



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, February 4, 2022 at 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <http://youtu.be/oQ28HaLIYcU>

1. Approval of Minutes
 - a. December 3, 2021 – *Page 1*
2. Action Items
 - a. Modifications
 - i. Nurse Educator – MS in Nursing (MSN) - Southern CT State University [Modification of Instructional Delivery] – *Page 15*
 - ii. Nurse Educator – Post MS in Nursing (MSN) Certificate - Southern CT State University [Modification of Instructional Delivery] – *Page 19*
 - iii. Clinical Nurse Leader – MS in Nursing (MSN) - Southern CT State University [Modification of Instructional Delivery] – *Page 23*
 - iv. Clinical Nurse Leader – Post MS in Nursing (MSN) Certificate - Southern CT State University [Modification of Instructional Delivery] – *Page 27*
 - v. Master’s Degree in Marriage and Family Therapy (MFT) – Southern CT State University [Modification of Instructional Delivery] – *Page 31*
 - vi. Spanish – Secondary Education and Spanish – BA/BS – Western CT State University [Modification of Instructional Delivery] – *Page 35*
 - b. New Programs
 - i. Homeland Security – MS - Western CT State University – *Page 39*
 - ii. Social Work – BSW- Charter Oak State College – *Page 53*
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 - c. CT State Community College Aligned Degrees and Certificates – *Page 102*
 - d. Appointment of CSU Professor
 - i. Dr. Neeta Connally – Western CT State University – *Page 153*
3. Informational Items
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 - b. CSCU Sabbatical Leaves
 - i. Central CT State University – *Page 172*
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c. Below Threshold

- i. Asian American and Pacific Islander Studies – Minor – Central CT State University [New Academic Offering] – *Page 177*
- ii. Computer Science – BS - Central CT State University [Program Modification] – *Page 179*
- iii. Computer Information Technology – MS - Central CT State University [Program Modification] – *Page 181*
- iv. Software Engineering – MS – Central CT State University [Program Modification] – *Page 183*
- v. BS Chemistry (7-12) MS Accelerated Pathway – Concentration – Southern CT State University [New Academic Offering] – *Page 185*
- vi. Health Science BHSc - Accelerated MS Exercise Science-Clinical Exercise Physiology Pathway – Concentration - Southern CT State University [New Academic Offering] – *Page 189*
- vii. Health Science BHSc – Accelerated MS Physical Activity & Chronic Disease Pathway – Concentration - Southern CT State University [New Academic Offering] – *Page 191*
- viii. Healthcare Studies - Health Science Foundations – BS – Concentration - Southern CT State University [Program Modification] – *Page 193*
- ix. Healthcare Studies – STEM Foundations for Nursing – BS – Concentration - Southern CT State University [Program Modification] – *Page 197*
- x. Sustainability Leadership – Undergraduate Certificate - Southern CT State University [New Academic Offering] – *Page 201*
- xi. Geographic Information Systems (GIS) - Undergraduate Certificate - Southern CT State University [New Academic Offering] – *Page 204*
- xii. Assistive Technology – Graduate Certificate - Southern CT State University [New Academic Offering] – *Page 207*
- xiii. Sustainability Coordination – Graduate Certificate - Southern CT State University [New Academic Offering] – *Page 209*
- xiv. Human Resource Management – MBA – Concentration- Southern CT State University [New Academic Offering] – *Page 211*
- xv. Business Analytics – MBA – Concentration- Southern CT State University [New Academic Offering] – *Page 214*
- xvi. General Studies – AS – Manchester Community College [Program Modification] – *Page 217*

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 – December 3, 2021 at 9:30 a.m.

61 Woodland Street, Hartford., CT – Board Room (ground floor **[in person]**

AND

Conducted via Remote Participation

MINUTES

Regents Present: Aviva Budd, Merle Harris, Holly Howery, Richard Porth, Colena Sesanker (ex officio), Julia Noriega (ex officio)

Regents Absent: Brandon Iovene (ex officio)

Staff Present: Jane Gates, Gayle Barrett, Vicki Bozzuto, Greg DeSantis, Bill Gammell, Pam Heleen, Ken Klucznik, Fran Rosselli-Navarra, Pat Ryiz, Mike Stefanowicz

Other Attendees: Missy Alexander (WCSU), Robin Avant (HCC), Sandy Bulmer (SCSU), Cindy Edgerton (COSC), Marianne Fallon (CCSU), David Ferreira (COSC), Xiaobing Hou (CCSU), Karen Hynick (QVCC), Gabriel Lomas (WCSU), Trudy Milburn (SCSU), Chris Parden (QVCC), Fatma Salman (MCC), Chad Williams (CCSU)

The meeting was called to order at 9:30 a.m. by Chair Merle Harris.

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

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

A quorum was declared.

Chair Harris welcomed the new student regent, Julia Noriega, who is also the Chair of the BOR Student Advisory Committee.

1. Key Performance Indicators (KPI) Report (Informational Item)

www.ct.edu/kpi

Dr. Greg DeSantis, Vice President of Student Success and Academic Initiatives, and Dr. Bill Gammell, Associate Vice President of Research and System Effectiveness, presented.

Chair Harris noted that the BOR Academic and Student Affairs Committee received the KPI report at the last meeting. There were some questions from the Committee members and Dr. DeSantis and Dr. Gammell were asked to respond.

Dr. DeSantis gave some background on the Student Success Key Performance Indicators (KPIs) initiative. In June 2018, the BOR Academic and Student Affairs Committee and the Board of Regents approved the Guided Pathways Initiative which subsequently created over a half-dozen policies that were approved by the BOR ASAC and the BOR. He enumerated the policies that have been approved and noted that the first policy to be approved was the Student Success Key Performance Indicators (KPIs) Policy. The report that is being presented today is the Fourth Annual KPI Report of leading indicators. The annual KPI Report is produced soon after the academic year ends. This report is a compilation of Full-Time and Part-Time students who started at the community colleges in Fall 2020, and it shows how they performed across more than 20 KPIs.

Dr. Gammell stated that the data covers eight years. Data collection was started in Fall 2013 to highlight PA-1240. He noted that things have started to change a little bit. The leading indicators that CSU used and relied on in the past, namely, three-year graduation rates for the CCCs and six-year graduation rates for the CSUs, have not proven that effective. He noted that we still have to wait until the end of the first year, but we have time to read and react to data if changes are indicated.

Dr. Gammell discussed two KPIs specifically - #2 and #16. The first KPI is the percentage of students who earned 24 or more college-level credits after year 1. The percentage went from 12% in 2013 to 19% in 2020. Dr. Gammell noted that research indicates that those students who attain 24 or more college-level credits after Year 1 have a better probability of graduating. KPI #16 is the percentage of students who attempt 15 or more credits including developmental classes, or a full load, in the first semester. This percentage increased from 10% in 2013 to 19 % in 2020. An increase in this KPI is helpful to gauge students' ability to take a full load of courses in a semester.

Dr. Gammell discussed several other KPIs, some of which were not in the report, and compared the percentage increase/decrease between 2013 and 2020. He did indicate the impact that COVID may have had on the decrease in percentages in some of the KPIs.

Dr. Gammell noted that there is a link to the dashboards in the report that the Committee members received and that the KPIs can be viewed system-wide, regionally, and by individual campus.

Questions/Recommendations from the Committee included:

- i. *A concern was raised about the inclusion of PT students and the fact that the data is presented in percentages rather than in numbers. Are the percentages compared against the number of enrolled students?* Response: Part timers are included in the percentages. Previously, First Time/Full Time students were analyzed. This group is a small percentage of all students and not an appropriate sample. Enrollments are

decreasing. Dr. DeSantis discussed KPIs 15 and 16 to show the percentage of First Time FT and PT students who attempted 12 credits or more and 15 credits or more as a way of indicating why CSCU is including PT students. He also pointed to KPI #6 which shows an increase in the percentage of FT/PT students who passed both college-level English and college-level math in the first year.

- ii. *Enrollment between FT and PT students has decreased. Some numbers haven't moved or moved much. Drilling down may provide more reliable data. I'm not sure much progress has been made.* Response: You can drill down and look at only FT students or PT students at the website www.ct.edu/kpi

This is a high-level view. Secondly, this data is for students from Fall 2020. Most of the Guided Pathways work won't be scaled up until between 2021 and several years from now. The movement on the KPIs won't be dramatic until then.

- iii. *Next year, should we see progress with students on campuses that implemented Guided Pathways sooner?* Response: We should see some progress in students at campuses that adopted Guided Pathways Advising sooner. However, the full umbrella of Guided Pathways initiatives, other than GP Advising, won't be adopted for some years to come. Other states have indicated that real progress is made only when the full complement of Guided Pathways programs have been implemented.

- iv. *Are other colleges across the country using these metrics? Are we doing as well or better than these institutions?* Response: Some CT community colleges under Achieving the Dream program are using some form of KPIs. These 23 KPIs were developed in-house for CSCU. All CSCU community colleges and CT State Universities are members of the Post-Secondary Data Partnership (PDP) and contribute data through the National Student Clearinghouse. This data is common across all institutions.

- v. *Can you discuss KPI #12 What percentage of students go on to the 2nd semester?* Response: One factor for the percentage decrease may have been that this semester followed the semester that the system shut down the community colleges in light of COVID 19. Another factor may be that this was the first semester of the PACT program. Students may have enrolled in the classes using the free tuition but didn't continue. Dr. DeSantis stated that the Office of Academic and Student Affairs produces the report and has it available to community college faculty, administrators and staff working directly with students so that they can see the gaps and make real time decisions to determine what actions they may take.

Dr. Gates stated that national data shows that there are multiple variables such as loss of a job, the need for additional income, childcare, etc., that, even the PACT Program tuition support, could not close the financial gap and hardship as a result of COVID.

- vi. *Regarding KPI #22, are some students taking non-credit developmental classes?* Response: Dr. DeSantis used KPIs # 22, 23, and 2, to answer the questions which addresses credit accumulation.

2. Approval of Minutes

a. October 7, 2021

On a motion by A. Budd and seconded by H. Howery, a vote was taken and the minutes from the October 7, 2021, BOR ASA Committee meeting were approved unanimously.

3. Consent Items

a. Discontinuations

- i. American Studies – BA – Western CT State University
- ii. Earth and Planetary Sciences – BA/BS (Education Track) – Western CT State University

On a motion by A. Budd and seconded by R. Porth a vote was taken, and the consent items were approved.

4. Action Items

a. Accreditation of a Licensed Program

- i. Cybersecurity – BS – Central CT State University

Chair Harris called for a motion to approve the continued accreditation of the Central CT State University Bachelor of Science in Cybersecurity. The motion was moved by H. Howery and seconded by A. Budd.

Dr. Marianne Fallon, Associate Vice-President for Academic Affairs – Planning & Resources, Dr. Chad Williams, Associate Professor and Chair of the Computer Science Department, and Dr. Xiaobing Hou, Professor of Department of Computer Electronics and Graphics Technology presented.

CCSU worked closely with its Industrial Advisory Board to ensure that the program provides students with up-to-date skills required to be successful in the job market. The program has exceeded its projected enrollment and revenue. The interdisciplinary program prepares students for careers in information security which aligns with Gov. Lamont's Workforce Strategic Plan. The program had 70 FT students in Fall 2020 and 92 FT students in Fall 2021. In addition, it had 8 PT students in Fall 2020 and 21 PT students in Fall 2021. When asked what the secret to their success is, Dr. Williams stated that CCSU identified an area of strong job growth and built a strong TAP pipeline from the community colleges to the CCSU Cybersecurity program. Dr. Hou discussed the very strong Industrial Advisory Board (IAB), comprised of companies such as Eversource and United Technologies, which provide strong guidance for the program.

Chair Harris called for a vote to approve the continued accreditation of the Central CT State University Bachelor of Science in Cybersecurity. A vote was taken and it was unanimous.

- ii. Social Work – Doctorate - Southern CT State University

Dr. Trudy Milburn, Associate Vice President for Academic Affairs; Dr. Sandra Bulmer, Dean, College of Health and Human Services, presented. Southern CT State University seeks accreditation of this licensed program. It is a highly sustainable program with a strong applicant pool, successful student learning objectives, and a strong Social Work Department. The NECHE visit was highly successful, and the organization considered this as a substantive change as this was the third doctorate program accredited at SCSU. SCSU has an aggressive strategic plan and a plan to aggressively grow enrollments. It has developed partnerships with the nursing workforce and has increased diversity in the program. The program was approved in 2018 and launched online. Students take 6 credits in the Summer, 6 credits in Fall, and 6 credits in the Spring. SCSU is on its fourth cohort and graduated 15 students in May 2021. SCSU has both met its enrollment goals and exceeded its budget goals.

Chair Harris called for a motion to approve the accreditation of the Southern CT State University Doctorate of Social Work. The motion was moved by R. Porth and seconded by A. Budd.

Chair Harris called for a vote to approve the accreditation of the Southern CT State University Doctorate of Social Work. A vote was taken and it was unanimous.

iii. Cybersecurity – AS - Quinebaug Valley CC

Chair Harris called for a motion to approve the continued accreditation of the Quinebaug Valley Community College Associate of Science in Cybersecurity. The motion was moved by H. Howery and seconded by A. Budd.

Chris Parden, Associate Professor and Program Coordinator, Computer Science, presented. Quinebaug Valley Community College is seeking continued accreditation for its Associate of Science degree in Cybersecurity. The labor market demand for cybersecurity professionals is strong. The initial enrollment projections for the program were high; although, the program continues to grow.

Questions/Recommendations from the Committee included:

- a) *The initial projections were high. What are the revised enrollment projections for the next three years?* Response: 1st year = 25; 2nd year = 30; 3rd year = 35. We're not seeing a student influx, but the number of jobs in cybersecurity and the probability for employment is high.
- b) *Can students get jobs in cybersecurity with an AS degree?* Response: Yes. Companies are hiring graduates with AS degrees in entry-level positions; however, employees in Cybersecurity must continue their education by attaining a BS degree and, potentially, beyond.

Chair Harris called for a vote to approve the continued accreditation of the Quinebaug Valley Community College Associate of Science in Cybersecurity. A vote was taken and it was unanimous.

b. Modifications

- i. Accounting – AS – Quinebaug Valley CC [Modification of Instructional Modality]
- ii. Advanced Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- iii. Advanced Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- iv. Applied Accounting – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- v. Applied Management – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- vi. Business Administration – AS - Quinebaug Valley CC [Modification of Instructional Modality]
- vii. Business Administration – Management Option – AS - Quinebaug Valley CC [Modification of Instructional Modality]
- viii. Administrative Medical Office Skills – C2 Certificate - Quinebaug Valley CC [Modification of Instructional Modality]
- ix. General Studies – AS - Quinebaug Valley CC [Modification of Instructional Modality]

- x. Cannabis Studies – C2 Certificate – Quinebaug Valley CC [Modification of Instructional Modality]
- xi. Liberal Arts and Sciences – AA – Quinebaug Valley CC [Modification of Instructional Modality]

Chair Harris stated that, with the agreement of the Committee, these 11 modifications will be discussed as a group and she will take one motion to approve at the end.

Dr. Karen Hynick, CEO, Quinebaug Valley CC, presented the Modifications of Instructional Modality.

Each of these modifications of Associate degrees or C2 Certificates will add an online and a hybrid instructional modality to the current on ground instructional modality. The purpose of these modality changes will add maximum flexibility in scheduling for students, will increase enrollments, and grow the adult market. There is an increase in interest in online and hybrid instructional modalities. There is no additional cost to add online and hybrid instructional modalities to the existing on ground instructional modality of these programs.

Chair Harris commented that if these programs have a hybrid modality, that will limit the number of students that QVCC can draw from out of state since they would have to take some classes on ground. Dr. Hynick responded that QVCC is ensuring that these programs will be fully online in the future. Chair Harris noted that QVCC will have to work on scheduling which could increase cost if students take these classes fully on ground. Dr. Hynick noted that, in the future, these courses will be fully on ground in a HyFlex model which is still being developed.

Chair Harris called for a motion to approve the modifications in instructional modality, specifically, the addition of online and hybrid instructional modalities, to the current on ground instructional modality, to the following 11 Quinebaug Valley Community College programs:

- 1) Accounting – AS
- 2) Advanced Accounting – C2 Certificate
- 3) Advanced Management - C2 Certificate
- 4) Applied Accounting - C2 Certificate
- 5) Applied Management - C2 Certificate
- 6) Business Administration - AS
- 7) Business Administration – Management Option – AS
- 8) Administrative Medical Office Skills - C2 Certificate
- 9) General Studies – AS
- 10) Cannabis Studies - C2 Certificate
- 11) Liberal Arts and Sciences – AA

The motion was moved by A. Budd and seconded by R. Porth.

Chair Harris called for a vote to approve the modifications in instructional modality specifically, the addition of online and hybrid instructional modalities, to the current on ground instructional modality, to the 11 Quinebaug Valley Community College programs listed above. A vote was taken and it was unanimous.

xii. Computer Science – MS – Southern CT State University [Modification of Instructional Modality]

Chair Harris called for a motion to modify the instructional modality of the Southern CT State University MS in Computer Science by replacing the on ground instructional modality with a hybrid instructional modality. The motion was moved by H. Howery and seconded by A. Budd.

Chair Harris called for a vote to approve the modification of the instructional modality of the Southern CT State University MS in Computer Science. A vote was taken and it was unanimous.

c. New Programs

i. Cancer Registry Management – C3 Certificate – Charter Oak State College

Chair Harris called for a motion to approve the licensure of a program in Cancer Registry Management leading to a C3 Certificate 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. The motion was moved by A. Budd and seconded by R. Porth.

Provost David Ferreira and Cindy Edgerton, Director of Health Information Management Program, presented. The Cancer Registration Management Program is a 34-credit program comprised of 4 existing and 7 new courses. This certificate will enable students to sit for credentialing exams which are important in the healthcare environment. COSC must get external accreditation for this program and the curriculum was prescribed by the accreditation organization.

Questions/Recommendations from the Committee included:

- i. *Where are the jobs? Will students get jobs upon graduation?* Response: We have been networking with the National Cancer Registry Association (NCRA). This is the organization that will accredit the program. They have their own training program. There is a great demand for Cancer Registration Management Specialists. NCRA states that they are struggling to hire. There are not enough people with the credentialing in the field. We have been in conversations with Yale New Haven Hospital and Hartford Healthcare and have gathered data from Indeed.com. Hospitals can't get enough people to fill Cancer Registration Management positions.
- ii. *Will your proposed program compete with the NCRA's training program?* Response: These are different programs. NCRA's is non-credit bearing. COSC's would be credit-bearing and credit-bearing programs are held in higher esteem. NCRA is asking colleges to develop Cancer Registry Management Programs. Credit-bearing programs are also financial-aid eligible. This is a high-demand field, and the certificate is stackable/a pathway to our Bachelor's degree programs.
- iii. *Are there other programs like this across the country?* Response: Yes, but they are few and far between.
- iv. *Is this program fully online?* Response: Yes. All COSC's programs are fully online.

Chair Harris called for a motion to approve the licensure of a program in Cancer Registry Management leading to a C3 Certificate 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 vote was taken and it was unanimous.

ii. Physician Practice Management – C2 Certificate – Charter Oak State College

Chair Harris called for a motion to approve the licensure of a program in Physician Practice Management leading to a C2 Certificate 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. The motion was moved by H. Howery and seconded by A. Budd.

Provost David Ferreira and Director Cindy Edgerton presented. The sector of medical and human services managers is a fast-growing industry in which graduates can earn \$50,000 - \$60,000 as entry-level employees and up to \$100,000 annually for more experienced managers. The Physician Practice Management C2 Certificate provides a pathway to the BS in Health Information Management or the BS in Healthcare Administration. COSC will use five existing courses and created two courses for this proposed new C2 Certificate. The program offers a two-way pathway. Students in the MS in Healthcare Administration can add the C2 Certificate to their MS degree. Two certifications are available, one of which requires a BS degree. The COSC Health Information Management program is accredited by an association called CAHIIM which will start accrediting certificates, including the Physician Practice Management C2 Certificate. CAHIIM has asked to work with COSC on this accreditation at no cost to COSC.

Chair Harris noted that there are similar programs to this proposed program within CSCU, specifically the QVCC Administrative Medical Office Skills C2 Certificate that was just approved for a modification of instructional modality earlier in the agenda. She asked if COSC's proposed Physician Practice Management C2 Certificate is the same program.

Director Edgerton responded that it is similar but COSC's program focuses on management supervision which is a higher-level job. Chair Harris recalled that many community colleges developed similar programs under federal grants and many of these did not do so well. This proposed program is online, so COSC will have to do a lot of marketing to make sure it's successful because of the competition in CT and across the country. Provost Ferreira noted that COSC is communicating with large healthcare companies such as Hartford Healthcare, which has a large Revenue Generation Office area, to market the program.

