculus I (4)	4-6
27			Skill Area III – Foreign Language Proficiency See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
28	**General Education Credits:**	**36-37**		**51-52**
29	**Major Program Courses**			
30	BIO*122 General Biology II	4	BIO 122 General Biology II	4
31	CHE* 122 General Chemistry II	4	CHEM200/201 Fdns of Analytical Chem/ Lab	4
32	Students will complete one of the following sequences at the community college, fulfilling either lines 33/34 or lines 35/36. PHY* 121 General Physics I PHY* 122 General Physics II OR CHE*211 Organic Chemistry I CHE*212 Organic Chemistry II OR PHY 221 Calculus-Based Physics I PHY 222 Calculus-Based Physics II	8		
33			PHY 121 General Physics I	4
34			PHY 122 General Physics II	4

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35			CHEM 210/211 Fdns of Organic Chem/Lab	4
36			CHEM 212/213 Organic Synthesis/Lab OR CHEM 456 Toxicology	4
37	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (cross listed with CHE 220 at MCC)) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques 6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology	8	Will be received as 1. BIO 2xx, line 53 2. BIO 318, line 53 3. BIO 319, line 53 4. BIO 2xx, line 53 5. BMS 316, line 53 6. BIO 200, line 35 7. BIO 200, line 53 8. BIO 2xx, line 53 9. BIO 2xx, line 53 10. BIO 2xx, line 53 11. BIO 2xx, line 53 12. BIO 2xx, line 35 13. BIO 2xx, line 53 14. BIO 2xx, line 53	
38			BIO 200 Integrative Biology (May have been taken at the community college as BIO 225 Introduction to Biotechnology (NVCC) or BIO 270 Ecology (MXCC, NCCC, QVCC, TRCC). See line 34)	4
39			BIO 290 Biology Research Experience I	2
40			BIO 390 Biology Research Experience II	1-6

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			or 391 Internship in Biology	
41			BIO 436 Environmental Resources and Management (3) OR BIO 438 Aquatic Pollution (4)	3-4
42			Choose one: BIO 315 Microbial Ecology BIO 322 Vertebrate Zoology BIO 326 Mushrooms, Mosses, & More BIO 327 Vascular Plants BIO 420 Ornithology BIO 421 Marine Invertebrate Biology BIO 425 Biology of Marine and Freshwater Algae BIO 444 Plant Taxonomy	3-4
43			Choose one: BIO 331 Neurobiology BIO 410 Ecological Physiology BIO 412 Human Physiology (BIO 413 Human Physiology Laboratory is optional) BIO 449 Plant Physiology	3-4
44			Choose one: BIO 405 Ecology BIO 434 Ecology of Inland Waters	4
45			CHEM 406 Environmental Chemistry	3
46			Choose one: ESCI 121 Physical Geology ESCI 450 Environmental Geology	3-4
47	**Program Course Credits:**	**24**		**55-58**
48	**Minor Course Credits:**		A minor is not required for this major.	
49	**Open Electives**			
50	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**			
51	**Open Elective credits:**	**0**		**10-14**
52	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program

Eastern Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Biology B.A.

Both BIO 120 and BIO 130 must be successfully completed with a grade of C- or better prior to starting BIO 220 or BIO 230. Both BIO 220 and BIO 230 must be successfully completed with a grade of C- or better before starting on the required upper-level courses.

1	Community Colleges:			ECSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	ENG*101 English Composition	3	T1: College Writing	3
8	Written II	Gen Education Elective	3	T1: Lit &Thought	3
9	Scientific Reasoning	BIO*121 General Biology I	4	T1: Natural Sciences – BIO 120 Organismal Biology w/Lab	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	T2: Natural Sciences – CHE 210/212 General Chemistry I w/Lab	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	T1: Math – MAT 130 Precalculus	4
12	Historical Knowledge	Gen Ed Elective	3	T1: Historical Perspectives	3
13	Social Phenomena	Gen Ed Elective	3	T1SS: Social Sciences	3
14	Aesthetic Dimensions	Gen Ed Elective	3	T1A: Arts in Context	3
15	**Section B**				
16	Competency:	Gen Ed Elective	3	FYI 100	3
17	Competency:	Gen Ed Elective	3	Health and Wellness	3
18	**Framework30 Credits (30-31):**				**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21	Select one: MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC)		3-4	Will be received as MAT 243 fulfilling T2 Applied Information Technologies requirements (line 25) Or MAT 261 Statistical Data Analysis (required for the BA)	

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	MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)			
22			T2 Cultural Perspectives	3
23			T2 Individuals and Societies	3
24			T2 Creative Expressions	3
25			T2 Applied Information Technologies (Fulfilled by either MAT 216 Statistical Data Analysis OR MAT 254 line 21 within the Transfer Ticket degree)	3 or 4
26			Tier 3 Capstone – BIO 466 Senior Seminar	3
27			Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
28	**General Education Credits:**	**36-37**		**54-55**
29	**Major Program Courses**			
30	BIO*122 General Biology II	4	BIO 130 Ecology with Lab	4
31	CHE* 122 General Chemistry II	4	CHEM 211 General Chemistry II (3) And CHEM 213 General Chemistry II Lab (1)	4
32	PHY* 121 General Physics I / PHY 221 Calculus Based Physics I OR CHE*211 Organic Chemistry I	4	PHY 204 General Physics I with Lab (line 35) OR CHE 216 Organic Chemistry I with lab (line 46)	
33	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (Cross listed with CHE 220 at MCC)) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques	8	Will be received as 1. BIO 2xx, line 48 2. HSC 318, line 48 3. HSC 319, line 48 4. BIO 422, line 48 5. BIO 450, line 33 6. BIO 2xx, line 48	

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	6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology		7. BIO 450, line 48 8. BIO 334, line 48 9. BIO 2xx, line 48 10. BIO 304 + 314, line 43 11. BIO 2xx, line 48 12. BIO 308, line 43 13. BIO 2xx, line 48 14. BIO 324, line 42	
34			BIO 334 General Microbiology (from line 32)	4
35	PHY* 122 General Physics II / PHY 222 Calculus Base Physics II OR CHE*212 Organic Chemistry II		See line 47	
36			PHY 204 General Physics I with Lab	4
37			BIO 220 Cell Biology	4
38			BIO 230 Genetics	4
39				
40				
41			300's or 400's level **Cell and Molecular Biology** elective from the following: BIO 330 Cell Biology w/Lab BIO 420 Microscopy w/Lab BIO 422 Research Methods Molecular Bio w/Lab BIO 424 Biological Chemistry w/lab BIO 426 Biology of Cancer BIO 428 Virology w/Lab BIO 430 Endocrinology w/Lab BIO 432 Histology w/Lab BIO 434 Developmental Biology w/Lab BIO 436 Molecular Genetics w/Lab BIO 438 Plant Physiology w/Lab	4

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			BIO 450 Biotechnology w/Lab BIO 458 Regenerative Medicine w/Lab	
42			300's or 400's level **Population Biology and Ecology** elective from the following: BIO 320/360 Tropical Biology and Tropical Ecosystems BIO 319/320 Oceanic Island Ecology and Tropical Biology BIO 440 Aquatic Biology w/Lab BIO 442 Plant Ecology w/Lab BIO 444 Population/Community Ecology w/Lab BIO 446 Terrestrial Ecology w/Lab BIO 452 Conservation Biology w/Lab BIO 454 Biological Invasions w/Lab BIO 456 Marine Ecology w/Lab	4
43			300's or 400's level **Organismal Biology** elective from the following: BIO 324 Entomology w/Lab (see line 32) BIO 332 Biology of Plants w/Lab BIO 334 General Microbiology w/Lab BIO 336 Invertebrate Biology w/Lab BIO 338 Vertebrate Biology w/Lab BIO 340 Parasitology w/Lab 4 BIO 346 Animal Behavior w/Lab BIO 348 Functional Human Anatomy w/Lab BIO 350 Human Physiology w/Lab BIO 448 Physiological Ecology w/Lab	4
44			300's or 400's level Biology Elective (see line 32)	8
45	**Program Course Credits:**			**44**
46	**Open Electives**			
47			CHE 216 Organic Chemistry I with Lab	0-4

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48			PHY 205 General Physics II With Lab OR CHE 217 Organic Chemistry II with Lab Neither is required in the program	4
49			From line 32	0-8
50	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at the ECSU**			
51	**Open Elective credits:**			**5-18**
52	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program

Eastern Connecticut State University

Complete four-year degree with articulation of community college degree to four-year degree

Biology B.S.