Chair Harris called for a vote to approve the licensure of a program in Physician Practice Management leading to a C2 Certificate 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 vote was taken and it was unanimous.

d. CT State Community College Aligned Degrees & Certificates

Chair Harris called for a motion to approve the licensure and accreditation of the degrees and certificates for Connecticut State Community College (CSCC) (listed in the BOR Resolution), 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 R. Porth and by H. Howery.

Dr. Fran Rosselli-Navarra, Interim Associate Vice President of Academic Programs & Curriculum, presented. In Spring, 2021, 32 aligned CSCC degrees and certificates were approved by the BOR. This list includes an additional 24 aligned degrees and certificates presented for BOR approval. Included in the list are 19 degrees and 5 certificates. These are aligned versions of existing programs previously approved by the BOR. The goal of the program alignment for CSCC is to ensure that courses with the same name have the same requirements and to allow students to move seamlessly from campus to campus.

Chair Harris called for a vote to approve the licensure and accreditation of the degrees and certificates for Connecticut State Community College (listed in the BOR Resolution), developed from degrees and certificates previously approved by the Board for one or more of the 12 individually accredited colleges. A vote was taken and it was unanimous.

Chair Harris expressed her appreciation and the BOR's to Dr. Rosselli-Navarra, her team of Alignment managers, and the faculty involved, for the difficult work that this initiative involves.

e. CSU Centers and Institutes

i. CT Center for School Safety and Crisis Preparation – Western CT State University – Proposed New Center

Chair Harris called for a motion to establish the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University until December 31, 2028, with an interim progress report to be provided by September 1, 2025. The motion was moved by A. Budd and seconded by R. Porth.

Provost Missy Alexander and Dr. Gabriel Lomas, Professor and Coordinator of Clinical Mental Health Counseling, presented. The proposed new center is funded by CT legislative appropriation. The goals of the Center are to develop an infrastructure to provide training, services, research, and active crisis teams across the state. Provost Alexander noted that the proposed Center and State funding will provide crisis preparation and safety training to prepare for not only school shootings, but in instances of trauma, such as in 2020 when the COVID pandemic closed all schools. School districts need support in these major events. Since 2009, Dr. Lomas has been training local schools in school safety and crisis management. He created an infrastructure in the Western part of the state. He regularly meets with 13 school districts and representatives of the CT DOE, Emergency Management, DCF and the Dept. of Mental Health and Addiction Services (DMHAS). The CT State Funding will grow the infrastructure with the Center at WCSU and staff at Regional Education Service Centers around the state which will work with all schools in crisis management. He noted that this is an equity issue. This Center and the Regional Education Service Centers will level the playing field. All schools will have access to the best training in Crisis Management.

Questions/Recommendations from the Committee included:

- a) *Chair Harris congratulated WCSU on the \$2 million grant from the CT General Assembly and asked how WCSU will sustain the Center after the 2nd year?*

Response: Dr. Lomas has hired an Executive Director whose primary responsibility will be to generate continuous funding for the Center and its

- initiatives. WCSU will continue to work with the State and Federal Government and multiple resources, including local philanthropists, for continued funding.
- b) *How much money has WCSU raised in the past?* Response: We have received small and major grants, \$6 million in the last five years. These funds were used primarily for trauma and crisis training in schools.
 - c) *How is the proposed Center different from the Regional Crisis Service Centers that will be established around the state?* Response: We will scale up to establish the Regional Crisis Service Centers beyond WCSU's region around the state.
 - d) *Do you need a Center to do this, or can you just apply the grant to establish the Regional Crisis Service Centers?* Response: Provost Alexander stated that WCSU will scale up to establish the Regional Crisis Service Centers.
 - e) *Do you need a Center, or can you apply the grant to expand the existing program? What are we approving that's different from your current program to expand the Regional Crisis Service Centers? Dr. Lomas will be taking another position. Who will replace him? Should we just expand the program and see who the next leader is, then determine if this warrants a Center?* Response: (From Dr. Lomas) I will remain as an advisor to the Center. The Crisis Team work is only one objective of the Center. The Center is the engine for multiple objectives. We need dedicated employees and full-time staff to deploy to other parts of the state so that school districts and superintendents can recognize the value of the Center. Funding is not in jeopardy. (From Provost Alexander) The Center will support a whole area of scholarship and develop research and expertise. It will build an academic component. Dr. Lomas will stay on in an advisory role in the Center. We are identifying faculty in the Mental Health programs across the state. This is a true Center that will encompass the entire state of CT to determine how we prepare for and prevent these events. We need a state-recognized location. The way to attract funding is to have official status.
 - f) *The Federal Government has done a great deal of research and provides guidance on what should be done in crisis situations. Wouldn't the Center be duplicating this research? How do you differentiate the Center's research from the Federal Government's research?* Response: Establishing the Center will qualify SCSU to apply for funding. Some of the Federal Government's research is 10-15 years old. Schools are vastly different from state to state. The Center will keep the research relevant and targeted to CT.
 - g) *Regent Porth had two observations: 1) Long-term funding and sustainability for the proposed Center is a concern. My recommendation is to have a longer-term plan, not based on competitive grants but on regular contract services. 2) Since the Center will affect state-wide policies, work with the Councils of Governments and collaborate with police and other public safety groups.* Response: (From Provost Alexander) When the new Director of the Center is on board, we will look at all sources of funding. If the Center is not self-sustaining, it will not be renewed. (From Dr. Lomas) We have been working on building partnerships with school districts and superintendents. These partnerships will continue in the future and the Councils of Governments will be part of these partnerships.

Chair Harris called for a motion to approve the establishment of the Connecticut Center for School Safety and Crisis Preparation at Western Connecticut State University until December 31, 2028, with an interim progress report to be provided by September

1, 2025. A vote was taken and it was unanimous. The motion was moved by A. Budd and seconded by R. Porth.

f. NEXUS Degree

Chair Harris stated that this was the first new degree in higher education since 1890. It will be up to each CSCU institution to determine if they want to offer it and how they want to structure it. The NEXUS Degree will provide the framework, foundation, and approval to make this happen. The University System of Georgia (USG) is the first to have the NEXUS Degree and the first to graduate students from the degree in December 2020. The NEXUS Degree will meet both the needs of students learning and jobs.

Chair Harris called for a motion to approve the creation of a NEXUS degree and charges the institutions of Connecticut State College and Universities to develop NEXUS degrees in consultation with work force partners. The motion was moved by A. Budd and seconded by R. Porth.

Provost Gates presented and stated that she first heard of the NEXUS degree while attending a national Lumina Foundation Conference. Colleges and universities need to be innovative, flexible and align degrees more closely with major industry.

The NEXUS Degree:

- 1) Links academic programs with industry experts. This is a requirement of the degree.
- 2) Offers 300 and 400 level courses which is different than the traditional AS degree. This will introduce students to collegiate life. Community colleges will work with Colleges and Universities and the NEXUS Degree can be offered at both the Community Colleges and the CT State Universities.
- 3) Aligns closely with Governor Lamont's Workforce Strategic Plan and CSCU's Mission and Goals, one of which is "innovation".

If approved by the BOR, this degree will be the first such degree to be offered in the State of CT CSCU system.

Questions/Recommendations from the Committee included:

- i. *What are the details of the program in GA and what is the success rate?* Response: The University System of GA (USG) received approval from their regional accreditor because this is a different degree program. CSCU has received approval from NECHE. At USG, faculty decided which discipline areas would offer the degree and the degrees had to be aligned with high-demand areas. NEXUS programs offer experiential learning. Students complete internships in the industry and the industry pays the students' tuition and fees and pays students a salary to complete their degrees. The industry works in concert with the faculty to build the curriculum. Industry is on board at the outset of developing the program. An example of a high-demand area in the USG is Cybersecurity. It takes about one year to get the programs in place. The institution must submit an application which must be approved by the BOR. This is the same process that we follow at CSCU.
- ii. *What is the status of the NEXUS degree program at USG today? Have they had enrollments?* Response: Yes. The University in GA graduated students from the first NEXUS degree in December 2020. The program has been very successful.

Chair Harris read a list of the NEXUS degrees in GA. She noted it will take planning and work by the institutions. The NEXUS Degree won't be imposed. Once approved, CSCU institutions can begin looking at the degree and find industry partners. The NEXUS Degrees can fit into the existing degree programs. They don't have to be standalones.

Chair Harris called for a vote to approve the creation of a NEXUS degree and charges the institutions of Connecticut State College and Universities to develop NEXUS degrees in consultation with work force partners. A vote was taken and it was unanimous.

5. Informational Items

a. Below Threshold

- i. Cannabis Studies – Undergraduate Certificate – Quinebaug Valley CC [Program Modification]
- ii. Cognitive Neuroscience-Concentration-Eastern CT State University [New Academic Offering]
- iii. Provider Credentialing Specialist – Undergraduate Certificate – Charter Oak State College [New Offering]
- iv. Computing Foundations – Graduate Certificate – Southern CT State University [New Offering]
- v. BS-Chemistry: Environmental Chemistry M.S. Accelerated Pathway — Concentration - Southern CT State University [New Offering]

b. CSCU Sabbatical Leaves

- i. Eastern CT State University

c. CCS 101 Update

Mike Stefanowicz, Interim CSCU Associate Vice President for Academic & Student Affairs, presented Items 5.c. and d.

The BOR passed a policy that all students at the CT State Community College (CSCC) must take the College and Career Success Course (CCS) 101 course as part of their program. The initiative for this course came out of the Guided Pathways work. To succeed, students must have an academic, financial, and career plan. The twelve community colleges have been teaching this course, known as First Year Experience (FYE) in different versions. A workgroup was formed to develop CCS 101 which established the requirements and learning objectives for the course:

- 1) The CCS 101 course is required
- 2) The course meets a Gen Ed category
- 3) The course meets the Diversity Requirement of the Gen Ed Core

Jill Rushbrook was named Interim Coordinator of CCS 101 for the CT State Community College. She established a formal CCS 101 Advisory Council, consisting of members from each of the 12 community colleges who coordinate and/or teach FYE, and ex-officio members. The work group partnered with Dr. Christine Harrington, a national expert, who helped develop the course. CCS 101 fits into the Gen Ed Core and meets the diversity requirement. The CCS 101 Advisory Council is working with the Diversity and Equity Council incorporating outcomes as they are created. A “First Year/College Success Professional Learning Day” was held on November 12, 2021 which had over 75 participants. CCS 101 will go full scale in Fall 2023. Work is continuing to bring this initiative from policy to implementation.

Chair Harris asked if the CCS 101 Course will be fully implemented by Fall 2023. AVP Stefanowicz noted that some community colleges are piloting the course and offering a version of the course. The current policy does not require that all students take CCS 101, but

we're starting to roll it out some community colleges. Full implementation will be in Fall 2023.

d. CT State Community College Academic and Student Affairs Policy

AVP Stefanowicz noted that a full policy audit was done over the past two years as part of the alignment and consolidation of the One College. The CSCC ASA Policy Committee has been working on updating policies and procedures for CSCC. NECHE is concerned with the alignment of policies and procedures for CSCC. Two types of documents that were audited were the BOR Policy since 2011 and the Board of Trustees (BOT) Policy up to 2011. The plan is to present the revised CSCC Academic and Student Affairs Policy to the BOR Academic and Student Affairs Committee in February 2022. The CSCC ASA Policy Committee will wait for the permanent governance structure of the CSCC to be established before substantive changes are made. The CSCU Academic and Student Affairs Policy will be presented to NECHE in January 2022.

Chair Harris noted that it's important to have a consistent policy across CSCC and to ensure that the CSCU System Office is involved in the process.

Chair Harris stated that this concludes the end of the official agenda for the December 3, 2021, BOR Academic and Student Affairs Committee meeting. Chair Harris announced that this is Provost Gates' last BOR ASAC meeting, and she won't be attending the BOR Meeting on December 16 as she is retiring from CSCU. Dr. Gates was surprised by the attendance of her family members. Chair Harris read a letter from President Terrence Cheng bestowing the title of Emeritus Provost and Senior Vice President for Academic and Student Affairs on Dr. Gates. The letter is attached to these Minutes. Comments followed from Dr. Alice Pritchard, CSCU Chief of Staff, Dr. Ken Klucznik, Interim Provost and VP of Academic Affairs, Chair Harris, and Dr. Gates' family members.

On a motion by A. Budd and seconded by R. Porth, the Committee voted unanimously to adjourn the meeting of the December 3, 2021, BOR Academic and Student Affairs Committee at 12:05 p.m.



Terrence Cheng
President

**Connecticut State
Colleges & Universities**

December 1, 2021

Dr. Jane Gates, Provost
CT State Colleges and Universities
61 Woodland Street
Hartford, CT 06103

Dear Dr. Gates:

As president of the Connecticut State Colleges and Universities, it is my sincere pleasure and great privilege to bestow upon you the title of Emeritus Provost and Senior Vice President for Academic and Student Affairs with all associated rights and privileges. It is with deep appreciation and respect for your distinguished leadership that I confer this recognition.

Not only have you served as Provost of CSCU since 2016, but your service also includes your exceptional leadership as Provost of Western CT State University from 2011-2016. Emeritus status is an honor of the highest order and reserved for those whose service is exemplary. Dr. Gates, your more than 10 years of academic leadership certainly places you in this category. You have served as a role model and a mentor to countless students, faculty, and staff and as a dedicated partner with the Regents, campus leaders and the CSCU system office team. The positive influence you have had on so many individuals will be remembered and treasured long after your retirement from CSCU.

Congratulations and best wishes to you for many years of a healthy and happy retirement!

Sincerely,

Terrence Cheng
President
Connecticut State Colleges and Universities

cc: Matt Fleury, Chair, Connecticut Board of Regents
Merle Harris, Chair, Board of Regents Academic & Student Committee
Andy Kripp, Vice President for Human Resources
Alice Pritchard, Secretary for Board Affairs

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Nurse Educator (CIP Code: 51.3817 / OHE# 001901), specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Nurse Educator, specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Nurse Educator	
CIP Code	51.3817	
OHE# (Leave blank for new programs)	001901	
Degree Level	Master of Science in Nursing	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

There will be no fiscal impact.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee

02/24/2022 – Board of Regents

MODIFICATION OF ACCREDITED PROGRAM

Institution's Unit (e.g. School of Business) and **Location** (e.g. main campus) Offering the Program: College of Health & Human Services, Department of Nursing, SCSU, Main Campus.

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Nurse Educator (CIP Code: 51.3817 / OHE# 015712), specifically the replacement of hybrid with online modality – leading to a Post-MSN Certificate at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Nurse Educator, specifically the replacement of hybrid with online modality – leading to a Post-Master of Science in Nursing Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Nurse Educator	
CIP Code	51.3817	
OHE# (Leave blank for new programs)	015712	
Degree Level	Post-Master of Science in Nursing Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This Post-MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

There will be no fiscal impact.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee
02/24/2022 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 11.23.21	
Name of Program: Post-Master's Certificate , Nurse Educator		
Type of Credential (e.g. Associate Degree, Grad Certificate) Post-MSN certificate		
CIP Code Number 513817	Title of CIP Code Nursing Education	OHE# 015712
ORIGINAL: Modality of Program -	On ground	Online x Combined
If "Combined", % of fully online courses?		
MODIFIED: Modality of Program -	On ground	X Online Combined
If "Combined", % of fully online courses?		
Explanation / Justification: (Provide a concise rationale for the change request.) Courses with online classes and in-person practicums are now able to be considered "On Line" rather than "Combined." This MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified so as to fit with CSCU practices among sister organizations.		
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.) 0—unless this clarification increases enrollment—applicants may have thought that the current listing required attendance at on-ground classes.		
Institutional Contact for this Request: Trudy Milburn	Title: AVPAA	Tel.: 203-392-5761 e-mail: milburnt1@southernct.edu
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Health & Human Services, Department of Nursing, Main Campus		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 014671), specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Clinical Nurse Leader, specifically the replacement of hybrid with online modality – leading to a Master of Science in Nursing at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Clinical Nurse Leader	
CIP Code	51.3820	
OHE# (Leave blank for new programs)	014671	
Degree Level	Master of Science in Nursing	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

There will be no fiscal impact.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee
02/24/2022 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Southern CT State University	Date of Submission to CSCU Office of the Provost: 11.23.21	
Name of Program: Master of Science in Nursing, Clinical Nurse Leader		
Type of Credential (e.g. Associate Degree, Grad Certificate) MSN		
CIP Code Number 513820	Title of CIP Code Clinical Nurse Leader	OHE# 014671
ORIGINAL: Modality of Program -	On ground	Online x Combined
If "Combined", % of fully online courses?		
MODIFIED: Modality of Program -	On ground	X Online Combined
If "Combined", % of fully online courses?		
Explanation / Justification: (Provide a concise rationale for the change request.)		
Courses with online classes and in-person practicums are now able to be considered "On Line" rather than "Combined." This MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified so as to fit with CSCU practices among sister organizations.		
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.) 0—unless this clarification increases enrollment—applicants may have thought that the current listing required attendance at on-ground classes.		
Institutional Contact for this Request: Dr. Trudy Milburn	Title: AVP AA	Tel.: 203-392-5761 e-mail: milburnt1@southernct.edu
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Health & Human Services, Department of Nursing, SCSU, Main Campus.		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Clinical Nurse Leader (CIP Code: 51.3820 / OHE# 015713), specifically the replacement of hybrid with online modality – leading to a Post-MSN Certificate at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Clinical Nurse Leader, specifically the replacement of hybrid with online modality – leading to a Post-Master of Science in Nursing Certificate at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Clinical Nurse Leader	
CIP Code	51.3820	
OHE# (Leave blank for new programs)	015713	
Degree Level	Post-Master of Science in Nursing Certificate	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Courses with online classes and in-person practicums are now able to be considered “On Line” rather than “Combined.” This Post-MSN program track has fully online courses, with clinical practicums being the only aspect required on ground. This misunderstanding was clarified to fit with CSCU practices among sister organizations.

Fiscal Impact:

There will be no fiscal impact.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee
02/24/2022 – Board of Regents

MODIFICATION OF ACCREDITED PROGRAM

Institution's Unit (e.g. School of Business) and **Location** (e.g. main campus) Offering the Program: College of Health & Human Services, Department of Nursing, SCSU, Main Campus

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Marriage and Family Therapy (CIP Code: 51.1505 / OHE# 001827), specifically the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Family Therapy at Southern Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Marriage and Family Therapy, specifically the addition of hybrid and online modalities to the current on ground modality – leading to a Master of Family Therapy Clinical Nurse Leader at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Marriage and Family Therapy	
CIP Code	51.1505	
OHE# (Leave blank for new programs)	001827	
Degree Level	Master of Family Therapy	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

COVID 19 has encouraged the reconsideration for the delivery of this program. During the COVID-19 pandemic, the existing Marriage and Family Therapy program established protocols and delivery mechanisms for providing online synchronous classes and HIPAA compliant clinic delivery. For two-and-a-half semesters, the program has been online. Students' response has been overwhelmingly favorable, with students citing the convenience, quality, and accessibility of the online format as extremely conducive to adult, graduate student learning. 95% students in the program work fulltime. Online programming reduces commute time, an impediment to continuing study. In addition, SCSU will market the program outside Connecticut at existing conferences that faculty currently attend to promote enrollment. Therefore, SCSU has elected to add the hybrid and online modalities to the on-ground modality. Students may elect to take any combination of online, on-ground classwork to complete the 60 credits within the planned

program. The addition of online and combined/hybrid options will offer maximum flexibility to students and support their degree completion options.