Both BIO 120 and BIO 130 must be successfully completed with a grade of C- or better prior to starting BIO 220 or BIO 230. Both BIO 220 and BIO 230 must be successfully completed with a grade of C- or better before starting on the required upper-level courses.

1	Community Colleges:			ECSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	ENG*101 English Composition	3	T1: College Writing	3
8	Written II	Gen Education Elective	3	T1: Lit &Thought	3
9	Scientific Reasoning	BIO*121 General Biology I	4	T1: Natural Sciences – BIO 120 Organismal Biology w/Lab	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	T2: Natural Sciences – CHE 210/212 General Chemistry I w/Lab	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	T1: Math – MAT 130 Precalculus	4
12	Historical Knowledge	Gen Ed Elective	3	T1: Historical Perspectives	3
13	Social Phenomena	Gen Ed Elective	3	T1SS: Social Sciences	3
14	Aesthetic Dimensions	Gen Ed Elective	3	T1A: Arts in Context	3
15	**Section B**				
16	Competency:	Gen Ed Elective	3	FYI 100	3
17	Competency:	Gen Ed Elective	3	Health and Wellness	3
18	**Framework30 Credits (30-31):**				**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21	Select one MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC)		3-4	Will be received as MAT 243 fulfilling T2 Applied Information Technologies requirements (line 25) Or MAT 261 Applied Statistical Analysis	

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	MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)			
22			T2 Cultural Perspectives	3
23			T2 Individuals and Societies	3
24			T2 Creative Expressions	3
25			T2 Applied Information Technologies (Fulfilled by either ECSU's MAT 216 Statistical Data Analysis OR MAT 254 at a community college within the Transfer Ticket degree)	3
26			Tier 3 Capstone – BIO 466 Senior Seminar	3
27			Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
28	**General Education Credits:**	**36-37**		**54-55**
29	**Major Program Courses**			
30	BIO*122 General Biology II	4	BIO 130 Ecology with Lab	4
31	CHE* 122 General Chemistry II	4	CHEM 211 General Chemistry II (3) and CHEM 213 General Chemistry II Lab(1)	4
32	PHY* 121 General Physics I / PHY 221 Calculus Based Physics I or CHE*211 Organic Chemistry I	4	PHY 204 General Physics I with Lab Or CHE 216 Organic Chemistry I with Lab	4
33	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (Cross listed with CHE 220 at MCC)) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques 6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II	8	Will be received as 1. BIO 2xx, line 52 2. HSC 318, line 52 3. HSC 319, line 52 4. BIO 424, line 52 5. BIO 450, line 48 6. BIO 2xx, line 52 7. BIO 450, line 52	

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	8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology		8. BIO 334, line 34 9. BIO 2xx, line 52 10. BIO 304 + 314, line 48 11. BIO 2xx, line 52 12. BIO 308, line 48 13. BIO 2xx, line 52 14. BIO 324, line 48	
34			BIO 334 General Microbiology (line 33)	4
35				
36			CHE 216 Organic Chemistry I w/Lab	4
37			PHY 204 General Physics I with Lab	4
38				
39			BIO 220 Cell Biology	4
40			BIO 230 Genetics	4
41				
42			One of the following: MAT 244 Calculus II w/Technology MAT 216 Statistical Data Analysis – counts as T2 Applied Information Technologies – see line 25 BIO 378 Biology Research and Data Analysis	0, 3 or 4
43				
44				
45			300's or 400's level **Cell and Molecular Biology** elective from the following (if BIO*235 was not taken at CC) or any 300's or 400's level Biology Elective: BIO 330 Cell Biology w/Lab BIO 420 Microscopy w/Lab BIO 422 Research Methods Molecular Bio w/Lab BIO 424 Biological Chemistry w/Lab	4

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			BIO 426 Biology of Cancer BIO 428 Virology w/Lab BIO 430 Endocrinology w/Lab BIO 432 Histology w/Lab BIO 434 Developmental Biology w/Lab BIO 436 Molecular Genetics w/Lab BIO 438 Plant Physiology w/Lab BIO 450 Biotechnology w/Lab BIO 458 Regenerative Medicine	
46			300's or 400's level **Population Biology and Ecology** elective from the following: BIO 320/360 Tropical Biology and Tropical Ecosystems BIO 319/320 Oceanic Island Ecology and Tropical Biology BIO 440 Aquatic Biology w/Lab BIO 442 Plant Ecology w/Lab BIO 444 Population/Community Ecology w/Lab BIO 446 Terrestrial Ecology w/Lab BIO 452 Conservation Biology w/Lab BIO 454 Biological Invasions w/Lab BIO 456 Marine Ecology w/Lab	4
47			300's or 400's level **Organismal Biology** elective from the following: BIO 324 Entomology w/Lab BIO 332 Biology of Plants w/Lab BIO 334 General Microbiology w/Lab (see line 33) BIO 336 Invertebrate Biology w/Lab BIO 338 Vertebrate Biology w/Lab BIO 340 Parasitology w/Lab 4 BIO 344 General Mycology w/Lab BIO 346 Animal Behavior w/Lab BIO 348 Functional Human Anatomy w/Lab BIO 350 Human Physiology	4

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			w/Lab BIO 448 Physiological Ecology w/Lab	
48			300's or 400's level Biology Elective	8
49	**Program Course Credits:**			**52-56**
50	**Open Electives**			
51	PHY* 122 General Physics II / PHY 222 Calculus Based Physics II or CHE*212 Organic Chemistry II	4	PHY 205 General Physics II with Lab Or CHE 217 Organic Chemistry II with Lab	4
52			From line 33	0-8
53	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at the ECSU.**			
54	**Open Elective credits:**	**4**		**0-10**
55	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120-122**

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Transfer Pathway and Degree Program
Southern Connecticut State University
Biology B.A.

1	Community Colleges:			SCSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	FYE	3
8	Written II	Gen Ed	3	Written Communication	3
9	Scientific Reasoning	BIO*121 General Biology I	4	BIO 102 Zoology	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	Natural World I – Physical Realm – CHE 120 General Chemistry I	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	Quantitative Reasoning – MAT 122 Precalculus	4
12	Historical Knowledge	Gen Ed*	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	**Section B**				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	**Framework30 Credits**		**33**		**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21	Select one MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)		3-4	Will be received as MAT 150 Calculus I (Required see line 47) Or MAT 221 Intermediate Applied Statistics (this is an exception with the completion of the Transfer Ticket). Required for the BS, but will be used as an elective for the BA	

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22			Complete 3 of the 4 remaining areas (lines 23-25)	9
23			American Experience	
24			Creative Drive	
25			Global Awareness	
26			Mind and Body	
27			**Must be taken at SCSU:**	
28			Tier 3 Connections Capstone	3
29	**General Education Credits:**			**45**
30	**Major Program Courses**			
31	BIO*122 General Biology II	4	Natural World II: BIO 103 – Botany	4
32				
33			BIO 220 Genetics (see line 34, items 9 and 10)	4
34	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (Cross listed with CHE 220 at MCC) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques 6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology	8	Will be received as 1. BIO 205, line 37 2. BIO 200, line 48 3. BIO 201, line 48 4. BIO 2xx, line 48 5. BIO 2xx, line 37 6. BIO 2xx, line 37 7. BIO 2xx, line 48 8. BIO 233, line 37 9. BIO 220, line 33 10. BIO 220, line 33 11. BIO 2xx, line 37 12. BIO 202, line 39 13. BIO 2xx, line 39 14. BIO 2xx, line 39	

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35			<u>Select one Entry Level Anatomy/ Physiology</u> BIO 230 – Plant Anatomy and Morphology BIO 231 – Comparative Vertebrate Anatomy BIO 235 - Histology	4
36			<u>Select one Upper Level Anatomy/Physiology</u> BIO 301 – Physiology BIO 401 – Animal Physiology BIO 420 – Plant Physiology BIO 454 – Brain Anatomy and Transmission	4
37			<u>Select one Entry Level Cell/Molecular Biology</u> BIO 205 – Forensic Biology BIO 233 – General Microbiology BIO 236 – Cell Biology BIO 240 – Human Heredity (3 cr) BIO 296 – Genomics I *This requirement may have been met at the community college. See line 34.*	(3-4)
38			<u>Select one Upper Level Cell/Molecular Biology</u> BIO 335 – Pathogenic Microbiology BIO 360- Plant Growth and Development BIO 435 – Developmental Biology BIO 436 – Molecular Biology BIO 451 – Tissue Culture BIO 466 – Advanced Molecular and Cell Biology BIO 467 – Laboratory Course in Biotechnology	4
39		4	<u>Select one Entry Level Biodiversity/ Ecology/ Organismal</u> BIO 202 – Ecology or BIO 210 – Environmental Biology and Conservation (3 cr) or BIO 228- Vertebrate Zoology or BIO229 – Invertebrate Zoology or BIO 250 – Plant Taxonomy and Systematics *This requirement may have been met at the community college. See line 34.*	3-4

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40			Select one Upper Level Biodiversity/ Ecology/ Organismal BIO 334 – Microbial Ecology or BIO 337 – Medically Important Arthropods (3 cr) or BIO 427 – Entomology or BIO 429 – Limnology or BIO 430 – Marine Ecology or BIO 432 – Mycology or BIO 438 – Aquatic Entomology or BIO 440 – Parasitic Infections (3 cr) or BIO 460 – Paleontology	3-4
41			One other upper level BIO course from upper level lists above OR BIO 497 – In-service Training in Biology BIO 495 – Senior Thesis BIO 499 – Independent Study and Research	3-4
42	CHE* 122 General Chemistry II	4	CHE 122 General Chemistry II	4
43	**Program Course Credits:**			**38-44**
44	**Unrestricted Electives**			
45	PHY* 121 General Physics I / PHY 221 Calculus Based Physics I or CHE*211 Organic Chemistry I	4	PHY 200 General Physics I Or CHE 260 Organic Chemistry I	4
46	PHY* 122 General Physics II / PHY 222 Calculus Based Physics II or CHE*212 Organic Chemistry II	4	PHY 201 General Physics II Or CHE 261 Organic Chemistry II	4
47			MAT 150 Calculus I	0-4
48			Non-program electives	0-8
49				
50				
51				
52	**Open Elective credits:**	**0**		**22-32**
53	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Southern Connecticut State University
Biology B.S.

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1	Community Colleges:			SCSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	English 101	3	FYE	3
8	Written II	Gen Ed	3	Written Communication	3
9	Scientific Reasoning	BIO*121 General Biology I	4	Biology 102 Zoology	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	Natural World I – Physical Realm – CHE 120 General Chemistry I	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	Quantitative Reasoning – MAT 122 Precalculus	4
12	Historical Knowledge	Gen Ed*	3	Time and Place	3
13	Social Phenomena	Gen Ed	3	Social structure, Conflict, Consensus	3
14	Aesthetic Dimensions	Gen Ed	3	Cultural Expressions	3
15	**Section B**				
16	Competency:	Gen Ed	3	Critical Thinking	3
17	Competency:	Gen Ed	3	Tech Fluency	3
18	**Framework30 Credits: 33**				**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21	Select one MAT 254 Calculus I Or		3-4	Will be received as MAT 150 Calculus I (Required: see line 56)	

	MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)		Or MAT 221 Intermediate Applied Statistics (this is an exception with the completion of the Transfer Ticket). Required for the BS, but will be used as an elective for the BA	
22			Complete 3 of the 4 remaining areas (lines 23-25)	9
23			American Experience	
24			Creative Drive	
25			Global Awareness	
26			Mind and Body	
27			**Must be taken at SCSU:**	
28			Tier 3 Connections Capstone	3
29	**General Education Credits:**	**36**		**45**
30	**Major Program Courses**			
31	BIO*122 General Biology II	4	Natural World II: Life and Environment: BIO 103 - Botany	4
32	CHE* 122 General Chemistry II	4	CHE 121 General Chemistry II	4
33	PHY* 121 General Physics I / PHY 221 Calculus Based Physics I OR CHE*211 Organic Chemistry I	4	PHY 200 General Physics I (line 36) OR CHE 260 Organic Chemistry I (line 38)	
34	PHY* 122 General Physics II / PHY 222 Calculus Based Physics II OR CHE*212 Organic Chemistry II	4	PHY 201 General Physics II (line 37) OR CHE 261 Organic Chemistry II (line 54)	4
35	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (Cross listed with CHE 220 at MCC)) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques	8	Will be received as 1. BIO 205, line 43 2. BIO 200, line 56 3. BIO 201, line 56 4. BIO 2xx, line 56 5. BIO 2xx, line 43	

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	6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology		6. BIO 2xx, line 43 7. BIO 2xx, line 56 8. BIO 233, line 43 9. BIO 220, line 40 10. BIO 2xx, line 40 11. BIO 2xx, line 43 12. BIO 202, line 45 13. BIO 2xx, line 45 14. BIO 2xx, line 45	
35			PHY 200 General Physics I	4
36			PHY 201 General Physics II	4
37			CHEM 260 Organic Chemistry	4
38				
39			BIO 103 – Botany	4
40			BIO 220 Genetics (see line 35, items 9 & 10)	4
41			<u>Select one Entry Level Anatomy/Physiology</u> BIO 230 – Plant Anatomy and Morphology or BIO 231 – Comparative Vertebrate Anatomy or BIO 235 - Histology	4
42			<u>Select one Upper Level Anatomy/Physiology</u> BIO 301 – Physiology or BIO 401 – Animal Physiology or BIO 420 – Plant Physiology or BIO 454 – Brain Anatomy and Transmission	4
43			<u>Select one Entry Level Cell/Molecular Biology</u> BIO 205 – Forensic Biology or BIO 233 – General Microbiology BIO 236 – Cell Biology BIO 240 – Human Heredity (3 cr) BIO 296 – Genomics I *This requirement may have been met at the community college. See line 35.*	3-4

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44			<u>Select one Upper Level Cell/Molecular Biology</u> BIO 335 – Pathogenic Microbiology or BIO 360- Plant Growth and Development or BIO 435 – Developmental Biology or BIO 436 – Molecular Biology or BIO 451 – Tissue Culture or BIO 466 – Advanced Molecular and Cell Biology or BIO 467 – Laboratory Course in Biotechnology	4
45			<u>Select one Entry Level Biodiversity/Ecology/ Organismal</u> BIO 202 – Ecology or BIO 210 – Environmental Biology and Conservation (3 cr) or BIO 228- Vertebrate Zoology or BIO229 – Invertebrate Zoology or BIO 250 – Plant Taxonomy and Systematics *This requirement may have been met at the community college. See line 35.*	3-4
46			<u>Select one Upper Level Biodiversity/ Ecology/ Organismal</u> BIO 334 – Microbial Ecology or BIO 337 – Medically Important Arthropods (3 cr) or BIO 427 – Entomology or BIO 429 – Limnology or BIO 430 – Marine Ecology or BIO 432 – Mycology or BIO 438 – Aquatic Entomology or BIO 440 – Parasitic Infections (3 cr) or BIO 460 – Paleontology	3-4
47			One other upper level BIO course from upper level lists above OR BIO 497 – In-service Training in Biology BIO 495 – Senior Thesis BIO 499 – Independent Study and Research	3-4

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48			MAT 221 – Intermediate Applied Statistics	0-4
49				
50	**Program Course Credits:**	**(16)-24**		**57-64**
51	**Open Electives**			
52				
53			MAT 150 Calculus I	0-4
54			CHE 261 Organic Chemistry II	0-4
56			Non-program electives	0-8
55				
56	**Open Elective credits:**	**0**		**0-18**
57	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Western Connecticut State University
Biology – Professional Option B.A.