Fiscal Impact:

There will be no fiscal impact.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee

02/24/2022 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 11/23/2021	
Name of Program: Marriage and Family Therapy		
Type of Credential (e.g. Associate Degree, Grad Certificate) Master's Degree		
CIP Code Number 511505 Title of CIP Code Marriage & Family Therapy		
OHE# 001827		
ORIGINAL: Modality of Program - <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - <input type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?		
ADDITIONAL: Modality of Program - <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses?		
ADDITIONAL: Modality of Program - <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? 70		
<p>Explanation / Justification: (Provide a concise rationale for the change request.)</p> <p>COVID 19 has encouraged us to reconsider the delivery of our program. During the COVID-19 pandemic our existing Marriage and Family Therapy program established protocols and delivery mechanisms for providing online synchronous classes and HIPAA compliant clinic delivery of our program. For two-and-a-half semesters our program has been online. Students' response has been overwhelmingly favorable, with students citing the convenience, quality, and accessibility of the online format as extremely conducive to adult, graduate student learning. 95% of our students work fulltime. Online programming reduces commute time, an impediment to continuing study. In addition, we will market our program outside Connecticut at existing conferences that faculty currently attend to promote enrollment.</p> <p>Therefore, we have elected to add the following delivery modalities:</p> <ul style="list-style-type: none"> • An online program. • A combined option <p>Note: this new offering would supplement, and not replace our existing on ground offering.</p>		
<p>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.)</p> <p>Since we currently offer multiple sections of all required courses, the additional modalities will not have a financial impact. We will move one of the existing on ground sections to an online offering, thereby incurring no additional costs. Students may elect to take any combination of online, on-ground classwork to complete the 60 credits within the planned program. The addition of online and combined/hybrid options will offer maximum flexibility to students and support their degree completion options. Given the unpredictable lives and fluctuating life circumstances of graduate students, this change will support and optimize degree completion rates.</p>		
Institutional Contact for this Request: Dr. Trudy Milburn	Title: AVP AA Program	Tel.: 203-392-5761 e-mail: milburnt1@southernct.edu
Institution's Unit College of Health and Human Services, Main Campus, SCSU		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Modification of a Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Spanish; Secondary Education and Spanish (CIP Code: 16.0905 / OHE# 000171), specifically the replacement of on ground modality with hybrid modality – leading to a Bachelor of Arts / Bachelor of Science at Western Connecticut State University.

A True Copy:

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

ITEM

Modification of a program – Spanish; Secondary Education and Spanish, specifically the replacement of on ground modality with hybrid modality – leading to a Bachelor of Arts / Bachelor of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Spanish; Secondary Education and Spanish	
CIP Code	16.0905	
OHE# (Leave blank for new programs)	000171	
Degree Level	Bachelor of Arts / Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	02/24/2022	
Nature of Request	<input type="checkbox"/> Licensure and Accreditation <input checked="" type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

This program has been a traditional program. However, during the pandemic WCSU moved all language instruction online for students to see instructor facial enunciation and practice conversation. This mode better meets the needs of working students, who make up nearly 70% of the student body.

The Spanish majors' enrollments are too small to offer the entire degrees in both on-ground and online modes. However, demand for online Spanish courses outpaced that for on-ground last year. As demographic shifts change the makeup of the student body, WCSU is finding that some students need the flexibility of an online option. Adult learners need that flexibility to balance their university education with work and family obligations. In addition, the Spanish

majors and Spanish Translation minor both appeal to the local Latino community which makes up nearly 10% of WCSU students and 30% of Danbury.

Fiscal Impact:

WCSU does not anticipate that there will be a need for any new faculty or resources for this program at this time. WCSU has offered online sections of core courses as part of regular scheduling practices. If this mode attracts new students in sufficient numbers to warrant it, WCSU will consider hiring additional faculty.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee
02/24/2022 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION TO MODIFY INSTRUCTIONAL MODALITY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost:	
Name of Program: Spanish; Secondary Education and Spanish Type of Credential: Bachelor of Arts; Bachelor of Science CIP Code Number: 16.0905 Title of CIP Code: Spanish Language & Literature OHE# 00171		
ORIGINAL: Modality of Program - <input checked="" type="checkbox"/> On ground If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - <input checked="" type="checkbox"/> Online - <input checked="" type="checkbox"/> Hybrid		
We are converting the major to fully online. We will continue to offer both on-ground and online general education courses; these are separate from the major.		
Explanation / Justification: <i>(Provide a concise rationale for the change request.)</i> This program has been a traditional program. However, during the pandemic we moved all language instruction online for students to see instructor facial enunciation and practice conversation. We found this mode better met the needs of our working students, which comprise nearly 70% of the student body. The Spanish majors' enrollments are too small to offer the entire degrees in both on-ground and online modes. However, demand for online Spanish courses outpaced that for on-ground last year. As demographic shifts change the makeup of our student body, we are finding that some students need the flexibility of an online option. Our adult learners need that flexibility to balance their university education with work and family obligations. In addition, the Spanish majors and Spanish Translation minor both appeal to the local Latino community which makes up nearly 10% of WCSU students and 30% of Danbury.		
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.) We do not anticipate that there will be a need for any new faculty or resources for this program at this time. We have offered online sections of our core courses as part of our regular scheduling practices. If we find that this mode attracts new students in sufficient numbers to warrant it, we will consider hiring additional faculty.		
Institutional Contact for this Request: Dr. Galina Bakhtiarova	Title: Chair & Professor, World Languages & Cultures	Tel.: 203-837-8734 e-mail: bakhtiarovag@wcsu.edu
Institution's Unit: Macricostas School of Arts and Sciences, WCSU		

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Homeland Security (CIP Code: 43.0301, OHE# TBD), leading to a Master of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Homeland Security, leading to a Master of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program		
CIP Code	43.0301	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Master of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	2/24/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

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

This new graduate degree program will be a continuance of the Homeland Security track option, for undergraduate students which has been approved by the JLA Division. It will emphasize the data-driven instructional approach and data analytics and Geographical Information Systems (GIS) methods to give WCSU a competitive edge and a long-term market niche. It will do so by capturing the attention of prospective students who are eager to learn evidence-based science and knowledge in the homeland security field. The graduate program will adopt experiential learning at every stage of the course curriculum. In other words, graduates of the program will have better skills and integration of learning/critical thinking along with the understanding of differences between their perceptions of theory and application of knowledge to complex real-world problems. Data analytics and GIS will play a significant role in their knowledge of strategic decision making. The curriculum aligns with the DHS missions and practice so that graduates can be better prepared to serve in this field. Graduate students will be advised to complete the available free courses developed by the DHS on its website.

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

This program also provides a good opportunity for students graduating from Criminology, Psychology, and Cybersecurity programs at any of the CSUs. It is also an easy path from the Criminology Transfer Pathway for any students who wish to move into our undergraduate Justice and Law Administration program.

Although WCSU has sufficient staffing and technological resources to launch this program, there is a need to invest in a strong recruiting plan to fulfill its promise.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee
02/24/2022 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 11/30/2021
Most Recent NECHE Institutional Accreditation Action and Date: Fifth Year Report 2019	
Program Characteristics Name of Program: Homeland Security Degree: Title of Award: Master of Science Degree Certificate: Stand-Alone Certificate: <i>(specify type and level)</i> Anticipated Program Initiation Date: Fall 2022 Anticipated Date of First Graduation: Spring 2024 Modality of Program: ✓ Online Locality of Program: WCSU Main Campus/Online	Program Credit Distribution # Credits in General Education: # Credits in Program Core Courses: 36 # Credits of Electives in the Field: N/A # Credits of Other Electives: N/A # Cr Special Requirements <i>(include internship, etc.)</i> : <u>Total # Cr in the Program (sum of all #Cr above):</u> 36 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 0
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR	
CIP Code Number 43.0301 Title of CIP Code Homeland Security	
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 Ansell School of Business Division of Justice and Law Administration Location: Main Campus	
Other Program Accreditation: <ul style="list-style-type: none"> 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: <i>(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)</i> 	
Institutional Contact for this Proposal: Dr. Hasan T. Arslan	Title: Associate Professor Tel.: 914 4147945 e-mail: arslanh@wcsu.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

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

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

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

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

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

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

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

First, the staff at Learn.org devised a list of the best 50 criminal justice schools in the country in 2021.

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CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

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

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

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

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

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

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

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

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

The Connecticut State University system does not offer a graduate degree in Homeland Security; currently, no degree exists in the WCSU. None of the four universities in the CSCU system offer a

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homeland security undergraduate or graduate degree. However, there are two homeland security-related graduate programs (one in national security and the other in emergency management) offered by a private institution, the *University of New Haven (UNH)*.

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

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

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

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

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

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

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

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

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

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

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

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

Before joining the JLA, Dr. Arslan taught at Pace University as a full-time faculty. Out of five years in six, he was involved in the Pace University's online M.A. in Homeland Security program by offering two courses: Public Policy Evaluation and Intelligence Gathering Strategies. Dr. Arslan also worked nine years for the Institute for the Study of Violent Groups (ISVG – <http://www.isvg.org/organization.php>, aka Center for Business Analytics in the University of New Haven, CT). During his time at the ISVG, he served as supervisor and assistant director in charge of data collections. The non-profit research institution was created to test the feasibility of using a

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relational database to identify trends, relationships, and tactics of terrorist groups using only open-source information. ISVG was awarded second place for the 2007 Noblis Innovations in Homeland Security Award (nationwide) out of the top five finalists by Harvard University John F. Kennedy School of Government. As a supervisor and assistant director, he did many presentations to many officials from various governmental and non-governmental agencies. He developed data collection strategies on critical topics (terrorism & organized crime activities), particularly for funding agencies like the U.S. Department of Justice and U.S. Military).

Dr. Arslan emphasizes the data-driven, scientific approach to identifying and analyzing the large datasets related to police use of force (officer-involved shootings), terrorism & homeland security, and criminal profiling. His primary research project, the Statistics Help Officer Training (SHOT) database, involves an ongoing comprehensive data collection to define and consolidate police shooting incidents throughout the United States. The primary objective of the SHOT is to establish a repository of national data, which can be statistically, spatially, and temporally analyzed to understand the dynamics of deadly encounters. Dr. Arslan published journal articles, book chapters, book reviews, conference proceedings, and foreign press articles. He has made numerous panel presentations at national and regional conferences and has been invited as a guest speaker at various events.

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

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

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

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

N/A

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

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

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

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

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

None.

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CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

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

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*		
Homeland Security: Organization & Policy	1, 2, 3 and 5	none	3			
Geopolitics and Homeland Security Strategy	1, 2, 5, and 7	none	3			
Strategic Planning and Budgeting for Homeland Security	1 and 5	none	3			
Terrorism: Intelligence Analysis and Critical Thinking	1, 2 and 5	none	3			
Data Analytics and GIS for Homeland Security Professionals	5 and 7	none	3			
Cyber Security of the Homeland	2 and 5	none	3			
Transportation and Border Security	2, 5, and 7	none	3			
Public Health Disaster Science and Crises Management	2 and 5	none	3			
Contemporary Issues in Homeland Security	1, 2, 3, and 5	none	3			
Security Threat Analysis on Critical Infrastructure and WMD	2, 5 and 7	none	3			
Advanced Legal Issues in Homeland Security	4 and 5	none	3			
Seminar in Homeland Security	1 to 7	none	3			
Core Course Prerequisites				Elective Courses in the Field		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p>Program Outline: The MS in Homeland Security is a 36 credit our program including the 3 Credit Capstone Course. Courses will be scheduled in a predictable rotation, including summer sessions, allowing candidates to complete the degree in two years. With rolling admission, we anticipate that students may start any semester, joining the first course available in the rotation. With the exception of Advanced Legal Issues in Homeland Security and the Seminar in Homeland Security, courses may be taken in any order.</p> <p>Admission requirements</p> <ul style="list-style-type: none"> • GPA 3.0+ or not less than 3 years of employment within the five years in criminal justice related • Current resume • Two professional letters of recommendation • Statement of purpose (2-3 pages – double spaced) 						

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

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

- Official transcripts

A Sample Rotation*

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

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

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

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CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

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

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

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	0	12	0	6	0	6	0	12	0	6	0	6	0	12	0	6	0	6
Continuing Students progressing to credential (87% retention rate anticipated)			0	10	0	14	0	18	0	26	0	28	0	29	0	36	0	36
Headcount Enrollment	0	12	0	16	0	20	0	30	0	32	0	34	0	41	0	42	0	42
Estimated Classes Per Semester	1	1	2	2	1	1	1	1	2	2	1	1	1	1	2	2	1	1
Average Student Credit Hours Per Class	3	3	6	6	3	3	3	3	6	6	3	3	3	3	6	6	3	3
Total Student Credit Hours per Semester	0	36	0	99	0	61	0	89	0	191	0	101	0	124	0	252	0	127
Total Student Credit Hours per Year	196						381						503					
Total Estimated FTE per Year ¹	16						32						42					
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 (eRate)	\$650	\$650	\$650	\$650	\$650	\$650	\$665	\$665	\$665	\$665	\$665	\$665	\$680	\$680	\$680	\$680	\$680	\$680
Tuition from Internal Transfer ² (eRate)	\$650	\$650	\$650	\$650	\$650	\$650	\$665	\$665	\$665	\$665	\$665	\$665	\$680	\$680	\$680	\$680	\$680	\$680
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Tuition Revenue per Year	\$0	\$23,400	\$0	\$64,116	\$0	\$39,590	\$0	\$59,179	\$0	\$126,911	\$0	\$67,176	\$0	\$84,242	\$0	\$171,060	\$0	\$86,651
Total Annual Program Revenue	\$127,106						\$253,265						\$341,953					
PROJECTED Program Expenditures ³							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											
	First Year		Second Year		Third Year		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.											
Administration (Chair or Coordinator) ⁴	\$35,964		\$37,043		\$38,154		2 Revenues from all courses students will be taking.											
Faculty (Full-time, total for program) ⁴	\$14,253		\$28,655		\$38,994		3 Capital outlay costs, instructional spending for research and services, etc. can be excluded.											
Faculty (Part-time, total for program) ⁴	\$7,770		\$15,647		\$21,257		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.											
Support Staff (lab or grad assist, tutor)	\$9,600		\$19,200		\$28,800		5 e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.											
Library Resources Program	\$2,000		\$2,000		\$2,000		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.											

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR NEW PROGRAM APPROVAL

Equipment (List in narrative)			
Other ⁵ subject matter expert (SME) \$1,000/course plus marketing cost \$10K	\$14,000	\$14,000	\$14,000
Estimated Indirect Costs ⁶ 50% of salaries & fringes (used for grants)	\$33,793	\$50,272	\$63,603
Total Expenditures per Year	\$117,380	\$166,817	\$206,808
Net Surplus/(Deficit)	\$9,727	\$86,448	\$135,145

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

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Approval of a New Program

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Social Work (CIP Code: 44.0701, 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:

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

ITEM

Establishment of a new program, Social Work, leading to a Bachelor of Science at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program		
CIP Code	44.0701	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	2/24/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

There are over 1,000 students currently either in the Social Work TAP pathway or AS in Human Services at the 12 community colleges. Many CSUs must turn away qualified TAP graduates due to a lack of seats in their on-ground BSW program. Charter Oak's online BSW can accommodate as many students as possible, and Charter Oak anticipates robust enrollment once the program begins in Fall 2022. This will be the only online BSW program within the CSCU system. The only other online BSW in Connecticut is at Fairfield University. This program can provide students with a much more affordable path to a BSW. This program is being built to provide a seamless transfer for students in the Social Work TAP program as well as Human Services with the proposed CCCC programs as the template. Students who complete at a community college and transfer will benefit from Charter Oak's community college tuition match program.

The Charter Oak BSW program will be built with the 2022 CSWE standards in mind. The focus of the 2022 standards will revolve around diversity, equity, and inclusion (DEI). In fact, the

CSWE 2021 annual program meeting is titled “Leading Critical Conversations: Racial, Economic, & Environmental Justice”. Financial aid data has suggested that students that major in social work or human services at the community college have the lowest median family income and are more likely to be Pell eligible. By having a focus on recruiting students from the community colleges, Charter Oak is in a strong position to recruit students with low socio-economic status (SES).

BLS anticipates a 13% job growth rate for social workers (much faster than average). In Connecticut the need may be even greater due to some additional variables. For example, Connecticut recently changed the ratio for social workers in nursing homes from a 120-1 ratio to a 60-1 ratio, thus doubling the demand for social workers in nursing homes. DCF and other social service agencies have many social workers retiring over the next five years. Additionally, the national conversation around police reform has highlighted the need for social workers to be hired to work in tandem with law enforcement. The pandemic has also shown the need for more substance abuse counselors and this program will help the jobs pipeline for counselors.

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. The institution has set aside \$90,000 in institutional funds for start-up costs such as course development, instructional design assistance, and consultants to create the initial proposal.

Finally, Charter Oak anticipates also building an online MSW program with a fall 2023 implementation date. The BSW program will be built in a way where a student can then enter into the MSW program with “advanced standing,” thus needing only 30 credits for the MSW instead of the normal 60 credit for non-advanced standing students.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee

02/24/2022 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Date of Submission to CSCU Office of the Provost: 10/27/2021	
Most Recent NECHE Institutional Accreditation Action and Date: 2016		
Program Characteristics Name of Program: Social Work 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 <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Locality of Program: On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both <input type="checkbox"/>	Program Credit Distribution # Credits in General Education: 40 # Credits in Program Core Courses: 47 # Credits of Electives in the Field: # Credits of Other Electives: 33 # Cr Special Requirements (include internship, etc.): <u>Total # Cr in the Program</u> (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 440701 Title of CIP Code Social Work		
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) Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: Council on Social Work Education (CSWE), www.cswe.org review 2023 If program prepares graduates eligibility to state/professional license, please identify: (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

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 BSW 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)*

BLS anticipates a 13% job growth rate for social workers (much faster than average). In Connecticut the need may be even greater due to some additional variables. For example, Connecticut recently changed the ratio for social workers in nursing homes from a 120-1 ratio to a 60-1 ratio, thus doubling the demand for social workers in nursing homes. DCF and other social service agencies have many social workers retiring over the next five years. Additionally, the national conversation around police reform has highlighted the need for social workers to be hired to work in tandem with law enforcement. The pandemic has also shown the need for more substance abuse counselors and this program will help the jobs pipeline for counselors.

On the student demand side, there are over 1,000 students currently either in the Social Work TAP pathway or AS in Human Services at the 12 community colleges. Many CSUs must turn away qualified TAP graduates due to a lack of seats in their on-ground BSW program. Charter Oak's online BSW can accommodate as many students as possible and we anticipate robust enrollment once to the program begins in Fall 2022.

Charter Oak anticipates also building an online MSW program with a fall 2023 implementation date. The BSW program will be built in a way where a student can then enter into the MSW program with "advanced standing" thus needing only 30 credits for the MSW instead of the normal 60 credit for non-advanced standing students.

- 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 online BSW program within the CSCU system. The only other online BSW in Connecticut is at Fairfield University. This program can provide our students with a much more affordable path to a BSW with the community college tuition match program.

- 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 BSW program will be built with the 2022 CSWE standards in mind. The focus of the 2022 standards will revolve around diversity, equity, and inclusion (DEI). In fact, the CSWE 2021 annual program meeting is titled "Leading Critical Conversations: Racial, Economic, & Environmental Justice". Financial aid data has suggested that students that major in social work or human services at the community college have the lowest median family income and are more likely to be Pell. 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).

- 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)*

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APPLICATION FOR NEW PROGRAM APPROVAL

This program is being built with the focus of not only the CSWE standards but also built to provide a seamless transfer for students in the Social Work TAP program as well as Human Services with the proposed CSCC programs as the template.

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.

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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

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APPLICATION FOR NEW PROGRAM APPROVAL

- 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).

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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.

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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

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APPLICATION FOR NEW PROGRAM APPROVAL

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. The institution has set aside \$90,000 in institutional funds for start-up costs such as course development, instructional design assistance, and consultants to create the initial proposal.

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 searching for an online affordable BSW. 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 BSW 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 BSW will be integrated into this campaign in the following ways:

- BSW Search Terms will be added to the NY and MA Google Search campaigns
- BSW call outs will be added to the NY and MA LinkedIn campaigns
- The BSW 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 2.3 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 BSW to this direct mail effort.

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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 BSW 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.

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.

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 social work TAP or human services degrees. There are currently about 1,000 students in CSCC in that area. We will conduct proactive outreach with the emphasis on the online accessibility along with the community college tuition match scholarship.

The second are students searching for a social work program online. According to Hanover research, social work was the 6th most searched bachelor’s degree (just behind nursing and ahead of business management). We will utilize social media advertising to compete with this high search volume that has low competition when it comes to online degree offerings.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

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

1. Students will demonstrate proficiency to make sound judgments regarding ethical and professional behavior
2. Students will demonstrate proficiency in understanding diversity and difference in practice
3. Students will learn about and make sound judgments regarding the advancement of human rights and social, economic, and environmental justice
4. Students will demonstrate the ability to engage with individuals, families, groups, organizations, and communities
5. Students will demonstrate the ability to assess individuals, families, groups, organizations, and communities
6. Students will demonstrate the ability to intervene with individuals, families, groups, organizations, and communities
7. Students will be able to evaluate practice with individuals, families, groups, organizations, and communities

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 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 intends to look at hiring a PT program coordinator to assist with duties such as clinical placement.