1	Community Colleges			WCSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	ENG*101 English Composition	3	Writing I	3
8	Written II	Gen Ed Elective	3	Writing II	3
9	Scientific Reasoning	BIO*121 General Biology I	4	Scientific Inquiry: BIO 103 General Biology I	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	General Education Elective / Second Exposure to Scientific Inquiry: CHE 110 General Chemistry I	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	Quantitative Reasoning: MAT 133 Precalculus	4
12	Historical Knowledge	Gen Ed Elective	3	Critical Thinking	3
13	Social Phenomena	Gen Ed Elective	3	Information Literacy	3

14	Aesthetic Dimensions	Gen Ed Elective	3	Creative Process	
15	**Section B**				
16	Competency:	Gen Ed Elective	3	Oral Communication	3
17	Competency:	Gen Ed Elective		General Education Elective / Exploration	3
18	**Framework30 Credits (30-31):**				**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21	*Students complete a two-part general education curriculum: Part I (Foundations) addresses life-long learning in and through 10 competencies. Part II (Explorations) requires students to complete a minimum of 40 credits outside their major. Students must also repeat three different competencies, excluding writing and first-year navigation.* *In the Framework30 portion of the transfer degree, students who complete a TAP degree will receive credit for having met 9 competencies in Foundations, including at least one repeat (Scientific Inquiry), and 30 of the 40 credits of Explorations.*				
22	Select one MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)		3-4	Will be received as MAT 181 Calculus I (line 43) Or MAT 120 Elementary Statistics	3-4
23				General Education Elective / Second Exposure – must complete 3 in total.	3
24				Intercultural Competence	3
25				Health and Wellness	3
26				A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits of foreign language may count as fulfilling Intercultural Competence.	3
27				**Must be taken at WCSU:**	
28				Written Communication III—embedded in a major course	0
29				Culminating Gen Ed Experience – may be satisfied by a major capstone	0

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30	**General Education Credits:**	**40-41**		**49-50**
31	**Major Program Courses**			
32	BIO*122 General Biology II	4	BIO 104 General Biology II	4
33	CHE*122 General Chemistry II	4	CHE 111 General Chemistry II	4
34			BIO 205 Animal Physiology	4
34			BIO 200 Ecology	4
35	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (Cross listed with CHE 220 at MCC) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques 6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology BIO 275 (QVCC) Entomology	8	Will be received as 1. BIO 205, line 43 2. BIO 110, line 43 3. BIO 111, line 43 4. BIO 2xx, line 43 5. BIO 2xx, line 43 6. BIO 2xx, line 43 7. BIO 2xx, line 43 8. BIO 215, line 43 9. BIO 220, line 43 10. BIO 2xx, line 43 11. BIO 2xx, line 43 12. BIO 200, line 34 13. BIO 2xx, line 43 BIO 2xx, line 43	
36			BIO 300 Cell Biology	4
37			BIO 312 Genetics	4
38			BIO 325 Evolutionary Biology	3
39			BIO 360 Scientific Communication	2
40			BIO 480 Group Senior Research *or* BIO 490 Senior Research	3
41	PHY* 121 General Physics I / PHY 221 Calculus Based Physics I OR	4	PHY 110 General Physics I with Calculus (line 43) OR CHE 210 Organic I	-- 4

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	CHE*211 Organic Chemistry I			
42	PHY* 122 General Physics II / PHY 222 Calculus Based Physics II OR CHE*212 Organic Chemistry II	4	PHY 111 General Physics II with calculus (line 43) OR CHE 211 Organic II	-- 4
43			Science/Math Approved Electives, chosen with department approval.	14
44				
45	**Program Course Credits:**	**20**		**62**
46	**Open Electives**			
47	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**			
48	**Open Elective credits:**			**8-9**
49	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Transfer Pathway and Degree Program
Western Connecticut State University
Biology – Ecological Option, B.A.

1	Community Colleges:			WCSU	
2			Credits		Credits
3	**Framework30**				
4	**General Education Requirements**				
5	**Competency:**				
6	**Section A**				
7	Written I	ENG*101 English Composition	3	Writing I	3
8	Written II	Gen Ed Elective	3	Writing II	3
9	Scientific Reasoning	BIO*121 General Biology I	4	Scientific Inquiry: BIO 103 General Biology I	4
10	Scientific Knowledge	CHE*121 General Chemistry I	4	General Education Elective / Second Exposure to Scientific Inquiry: CHE 110 General Chemistry I	4
11	Quantitative	MAT* 185 Trigonometry (NVCC) MAT*186 Precalculus	4	Quantitative Reasoning: MAT 133 Precalculus	4

12	Historical Knowledge	Gen Ed Elective	3	Critical Thinking	3
13	Social Phenomena	Gen Ed Elective	3	Information Literacy	3
14	Aesthetic Dimensions	Gen Ed Elective	3	Creative Process	
15	**Section B**				
16	Competency:	Gen Ed Elective	3	Oral Communication	3
17	Competency:	Gen Ed Elective	3	General Education Elective / Exploration	3
18	**Framework30 Credits (30-31):**				**33**
19	**Pathway30**				
20	**Additional General Education Courses**				
21	*Students complete a two-part general education curriculum: Part I (Foundations) addresses life-long learning in and through 10 competencies. Part II (Explorations) requires students to complete a minimum of 40 credits outside their major. Students must also repeat three different competencies, excluding writing and first-year navigation.* *In the Framework30 portion of the transfer degree, students who complete a TAP degree will receive credit for having met 9 competencies in Foundations, including at least one repeat (Scientific Inquiry), and 30 of the 40 credits of Explorations.*				
22	Select one MAT 254 Calculus I Or MAT 167 Principles of Statistics (ACC, GCC, HCC, MXCC, NVCC, NWCC, QVCC) MAT 167 Statistics with Technology (CCC) MAT 201 Statistics (NCC) MAT 165 Elementary Statistics with Computer Applications (MCC, TXCC, TRCC – 4 credits)		3-4	Will be received as MAT 181 Calculus I (line 43) Or MAT 120 Elementary Statistics	
23				General Education Elective / Second Exposure – must complete 3 in total.	3
24				Intercultural Competence	3
25				Health and Wellness	3
26				A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits of foreign language may count as fulfilling Intercultural Competence.	3
27				**Must be taken at WCSU:**	

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29			Written Communication III—embedded in a major course	0
30			Culminating Gen Ed Experience – may be satisfied by a major capstone	0
31	**General Education Credits:**	**40-41**		**49**
32	**Major Program Courses**			
33	BIO*122 General Biology II	4	BIO 104 General Biology II	4
34	CHE* 122 General Chemistry II	4	CHE 111 General Chemistry I	4
35			BIO 205 Animal Physiology	4
36	Select two courses 1. BIO 208 (HCC) Forensic Science with Lab 2. BIO 211 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology I 3. BIO 212 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Anatomy & Physiology II 4. BIO 220 (ACC, MCC (Cross listed with CHE 220 at MCC) Biochemistry 5. BIO 222 (MXCC) Molecular Biotechniques 6. BIO 225 (NVCC) Intro to Biotechnology 7. BIO 227 (NVCC) Biotechnology II 8. BIO 235 (ACC, CCC, GCC, HCC, MCC, MXCC, NVCC, NCCC, NCC, QVCC, TRCC, TXCC) Microbiology 9. BIO 262 (GCC, MCC, NVCC, TRCC) Genetics and Lab 10. BIO 263 (MXCC, NCCC)Molecular Genetics 11. BIO 264 (QVCC) Molecular and Cellular Biology 12. BIO 270 (MXCC, NCCC, QVCC, TRCC) Ecology 13. BIO 272 (NCC) Marine Ecology 14. BIO 275 (QVCC) Entomology	8	Will be received as 1. BIO 205, line 43 2. BIO 110, line 43 3. BIO 111, line 43 4. BIO 2xx, line 43 5. BIO 2xx, line 43 6. BIO 2xx, line 43 7. BIO 2xx, line 43 8. BIO 215, line 43 9. BIO 220, line 43 10. BIO 2xx, line 43 11. BIO 2xx, line 43 12. BIO 200, line 34 13. BIO 2xx, line 43 14. BIO 2xx, line 43	
37			BIO 216 Microbiology	4
38			BIO 200 Ecology	4
37			11-12 credits of Biology Major Electives, 200-level or above.	11-12
39			BIO 312 Genetics	4
40			BIO 325 Evolutionary Biology	3
41			BIO 360 Scientific Communication	2