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, Charter Oak has hired two faculty members to serve as consultants to build the BSW program. Dr. Mary Acri leads the DSW program at Southern Connecticut State University and is familiar with CSCU program standards. Dr. Arlene Garcia is the Director of the MSW program at the University of the Virgin Islands and is experienced with CSWE accreditation.

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 Master's in Social Work (MSW).

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.

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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*		
SWK1XX; Introduction to Social Work OR HSE 101	1,2	None	3			
SWK1XX; Generalist Social Work Practice 1	1,2,3,4	Intro SWK (corequisite)	3			
SWK2XX; Generalist Social Work Practice 2	1,2,3,4,5	Practice 1	3			
SWK3XX; Generalist Social Work Practice 3	1,2,3,4,5,6	Practice 2	3			
SWK4XX; Generalist Social Work Practice 4	1,2,3,4,5,6,7	Practice 3	3			
SWK1XX; History of Social Welfare	1,2,3	None	3			
SWK3XX; Theory and Practice	1,2,3	Intro SWK	3			
SWK3XX; Human Behavior in the Social Env 1	1,2,3,4,5,6	Theory Practice	3			
SWK4XX; Human Behavior in the Social Env 2	1,2,3,4,5,6	Theory Practice	3			
SWK2XX; Intro to Research	1,2,3,4,5,6,7	None	3			
SWK3XX; Social Work Field Practicum 1	1,2,3,4,5,6	Practice 2	4			
SWK4XX; Social Work Field Practicum 2	1,2,3,4,5,6	Field 1	4			
SWK2XX; Health Inequities	1,2,3,4,5,6,	None	3			
SWK2XX; Difference, Diversity and Privilege	1,2,3	None	3			
SWK499; Senior Capstone	1,2,3	Field 2	3			
Core Course Prerequisites				Elective Courses in the Field		
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.						

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

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The BSW program is a generalist program consisting of 14 courses for a total of 47 credits. Two courses are field education, in which students will apply the content learned in the classroom in their work with individuals, families, groups, organizations, and communities.

***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.

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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
Dr. Mary Acri	PhD	Children and families disadvantaged by poverty	BSW program consultant
Dr. Arlene Garcia	EdD	Mental Health and Addictions, Trauma, Cultural Competency	BSW program consultant

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	5	9	4	8	3	7	8	17	6	14	4	12	15	30	12	27	9	21
Continuing Students progressing to credential							4	6	4	6	3	5	9	15	9	15	6	12
Headcount Enrollment	5	9	4	8	3	7	12	23	10	20	7	17	24	45	21	42	15	33
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	\$19,140	\$17,226	\$15,312	\$15,312	\$11,484	\$13,398	\$45,936	\$44,022	\$38,280	\$38,280	\$26,796	\$32,538	\$91,872	\$86,130	\$80,388	\$80,388	\$57,420	\$63,162
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	\$5,376	\$10,080	\$4,704	\$9,408	\$3,360	\$7,392
Other Revenue (annotate in narrative)	\$375	\$675	\$300	\$600	\$225	\$525	\$900	\$1,725	\$750	\$1,500	\$525	\$1,275	\$1,800	\$3,375	\$1,575	\$3,150	\$1,125	\$2,475
Total Annual Program Revenue	\$102,636						\$252,463						\$513,180					
PROJECTED Program Expenditures ³							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.											
	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	\$165,672															
Support Staff (placement coordinator)		\$20,000	\$30,000															
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	\$118,955	\$213,172															

- 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

February 24, 2022

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Music Therapy (CIP Code: 51.2305, OHE# TBD), leading to a Bachelor of Science 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, Music Therapy, leading to a Bachelor of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program		
CIP Code	51.2305	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Bachelor of Science	
Number of Collegiate Credits		
Date of Action (Anticipated)	2/24/2021	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name	N/A	
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2022	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The proposed B.S. in Music Therapy program will be the first of its kind in the state of Connecticut. It will offer students comprehensive training in Music Therapy at an affordable price, with a well-defined path to achieving a degree and finding employment. It will increase access to the field of Music Therapy and its attendant careers for Connecticut students, particularly for those from minority backgrounds and first-generation college students. In doing so, it will diversify, strengthen, and grow the population of resident, trained music therapists who serve client populations in institutions and private practice throughout the state.

The Southern Music Department has undertaken multiple conversations with CSCU community colleges to prepare pathways for transfer students. Gateway Community College is formulating its music offerings to ensure that students graduated from that institution would have a clear pathway to finishing the B.S. degree at Southern. We have also undertaken conversations with Dr. Carolina Flores, Professor of Music at Manchester Community College and a member of the

Connecticut State College Music Studies alignment working group, on creating clear transfer pathways following the CSC consolidation process.

Music therapy is a growing field. In 2020, twice as many new positions were created in music therapy as were eliminated, reflecting increasing interest in the use music therapy services. At a national level, the federal government has recently provided increasing support for music therapy in several contexts. In October 2020, President Trump signed the Commander John Scott Hannon Veterans Mental Health Care Improvement Act of 2019, which increases access to mental health services among veterans and provides for the addition of music therapy to treatment guidelines of the Department of Defense and Veterans Administration. Additionally, the National Institute of Health's Sound Health Initiative is currently providing \$20 million for research on "ways to enhance the potential for music as therapy for neurological disorders."³ In Connecticut, the expected passage of a licensure provision for Music Therapy is expected to lead to greater coverage of Music Therapy services by insurance providers and increasingly widespread use, producing a need for trained practitioners.

The American Music Therapy Association (AMTA) describes music therapy as "an established health service similar to occupational therapy and physical therapy [that] consists of using music therapeutically to address physical, psychological, cognitive and/or social functioning for patients of all ages. Because music therapy is a powerful and non-invasive medium, unique outcomes are possible."

AMTA identifies the need to increase the diversity of music therapy practitioners as a key workforce goal for the field: currently, 87% of music therapists are Caucasian and are thus not representative of the broad demographics of their client population. Given the diversity of Southern's student body, a music therapy program would provide an opportunity to train music therapists who are more broadly reflective of Connecticut's population, deepen Southern's commitment to its role as a social justice institution, and to further its diversity goals, including recognition as both a Hispanic Serving Institution and with the Community Engagement Classification.

Music therapy offers workforce benefits for those who are employed in this field. Regionally, the average 2020 salary for full-time music therapists in New England was \$69,725; average salaries for music therapists nationwide have increased steadily from approximately \$31,000 annually in 1998 to \$56,715 annually in 2020. The majority of music therapists take full-time employment after graduating but the field also offers a significant amount of part time work, allowing therapists flexible working conditions. Bachelor's level music therapists receive intensive training in musicianship, music theory, and performance, and therapeutic and clinical methods; they pass a Board Certification exam to receive the Music Therapist-Board Certified (MT-BC) credential. Practitioners with this credential in Connecticut enjoy title protection, which makes it a Class D felony to use the music therapist title without board certification.

Creating a music therapy program would require the hiring of a full-time faculty member, per AMTA requirements: "Academic institutions shall have a minimum of one full-time faculty position in music therapy for each degree program offered" (Standards 6.3.1). Currently, Southern's music department has five full-time faculty members, all of whom hold doctorates;

their degrees are in areas including musicology, theory/composition, and performance. These faculty would be central to instruction in the area of Music Foundations (the largest part of the therapy degree). The new music therapy faculty member would be responsible for teaching within the Music Therapy and Clinical Foundations segments and would hold the MT-BC credential and a minimum of a master's degree in music therapy. A search for a tenure-track Assistant Professor of Music Therapy is underway and on-track to identify a successful candidate by mid-December 2021.

Initial establishment of the program would require small expenditures for the purchase of teaching instruments (percussion and Orff instruments) and publicizing the program; however, the vast majority of the Music Therapy program could be offered using Southern's current materials, facilities, and library resources.

Given the lack of any Connecticut-based music therapy training program and the desirability of music therapy as a career field for current students, we are confident that a program in music therapy, particularly one offered at in-state tuition rates at a public university and with the availability of Stutzman Foundation Scholarships to music majors, would be a strong enrollment driver; we estimate that a therapy program has the potential to double the number of music majors at Southern from its current range of 40-50. Given this strong enrollment potential, we believe the addition of a single full-time faculty hire and small start-up costs are strongly justified as a prudent investment.

RECOMMENDATION

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

02/04/2022 – BOR -Academic and Student Affairs Committee
02/24/2022 – Board of Regents

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

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 11.23.21	
Most Recent NECHE Institutional Accreditation Action and Date: Five-year interim report accepted 2017		
Program Characteristics Name of Program: Music Therapy 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 2026 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: 45 # Credits in Program Core Courses: 78 (18 Cr overlap GE) # Credits of Electives in the Field: 0 # Credits of Other Electives: 3 # Cr Special Requirements (include internship, etc.): 12 <u>Total # Cr in the Program</u> (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: 88	
NOTE: All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR		
CIP Code Number 51.2305 Title of CIP Code Music Therapy/Therapist		
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) Location (e.g. main campus) Offering the Program:		
Other Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: National Association of Schools of Music (2022) If program prepares graduates eligibility to state/professional license, please identify: Music Therapist-Board Certified (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. Trudy Milburn	Title: AVP AA	Tel.: 25761 e-mail: milburnt1@southernct.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

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APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Provide concise statements)

Southern Connecticut State University provides exemplary graduate and undergraduate education in the liberal arts and professional disciplines. As an intentionally diverse and comprehensive university, Southern is committed to academic excellence, access, social justice, and service for the public good.

The mission of the SCSU Department of Music is to provide a diverse student population with training and experiences in a variety of musical styles. Through music, the Department engages both the University and the greater southern Connecticut region.

The proposed B.S. in Music Therapy program will be the first of its kind in the state of Connecticut. It will offer students comprehensive training in Music Therapy at an affordable price, with a well-defined path to achieving a degree and finding employment. It will increase access to the field of Music Therapy and its attendant careers for Connecticut students, particularly for those from minority backgrounds and first-generation college students. In doing so, it will diversify, strengthen, and grow the population of resident, trained music therapists who serve client populations in institutions and private practice throughout the state.

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 American Music Therapy Association (AMTA) describes music therapy as “an established health service similar to occupational therapy and physical therapy [that] consists of using music therapeutically to address physical, psychological, cognitive and/or social functioning for patients of all ages. Because music therapy is a powerful and non-invasive medium, unique outcomes are possible.”¹

A vibrant community of well-trained music therapists offers a substantial benefit to Connecticut-based client populations. The effectiveness of music therapy methods are well-supported by a large body of empirical research.² Nationwide, music therapists work in 42,000 facilities including hospitals, nursing homes, and schools with clients including those with autism spectrum disorder, Alzheimer’s disease, pain management needs, and veterans. In the New Haven area alone, music therapists are currently employed at the Yale-New Haven Children’s Hospital, VA Connecticut Healthcare System, Bridgeport Hospital, Gaylord Hospital, ACES Village School, Franciscan Life Process Center, Manson Youth Institution, and Avery Heights Retirement Community. Music Therapists are also frequently employed in private practices operated by themselves or other practitioners.

Music therapy is a growing field. In 2020, twice as many new positions were created in music therapy as were eliminated, reflecting increasing interest in the use music therapy services. At a national

¹ “Music Therapy and Mental Health,” https://www.musictherapy.org/assets/1/7/MT_Mental_Health_2006.pdf.

² Scholarly journals in which the efficacy of music therapy is discussed include the *Journal of Music Therapy* and *Music Therapy Perspectives*.

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APPLICATION FOR NEW PROGRAM APPROVAL

level, the federal government has recently provided increasing support for music therapy in several contexts. In October 2020, President Trump signed the Commander John Scott Hannon Veterans Mental Health Care Improvement Act of 2019, which increases access to mental health services among veterans and provides for the addition of music therapy to treatment guidelines of the Department of Defense and Veterans Administration. Additionally, the National Institute of Health's *Sound Health Initiative* is currently providing \$20 million for research on "ways to enhance the potential for music as therapy for neurological disorders."³ In Connecticut, the expected passage of a licensure provision for Music Therapy is expected to lead to greater coverage of Music Therapy services by insurance providers and increasingly widespread use, producing a need for trained practitioners.

Music Therapists are qualified applicants to positions with the titles Music Therapist, Expressive Arts Therapist, Creative Art, Creative Therapist, Activities Therapist, and Rehabilitation Therapist. At the local level, there is significant potential within the Connecticut workforce: the American Music Therapy Association (AMTA) 2020 Workforce Analysis Survey reported responses from just 44 music therapists in Connecticut, compared to 228 in New York, 105 in Massachusetts, 90 in New Jersey, and 204 in Pennsylvania. Jen Sokira, owner of CT Music Therapy services writes, "As an employer of music therapists, recruitment can be challenging ...and we are often hiring therapists from other places in the country...I highly support the approval of an 'in-state' music therapy program at Southern Connecticut State University as this would have the potential to transform our workforce" (see Appendix 1).

Music therapy offers workforce benefits for those who are employed in this field. Regionally, the average 2020 salary for full-time music therapists in New England was \$69,725; average salaries for music therapists nationwide have increased steadily from approximately \$31,000 annually in 1998 to \$56,715 annually in 2020. The majority of music therapists take full-time employment after graduating but the field also offers a significant amount of part time work, allowing therapists flexible working conditions. Bachelor's level music therapists receive intensive training in musicianship, music theory, and performance, and therapeutic and clinical methods; they pass a Board Certification exam to receive the Music Therapist-Board Certified (MT-BC) credential. Practitioners with this credential in Connecticut enjoy title protection, which makes it a Class D felony to use the music therapist title without board certification.⁴

- 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?

There are unique aspects of Southern Connecticut's academic offerings that will ensure a music therapy program is successful. Primarily, music therapy provides an opportunity to reinforce and strengthen Southern's distinctiveness and reputation as a school for health services-related education. This focus, and in particular the presence of Southern's College of Health and Human Services, would create an opportunity for the Music Therapy program to access pre-existing teaching strengths and leverage efficiencies in constructing clinical and internship experiences for therapy students.

Southern's current strengths in health services would be an invaluable resource in navigating the institutional and logistical aspects of establishing clinical sites. Southern, for instance, is already a member of the State Authorization Reciprocity Agreement (SARA) which ensures the quality of

³ <https://www.nih.gov/research-training/medical-research-initiatives/sound-health>

⁴ Connecticut General Statutes, Chapter 383f, Music Therapists, Sec. 20-195ggg. Music therapists. Use of title. https://www.cga.ct.gov/current/pub/chap_383f.htm.

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APPLICATION FOR NEW PROGRAM APPROVAL

internship offerings and increases the range of internship experiences that can be offered to our students.

In addition, Southern's proximity to educational, health, and care facilities in New Haven, Bridgeport, Hartford, New York City, and the greater southern Connecticut region creates obvious potential for establishing successful relationships with multiple clinical sites. The SCSU Music Department has discussed pre-clinical and internship placements for future Southern students with practicing music therapists at Yale New Haven Health, VA Hospital, Gaylord Hospital, Manson Youth Institution, Bridgeport Hospital, ACES Village School, and CT Music Therapy Services.

It was with a view to implementing a Music Therapy program that the Southern Music Department was recently awarded accreditation with the National Association of Schools of Music (NASM). The current curriculum for the Bachelor of Arts in Music features courses that are well-fitted for therapy offerings, including strengths in performance, improvisation, and music technology; the current teaching strengths of the faculty make the roll-out of a new program achievable with a comparatively small investment of resources.

Finally, the Southern music program also benefits from the support of the Stutzman Family Foundation, whose total support has totaled \$3.3 million over the lifetime of its relationship with the Department. The Stutzman Foundation currently has made a five-year commitment to provide up to \$50,000 per year in merit-based scholarships to music majors. This very substantial commitment further lowers barriers to entry for music students who wish to study music therapy.

- 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?

AMTA identifies the need to increase the diversity of music therapy practitioners as a key workforce goal for the field: currently, 87% of music therapists are Caucasian and are thus not representative of the broad demographics of their client population. Given the diversity of Southern's student body, a music therapy program would provide an opportunity to train music therapists who are more broadly reflective of Connecticut's population, deepen Southern's commitment to its role as a social justice institution, and to further its diversity goals, including recognition as both a Hispanic Serving Institution and with the Community Engagement Classification.

- 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)*

The Southern Music Department has undertaken multiple conversations with CSCU community colleges to prepare pathways for transfer students. Gateway Community College is formulating its music offerings to ensure that student graduated from that institution would have a clear pathway to finishing the B.S. degree at Southern. We have also undertaken conversations with Dr. Carolina Flores, Professor of Music at Manchester Community College and a member of the Connecticut State College Music Studies alignment working group, on creating clear transfer pathways following the CSC consolidation process.

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

Surprisingly, there is no Music Therapy program at any CSCU institution; in fact, there are no Music Therapy programs, at any institution, public or private, in the state of Connecticut. This means that

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music students currently must travel to out-of-state schools, including Molloy College, Lesley University, and Westfield State University, to receive training as music therapists. Providing a Connecticut-based therapy program at in-state tuition would meet an unmet need in Connecticut higher education and would help slow the net migration of college students and college graduates out-of-state. It would also greatly increase access to music therapy training for low-income students who are searching for good career options and a public school education.

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.)

Creating a music therapy program would require the hiring of a full-time faculty member, per AMTA requirements: “Academic institutions shall have a minimum of one full-time faculty position in music therapy for each degree program offered” (Standards 6.3.1). Currently, Southern’s music department has five full-time faculty members, all of whom hold doctorates; their degrees are in areas including musicology, theory/composition, and performance. These faculty would be central to instruction in the area of Music Foundations (the largest part of the therapy degree). The new music therapy faculty member would be responsible for teaching within the Music Therapy and Clinical Foundations segments and would hold the MT-BC credential and a minimum of a master’s degree in music therapy. A search for a tenure-track Assistant Professor of Music Therapy is underway and on-track to identify a successful candidate by mid-December 2021.

Initial establishment of the program would require small expenditures for the purchase of teaching instruments (percussion and Orff instruments) and publicizing the program; however, the vast majority of the Music Therapy program could be offered using Southern’s current materials, facilities, and library resources.

Given the lack of any Connecticut-based music therapy training program and the desirability of music therapy as a career field for current students, we are confident that a program in music therapy, particularly one offered at in-state tuition rates at a public university and with the availability of Stutzman Foundation Scholarships to music majors, would be a strong enrollment driver; we estimate that a therapy program has the potential to double the number of music majors at Southern from its current range of 40-50. Given this strong enrollment potential, we believe the addition of a single full-time faculty hire and small start-up costs are strongly justified as a prudent investment.

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.

A music therapy program at Southern would respond to interest in this field among college students. There are several ways of gauging such interest; growth in the number of certified music therapists has been positive and consistent in recent years, averaging 5.8% per year from 2010-2019.⁵ Enrollment trends in music therapy programs are strongly positive: from 2000-2017, growth in music therapy

⁵ Statistics on current trends in the number of music therapists qualifying each year can be viewed at cbmt.org/educators/exam-and-certificant-data/.

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programs outpaced growth in all other areas of music study, and, in fact, outpaced the rate of growth of undergraduate enrollments in higher education generally.⁶ Locally, Southern music faculty and admissions staff report expressions of interest in music therapy among current and prospective students; in a survey of our current music students (Appendix 4), 94% of respondents (n=18) were at least somewhat familiar with music therapy and 16% were already intending to pursue therapy as a career. Together, all these data suggest that there is widespread familiarity and interest in music therapy, and, because the majority of current music majors at Southern are not already pursuing music therapy, that there is significant enrollment growth potential in recruiting new music majors to Southern.

Our initial budget request includes funds for publicizing the program via online and print media. Casting a wide net throughout the state will be a valuable investment to ensure that students are aware they can now study music therapy in-state.

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

The Southern Music Department takes student engagement and advisement seriously and works internally and alongside the SCSU Academic Advising Center to ensure students are on-track to complete degree requirements on-time. The Southern program in Music Therapy would allow students to declare an interest in music therapy upon matriculation at Southern, with formal admission to the program upon completion of the freshman year. At that time, prospective music therapy majors would complete an audition and interview process to assess whether they have the requisite musical skills and professional dispositions to function as a practicing music therapist. Students must achieve a grade of B- or better in all Music Therapy courses to be eligible for the internship portion of the degree. These policies will ensure that only students with the skills and dispositions to serve as qualified Music Therapists are graduated from the program.

The core music coursework in the B.S. in Music Therapy program overlaps almost entirely with the B.A. in Music program. Students who do not demonstrate an aptitude for the clinical and counseling aspects of the B.S. in Music Therapy program will be encouraged to switch to the B.A. program, ensuring them the chance to complete a degree without delay in their studies' timeline.