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42			BIO 320 Conservation Ecology or BIO 450 Population Ecology or BIO 475 Climate Ecology	3-4
43			BIO 480 Group Senior Research *or* BIO 490 Senior Research	3
44	PHY* 121 General Physics I / PHY 221 Calculus Based Physics I or CHE*211 Organic Chemistry I PHY* 122 General Physics II / PHY 222 Calculus Based Physics II or CHE*212 Organic Chemistry II	8	Physical Science / Math Electives	12
45			MAT 115 Biostatistics OR MAT 120 Elementary Statistics	0-3
46	**Program Course Credits:**	**20**		**57-59**
47	**Open Electives**			
48	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**			
49	**Open Elective credits:**	**0**		**11-14**
50	**Total Credits at the Community College**	**60-61**	**Total Credits for the 4-Year Degree**	**120**

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Credits Remaining in the four-year degree
General Biology B.S.

All biology courses must be completed with a C- or above.

1	**Central Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*One of the requirements in lines 5, 6, and 7 will have been met at the community college.*	
5	Study Area I – Arts and Humanities – If not met at the community college	0-3
6	Study Area II – Social Sciences – If not met at the community college	0-3
7	Skill Area II – Math/Stat/ Comp Sci – MATH 152 Calculus I – If not met at the community college	0-4
8	Study Area III – Behavioral Sciences	3
9	Study Area I – Literature	3
10	Skill Area III – Foreign Language Proficiency. See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
11	**General Education Credits**	**18-19**
12	**Remaining Major Program Requirements**	
13	**Course**	**Credits**

14	PHY 121 General Physics I or Fdns of Organic Chemistry/Lab (CHEM 210/211); whichever was not taken at CC	4
15	PHY 122 General Physics II (if not taken at CC)	(4)
16	BIO 200 Integrative Biology (If BIO 225 Introduction to Biotechnology (NVCC) or BIO 270 Ecology (MXCC, NCCC, QVCC, TRCC) was not taken at the community college.)	(4)
17	BIO 290 Biology Research Experience I	2
18	8-13 credits of BIO electives to add up to 32 total credits in BIO/BMS courses (except for BIO 211)	8-13
19	BIO 390 Biology Research Experience II or 391 Internship in Biology	1-6
20	**Program Course Credits**	**20-28**
21	**Minor** – A minor is not required for this major.	
22	**Remaining Open Electives**	
23	**Courses**	**Credits**
24	**Open Elective credits**	**13-22**
25	**Students who have fulfilled the foreign language requirement in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**	
26	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits Remaining in the four-year degree
Biology – Ecology, Biodiversity, and Evolutionary Biology B.S.

All biology courses must be completed with a C- or above.

1	**Central Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*One of the requirements in lines 5, 6, and 7 will have been met at the community college.*	
5	Study Area I – Arts and Humanities – If not met at the community college	0-3
6	Study Area II – Social Sciences – If not met at the community college	0-3
7	Skill Area II – Math/Stat/ Comp Sci – MATH 152 Calculus I – If not met at the community college	0-4
8	Study Area III – Behavioral Sciences	3
9	Study Area I – Literature	3
10	Skill Area III – Foreign Language Proficiency. See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
11	**General Education Credits**	**18-19**
12	**Remaining Major Program Requirements**	
13	**Course**	**Credits**
14	PHY 121 General Physics I or CHEM 210/211 Fdns of Organic Chemistry/Lab (whichever was not taken at CC)	4
15	PHY 122 General Physics II (if not taken at CCC)	(4)
16	BIO 200 Integrative Biology (If BIO 225 Introduction to Biotechnology (NVCC) or BIO 270 Ecology (MXCC, NCCC, QVCC, TRCC) was not taken at the community college.)	(4)
17	BIO 290 Biology Research Experience I	2
18	Biodiversity Elective – Choose from: BIO 315 Microbial Ecology BIO 322 Vertebrate Zoology BIO 326 Mushrooms, Mosses, & More BIO 327 Vascular Plants BIO 420 Ornithology BIO 421 Marine Invertebrate Biology BIO 425 Biology of Marine and Freshwater Algae BIO 444 Plant Taxonomy BIO 468	3-4
19	Ecology/Evolution Elective – Choose from: BIO 402 Population Genetics BIO 405 Ecology BIO 434 Ecology of Inland Waters BIO 440 Evolution	3-4

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	BIO 480 Animal Behavior	
20	EBE Specialization Electives – Choose from the following to add up to a total of 32 credits in BIO courses, not including community college BIO courses that do not transfer as a designated major requirement: BIO 230 Natural History BIO 402 Population Genetics BIO 315 Microbial Ecology BIO 322 Vertebrate Zoology BIO 326 Mushrooms, Mosses & More BIO 327 Vascular Plants BIO 405 Ecology BIO 410 Ecological Physiology BIO 420 Ornithology BIO 421 Marine Invertebrate Biology BIO 425 Biology of Marine & Freshwater Algae BIO 434 Ecology of Inland Waters BIO 438 Aquatic Pollution BIO 440 Evolution BIO 444 Plant Taxonomy BIO 470 Field Studies in Biology BIO 480 Animal Behavior BIO 489 Vertebrate Dissection *BIO 490 Topics in Biology *BIO 491 Advanced Problems in Biology *BIO 499 Undergraduate Thesis in Biology *To be considered in the E/B/E group, these courses must have a topic approved by the E/B/E faculty advisor.	6-11
21	BIO 390 Biology Research Experience II or 391 Internship in Biology	1-6
22		
23	**Program Course Credits**	**19-24**
24	**Minor** – A minor is not required for this major.	
25	**Remaining Open Electives**	
26	**Courses**	**Credits**
27	**Open Elective credits**	**17-23**
28	**Students who have fulfilled the foreign language requirement in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**	
29	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits Remaining in the four-year degree
Biology – Environmental Science B.S.

All biology courses must be completed with a C- or above.

1	**Central Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*One of the requirements in lines 5, 6, and 7 will have been met at the community college.*	
5	Study Area I – Arts and Humanities – If not met at the community college	0-3
6	Study Area II – Social Sciences – If not met at the community college	0-3
7	Skill Area II – Math/Stat/ Comp Sci – MATH 152 Calculus I – If not met at the community college	0-4
8	Study Area III – Behavioral Sciences	3
9	Study Area I – Literature	3
10	Skill Area III – Foreign Language Proficiency. See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
11	**General Education Credits**	**18-19**
12	**Remaining Major Program Requirements**	
13	**Course**	**Credits**
14	Students will have completed one of the following sequences at the community college, fulfilling either lines 15/16 or 17/18.	7-8
15	PHY 121 General Physics I if PHY 121 General Physics I was not taken at the community college	(4)
16	PHY 122 General Physics II if PHY 122 General Physics II was not taken at the community college	(4)
17	CHEM 210 Foundations of Organic Chemistry and CHEM 211 Foundations of Organic Chemistry Laboratory if CHE 211 Organic Chemistry I was not taken at the community college	(4)
18	IF CHE 212 Organic Chemistry is not taken at the community college: CHEM 212 Organic Synthesis and CHEM 213 Organic Synthesis Laboratory OR CHEM 456 Toxicology	(3-4)
19	BIO 200 Integrative Biology (If BIO 225 Introduction to Biotechnology (NVCC) or BIO 270 Ecology (MXCC, NCCC, QVCC, TRCC) was not taken at the community college.)	(4)
20	BIO 290 Biology Research Experience I	2
21	BIO 390 Biology Research Experience II or 391 Internship in Biology	1-6
22	BIO 436 Environmental Resources and Management (3) OR BIO 438 Aquatic Pollution (4)	3-4
23	Choose one: BIO 315 Microbial Ecology	3-4