⁶ Dawn A. Iwamasa, "Music Therapy Degree Program Enrollment Trends: What the Numbers Tell Us," *Music Therapy Perspectives*, Volume 37, Issue 2, Fall 2019, Pages 196–204, <https://doi.org/10.1093/mtp/miz010>.

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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)*

The Student Learning Outcomes for a Music Therapy program will address the American Music Therapy Association (AMTA) "Professional Competencies." The AMTA competencies describe a series of knowledge, skills, and abilities associated with professional music therapy work, divided into three areas: Music Therapy, Music Foundations, and Clinical Foundations. The major requirements for the B.S. in Music Therapy degree address the Music Therapy competencies with a series of courses developed for approval under a new Music Therapy prefix, MUT. Music Foundations competencies are addressed by cognate requirements drawn from Southern's MUS course listings, while the the Clinical Foundations competencies are addressed through cognate requirements in Psychology, selected by a working group from the SCSU Psychology department convened by chairperson Mike Niznikhov.

Students who gain the Professional Competencies attain, in AMTA's view, a "Professional Level of Practice" in which the therapist "has the ability to assume a supportive role in treating clients, collaborating within an interdisciplinary team to contribute to the client's overall treatment plan." Students' mastery of the Professional Competencies is tracked regularly throughout their time in the program, particularly prior to enrollment in the summative internship experience. Professional Level of Practice is reflected in the achievement of a bachelor's degree in music therapy, as well as having passed the Board Certification in Music Therapy (MT-BC) exam.

The AMTA Professional Competencies and the courses that meet each competency are attached to this proposal as Appendix 2.

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

The B.S. in Music Therapy will be housed within the SCSU Department of Music. Day-to-day operations of the program will be conducted by the chairperson of the department, with significant input from the full-time Music Therapy faculty member. Dr. Joshua Groffman, Associate Professor of Music, will be chairperson of the department in Fall 2022, when the new degree is expected to enroll its first cohort. A search for a tenure-track Assistant Professor of Music Therapy is underway and on-track to identify a successful candidate by mid-December 2021.

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?

Creating a music therapy program will require the hiring of a full-time faculty member, per AMTA requirements: "Academic institutions shall have a minimum of one full-time faculty position in music therapy for each degree program offered" (Standards 6.3.1). A search for a tenure-track Assistant Professor of Music Therapy is underway and on-track to identify a successful candidate by mid-

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

100%

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

We do not currently anticipate that adjunct faculty will be required.

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

Any adjunct faculty teaching in the Music Therapy curriculum will hold the MT-BC credential.

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)*

Initial establishment of the program would require small expenditures for the purchase of teaching instruments (percussion and Orff instruments) and publicizing the program; however, the vast majority of the Music Therapy program will be offered using Southern's current materials, facilities, and library resources.

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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)*

Learning Outcomes for the B.S. in Music Therapy are tied to the attainment of the AMTA Professional Competencies. The AMTA Professional Competencies and the courses that meet each competency are attached to this proposal as Appendix 2.

Course Number and Name	Pre-Requisite	Cr Hrs
Program Core Course (Major Requirements)		
MUT 100: Introduction to Music Therapy*		3
MUT 200: Receptive Methods in Music Therapy*	MUT 100	2
MUT 250: Compositional Methods in Music Therapy*	MUS 117	2
MUT 300: Clinical Improvisation in Music Therapy*	MUS 421	2
MUT 325: Ethical Issues in Music Therapy*	Sophomore status	2
MUT 350: Multiculturalism in Music Therapy*	MUT 100, satisfaction of T1: Written Communication (may be taken concurrently), T1: First Year Experience, and T2: Global Awareness (may be taken concurrently) requirements	3
MUT 341, 342, 343: Practicum in Music Therapy I, II, III*	MUT 100, Instructor permission	3
MUT 400: Psychology of Music*	6 of 8 Tier 2 complete (Honors Coll.: 15 cr. HON or 45 cr. total), and prior or concurrent completion of all Tier 1 (Honors Coll.: T1MC and T1QR only).	3
MUT 497: Internship in Music Therapy (2 times)*	Completion with a grade of B- or higher of all required coursework for the Music Therapy major.	12
Program Cognate Requirements		
MUS 117: Introduction to Music Technology		3
MUS 225: Theory I		3
MUS 226: Theory II	MUS 225	3
MUS 325: Theory III	MUS 226	3
MUS 326: Theory IV	MUS 325	3
MUS 220: Musicianship I		2
MUS 221: Musicianship II	MUS 220	2
MUS 320: Musicianship III	MUS 221	2
MUS 321: Musicianship IV	MUS 320	2
MUS 210: Music History I		3
MUS 420: Improvisation I	MUS 326	2
MUS 421: Improvisation II	MUS 420	2
MUS 426: Arranging	MUS 326	3
MUS 341, 342: Applied lessons in major instrument	MUS 242	1
MUS 141, 142: Applied lessons in voice		1
MUS 141, 142: Applied lessons in guitar		1
MUS 141, 142: Applied lessons in piano		1
MUS 102, 104, 105, 171, 204, or 205: Major Ensembles		3

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(3 times)		
MUS 201: Percussion Ensemble		1
MUS 202: Creative Orchestra (2 times)		2
PSY 100: Introduction to Psychology		3
PSY 259: Statistics for Psychology	PSY 100	3
PSY 321: Abnormal Psychology	PSY 100, 3 credits in PSY @ 200-level	3
PSY 383: Brain and Behavior	PSY 259	3
PSY 474: Behavior Theory & Practice	PSY 259, PSY 321	3
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)		Cr Hrs
Unrestricted LEP credits + free electives		30
LEP Tier Restricted courses (courses cross-listed in major & cognate requirements)	LEP Designation	
MUT 100: Introduction to Music Therapy	T1: Critical Thinking	
MUS 117: Introduction to Music Technology	T1: Technology Fluency	
MUS 210: Music History I	T2: Cultural Awareness	
PSY 100: Introduction to Psychology	T2: Mind & Body	
MUT 350: Multiculturalism in Music Therapy	T2: Social Structure, Conflict, and Consensus	
MUT 400: Psychology of Music	T3: Capstone	

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 AMTA Standards for Education and Clinical Training stipulate the guidelines for a degree in music therapy totaling 120 credits. These guidelines provide for coursework within the areas of Music Foundations, Clinical Foundations, and Music Therapy, as well as general education and electives.⁷

11 new courses with the Music Therapy (MUT) prefix form the core of the major requirements. Course descriptions for all new MUT courses are attached as Appendix 3. The Music Foundations coursework (cognate requirements in MUS) overlaps substantially with classes already offered at Southern as part of the BA in Music program. Southern's music offerings have been reviewed and accredited by the National Association of Schools of Music (NASM), which will also be responsible for accrediting a music therapy program. The Clinical Foundations requirements are satisfied largely by cognate PSY requirements.

Special admissions requirements: The Southern program in Music Therapy would allow students to declare an interest in music therapy upon matriculation at Southern, with formal admission to the program upon completion of the freshman year. At that time, prospective music therapy majors will complete an audition and interview process to assess whether they have the requisite musical skills and professional dispositions to function as a practicing music therapist. AMTA requires that students achieve a grade of C- or better in all foundational courses to be eligible for the internship portion of the degree (discussed below). In addition, SCSU Music Therapy majors will need to achieve a B- or better in all MUT courses to be eligible for internship.

⁷ The AMTA Standards for Education and Clinical Training are viewable at musictherapy.org/members/edctstan/.

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Requirements/arrangements for clinical affiliations, internships, and practical or work experience: A central part of the music therapist's training is its clinical component. This clinical training includes a pre-internship portion in which students regularly visit clinical sites for observation and familiarization with the methodologies of music therapy. As they progress in their coursework, students complete an internship in music therapy, defined by AMTA as a "culminating, in-depth supervised clinical training at the professional level" (Standards 3.2.3). The internship is a chance for students to gain real, on-ground experience acting as a therapist in a structured, scaffolded environment.

Identifying and formalizing arrangements for the practicum and internship portions of the degree will be a central priority of the program as it begins. Southern's proximity to educational, health, and care facilities in New Haven, Bridgeport, Hartford, New York City, and the greater southern Connecticut region creates obvious potential for establishing successful relationships with multiple clinical sites. Discussions concerning clinical sites have been entered into with Yale New Haven Health, VA Hospital, Gaylord Hospital, Manson Youth Institution, Bridgeport Hospital, ACES Village School, and CT Music Therapy Services. Southern's current strengths in health services will be an invaluable resource in navigating the institutional and logistical aspects of establishing clinical sites.

***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.

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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
Assistant Professor of Music Therapy – To Be Hired		Music Therapy	
David Chevan, Professor of Music	CUNY Graduate Center	Music History / Jazz	
Terese Gemme, Professor of Music	Peabody Conservatory	Choral Music	Director, Honors College
Joshua Groffman, Associate Professor of Music	Indiana University School of Music	Music Technology	Chairperson of Music
Jonathan Irving, Professor of Music	Manhattan School of Music	Music History	
Mark Kuss, Professor of Music	Duke University	Music Theory / Technology	

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	8						12						14					
Continuing Students progressing to credential			8			6	6		18			12	16		30			20
Headcount Enrollment	8		8			6	18		18			12	30		30			20
Total Estimated FTE per Year ¹	10						22						36.7					
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	\$47,368		\$47,368			\$1,836	\$106,578		\$106,578			\$3,672	\$177,630		\$177,630			\$6,120
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$96,572						\$216,828						\$361,380					
PROJECTED Program Expenditures ³							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.											
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) ⁴	\$0	\$0	\$0															
Faculty (Full-time, total for program) ⁴	\$120,000	\$120,000	\$120,000															
Faculty (Part-time, total for program) ⁴																		
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)	\$5,000	\$0	\$0															
Other ⁵ - Marketing/Advertising	\$7,500	\$5,000	\$5,000															
Estimated Indirect Costs ⁶	\$15,750	\$14,400	\$14,400															
Total Expenditures per Year	\$148,250	\$139,400	\$139,400															

BUDGET NOTES (Pro forma budget and notes prepared by Barbara Mallick, Director, SCSU Financial Planning & Information Services)

- Each cohort starts in the fall semester.
- Besides the one new faculty member noted above (Assistant Professor of Music Therapy) all courses will be taught by existing faculty; no additional teaching budget required.
- Please note that the only incremental expenses required to implement this program are the ones listed above.
- As with most new programs, this one is expected to incur a deficit of \$51,678 in the first year (we are being extremely conservative in our enrollment projections).
- We feel confident that enrollment will increase subsequent to the first year and generate surpluses.

11/1/2021

To whom it may concern,

As a board-certified music therapist in Connecticut for nearly 20 years, and as owner of Connecticut Music Therapy Services, LLC, I write this letter in enthusiastic support of the application for the the Music Therapy Undergraduate Program at Southern Connecticut State University.

First of all, for years I and my colleagues have fielded questions from high school students interested in studying music therapy and pursuing careers in the field. By default, these students have needed to be referred to colleges and universities elsewhere in the country to pursue their degree in music therapy. Clinical practicum, internships and networking most often take place in the vicinity of the student's college or university. Often these students make connections elsewhere and do not return home to work as music therapists in Connecticut. A university program in our state allows us to aspire to retain more of our talented high school graduates here in Connecticut. Furthermore, the opportunity to study in-state provides greater opportunity to study with decreased cost and student loan debt, which is an important consideration for any student entering a human services field.

In 2002 I moved from Pennsylvania to Connecticut to work. In 2005 I begin a business, Connecticut Music Therapy Services, LLC. The co-owner of my practice and several of our employees also moved here from other states. As an employer of music therapists, recruitment can be challenging for this reason, and we are often hiring therapists from other places in the country. From my perspective as an employer, again I highly support the approval of an "in-state" music therapy program at Southern Connecticut State University as this would have the potential to transform our workforce.

While the music therapy program at Southern would certainly help workforce recruitment of music therapists in various clinical settings, even more importantly, it would lead to our field's ability to better serve more individuals in need. Our work takes place in public and private schools, with people with disabilities, with people struggling with mental health and medical concerns, as well as in residential settings like group homes, nursing homes, rehabilitation centers and more. Music therapy is needed now more than ever as we address the additional complexities brought about by the Covid-19 pandemic. A more robust pool of qualified, board-certified music therapists in Connecticut would go a long way in sustainably supporting the need for access to these important services.

It is my pleasure to support the application of the Southern Connecticut State University Music Therapy Program to the Connecticut Board of Regents. I am available to answer any further questions should they arise in your review. I wholeheartedly urge you to approve this program!

Warm regards,



Jennifer Sokira, MMT, LCAT, MT-BC
Board Certified Music Therapist
Founding Director, Connecticut Music Therapy Services, LLC

Direct contact: jenectmusictherapy.com 203-394-3033

COMPETENCY**COURSE****A. MUSIC****1. Music Theory and History**

1.1	Recognize standard works in the literature.	MUS 210, 341, 342, Ensembles (MUS 102, 104, 105, 171, 204, or 205)
1.2	Identify the elemental, structural, and stylistic characteristics of music from various periods and cultures.	MUS 210, 341, 342, Ensembles (MUS 102, 104, 105, 171, 201, 202, 204, 205)
1.3	Sight-sing melodies of both diatonic and chromatic makeup.	MUS 225, 226, 325, 326
1.4	Take aural dictation of melodies, rhythms, and chord progressions.	MUS 225, 226, 325, 326
1.5	Transpose simple compositions.	MUS 225, 226, 325, 326

2. Composition and Arranging Skills

2.1	Compose songs with simple accompaniment.	MUS 426, MUT 250
2.2	Adapt, arrange, transpose, and simplify music compositions for small vocal and nonsymphonic instrumental ensembles.	MUS 426

3. Major Performance Medium Skills

3.1	Perform appropriate undergraduate repertoire; demonstrate musicianship, technical proficiency, and interpretive understanding on a principal instrument/voice.	MUS 341, 342
3.2	Perform in small and large ensembles.	Ensembles (MUS 102, 104, 105, 171, 201, 202, 204, 205)

4. Functional Music Skills

4.1	Demonstrate a basic foundation on voice, piano, guitar, and percussion.	MUS 141, 142 (three times each in voice, piano, guitar), MUS 201 (percussion ensemble), MUT 343
4.1.1	Lead and accompany proficiently on instruments including, but not limited to, voice, piano, guitar, and percussion.	MUS 141, 142 (three times each in voice, piano, guitar), MUS 201 (percussion ensemble), MUT 343

4.1.2	Play basic chord progressions in several major and minor keys with varied accompaniment patterns.	MUS 141, 142 (three times each in voice, piano, guitar), MUS 201 (percussion ensemble), MUT 343
4.1.3	Play and sing a basic repertoire of traditional, folk, and popular songs with and without printed music.	MUT 341, MUT 342
4.1.4	Sing in tune with a pleasing quality and adequate volume both with accompaniment and a capella.	MUT 341, MUT 342
4.1.5	Sight-read simple compositions and song accompaniments.	MUS 141, 142 (three times each in voice, piano, guitar), MUS 201 (percussion ensemble), MUT 343
4.1.6	Harmonize and transpose simple compositions in several keys.	MUS 141, 142 (three times each in voice, piano, guitar), MUS 201 (percussion ensemble), MUT 343
4.1.7	Tune stringed instruments using standard and other tunings.	MUS 141, 142 (guitar), MUT 343
4.1.8	Utilize basic percussion techniques on several standard and ethnic instruments.	MUT 341, MUT 342, MUS 201 (percussion ensemble)
4.2	Develop original melodies, simple accompaniments, and short pieces extemporaneously in a variety of moods and styles, vocally and instrumentally.	MUS 420, 421, 426, MUT 250
4.3	Improvise on pitched and unpitched instruments, and vocally in a variety of settings including individual, dyad, small or large group.	MUS 420, 421, MUT 300
4.4	Care for and maintain instruments.	MUS 141, 142, 341, 342, 202, MUT 341, MUT 342
5. Conducting Skills		
5.1	Conduct basic patterns with technical accuracy.	MUS 225, 226, 325, 326
5.2	Conduct small and large vocal and instrumental ensembles.	MUS 202
6. Movement Skills		
6.1	Direct structured and improvisatory movement experiences.	MUT 200

6.2	Move in a structured and/or improvisatory manner for expressive purposes.	MUT 200
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B. CLINICAL FOUNDATIONS

7. Therapeutic Applications

7.1	Demonstrate basic knowledge of the potential, limitations, and problems of populations specified in the Standards of Clinical Practice.	PSY 321, MUT 100, MUT 341, MUT 342, MUT 343
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7.2	Demonstrate basic knowledge of the causes, symptoms of, and basic terminology used in medical, mental health, and educational classifications.	PSY 321, MUT 100
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7.3	Demonstrate basic knowledge of typical and atypical human systems and development (e.g., anatomical, physiological, psychological, social.)	PSY 321
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7.4	Demonstrate basic understanding of the primary neurological processes of the brain.	PSY 383, MUT 400
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8. Therapeutic Principles

8.1	Demonstrate basic knowledge of the dynamics and processes of a therapist-client relationship.	MUT 343 PSY 474
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8.2	Demonstrate basic knowledge of the dynamics and processes of therapy groups.	MUT 343, MUT 480
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8.3	Demonstrate basic knowledge of accepted methods of major therapeutic approaches.	PSY 474
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9. The Therapeutic Relationship

9.1	Recognize the impact of one's own feelings, attitudes, and actions on the client and the therapy process.	PSY 474, MUT 343
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9.2	Establish and maintain interpersonal relationships with clients and team members that are appropriate and conducive to therapy.	PSY 474
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9.3	Use oneself effectively in the therapist role in both individual and group therapy, e.g., appropriate self-disclosure, authenticity, empathy, etc. toward affecting desired therapeutic outcomes.	PSY 474
9.4	Utilize the dynamics and processes of groups to achieve therapeutic goals	PSY 474
9.5	Demonstrate awareness of the influence of race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation on the therapeutic process.	PSY 321, PSY 474, MUT 343, MUT 350

C. MUSIC THERAPY

10. Foundations and Principles

Apply basic knowledge of:

10.1	Existing music therapy methods, techniques, materials, and equipment with their appropriate applications.	MUT 100, MUT 200, MUT 250, MUT 300
10.2	Principles and methods of music therapy assessment, treatment, evaluation, and termination for the populations specified in the Standards of Clinical Practice.	MUT 497
10.3	The psychological aspects of musical behavior and experience including, but not limited to, perception, cognition, affective response, learning, development, preference, and creativity.	MUT 400
10.4	The physiological aspects of the musical experience including, but not limited to, central nervous system, peripheral nervous system, and psychomotor responses.	MUT 400

10.5	Philosophical, psychological, physiological, and sociological basis of music as therapy.	MUT 100, MUT 350, MUT 400
10.6	Use of current technologies in music therapy assessment, treatment, evaluation, and termination.	MUT 342
11. Client Assessment		
11.1	Select and implement effective culturally-based methods for assessing the client's strengths, needs, musical preferences, level of musical functioning, and development.	MUT 343, MUT 350
11.2	Observe and record accurately the client's responses to assessment.	MUT 341
11.3	Identify the client's functional and dysfunctional behaviors.	MUT 497
11.4	Identify the client's therapeutic needs through an analysis and interpretation of assessment data.	MUT 497
11.5	Communicate assessment findings and recommendations in written and verbal forms.	MUT 497
12. Treatment Planning		
12.1	Select or create music therapy experiences that meet the client's objectives.	MUT 343
12.2	Formulate goals and objectives for individual and group therapy based upon assessment findings.	MUT 497
12.3	Identify the client's primary treatment needs in music therapy.	MUT 497
12.4	Provide preliminary estimates of frequency and duration of treatment.	MUT 497
12.5	Select and adapt music, musical instruments, and equipment consistent with the strengths and needs of the client.	MUT 343, MUT 350

12.6	Formulate music therapy strategies for individuals and groups based upon the goals and objectives adopted.	MUT 497
12.7	Create a physical environment (e.g., arrangement of space, furniture, equipment, and instruments that is conducive to therapy).	MUT 497
12.8	Plan and sequence music therapy sessions.	MUT 497
12.9	Determine the client's appropriate music therapy group and/or individual placement.	MUT 497
12.10	Coordinate treatment plan with other professionals.	MUT 497
13. Therapy Implementation		
13.1	Recognize, interpret, and respond appropriately to significant events in music therapy sessions as they occur.	MUT 497
13.2	Provide music therapy experiences that address assessed goals and objectives for populations specified in the Standards of Clinical Practice.	MUT 200, MUT 250, MUT 300, MUT 350
13.3	Provide verbal and nonverbal directions and cues necessary for successful client participation.	MUT 250, MUT 300
13.4	Provide models for and communicate expectations of behavior to clients.	MUT 497
13.5	Utilize therapeutic verbal skills in music therapy sessions.	MUT 300, MUT 342, MUT 343
13.6	Provide feedback on, reflect, rephrase, and translate the client's communications.	MUT 497
13.7	Assist the client in communicating more effectively.	MUT 497
13.8	Sequence and pace music experiences within a session according to the client's needs and situational factors.	MUT 497