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	BIO 322 Vertebrate Zoology BIO 326 Mushrooms, Mosses, & More BIO 327 Vascular Plants BIO 420 Ornithology BIO 421 Marine Invertebrate Biology BIO 425 Biology of Marine and Freshwater Algae BIO 444 Plant Taxonomy	
24	Choose one: BIO 331 Neurobiology BIO 410 Ecological Physiology BIO 412 Human Physiology (BIO 413 Human Physiology Laboratory is optional) BIO 449 Plant Physiology	3-4
25	Choose one: BIO 405 Ecology BIO 434 Ecology of Inland Waters	4
26	CHEM 406 Environmental Chemistry	3
27	Choose one: ESCI 121 Physical Geology ESCI 450 Environmental Geology	3-4
28		
29	**Program Course Credits**	**29-43**
30	**Minor** – A minor is not required for this major.	
31	**Remaining Open Electives**	
32	**Courses**	**Credits**
33	**Open Elective credits**	**0-13**
34	**Students who have fulfilled the foreign language requirement in high school or who use open elective credits at the community college to fulfill foreign language and/or minor requirements will end up with more open elective credits at the CCSU.**	
35	**Total Credits Remaining for the 4-Year Degree**	**60-62**

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Credits Remaining in the four-year degree
Biology B.A.

Both BIO 220 and BIO 230 must be successfully completed with a grade of C- or better before starting on the required upper-level courses.

1	**Eastern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*Two of the first four below must be completed at ECSU. One of the T2 requirements may have been completed at the community college.*	
5	T2 Cultural Perspectives	3
6	T2 Individuals and Societies	3
7	T2 Creative Expressions	3
8	T2 Applied Information Technologies – must be MAT 216 Statistical Data Analysis if Calculus I was not taken at the community college	3
9	T3 Capstone – BIO 466 Senior Seminar	3
10	Foreign Language Proficiency: See requirements here. If the requirement has been met in whole or in part, general education and open elective credits will adjust accordingly.	6
11	**General Education Credits**	**18-21**
12	**Remaining Major Program Requirements**	
13	**Course**	**Credits**
14	PHY 204 General Physics I with Lab (if PHY was not taken at CC)	(4)
15	BIO 220 Cell Biology	4
16	BIO 230 Genetics	4
17	EES 104 Dynamic Earth	4
18	300's or 400's level **Cell and Molecular Biology** elective from the following (if BIO*235 was not taken at CC) or any 300's or 400's level Biology Elective: BIO 330 Cell Biology w/Lab BIO 420 Microscopy w/Lab BIO 422 Research Methods Molecular Bio w/Lab BIO 424 Biological Chemistry w/Lab BIO 426 Biology of Cancer BIO 428 Virology w/Lab BIO 430 Endocrinology w/Lab BIO 432 Histology w/Lab BIO 434 Developmental Biology w/Lab BIO 436 Molecular Genetics w/Lab BIO 438 Plant Physiology w/Lab BIO 450 Biotechnology w/Lab BIO 458 Regenerative Medicine w/Lab	4
19	300's or 400's level **Population Biology and Ecology** elective from the following: BIO 320/360 Tropical Biology and Tropical Ecosystems	4

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	BIO 319/320 Oceanic Island Ecology and Tropical Biology BIO 440 Aquatic Biology w/Lab BIO 442 Plant Ecology w/Lab BIO 444 Population/Community Ecology w/Lab BIO 446 Terrestrial Ecology w/Lab BIO 452 Conservation Biology w/Lab BIO 454 Biological Invasions w/Lab BIO 456 Marine Ecology w/Lab	
20	300's or 400's level **Organismal Biology** elective from the following: BIO 324 Entomology w/Lab BIO 332 Biology of Plants w/Lab BIO 334 General Microbiology w/Lab BIO 336 Invertebrate Biology BIO 338 Vertebrate Biology w/Lab BIO 340 Parasitology w/Lab 4 BIO 346 Animal Behavior w/Lab BIO 348 Functional Human Anatomy w/Lab BIO 350 Human Physiology w/Lab BIO 448 Physiological Ecology w/Lab	4
21	300's or 400's level Biology Elective	8
22	**Program Course Credits**	**32-36**
23	**Remaining Open Electives**	
24	**Courses**	**Credits**
25	**Open Elective credits**	**3-10**
26	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.**	
27	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits Remaining in the four-year degree
Biology B.S.

Both BIO 220 and BIO 230 must be successfully completed with a grade of C- or better before starting on the required upper-level courses.

1	**Eastern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*Two of the first four below must be completed at ECSU. One of the T2 requirements may have been completed at the community college.*	
5	T2 Cultural Perspectives	3
6	T2 Individuals and Societies	3
7	T2 Creative Expressions	3
8	T2 Applied Information Technologies – MAT 216 Statistical Data Analysis if taken for line 20	3
9	T3 Capstone – BIO 466 Senior Seminar	3
10	Foreign Language Proficiency (Can be met with three years of the same foreign language in high school or the completion of a second semester at the college level. Credits will adjust accordingly.)	6
11	**General Education Credits**	**18-21**
12	**Remaining Major Program Requirements**	
13	**Course**	**Credits**
14	CHE 216 Organic Chemistry I w/Lab (if not taken at the CC)	(4)
15	PHY 204 General Physics I with Lab OR PHY 208 Physics I with Calculus w/Lab (if PHY was not taken at CC)	(4)
16	Lines 14 and 15 will add up to 4-8 credits.	4
17	BIO 220 Cell Biology	4
18	BIO 230 Genetics	4
19	MAT 243 Calculus I w/Technology (if not taken at the CC)	0-4
20	One of the following: MAT 244 Calculus II w/Technology MAT 216 Statistical Data Analysis – if chosen, counts as T2 Applied Information Technologies – see line 8 BIO 378 Biology Research and Data Analysis	0, 3 or 4
21		
22	300's or 400's level **Cell and Molecular Biology** elective from the following (if BIO*235 was not taken at CC) or any 300's or 400's level Biology Elective: BIO 330 Cell Biology w/Lab BIO 420 Microscopy w/Lab BIO 422 Research Methods Molecular Bio w/Lab BIO 424 Biological Chemistry w/Lab BIO 426 Biology of Cancer BIO 428 Virology w/Lab	4

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	BIO 430 Endocrinology w/Lab BIO 432 Histology w/Lab BIO 434 Developmental Biology w/Lab BIO 436 Molecular Genetics w/Lab BIO 438 Plant Physiology w/Lab BIO 450 Biotechnology w/Lab BIO 458 Regenerative Medicine	
23	300's or 400's level **Population Biology and Ecology** elective from the following: BIO 320/360 Tropical Biology and Tropical Ecosystems BIO 319/320 Oceanic Island Ecology and Tropical Biology BIO 440 Aquatic Biology w/Lab BIO 442 Plant Ecology w/Lab BIO 444 Population/Community Ecology w/Lab BIO 446 Terrestrial Ecology w/Lab BIO 452 Conservation Biology w/Lab BIO 454 Biological Invasions w/Lab BIO 456 Marine Ecology w/Lab	4
24	300's or 400's level **Organismal Biology** elective from the following: BIO 324 Entomology w/Lab BIO 332 Biology of Plants w/Lab BIO 334 General Microbiology w/Lab BIO 336 Invertebrate Biology w/Lab BIO 338 Vertebrate Biology w/Lab BIO 340 Parasitology w/Lab BIO 344 General Mycology w/Lab BIO 346 Animal Behavior w/Lab BIO 348 Functional Human Anatomy w/Lab BIO 350 Human Physiology w/Lab BIO 448 Physiological Ecology w/Lab	4
25	300's or 400's level Biology Elective	8
26	**Program Course Credits**	**32-40**
27	**Remaining Open Electives**	
28	**Courses**	**Credits**
29	**Open Elective credits**	**0-10**
30	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at ECSU.**	
31	**Total Credits Remaining for the 4-Year Degree**	**60-61**

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Credits Remaining in the four-year degree
Biology B.A.
Students must complete 2 "W" courses at SCSU.

1	**Southern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*One additional general education requirement may be fulfilled at the community college. Students will need to complete 3 of these four areas*	
5	American Experience	0-3
6	Creative Drive	0-3
7	Global Awareness	0-3
8	Mind and Body	0-3
9		
10	Tier 3 Connections Capstone	3
11	**General Education Credits**	**9-12**
12	**Remaining Major Program Requirements**	
13	**Course**	**Credits**
14		
15	BIO 220 Genetics (If BIO 262 Genetics and Lab or BIO 263 Molecular Genetics was not taken at the community college.)	(4)
16	<u>Select one Entry Level Anatomy/Physiology</u> BIO 230 – Plant Anatomy and Morphology or BIO 231 – Comparative Vertebrate Anatomy or BIO 235 - Histology	4
17	<u>Select one Upper Level Anatomy/Physiology</u> BIO 301 – Physiology or BIO 401 – Animal Physiology or BIO 420 – Plant Physiology or BIO 454 – Brain Anatomy and Transmission	4
18	<u>Select one Entry Level Cell/Molecular Biology</u> – if one of the following was not taken at the community college: BIO 208 Forensic Science with Lab BIO 222 Molecular Biotechniques BIO 225 Introduction to Biotechnology BIO 235 Microbiology BIO 264 Molecular and Cellular Biology Then take **BIO 205 – Forensic Biology** **BIO 233 – General Microbiology** **BIO 236 – Cell Biology** **BIO 240 – Human Heredity (3 cr)** **BIO 296 – Genomics I**	(3-4)
19	<u>Select one Upper Level Cell/Molecular Biology</u>	4

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	BIO 335 – Pathogenic Microbiology or BIO 360- Plant Growth and Development or BIO 435 – Developmental Biology or BIO 436 – Molecular Biology or BIO 451 – Tissue Culture or BIO 466 – Advanced Molecular and Cell Biology or BIO 467 – Laboratory Course in Biotechnology	
20	Select one Entry Level Biodiversity/ Ecology/ Organismal – If one of the following was not taken at the community college: BIO 270 Ecology BIO 272 Marine Ecology BIO 275 Entomology Then take **BIO 202 – Ecology or** **BIO 210 – Environmental Biology and Conservation (3 cr) or** **BIO 228- Vertebrate Zoology or** **BIO 229 – Invertebrate Zoology or** **BIO 250 – Plant Taxonomy and Systematics**	(3-4)
21	Select one Upper Level Biodiversity/ Ecology/ Organismal BIO 334 – Microbial Ecology or BIO 337 – Medically Important Arthropods (3 cr) or BIO 427 – Entomology or BIO 429 – Limnology or BIO 430 – Marine Ecology or BIO 432 – Mycology or BIO 438 – Aquatic Entomology or BIO 440 – Parasitic Infections (3 cr) or BIO 460 – Paleontology	3-4
22	One other upper level BIO course from upper level lists above OR BIO 497 – In-service Training in Biology HON 495 – Senior Thesis BIO 499 – Independent Study and Research	3-4
23		
24	**Program Course Credits**	**26-32**
25	**Remaining Open Electives**	
26	**Courses**	**Credits**
27	**Open Elective credits**	**16-25**
28		
29	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits Remaining in the four-year degree
Biology B.S.
Students must complete 2 "W" courses at SCSU.

1	**Southern Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*One additional general education requirement may be fulfilled at the community college. Students will need to complete 3 of these 4 areas*	
5	American Experience	0-3
6	Creative Drive	0-3
7	Global Awareness	0-3
8	Mind and Body	0-3
9		
10	Tier 3 Connections Capstone	3
11	**General Education Credits**	**9-12**
12	**Remaining Major Program Requirements**	
13	**Course**	**Credits**
14	PHY 200 General Physics I if not taken at the community college	(4)
15	PHY 201 General Physics II if not taken at the community college	(4)
16	CHEM 260 Organic Chemistry I if not taken at the community college	(4)
17	Lines 13-15 will add up to 4-8 credits	4-8
18		
19	BIO 220 Genetics (If BIO 262 Genetics and Lab or BIO 263 Molecular Biology was not taken at the community college.)	(4)
20	Select one Entry Level Anatomy/Physiology BIO 230 – Plant Anatomy and Morphology or BIO 231 – Comparative Vertebrate Anatomy or BIO 235 - Histology	4
21	Select one Upper Level Anatomy/Physiology BIO 301 – Physiology or BIO 401 – Animal Physiology or BIO 420 – Plant Physiology or BIO 454 – Brain Anatomy and Transmission	4
22	Select one Entry Level Cell/Molecular Biology– if one of the following was not taken at the community college: BIO 208 Forensic Science with Lab BIO 222 Molecular Biotechniques BIO 225 Introduction to Biotechnology BIO 235 Microbiology BIO 264 Molecular and Cellular Biology Then take one of **BIO 205 – Forensic Biology** **BIO 233 – General Microbiology**	(3-4)

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	BIO 236 – Cell Biology **BIO 240 – Human Heredity (3 cr)** **BIO 296 – Genomics I**	
23	Select one Upper Level Cell/Molecular Biology BIO 335 – Pathogenic Microbiology or BIO 360- Plant Growth and Development or BIO 435 – Developmental Biology or BIO 436 – Molecular Biology or BIO 451 – Tissue Culture or BIO 466 – Advanced Molecular and Cell Biology or BIO 467 – Laboratory Course in Biotechnology	4
24	Select one Entry Level Biodiversity/ Ecology/ Organismal – If one of the following was not taken at the community college: BIO 270 Ecology BIO 272 Marine Ecology BIO 275 Entomology Then take **BIO 202 – Ecology or** **BIO 210 – Environmental Biology and Conservation (3 cr) or** **BIO 228- Vertebrate Zoology or** **BIO 229 – Invertebrate Zoology or** **BIO 250 – Plant Taxonomy and Systematics**	(3-4)
25	Select one Upper Level Biodiversity/ Ecology/ Organismal BIO 334 – Microbial Ecology or BIO 337 – Medically Important Arthropods (3 cr) or BIO 427 – Entomology or BIO 429 – Limnology or BIO 430 – Marine Ecology or BIO 432 – Mycology or BIO 438 – Aquatic Entomology or BIO 440 – Parasitic Infections (3 cr) or BIO 460 – Paleontology	3-4
26	One other upper level BIO course from upper level lists above OR BIO 497 – In-service Training in Biology HON 495 – Senior Thesis BIO 499 – Independent Study and Research	3-4
27	MAT 221 – Intermediate Applied Statistics	0-4
28		
29	**Program Course Credits**	**31-48**
30	**Remaining Open Electives**	
31	**Courses**	**Credits**
32	**Open Elective credits**	**0-20**
33		
34	**Total Credits Remaining for the 4-Year Degree**	**60-69**

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Credits Remaining in the four-year degree
Biology – Professional Option B.A.