13.9	Conduct or facilitate group and individual music therapy.	MUT 342, MUT 343
13.10	Implement music therapy program according to treatment plan.	MUT 497
13.11	Promote a sense of group cohesiveness and/or a feeling of group membership.	MUT 497
13.12	Develop and maintain a repertoire of music for age, culture, and stylistic differences.	MUT 200
13.13	Recognize and respond appropriately to effects of the client's medications.	MUT 497
13.14	Maintain a working knowledge of new technologies and implement as needed to support client progress towards treatment goals and objectives.	MUT 497
14. Therapy Evaluation		
14.1	Design and implement methods for evaluating and measuring client progress and the effectiveness of therapeutic strategies.	MUT 497
14.2	Establish and work within realistic time frames for evaluating the effects of therapy.	MUT 497
14.3	Recognize significant changes and patterns in the client's response to therapy.	MUT 497
14.4	Recognize and respond appropriately to situations in which there are clear and present dangers to the client and/or others.	MUT 497
14.5	Modify treatment approaches based on the client's response to therapy.	MUT 497
14.6	Review and revise treatment plan as needed.	MUT 497

15. Documentation

15.1	Produce documentation that accurately reflects client outcomes and meet the requirements of internal and external legal, regulatory, and reimbursement bodies.	MUT 343
15.2	Document clinical data.	MUT 341, MUT 342, MUT 343
15.3	Write professional reports describing the client throughout all phases of the music therapy process in an accurate, concise, and objective manner.	MUT 497
15.4	Effectively communicate orally and in writing with the client and client's team members.	MUT 497
15.5	Document and revise the treatment plan and document changes to the treatment plan.	MUT 497
15.6	Develop and use data-gathering techniques during all phases of the clinical process including assessment, treatment, evaluation, and termination.	MUT 343
16. Termination/Discharge Planning		
16.1	Assess potential benefits/detriments of termination of music therapy.	MUT 497
16.2	Develop and implement a music therapy termination plan.	MUT 497
16.3	Integrate music therapy termination plan with plans for the client's discharge from the facility.	MUT 497
16.4	Inform and prepare the client for approaching termination from music therapy.	MUT 343
16.5	Establish closure of music therapy services by time of termination/discharge.	MUT 343
17. Professional Role/Ethics		
17.1	Interpret and adhere to the AMTA Code of Ethics.	MUT 100, MUT 325, MUT 343
17.2	Adhere to the Standards of Clinical Practice.	MUT 497

17.3	Demonstrate dependability: follow through with all tasks regarding education and professional training.	MUT 341, MUT 342, MUT 343
17.4	Accept criticism/feedback with willingness and follow through in a productive manner.	MUT 343
17.5	Resolve conflicts in a positive and constructive manner.	MUT 497
17.6	Meet deadlines without prompting.	MUT 341, MUT 342
17.7	Express thoughts and personal feelings in a consistently constructive manner.	MUT 200, MUT 341, MUT 342
17.8	Demonstrate critical self-awareness of strengths and weaknesses.	MUT 200, MUT 250, MUT 300, MUT 341, MUT 342, MUT 343
17.9	Demonstrate knowledge of and respect for diverse cultural backgrounds.	MUT 341, MUT 342, MUT 343, MUT 350
17.10	Treat all persons with dignity and respect, regardless of differences in race, ethnicity, language, religion, marital status, gender, gender identity or expression, sexual orientation, age, ability, socioeconomic status, or political affiliation.	MUT 343
17.11	Demonstrate skill in working with culturally diverse populations.	MUT 497
17.12	Adhere to all laws and regulations regarding the human rights of clients, including confidentiality.	MUT 325
17.13	Demonstrate the ability to locate information on regulatory issues and to respond to calls for action affecting music therapy practice.	MUT 100
17.14	Demonstrate basic knowledge of professional music therapy organizations and how these organizations influence clinical practice.	MUT 100

17.15	Demonstrate basic knowledge of music therapy service reimbursement and financing sources (e.g., Medicare, Medicaid, Private Health Insurance, State and Local Health and/or Education Agencies, Grants).	MUT 100
17.16	Adhere to clinical and ethical standards and laws when utilizing technology in any professional capacity.	MUT 325, MUT 341, MUT 342
18. Interprofessional Collaboration		
18.1	Demonstrate a basic understanding of professional roles and duties and develop working relationships with other disciplines in client treatment programs.	MUT 497
18.2	Communicate to other departments and staff the rationale for music therapy services and the role of the music therapist.	MUT 497
18.3	Define the role of music therapy in the client's total treatment program.	MUT 100
18.4	Collaborate with team members in designing and implementing interdisciplinary treatment programs.	MUT 497
19. Supervision and Administration		
19.1	Participate in and benefit from multiple forms of supervision (e.g., peer, clinical).	MUT 341, 342, 343, 497
19.2	Manage and maintain music therapy equipment and supplies.	MUT 341, 342, 343, 497
19.3	Perform administrative duties usually required of clinicians (e.g., scheduling therapy, programmatic budgeting, maintaining record files).	MUT 497
19.4	Write proposals to create new and/or maintain existing music therapy programs.	MUT 497

20. Research Methods

20.1	Interpret information in the professional research literature.	MUT 100, 200, 250, 300, 325, 341, 342, 343, 350, 400, PSY 383, 474
20.2	Demonstrate basic knowledge of the purpose and methodology of historical, quantitative, and qualitative research.	MUT 400, PSY 383, 474
20.3	Perform a data-based literature search.	MUT 400, PSY 383, 474
20.4	Integrate the best available research, music therapists' expertise, and the needs, values, and preferences of the individual(s) served.	MUT 341, 342, 343, 497

SCSU B.S. in Music Therapy New Course Descriptions

MUT 100 – Introduction to Music Therapy

An overview of music therapy's history, definition, methods, practices, clinical populations, models and education/clinical training requirements.

MUT 200 – Receptive Methods in Music Therapy

A survey of receptive music experiences used at the supportive level of music therapy practice. This class has an experiential component.

MUT 250 – Compositional Methods in Music Therapy

An overview of compositional methods used in music therapy clinical practice.

MUT 300 – Clinical Improvisation in Music Therapy

Provides an overview of improvisation methods using in music therapy clinical practice. Definitions, clinical goals, and facilitation techniques will be covered. Contains a strong experiential component, whereby students practice skills learned in class.

MUT 325 – Ethical Issues in Music Therapy

Introduces music therapy students to ethical thinking in music therapy practice. Ethical issues music therapists may encounter will be discussed and assessed using an ethical decision-making model.

MUT 341 – Practicum in Music Therapy I

On-site observation of practicing Board Certified Music Therapists and introduction to clinical interventions with clients. Sixty hours during the semester at an approved facility, plus weekly seminar on campus. This is the first practicum class of three.

MUT 342 – Practicum in Music Therapy II

Supervised clinical experiences at university-affiliated healthcare, education, or community agencies. Weekly faculty-directed seminars to review pertinent clinical issues and continue the development of music therapy clinical skills. Focus is on clinical populations and uses of technology. This is the second practicum course in a series of three.

MUT 343 – Practicum in Music Therapy III

Supervised clinical experiences at university-affiliated healthcare, education, or community agencies. Weekly faculty-directed seminars to review pertinent clinical issues and continue the development of music therapy clinical skills. Focus is on clinical populations and uses of technology. This is the third practicum course in a series of three.

MUT 350 – Multiculturalism in Music Therapy

Explores the health needs of clients from diverse cultures including those of heritage, sexual orientation, and gender. Culturally appropriate music therapy methods and materials will be discussed.

MUT 400 – Psychology of Music

Introduces the psychological foundations of musical behavior as a basis for music therapy. The psychological and physiological aspects of listening and active music making will be explored.

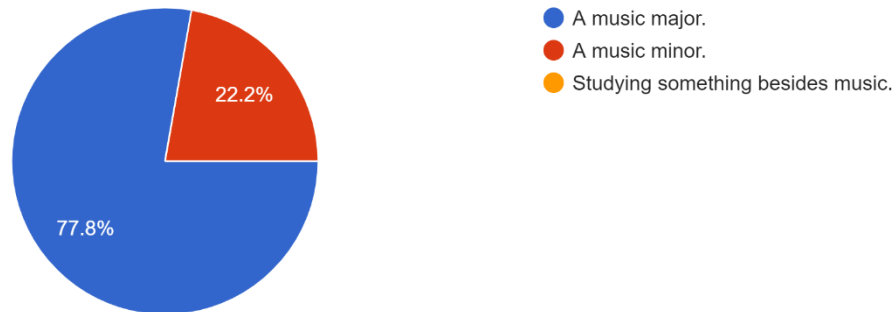
MUT 497 – Internship in Music Therapy

Supervised full-time clinical experience at an AMTA National Roster Internship Site.

Appendix - Music Therapy survey of current SCSU music majors & minors December 2020

I am...

18 responses



Describe your familiarity with the field of music therapy.

18 responses



Describe your interest in music therapy as a potential career field.

18 responses



CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CT State Community College Aligned Degrees & Certificates

February 24, 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 CCCC 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. Civic Engagement	Certificate	18
2. Early Childhood Education	A.S.	60
3. Early Childhood Education (Transfer Studies)	A.S.	61
4. Early Childhood Teacher Credential Studies, ECTC Level A	A.S.	60
5. Early Childhood Education: Administration, Management, & Leadership	Certificate	18
6. Early Childhood Education: Infant and Toddler	Certificate	24
7. Early Childhood Education	Certificate	24
8. General Studies	A.S.	60
9. Liberal Arts & Sciences	A.A.	60
10. Liberal Arts & Sciences	A.S.	60
11. Music Industry	A.S.	62
12. Surgical Technology: Manchester Campus-Hartford Hospital Program	A.S.	62
13. Veterinary Technology: Middlesex Campus Option	A.S.	69
14. Veterinary Technology: Northwestern Campus Option	A.S.	69

Program	Program Type	Minimum # of Credits
15. Veterinary Technology: Norwalk Campus Option	A.S.	69

*The Music Industry A.S. degree was previously approved at 60-61 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 62 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course if needed.

*The Surgical Technology: Manchester Campus-Hartford Hospital degree program was previously approved at 62 credits.

*The Veterinary Technology degrees were previously approved at 66-70 credits. Alignment and addition of the College and Career Success (CCS 101) course brings the total credit count to 69 credits. As per BOR policy 14-111, we request an exemption to include the College and Career Success course if needed.

A True Copy:

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

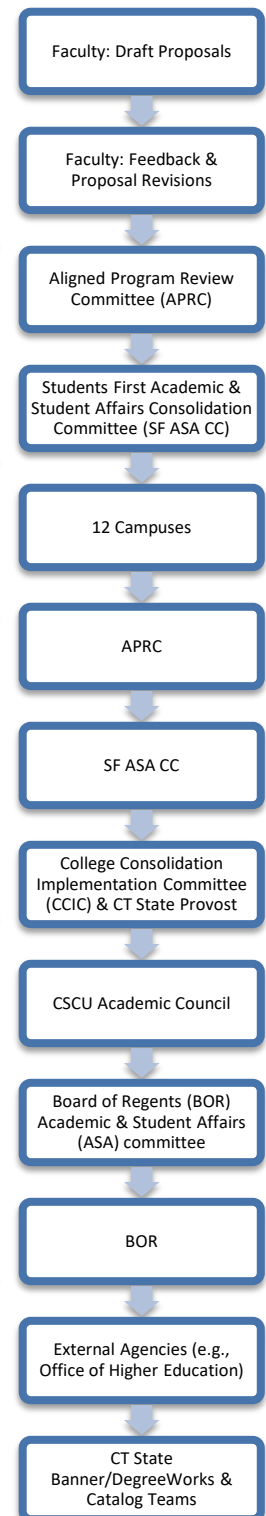
- The APRC, based on a thorough review of the endorsement feedback, recommends the SF ASA CC move the programs forward or sends programs back to faculty for further review and revision (if feedback revealed concerns regarding the content of the programs)
- SF ASA CC recommends programs move forward to 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
February 2022

1. Civic Engagement Certificate
2. ECED: Early Childhood Education (Transfer Studies), A.S.
3. ECED: Early Childhood Education, A.S.
4. ECED: Early Childhood Teacher Credential Studies, ECTC Level A, A.S.
5. ECED: Early Childhood Education Certificate
6. ECED: Administration, Management, and Leadership Certificate
7. ECED: Infant and Toddler Certificate
8. General Studies, A.S.
9. Liberal Arts & Science, A.S.
10. Liberal Arts & Science, A.A.
11. Music Industry, A.S.
12. Surgical Technology: Manchester Campus-Hartford Hospital Program, A.S.
13. Veterinary Technology: Middlesex Campus Option, A.S.
14. Veterinary Technology: Northwestern Campus Option, A.S.
15. Veterinary Technology: Norwalk Campus Option, A.S.

Credit Certificate Program Name: Civic Engagement**Certificate Description:**

The Certificate in Civic Engagement will prepare students for careers designed to positively impact the civic well-being of their communities. This will be accomplished through a diverse array of coursework and a hands-on practicum/internship focusing on sensitizing students to the needs of the community. The Civic Engagement Certificate has a multi-disciplinary curriculum designed to prepare students to communicate effectively, make sound decisions, and effect change in their communities.

The Civic Engagement certificate consists of 18 credits made up of 15 required general education courses and culminating in a 3-credit practicum which includes 80 hours of field work of the student's choosing in consultation with his or her advisor and the Director of the Civic Engagement Institute on the Farmington campus.

Employers/businesses have become interested in socially responsible graduates. Students receiving this certificate meet that need and interest because they are prepared for the important role of addressing community needs and practicing civic responsibility.

Certificate Learning Outcomes:

1. Define civic engagement and identify concrete examples of it both in the classroom and in the community.
2. Describe their civic activity through an internship or practicum.
3. Understand the interdisciplinary nature of required courses as it relates to civic engagement.
4. Explain some of the community needs in terms of the social problems that exist in communities across the area.

Certificate Descriptors:

The certificate can be paired with Associate degrees in General Studies and Liberal Arts and is also compatible with eight (8) current CCSU Transfer Pathway AA degrees (Communication, Psychology, Criminology, English, History, Political Science, Mathematics, and Sociology). With the CE certificate and accompanying associate degree, students can transfer into CT State Universities offering bachelor's degrees in applicable areas of study. The Civic Engagement Certificate requires a semester-long internship, which will afford students the opportunity to gain "real world" experience under the direction of a faculty advisor or the CEI Director.

Alternatively, students may complete the internship component of the Practicum through directed independent project(s) involving advanced analysis, research, and writing. Both the internship experience and the directed projects are designed to assess the students' proficiency of the program learning objectives, and to further develop their professional skills.

Civic engagement is by design, a broad certificate, and it embraces options and opportunities for students. Students have some flexibility with choice of electives and are encouraged to complete six credits of electives that are in alignment with their career paths. Students are guided through the selection of appropriate electives based on career interests with the help of the Director of the Civic Engagement Institute and/or a faculty advisor. For more information on possible electives, see the CE Electives Handout. The list of electives is a guide for students. There is flexibility with open electives to meet the interests of students.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #

ENG 101	Composition	3	
POL 111	American Government	3	
Gen Ed Elective	Open Elective <i>*In consultation with CEI Director or Faculty Advisor</i>	3	Varies
HIS 201	U.S. History I	3	
Gen Ed Elective	Open Elective <i>*In consultation with CEI Director or Faculty Advisor</i>	3	Varies
CENG 292	Civic Engagement Practicum	3	A minimum of 9 completed credits in the program of study.
		18	
Certificate Program Total Credits		18	

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.

Program Name: Early Childhood Education (Transfer Continued Studies)**Degree Type: Associate of Science**

Program Description: This program is based articulation agreements with four-year institutions for students who plan on transferring to earn a State of Connecticut Teacher Certification in early childhood education. The curriculum includes a comprehensive general education core, pedagogical practice through field experiences, and an inclusive 21st century curriculum grounded in theory and evidence-based best practices. Students are strongly encouraged to consult with a guided pathways or transfer counselor in addition to their academic program advisor each semester to review the degree evaluation and plan of study for advising on course registration. Additionally, consulting with an academic advisor at the four-year university of their choice is strongly recommended. Field work is a principal instructional method and requirement in specific program courses.

Program Learning Outcomes:

Upon completion of all program requirements, graduates have/are prepared to:

1. Transfer to a four-year college/university to complete their academic studies in teacher education for early childhood.
2. Transfer (for accepted students) to a School of Education from transfer advising (two-year campus transfer counselor, four-year campus transfer counselor, and degree program advisor).
3. Completed a rigorous, competency-based education program of study.
4. Earned an associate of science degree with an emphasis in teacher education (early childhood education) and careers in teaching.
5. Promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive.
6. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight.
7. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development.
8. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development.
9. Design and deliver a challenging, high-quality, twenty-first century curriculum.
10. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods.
11. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology.
12. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing themselves to reflection and evaluation, continuous professional development, self-advocacy, and advocacy for children, families, and the profession.

Program Descriptors

Under current provisions, graduates of this path of study with a grade point average of 2.7 or higher, who receive this associates degree can apply to the Schools of Education and/or Professional Studies at four-year colleges and universities. Upon acceptance, credits may transfer toward a bachelor's degree in teacher education. Note that admission to the university does not automatically guarantee admission to the School of Education or the Teacher

CT State Community College Common Program Template

Education program.

The degree program and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP). The Early Childhood Education associate degree program is currently a national accredited program by the National Association for the Education of Young Children (NAEYC).

General Education Core Courses (21-25 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2	MAT 143	Math for Elementary Education: Algebra/Number System	3
3	PHL 111	Ethics	3
4	Scientific Knowledge & Understanding	BIO, CHEM, EAS, EVS, or PHY	4
5	PSY 111	General Psychology	3
6	ENG 102 or ENG 200	Literature and Composition or Advanced Composition	3
7	HIS 201	U.S History I	3
8	CCS 101	College and Career Success	3
General Education Core Credits			25

Total Program Requirements (36 – 39 credits)			
Program Required Courses (21 – 36 credits)			
Course Number	Course Name	# of Credits	Pre-req./ Co-req. Course #
ECED 101	Introduction to Early Childhood Care and Education	3	
PSY 204	Child and Adolescent Development	3	PSY 111
ECED 275 or SOC 111	Children, Families, and Communities or Child, Family, School, and Community	3	Eligibility for ENG 101 or permission of program coordinator.
ECED 210	Observation, Documentation, and Assessment of Young Children	3	ECED 101, PSY 204 or ECED 182, and ENG 101

CT State Community College Common Program Template

ECED 215	Exceptional Learners	3	ECED 101, PSY 204 or ECED 102, permission of program coordinator, or BS/BA in Education or related discipline.
ECED 231	Language Development and Emergent Literacy in Young Children	3	ECED 101 or ECED 241 and ECED 141, PSY 204 or ECED 102
Elective	Open Electives <i>*Consult program advisor, guided pathways advisor, or transfer counselor</i>	12	To be selected in consultation
ECED 290 and ECED 291 or ECED 295	Student Teaching (I and II) or Student Teaching Practicum	6	ECED courses with a grade of C- or better, within 9 credits of graduation for 291 and 295, and permission of program coordinator.
Total Program Requirement Credits		36	
General Education Core Credits		25	
Program Total Credits		61	

Program Name: Early Childhood Education**Degree Type: Associate Degree****Program Description:**

The Early Childhood Education program is designed to provide students with the skills, knowledge, and competencies necessary for effective teachers of all young children from birth through age eight in the 21st century. The curriculum provides a comprehensive general education core, pedagogical practice through field experiences, and a solid theoretical foundation in primary education as well as prepares graduates for transfer (course by course) to a baccalaureate program and prepares students for immediate employment in inclusive, diverse, and culturally responsive early care and education settings. For individuals currently employed in the field, this degree program strengthens and enhances professional competencies, skills, knowledge, and employability. Field work is a principal instructional method and a requirement in specific program courses. Additional fees for field work such as background checks, fingerprinting, and other related costs are associated with this program of study. Education majors are expected to complete a minimum of 100 hours of observation and/or field work prior to student teaching and at minimum of 200 hours of student teaching.