1	**Western Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*If not already met, the student must complete enough additional credits to add up to a total of 40 credits outside the major to meet the Explorations requirement. The Framework30 portion of the community college degree meets 30 of the 40 credits.* *For this program, the student may have completed one additional general education requirement in General Education Elective / Second Exposure to Creative Process or in Intercultural Competence. Either will contribute to the Explorations requirement. See lines 6 and 7.*	
5	Health and Wellness	3
6	Intercultural Competency	(3)
7	General Education Elective / Second Exposure (If completed at the community college, then add three credits to Open Electives.) See line 4.	(3)
8	Up to 10 credits for Explorations requirement. See line 4. Lines 5-7 and 9 may contribute to this requirement.	0-10
9	A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits of foreign language may count as fulfilling the Intercultural Competence. Students will receive extra open elective credit at WCSU for any portion of this requirement completed before transferring.	3
10	*The following must be taken at WCSU:*	
11	Written Comm III – embedded in a major course	0
12	Culminating Gen Ed Experience – may be satisfied by a major capstone	0
13	**General Education Credits**	**9-22**
14	**Remaining Major Program Requirements**	
	Course	**Credits**
15	BIO 205 Animal Physiology	4
16		
17	BIO 200 Ecology if not taken at the community college	(4)
	Biology Elective – 200-level or above – if Ecology was taken at the community college	(4)
18	A total of 4 credits will be required from lines 17-18.	4
19		
20	BIO 300 Cell Biology	4
21	BIO 312 Genetics	4
22	BIO 325 Evolutionary Biology	3
	BIO 360 Scientific Communication	2
23	BIO 480 Group Senior Research *or* BIO 490 Senior Research	3
24		
25	CHE 210 Organic I if not taken at the community college	(4)
26	CHE 211 Organic II if not taken at the community college	(4)
27	Science/Math Approved Electives, chosen with department approval.	(2-6)

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28	Lines 25-27 will add up to 22 credits; 11 of these credits will have been completed at the community college, 8 with either the Organic Chemistry sequence or the Physics sequence and 3 with Precalculus, which also fulfills a general education requirement.	11
35		
36	**Program Course Credits**	**35**
37	**Remaining Open Electives**	
38	**Courses**	**Credits**
39	**Open Elective credits**	**3-26**
40	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**	
41	**Total Credits Remaining for the 4-Year Degree**	**60**

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Credits Remaining in the four-year degree
Biology – Ecological Option B.A.

1	**Western Connecticut State University**	
2	**Remaining General Education Courses**	
3	**Course**	**Credits**
4	*If not already met, the student must complete enough additional credits to add up to a total of 40 credits outside the major to meet the Explorations requirement. The Framework30 portion of the community college degree meets 30 of the 40 credits.* *For this program, the student may have completed one additional general education requirement in General Education Elective / Second Exposure to Creative Process or in Intercultural Competence. Either will contribute to the Explorations requirement. See lines 6 and 7.*	
5	Health and Wellness	3
6	Intercultural Competency	(3)
7	General Education Elective / Second Exposure (If completed at the community college, then add three credits to Open Electives.) See line 4.	(3)
8	Up to 10 credits for Explorations requirement. See line 4. Lines 5-7 and 9 may contribute to this requirement.	0-10
9	A foreign language is required for this major. Follow this link and click on the program sheet for requirements. Three credits of foreign language may count as fulfilling the Intercultural Competence. Students will receive extra open elective credit at WCSU for any portion of this requirement completed before transferring.	3
10	*The following must be taken at WCSU:*	
11	Written Comm III – embedded in a major course	0
12	Culminating Gen Ed Experience – may be satisfied by a major capstone	0
13	**General Education Credits**	**9-22**
14	**Remaining Major Program Requirements**	
15	**Course**	**Credits**
16	BIO 205 Animal Physiology	4
17	BIO 216 Microbiology if not taken at the community college	(4)
18	BIO 200 Ecology if not taken at the community college	(4)
19	11-12 credits of Biology Major Electives, 200-level or above. 4-8 of these credits may have been taken at the community college.	(3-12)
20	Students will have 11-12 credits of lines 16-18 remaining. Courses will depend upon the choices made at the community college.	11-12
21	BIO 312 Genetics	4
22	BIO 325 Evolutionary Biology	3
23	BIO 360 Scientific Communication	2
24	BIO 320 Conservation Ecology or BIO 450 Population Ecology or BIO 475 Climate Ecology	3-4
25	BIO 480 Group Senior Research *or* BIO 490 Senior Research	3
26	3-4 credits in Physical Sciences/Math Courses, chosen from: All BIO courses 200 level or above	3-4

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	All CHE courses 200 level or above MAT 170 Calculus of Polynomials (3) MAT 171 Calculus I with Review MAT 181 Calculus I – if not taken at the community college MAT 182 Calculus II PHY 110 General Physics I w/Calculus PHY 111 General Physics II w/Calculus PHY 120 General Physics I PHY 121 General Physics II AST 150 General Astronomy MTR 150 Meteorology ES 110 Physical Geography CS 140 Introduction to Programming CS 143 Visual BASIC (3)	
27	MAT 115 Biostatistics OR MAT 120 Elementary Statistics	3
28	**Program Course Credits**	**36-39**
29	**Remaining Open Electives**	
30	**Courses**	**Credits**
31	**Open Elective credits**	**0-15**
32	**Students who have fulfilled foreign language requirements in high school or who use open elective credits at the community college to fulfill foreign language requirements will end up with more open elective credits at WCSU.**	
33	**Total Credits Remaining for the 4-Year Degree**	**60-61**

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March 10, 2022

Dr. Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

Dear Dr. Cheng:

I wish to inform you that I have awarded the designation of Emeritus status to the following Professors, for their exemplary service to Southern Connecticut State University:

Dr. James Dempsey – Professor, Department of Communication Disorders
Ms. Jane Hinderlang –Professor, Department of Communication Disorders

Sincerely,

Joe Bertolino
President

JB/meh

cc: B. Barnes, Human Resources for CSCU, Personnel File

Tunxis
Community
College

Education That Works For a Lifetime

March 10, 2022

Terrence Cheng
President
Connecticut State Colleges & Universities
61 Woodland Street
Hartford, CT 06105

President Cheng:

On behalf of Tunxis Community College and the North-West Region, Dr. James Lombella and I support and concur with the recommendation of Professor Candace M. Carbone be awarded the designation of Emeritus status.

Thank you for your consideration of this request.

Regards,

Darryl Reome, Ed.D.
Campus CEO

James Lombella, Ed.D.
Regional President
North-West Region

Tunxis Community College
271 Scott Swamp Road
Farmington, CT 06032
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A Connecticut Community College

Tunxis Community College

Education That Works For a Lifetime

February 18, 2022

Dear members of the Tunxis and CSCU administration,

I am pleased to submit this letter nominating Prof. Candace M. Carbone for emeritus status following her retirement from full-time service in December 2021.

Candy graduated from the Business Office Technology program at Tunxis in 1978, a program for which she later served as program coordinator. She started as an adjunct and then was hired full-time in 1994. Prof. Carbone chaired the Business and Technology Department for 18 years and taught a total of 31+ years at Tunxis. She served as advisor to the BOT student club for much of that time.

In addition to creating several BOT courses, Prof. Carbone was instrumental in developing the first BOT: Medical Option transfer pathway to Charter Oak's B.S. Health Information Technology program. The BOT provided outreach and CCP options to our area high schools for many years and in turn admitted many students into the program. She sat on several area high school boards as well as the Business and Finance State Advisory Committee.

As Department Chair, Prof. Carbone oversaw initial piloting of the Abilities Based Education directive at Tunxis. During her tenure as a faculty member, she served on every possible campus committee and chaired many of them. She was an active member in lobbying the Legislature on behalf of the community colleges and spoke at many Legislative Breakfasts hosted at Tunxis.

Prof. Carbone was the recipient of the Connecticut State Business Educators' Association's Business Educator of the Year award as well as the Eastern Business Educators' Business Educator of the Year award. She served as Vice President and President of CBEA as well.

Candy has been a steadfast voice of reason and forthrightness among the Tunxis faculty. Her humor and candor will be greatly missed by her colleagues in the department and throughout campus. She always kept the needs of students foremost in her thoughts, and fought diligently to protect their interests. She is well deserving of the emeritus distinction.

Sincerely,

Robert M. Smith, Ph.D.
Department chair for Biology, Chemistry, Allied Health, and Medical programs
Professor of Biological & Physical Sciences
Tunxis Community College
Farmington, CT 06032
860-773-1648
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A Connecticut Community College

OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

January 14, 2022

Ms. Janet McKay
13 Great Heron Lane
Brookfield, CT 06804

Dear Janet,

In further recognition of your excellent service in the Office of the President at WCSU, which included support for many other offices and departments, in addition to helping three presidents do their jobs better, I am pleased to award you Emeritus Status at Western Connecticut State University upon your retirement.

Congratulations!

Sincerely,

Dr. John B. Clark

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