Program Learning Outcomes:

Upon successful completion of all program requirements, graduates will:

1. Know and promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive.
2. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight.
3. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development.
4. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development.
5. Design and deliver a challenging, high-quality, twenty-first century curriculum.
6. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods.
7. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology.
8. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing themselves to reflection and evaluation, continuous professional development, self-advocacy, and advocacy for children, families, and the profession.

Program Descriptors:

Areas of study in this degree program include the 21st century learning skills, language education (including bilingual), reading, writing, literature for a young audience, multiliteracies, anti-bias and multicultural education, communication written and oral, creativity and innovation, global awareness, cultural competency, self-directed learning, digital literacies, critical media literacy, STEM, multimodality, special education, teamwork/collaboration, professional growth, curricula, problem-solving, advocacy, the 21st century learning skills, and leadership. In the

CT State Community College Common Program Designated Electives Template

interaction and interplay of these areas, our students and faculty seek to broaden the scope to meet the needs of all learners in a diverse society.

Students are expected to complete a minimum of 100 hours of observation and/or field placement prior to student teaching and at minimum of 200 hours of student teaching.

The degree program and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

The Early Childhood Education associate degree program is currently a national accredited program by the National Association for the Education of Young Children (NAEYC).

Graduates are eligible for transfer and admission to four-year colleges and universities. Please consult with a guided pathways counselor for the specific requirements for the transfer institution(s) of your choice.

General Education Core Courses (24-28 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2		Math 100 or higher (college level) *Recommended course for transfer. Math for Elementary Education: Alg/Number System	3-4
3		Arts and Humanities: <ul style="list-style-type: none"> Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) 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 and SPA) * Recommended Courses: ENG 114, ART 101, MUS 101, THR 101, PHL 111,	3-4
4		Choose one from: <ul style="list-style-type: none"> Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes *Recommended Courses: BIO 105, BIO 115, BIO 111, OCE 101, AST 101	3-4
5	HIS xxx	Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes *Recommended Courses: HIS 101, HIS 102, HIS 121, HIS 122, HIS 201, HIS 202	3
6	ENG 102 or ENG 202	Literature and Composition or Technical Writing or	3

CT State Community College Common Program Designated Electives Template

	or COM 172 COM 173, or COM 278	Interpersonal Communication, Public Speaking, or Group Communication	
7	PSY 111	General Psychology	3
8	CCS 101	College and Career Success	3
General Education Core Credits			24-27

Total Program Requirements (36 – 39 credits)

Program Required Courses (21 – 36 credits)

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 101	Introduction to Early Childhood Care and Education	3	
PSY 204 or ECED 102	Child and Adolescent Development or Foundations of Child Development	3	PSY 111 or ENG 101 and PSY 111
ECED 215	Exceptional Learners	3	ECED 101, ECED 102 or PSY 204, permission of coordinator, or BS/BA degree in Education or related discipline.
ECED 210	Observation, Documentation, and Assessment of Young Children	3	ECED 101 or ECED 141 and ECED 241, PSY 204 or ECED 102, and ENG 101
ECED 231	Language Development and Emergent Literacy in Young Children	3	ECED 101 or ECED 141 and ECED 241 and PSY 204 or ECED 182
ECED 275	Children, Families, and Communities	3	Eligibility for ENG 101 or permission of program coordinator
ECED 222	Curriculum and Methods for Diverse Learners	3	ECED 210
ECED 103, ECED 106, ECED 207, or ECED 109	Creative Arts and Experiences, Music and Movement for Young Children, Natural Sciences for Young Children, or STEM for Young Children	3	
Elective	ECED Electives	6	Varies

CT State Community College Common Program Designated Electives Template

ECED 290 and ECED 291 or ECED 295	Student Teaching (I and II) or Student Teaching Practicum	6	ECED courses with a grade of C- or better, within 9 credits of graduation for 291 and 295, and permission of the program coordinator
		36	

Program Designated Electives (3 – 15 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 #
ENG 114/ECE D131	Introduction to Children's Literature (CCC, GCC, MCC, MxCC) <i>*This course is cross listed with ENG 114.</i>	3	ENG 101 or Permission of PC
ECED 102	Foundations of Child Development (ACC, CCC)	3	PSY 111 and ENG 101
ECED 141	Infant and Toddler Growth & Development (ACC, CCC, GCC, MxCC, NCC, NVCC, NWCC, TxCC, TRCC, QVCC)	3	
ECED 142	Developmental Interventions for Infants & Toddlers at Risk (GCC)	3	ECED 141, ECED 102, or PSY 204
ECED 176	Health and Wellness (ACC, CCC, NVCC, GCC, MCC, NCC, MxCC, TCC, NWCC, TRCC, TxCC, QVCC)	3	
ECED 190	Guiding and Understanding Young Children's Behavior (ACC, CCC, NCC, HCC, TRCC, QVCC)	3	PSY 204 or ECED 102
ECED 206	Administration and Supervision of Programs for Young Children (ACC, CCC, GCC, HCC, NCC, NWCC, TRCC, TxCC)	3	Eligibility for ENG 101 and Permission of program coordinator
ECED 212	Management and Leadership in Programs for Young Children (ACC, GCC, NCC, HCC, CCC)		ECED 206 or Permission of the PC
ECED 225	Anti-Bias, Equity, and Diversity in Education (ACC, CCC)	3	Eligibility for ENG 101 or permission of program coordinator
ECED 241 (ECED 1xx)	Fundamentals of Infant and Toddler Care and Education (ACC, CCC, GCC, NCC, TRCC, TxCC)	3	ECED 141

CT State Community College Common Program Designated Electives Template

ECED 252	Children on the Autism Spectrum (TRCC)	3	ECED 215 or SPED 112, ECED 102 or PSY 204, and eligibility for ENG 101 or permission of program coordinator
HSE 2xx/EDUC 2xx	The Foundations of Research Methods in HSE and EDUC (ACC, CCC, MCC, MxCC) <i>*This course is cross listed with HSE xxx.</i>	3	ENG 101, PSY 111, and MAT 104 or higher or permission of either the HSE or ECED program coordinator.
EDUC 200	Principles of Teaching for Elementary Education (CCC, GCC)	3	
EDUC 201	Secondary Education Teaching Professions (GCC)	3	Permission of program coordinator
SPED 112	Introduction to Special Education for Young Children (GCC)	3	ENG 101 and ECED 102 or PSY 204
SPED 207	Advanced Exceptional Learners (GCC)	3	BS or BA in Education, Special Education, or related discipline or SPED 112 or ECED 215 or permission of program coordinator
SPED xxx/PSY 249	Disorders in Childhood and Adolescence (CCC, HCC, MxCC) <i>*This course is cross listed with PSY 249.</i>		PSY 111 or PSY 204 with a grade of C- or better and ENG 101
Total Program Requirement Credits		36	
Total General Education Core Credits		24-27	
Program Total Credits		60-64	

Program Name: Early Childhood Credential Studies, ECTC Level A

Degree Type: A. S.

Program Description: Students must declare the Transfer Ticket: CSCU Pathway Transfer Degree A.S. major as their intended path of study. With this degree, students will be able to transfer into the following majors at a CSU university or Charter Oak State College:

- Eastern Connecticut State University: Bachelor of General Studies with a Concentration in Early Childhood Education – ECTC Level B
- Southern Connecticut State University: Bachelor of Arts in Interdisciplinary Studies with concentrations in Early Childhood Pedagogy and Curriculum or Child, Family and Community Studies.
- Charter Oak State College: Bachelor of Science in Early Childhood Education – ECTC Track.

Program Learning Outcomes: Students are prepared to/have

1. Transfer to one of the 2 state universities in the CSU System listed below to complete either a Bachelor of General Studies with a Concentration in ECED- Level B at ECSU or a Bachelor of Arts in Interdisciplinary Studies with a Concentration in Early Childhood Pedagogy and Curriculum or Child, Family, and Community Studies at SCSU.
2. Transfer to Charter Oak State College (COSC) to complete a Bachelor of Science in Early Childhood Education-ECTC Track.
3. Completed a rigorous, competency-based education program of study.
4. Earned an associate of science degree with an emphasis in teacher education (early childhood education) and careers in teaching.
5. Promote child development by understanding young children's characteristics; the multiple influences development; and recognize and create appropriate and inclusive learning environments where all young children thrive.
6. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children including those with special needs from birth through age eight.
7. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve families in their children's education and development.
8. Develop knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development.
9. Design and deliver a challenging, high-quality, twenty-first century curriculum.
10. Demonstrate sound knowledge of the academic disciplines, content areas, and concepts and a broad inventory of appropriate teaching approaches and methods.
11. Use developmentally appropriate pedagogical strategies and tools including the responsible and effective use of technology.
12. Demonstrate professionalism by identification of oneself as an educator; practicing the ethical and legal responsibilities outlined in professional standards; and committing themselves to reflection and evaluation, continuous professional development, self-advocacy, and advocacy for children, families, and the profession.

Program Descriptors: There is a recommended course of study for this CSCU Pathway Transfer A.S. Degree. If you are studying part time, simply follow the order of the courses listed here. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category from accessible lists of the courses in the required categories.

Important Note: Earning the Early Childhood Teacher Credential (ECTC) is not equivalent to earning public school teaching certification and does not qualify you to work in a role where a State Teacher Certification Endorsement is required. If a student is interested in State Teacher Certification, the Early Childhood Continued Studies Transfer degree is recommended.

In order to graduate and be guaranteed admission to a state university or to Charter Oak State College, you must earn an overall 2.0 grade point average.

General Education Core Courses (30-40 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2	MAT 143	Math for Elementary Education: Algebra/Number Systems I	3
3	Arts and Humanities	Arts and Humanities: Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) 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 and SPA)	3-4
4	Scientific Reasoning	Scientific Reasoning – AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning	3-4
5	Social / Behavioral Science	PSY 111- General Psychology	3
6	Written Communication II	Written Communication II – ENG course vetted for TAP Written Communication II outcomes	3
7	Scientific Knowledge and Understanding	Scientific Knowledge and Understanding – AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4
8	Historical Knowledge	Historical Knowledge – HIS course vetted for TAP Historical Knowledge *HIS 201- U. S. History I recommended	3
9	Oral Communication	Oral Communication- course vetted for TAP Oral Communication outcomes	3
10	CCS 101	College Success	3
General Education Core Credits			30-33

Program Requirements & Restricted Electives (30-34 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course#
PSY 204	Child and Adolescent Development	3	PSY 111
ECED 101	Introduction to Early Childhood Care and Education	3	
ECED 215	Exceptional Learners	3	ENG 101 and PSY 204 or ECED182 or permission of program coordinator or BS/BA in Education or related discipline.
ECED 210	Observation, Documentation, and Assessment of Young Children	3	ECED 101 and ECED 182 or PSY204
ECED 231	Language Development and Emergent Literacy of Young Children	3	ECED 101 or ECED 241 and ECED 182 or PSY204
Elective	ECED, EDUC, or SPED Electives	9	
ECED 290 and ECED 291 or ECED 295	Student Teaching I and II or Student Teaching Practicum	6	ECED core courses with a grade of C- or better and permission of program coordinator. AND ECED 290 with a grade of C- or better, within 9 credits of graduation, and permission of program coordinator. OR All ECED courses with a grade of C- or better, permission of program coordinator and within 9 credits of graduation.
	Program Requirement Credits (including 9 Restricted Electives)	30	
	General Education Core Credits	30-33	
	Unrestricted Electives	0	
	Program Total Credits	60-64	

CT State Early Childhood Education Certificates

Certificate Program Name: Administration, Management, and Leadership

Certificate Description:

This administrator's certificate is designed to provide a balanced, high-quality education for current and prospective administrators that serve the educator, and all families and young children. Course work is completed in the areas of administration and leadership, education, psychology, communications, inclusion and equity, and business management that mirror the required state competencies. Students who complete this certificate are qualified to serve in an administrative role in an early care and educational setting that meets the diverse needs of all children between the ages of 0 and 8.

Certificate Learning Outcomes:

Upon successful completion of the certificate, a recipient should be able to:

1. Develop and maintain an effective organization, curriculum, and physical facility.
2. Demonstrate an understanding of the administrator's responsibilities using acquired knowledge and skills.
3. Administer, manage, and maintain standards of quality childcare and education programs.
4. Foster positive community and family relationships.
5. Apply basic business management knowledge, tools, and skills.
6. Plan, implement, and guide effective administrative and management systems, policies, and procedures in care and education.

Certificate Descriptors:

May require field placement in ECED courses. These courses meet the Connecticut Director's Credential educational requirements and competency areas.

The certificate and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

ECED courses may require field placement.

Courses completed in this certificate may be applied to a degree in early childhood education.

CT State Early Childhood Education Certificates

Certificate Program Requirements (#credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 206	Administration and Supervision of Programs for Young Children	3	Permission of program coordinator and Eligibility for ENG 101
ECED 212	Management and Leadership of Programs for Young Children	3	ECED 206 and program coordinator permission
ECED 275	Children, Families, and Communities	3	Eligibility for ENG 101 or permission of program coordinator.
PSY 247 or BMG 210	Industrial & Organizational Psychology or Organizational Behavior	3	
BBG 210 or BMG 204	Business Communication or Managerial Communication	3	
ECED 225	Anti-Bias, Equity, and Diversity Education	3	Eligibility for ENG 101 or permission of program coordinator.
	Certificate Program Total Credits	18	

CT State Early Childhood Education Certificates

Credit Certificate Program Name: Infant and Toddler

Certificate Description:

Students who complete this certificate are qualified to develop and foster a nurturing environment for all children birth to three in professional early care inclusive settings. In this certificate, the program of study is designed for students to demonstrate specialized knowledge that promotes positive outcomes for infants and toddlers and on healthy development including social and emotional development through observation, assessment, and documentation. Upon completion of the Infant and Toddler certificate, graduates are well prepared to assist in all aspects of a high-quality educational program that includes intentional teaching, supervision, guidance, and nurturing for ages birth to three and children at-risk.

Certificate Learning Outcomes:

Upon successful completion of the certificate, a graduate should be able to:

1. Recognize and identify current and historical theoretical early childhood educational approaches specifically as it relates to all children ages 0 to 3.
2. Apply child development theory to practice to all infants and toddlers including diverse learners and at-risk learners.
3. Design developmentally appropriate curriculum for all young children ages 0-3.
4. Practice intentional, respectful, reciprocal, and responsive teaching and care.
5. Advocate for all young children and their families.
6. Practice professional reflection.
7. Incorporate theory into classroom practice utilizing standards, code of ethics, and best practices.
8. Practice collaborative community education that includes area partners and families.

Certificate Descriptors:

This entry level certificate is designed for employment in early care infant and toddler settings.

The certificate and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

Courses completed in this certificate may be applied to a degree in early childhood education.

ECED courses may require field placement. Field work is a principal instructional method and requirement in specific program courses.

CT State Early Childhood Education Certificates

Certificate Program Requirements (#credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 141	Infant and Toddler Growth & Development	3	
ECED 142	Developmental Interventions for Infants and Toddlers at Risk	3	ECED 141
ECED 241 (ECED 1xx)	Fundamentals of Infant and Toddler Care and Education	3	ECED 141
ECED 231	Language Development and Emergent Literacy in Young Children	3	ENG 101, ECED 101 or ECED 241, and PSY 204 or ECED 141 or ECED 102
ECED 176	Health and Wellness	3	
ENG 101	Composition	3	
Elective	ECED or SPED Elective	6	Varies
Certificate Program Total Credits		24	

**See advisor or ECE program coordinator for most appropriate elective choice.*

CT State Early Childhood Education Certificates

Credit Certificate Program Name: Early Childhood Education

Certificate Description:

The certificate is designed to develop skills and knowledge necessary and desirable to work with all young children and transfer to the Associate of Science degree Early Childhood Education program. Students who complete this 24-credit certificate can provide the basic aspects of professional childcare and inclusion education such as lesson planning, instruction, guiding student behavior, supporting families, and caring for and monitoring the safety for all young learners including those with special needs.

Certificate Learning Outcomes:

Upon successful completion of the ECED Certificate, a graduate should be able to:

1. Know and promote child development by understanding young children characteristics; the multiple influences development; and recognize and create appropriate learning environments where all young children thrive.
2. Facilitate meaningful opportunities to foster physical, social, emotional, language, cognitive, and aesthetic development for all children from birth through age eight.
3. Build, support, and engage family and community relationships through understanding and valuing diversity and all families and knowledge of the community; and create respectful, reciprocal relationships that involve all families in their children's education and development.
4. Develop a basic knowledge of and use observation, documentation, and assessment including assistive technology positively and responsibly to describe, discuss, and promote positive outcomes for a child's learning and development including children with developmental delays and disabilities.
5. Use effective communication in a professional setting.

Certificate Descriptors:

This entry level certificate is designed for employment in early care and education settings.

Courses completed in this certificate may be applied to a degree in early childhood education.

The certificate and ECED courses are aligned with the following standards: CT State Core Knowledge and Competencies (CKC), Division of Early Childhood of the Council for Exceptional Children (DEC), Early Intervention/Early Childhood Special Education (EI/ECSE), National Association for the Education of Young Children (NAEYC), and Office of Special Education Programs (OSEP).

ECED courses may require field placement.

CT State Early Childhood Education Certificates

Certificate Program Requirements (#credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
ECED 101	Introduction to Early Childhood Care and Education	3	
PSY 204 or ECED 102	Child and Adolescent Development or Foundations of Child Development	3	PSY 111 or ENG 101 and PSY 111
ECED 215	Exceptional Learners	3	ECED 101 and PSY 204 or ECED 102 or permission of program coordinator, or bachelor's degree in education or related discipline.
ECED 231	Language Development and Emergent Literacy of Young Children	3	ECED 101 or ECED 241 and PSY 204 or ECED 102
PSY 111	General Psychology	3	
COM 172, COM 173, or COM 278, ENG 101 or ENG 202	Interpersonal Communication, Public Speaking, or Group Communication, or Composition or Technical Writing	3	
Elective	ECED, EDUC, or SPED Elective	6	Varies
	Certificate Program Total Credits	24	

Program Name:

General Studies

Degree Type:

Associate in Science

Program Description:

General Studies is a program for students who are adult learners, veterans, students who transfer to the Connecticut State Community College, students who are exploring career and academic options, and lifelong learners. The General Studies Program is well designed for students who seek a two- year degree for personal or career advancement.

The General Studies Program provides students flexibility in degree completion and maximizes the number of credits that are transferred to the Connecticut Community College.

The Connecticut State Community College General Studies Program is designed to ensure that students develop strong communication skills, increase literacy and math skills, develop critical thinking and problem solving skills in the sciences, social sciences, and the arts and humanities. General Studies students gain foundational knowledge in a variety of academic disciplines. The General Studies degree program is designed to give students the opportunity to explore knowledge from multiple perspectives. Students are challenged to become intellectually curious, aesthetically aware, and critically perceptive. The program gives students the flexibility to adapt to the changing needs of the workplace and the foundation necessary for lifelong learning and personal growth.

The general education curriculum and career education are dynamic and interactive components. They enrich each other by helping students to make career choices in keeping with their understanding of themselves and their world. Together, they provide the skills and perspectives that make possible the dignity of work and social contribution. They cultivate a framework of meaning, value, ethical purpose, and commitment that enrich every aspect of life. They foster an attitude of critical inquiry, curiosity, openness and wonder that enables a spirit of lifelong learning.

Adult Learners Bring Assets to the Community College Classroom: 73 % of students may be viewed as nontraditional (Choy 2002). These assets and characteristics include

- entry to college delayed by at least one year following high school,
- having dependents,
- being a single parent,
- being employed full time,
- being financially independent,
- attending part time and not having a high school diploma.

The General Studies Program requires **60 credits** minimum for degree completion.

Students pursue a General Studies degree for a variety of reasons, including to:

- promote career advancement
- facilitate a career change
- transfer credits earned from two- and four-year public and private universities and colleges to the Connecticut State Community College
- maximize the impact of transfer credits and previous college experience
- focus on personal goals and areas of interest

General Studies graduates have numerous career options in many areas such as: business, social services, educational support, and commerce. A few examples are:

- Administrative Services Manager
- Educational Assistant
- Research Assistant, Medical
- Manager, Retail
- Administrative Case Manager

Program Learning Outcomes:

- Apply skills necessary to think critically, write clearly, argue persuasively, and problem-solve effectively
- Demonstrate competence with current computer software applications used in the workforce.
- Demonstrate college level writing, oral communication, and critical thinking
- Recognize broader historical, cultural, global, and scientific perspectives
- Collaborate with culturally and intellectually diverse peoples
- Apply traditional research skills and digital technology to access, evaluate, and apply information ethically
- Define and analyze both personal and social ethical issues; understand the consequences of a decision or a course of action.

Program Descriptors: N/A

The General Studies program also offers flexibility as a basis for further study or career paths; its primary purpose is not for transfer. Students planning to transfer to a bachelor's degree-granting program should consider one of the Associate Degrees in Liberal Arts and Science, which is carefully designed to satisfy transfer requirements while offering students flexibility and variety in course work.

CT State Community College Common Program Template

General Education Core Courses (21-24 credits)			
Course Number		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT	MAT *100 or above	3-4
3	Arts and Humanities	Arts and Humanities Any course vetted as 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 and SPA)	3-4
4	Scientific Knowledge and Scientific Reasoning	Scientific Knowledge and Scientific Reasoning Any course vetted as Scientific Knowledge and Scientific Reasoning (AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI)	3-4
5	Historical Knowledge	Historical Knowledge Any HIS course vetted as Historical Knowledge	3
6	Oral Comm	Oral Communication Any course vetted as Oral Communication	3
7	Info Lit/Cont. Learning	CCS 101 College and Career Success	3
General Education Core Credits			21-24

Program Requirements (39-42 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Written Communication II - any course vetted for Written Communication II outcomes or ENG 202- Technical Writing	3	
	Science – Any 100 course level or above if pre-requisite is met (AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI)	3-4	
	Social / Behavioral Science -- Any course 100 level or above (ANT, ECN, GEO, POL, PSY, SOC, WMS)	6	
	Arts and Humanities -- Any course 100 level or above (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 and SPA)	6-8	
	Ethics PHL* 111-Ethics, PHL* 112-Bioethics, or any course vetted for Social & Behavioral Sciences	3	
	Computer Literacy Elective -- CSC*101 Introduction to Computers, CSA*105 Intro to Software Applications, or CSA*205 Advanced Applications	3	
	Unrestricted Electives*	15	
	<p>*Unrestricted Electives -- Any course 100 or above No more than fifteen credit hours may be completed from any one subject area. Courses taken to satisfy the general education core requirements will not be counted in the calculation of the fifteen hours.</p> <p>General Studies students must complete 6 credits at the 200 course level.</p>		
	Program Requirement Credits	39-42	
	General Education Core Credits	21-24	
	Program Total Credits	60-66	

4 semester sequence

First Semester Plan:

- CCS *101 College and Career Success (General Education/3 credits)
 - ENG* 101 - Composition (General Education/3 credits)
 - MATH* XXX- Mathematics 100 or above (General Education/3-4 credits)
 - Arts and Humanities Any course vetted as Arts and Humanities (General Education/3-4 credits)
 - Elective - Unrestricted Elective* (3 credits)
-

Total credits: 15-17 credits

Second Semester Plan:

- Written Communication II vetted course or ENG 202-Technical Writing (3 credits)
 - COM * 173 – Public Speaking (3 credits) or COM courses vetted for Oral Communication (General Education/3 credits)
 - Elective – Unrestricted Elective* (3 credits)
 - Scientific Knowledge & Understanding (General Education/3-4 credits) *General Studies Program students should enroll in a science w/lab in either their second or third semester.
 - Computer Literacy Elective - CSC*101 Introduction to Computers, CSA*105 Intro to Software Applications, or CSA*205 Advanced Applications (3 credits)
-

Total credits: 15-16 credits

Third Semester Plan:

- Elective – Science – Any 100 course level or above if pre-requisite is met (3-4 credits)
 - Elective - Social/Behavioral Science- Any course 100 level or above (3 credits)
 - Elective - Arts and Humanities -- Any course 100 level or above, or with the pre-requisite of ENG *101 (3-4 credits)
 - History -- Any HIS course vetted as Historical Knowledge (General Education/3-4 credits)
 - Elective - Ethics - PHL 111, PHL 112 or course vetted for Social & Behavioral Sciences (3 credits)
-

Total credits: 15-17 credits

Fourth Semester Plan:

- Elective - Social/Behavioral Science -- Any course 100 level or above (3 credits)
 - Elective - Arts and Humanities -- Any course 100 level or above, or with the pre-requisite of ENG *101 (3-4 credits)
 - Unrestricted Electives* -- Any course 100 or higher (9 credits)
-

Total credits: 15-16 credits

*General Studies Students must complete at least 6 credits at the 200 course level

Program Name: Liberal Arts & Science

Degree Type: Associate of Arts

Program Description:

LAS A.A.: The Liberal Arts and Science Associate in Arts degree program provides students with a broad background that prepares them for transfer to a bachelor's degree program at a four-year college or university. Students will take a wide range of courses with an emphasis on fulfilling general education or similar requirements at four-year colleges and universities. The Associate of Arts (A.A.) emphasizes courses in the humanities, arts, and social sciences.

Program Learning Outcomes:

1. Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.
2. Analyze literary, artistic, or philosophical works of world cultures.
3. Analyze changes and developments in history, including their causes and effects.
4. Apply social scientific theories to understand human behavior and world events.
5. Use mathematical tools and technology to create mathematical models.
6. Describe scientific principles and apply them to understand the physical world.
7. Identify the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

Program Descriptors: Transfer Degree

General Education Core Courses (30-34 credits)			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2		Math 100 or higher (college level) course vetted for TAP Quantitative Reasoning	3-4
3		Arts and/or Humanities Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) 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 and SPA)	3-4
4		Scientific Reasoning AST, BIO, CHE, EAS, ENV, EVS, GLG, MTR, OCEN, PHY, SCI course vetted for TAP Scientific Reasoning	3-4
5		Social / Behavioral Science ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3
6		Written Communication II ENG course vetted for TAP Written Communication II outcomes	3
7		Scientific Knowledge and Understanding AST, BIO, CHE, EAS, ENV EVS, GLG, MTR, OCEN, PHY, SCI course vetted for Scientific Knowledge and Understanding outcomes	3-4
8		Historical Knowledge HIS course vetted for TAP Historical Knowledge outcomes	3
9		Oral Communication courses vetted for TAP Oral Communication	3
10	CCS 101	Continued Learning & Information Literacy CCS 101: College and Career Success	3
General Education Core Credits			30-34

Program Requirements (30-32 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Choose one additional course in Arts: ART, MUS, or THR	3	Eligibility for ENG 101 for most
	Choose one additional course in Social / Behavioral Science: ANT, ECN, GEO, POL, PSY, SOC, WMS	3	Eligibility for ENG 101 for most
	Choose one additional course in Humanities: ENG, HIS, PHL, HUM, COM	3	Eligibility for ENG 101 for most
	Choose two additional Liberal Arts courses at the 100 level or above: ANT, ART, AST, BIO, CHE, COM, DGA, EAS, ECN, ENG, EVS, GEO, GLG, GRA, HIS, HUM, IDS, MAT, MET, MUS, OCE, PHL, PHY, POL, PSY, SOC, THR, ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL	6	Eligibility for ENG 101 for most
	Choose 6-8 credits of ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL, or the two upper-level courses of ESL The completion of three years of study up to the third level in a single language at the high school level waives the language requirement for the Liberal Arts and Science, A.A. Degree. If a student can waive the required 6-8 credits of a language, they must substitute 6-8 credits of free elective courses. <i>Transfer institutions can vary widely in their foreign language requirements. Additionally, Sign language courses do not transfer in this requirement at all schools. For example, Sign language courses fulfill this requirement at CCSU, but not ECSU. Before selecting a language sequence, check the specific transfer requirements for the colleges and universities to which you are considering transferring and/or consult an advisor.</i>	6-8	Varies
	Choose 9 Credits of 100-level or Above Free Electives	9	Varies
	Diversity Requirement Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program courses.		
	Program Requirement Credits	30-32	
	General Education Core Credits	30-34	
	Program Total Credits	60-66	

Program Name: Liberal Arts and Science

Degree Type: Associate of Science

Program Description:

LAS A.S.: The Liberal Arts and Science Associate in Science degree program provides students with a broad background that prepares them for transfer to a bachelor's degree program at four-year college or university. Students will take a wide range of courses with an emphasis on fulfilling general education or similar requirements at four-year colleges and universities. The Associate of Science (A.S.) emphasizes courses in the sciences and mathematics.

Program Learning Outcomes:

1. Communicate clearly and persuasively both in written and oral forms, including in ways that involve and document outside sources.
2. Analyze literary, artistic or philosophical works of world cultures.
3. Analyze changes and developments in history, including their causes and effects.
4. Apply social scientific theories to understand human behavior and world events.
5. Use mathematical tools and technology to create mathematical models.
6. Describe scientific principles and apply them to understand the physical world.
7. Identify the various ways in which diversity exists in our world, such as through analyzing artistic and literary works, historical examples, statistical information, or present-day cases.

Program Descriptors: Transfer Degree

General Education Core Courses			
Course Number		Course Name	# of Credits
1	ENG 101	English Composition	3
2		Math 100 or higher (college level) MAT 172, MAT 186, MAT 254, MAT 256 sequence STRONGLY suggested for most Science and Mathematics transfer students	3-4
3		Arts and Humanities: Courses vetted for TAP Arts and Humanities (replaces Aesthetic Dimensions) 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 and SPA)	3-4
4	Choose One Sequence: BIO 121 CHE 121 PHY 121 PHY 221	Scientific Reasoning Choose a two-course lab sequence with the second course in Scientific Knowledge and Understanding General Biology I General Chemistry I General Physics I Calculus-Based Physics I	4
5		Social / Behavioral Science – ANT, ECN, GEO, POL, PSY, SOC, WMS course vetted for TAP Social and Behavioral Science outcomes	3
6		Written Communication II – ENG course vetted for TAP Written Communication II outcomes	3
7	Choose One Sequence BIO 122 CHE 122 PHY 122 PHY 222	Scientific Knowledge and Understanding Reasoning Choose a two-course lab sequence with the first course in Scientific Reasoning General Biology II General Chemistry II General Physics II Calculus-Based Physics II	4
8		Historical Knowledge – HIS course vetted for TAP Historical Knowledge outcomes	3
9		Oral Communication – courses vetted for TAP Oral Communication	3
10	CCS 101	Continued Learning and Information Literacy – CCS 101: College and Career Success	3
General Education Core Credits			32-34

Program Requirements (30-33 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
	Choose one additional course in Arts: ART, MUS, or THR	3	Eligibility for ENG 101 for most
	Choose one additional course in Social / Behavioral Science: ANT, ECN, GEO, POL, PSY, SOC, WMS	3	Eligibility for ENG 101 for most
	Choose one additional course in Humanities: ENG, HIS, PHL, HUM, COM, IDS, ARA, CHI, FRE, GER, ITA, JPN, LAT, RUS, SPA, SGN, ASL	3	Eligibility for ENG 101 for most
	Choose TWO additional courses in Science, Math or Computer Science: AST, BIO, CHE, CSC, EAS, ENV, EVS, GLG, MAT, MTR, OCEN, PHY, SCI	6-8	Eligibility for ENG 101 for most Other requirements vary
	Choose one additional course in Math at level 142 or higher: MAT 172, MAT 186, MAT 254, MAT 256 sequence STRONGLY suggested	3-4	Eligibility for ENG 101 for most Other requirements vary
	Choose 12 Credits of 100-level or Above Electives Remaining Unrestricted Electives- You should use these credits to take courses that prepare you for requirements in your transfer degree program. <u>You should also consider using unrestricted electives to meet foreign language requirements if you do not already meet the foreign language requirement at your transfer institution.</u>	12	Varies
	Diversity Requirement Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program courses.		
	Program Requirement Credits	30-33	
	General Education Core Credits	32-34	
	Program Total Credits	62-67	

Program Name: Music Industry

Degree Type: Associate of Science

Program Description:

The Music Industry Associate in Science Degree will provide students with a comprehensive experience and knowledge of the music industry for the purpose of immediate entry into the professional world and/or successful matriculation to a four-year music industry program.

Program Learning Outcomes:

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

1. Apply a comprehensive knowledge of the principles and practices of managing musical artists and music institutions in an administrative/managerial function.
2. Apply a comprehensive knowledge of the principles and practices of managing and administrating commercial music/media institutions in sales, advertising, and publicity.
3. Operate and manage a complete recording studio.
4. Operate and execute all functions and processes involved in a recording project, from recording the artist, mixing and editing the music, to packaging compact disks for commercial distribution.
5. Produce professional quality studio music through the use of music technologies and music software.
6. Demonstrate proficiency in acoustic music theory.
7. Demonstrate proficiency in piano/keyboard skills.
8. Demonstrate a general knowledge of Western music.
9. Communicate effectively, think critically, reason scientifically and quantitatively, and employ a global perspective.

Program Descriptors:

The program has an official articulation agreement with the University of Bridgeport.

Students may also transfer to other schools such as the University of New Haven, Berklee College of Music, etc. but official articulation agreements for these schools are not currently in place.

General Education Core Courses (21-23 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG 101	English Composition	3
2	Math	Any course vetted for Math: Math 100 or higher	3-4
3	MUS 101 or MUS 102	Arts & Humanities: Music History and Appreciation I or Music History and Appreciation II	3
4	Scientific Reasoning or Scientific Knowledge and Understanding	Any course vetted for Scientific Reasoning or Scientific Knowledge and Understanding	3-4
5	Social / Behavioral Science	Any course vetted for Social / Behavioral Science	3
6	ENG 102	Written Communication II: Literature and Composition	3
7	CCS 101	Continued Learning and Information Literacy: College and Career Success	3*
General Education Core Credits			21-23

* The program is requesting an exemption of the two credits of CCS 101 toward the credit normalization policy.

CT State Community College Unique Program Template

Program Requirements (41 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
COM 131	Audio Production	3	P: NONE
MUS 104, MUS 107, MUS 108, or MUS 116	World Music, Today's Music, Today's Music Gospel, Ragtime, Blues, Jazz, or Music Theory II	3	(MUS 104, MUS 107, & MUS 108) P: Eligibility for ENG 101 (MUS 116) P: MUS 115 and MUS 166 with a "C" or better; or by permission of the instructor (MUS 116) C: MUS 168: Ear-Training II. This corequisite can only be override by permission of the instructor upon the successful completion of a placement test.
MUS 105	Introduction to Music Business	3	P: Eligibility for ENG 101
MUS 111 or MUS 115	Fundamentals of Music or Music Theory I	3	(MUS 111) P: NONE (MUS 115) P: NONE, although a very basic understanding of notation before beginning this class is highly recommended. Successful completion of MUS 111 (Fundamentals of Music) is recommended before taking MUS 115, but not required. (MUS 115) C: MUS 166
MUS 190	Group Piano I	1	P: Permission by the instructor. Basic understanding of music notation and/or be taking MUS 115: Music Theory I concurrently. C: NONE, although it is highly recommended to take it concurrently with MUS 115: Music Theory I
MUS 191	Group Piano II	1	P: MUS 190 with a "C" or higher or permission by the instructor. C: NONE, although it is highly recommended to take it concurrently with MUS 116: Music Theory II
MUS 205	Survey of Recording Industry	3	P: Eligibility for ENG 101
MUS 218	Electronic Music Composition I	3	P: MUS 115, MUS 166, and MUS 190, or Instructor's Approval
MUS 219	Electronic Music Composition II	3	P: MUS 218 with a 'C' or above; OR by permission of the instructor
MUS 225 or BMG 202	Arts & Entertainment Management or Principles of Management	3	(MUS 225): P: ENG 101 or permission from the Music Program Coordinator (BMG 202): TBD
MUS 230	Music for Film, TV, and Other Media	3	P: MUS 219 or by Music Program Coordinator's approval.
MUS 237	Principles of Sound Recording	3	P: MUS 219 C: MUS 238
MUS 238	Advanced Music Mixing and Processing	3	P: MUS 219 C: MUS 237
MUS 295	Music Industry Practicum Project/Internship	3	P: Approval of Music Program Coordinator
Elective	Elective	3	TBD
Program Requirement Credits		41	
Gen Education Core Credits		21-23	
Program Total Credits		62-64*	

* The program is requesting an exemption of the two credits of CCS 101 toward the credit normalization policy.

Program Name: MC (Manchester Campus) Hartford Hospital Surgical Technology (ST) Program

Degree Type: Associate in Science (AS)

Degree Name: Surgical Technology

Program Description: The purpose of the MC Hartford Hospital Surgical Technology program is to educate individuals in surgical technology.

The goal of this program is to provide students with the opportunity to develop the skills and knowledge necessary to gain employment as entry-level surgical technologists and become contributing members of the health care team in accordance with the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) required minimum expectation statement for surgical technology programs “to prepare competent, entry-level surgical technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.” This will be accomplished by preparing competent graduates through didactic coursework in the cognitive learning domain and through clinical scrub experience in the psychomotor and affective learning domains. The program goal meets or exceeds the criteria set forth in the current Commission on Accreditation of Allied Health Education Programs (CAAHEP) Standards and Guidelines for the Accreditation of Educational Programs in Surgical Technology.

The consortium agreement, between the CT State Community College Manchester Campus (MC) and Hartford Hospital, was developed in response to both a community and workforce need in Connecticut for surgical technologists. A consortium agreement is unique as it mandates the separation of curriculum with General Education Core course education and Core ST curriculum courses as required by ARC/STSA accreditation standards and guidelines. This consortium supports the Association of Surgical Technologist (AST) statements on the Associate Degree model for entry-level Certified Surgical Technologist (CST) with first year prerequisite courses taken prior to acceptance into the ST program. This includes the CT State Community College General Education component as well as science courses, including Anatomy and Physiology I and II, as baseline knowledge recommended by the AST Surgical Technology curriculum. AST’s statement... “Logically, this prerequisite year could be developed into a sequence of courses that provide foundational preparation for sophomore surgical technology courses and comprehensive coverage of each state’s general education requirements” ...aligns with the MC Hartford Hospital ST Program curriculum sequencing. This consortium agreement denotes separate and shared responsibilities for both entities involved in the education of surgical technology students. General education core courses instruction is the sole responsibility of CT State Community College faculty and core ST curriculum course instruction is provided on the Hartford Hospital campus and is the sole responsibility of Hartford Hospital qualified Surgical Technology Instructors. CT State Community College provides academic support services i.e., admission, financial aid, transcript evaluation and grants the AS degree. Hartford Hospital provides and supports all surgical technology student lab spaces, lab materials and lab instruction with all ST instructors and the consortium director being Hartford Hospital employees as per the consortium agreement. ST students perform clinical rotations throughout the Hartford Healthcare System (HHC) in the state of Connecticut.

Program Learning Outcomes:

Upon successful completion of all the MC Hartford Hospital Surgical Technology program requirements, the graduate will be prepared to:

1. Incorporate the theoretical knowledge of the basic sciences, medical terminology, pharmacology and pathophysiology into clinical practice as a qualified, entry level surgical technologist.
2. Demonstrate proficient practice in aseptic technique, proper use and care of instrumentation, clinical judgments with anticipation of the surgeon and surgical case needs.
3. Demonstrate a comprehensive understanding of Health Insurance Portability and Accountability Act (HIPAA), AST standards, principles and scope of practice, ethical, legal, moral and cultural diversity of the patient population in the perioperative setting.
4. Demonstrate proficient communication skills to effectively work as a member of the surgical team and professionally interact with patients and the healthcare community.

CT State Community College Unique Program Template

5. Demonstrate a strong surgical conscience, self-discipline, professional work ethic and longstanding commitment to personal and educational growth.
6. Sit for the National Board of Surgical Technology of Surgical Assisting (NBSTSA) CST National Certification Exam.

Program Descriptors:

The MC Hartford Hospital Surgical Technology (ST) Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). www.caahep.org

Application to the Program

Consideration for admission to the MC Hartford Hospital Surgical Technology program follows a sequential application and selective admission process. The Surgical Technology applicant may not advance in the process if the prior step has not been completed.

1. Complete the following required non-core Surgical Technology courses (34 credits) or their equivalent, if transferring, and demonstrate a minimum GPA of 2.5 in all courses completed:
 - BIO* 211: Anatomy and Physiology I
 - BIO* 212: Anatomy and Physiology II
 - BIO* 235: Microbiology
 - CCS* 101: College Career and Success
 - COM* 172: Interpersonal Communications or COM* 173: Effective Speaking
 - ENG* 101: English Composition
 - MAT* 109: Quantitative Literacy or higher
 - Any required pre-requisite course for BIO 211 that is vetted in Scientific Reasoning or Scientific Knowledge and Understanding
 - Elective: Any one course from General Education category – Social/Behavioral Science
 - Elective: Any one course from General Education category - Arts and Humanities
2. Attend a virtual and/or in person Surgical Technology information session before the application deadline
3. Submit the CT State Community College General Application for Admission and choose 'General Studies' for your major. [Please note you will automatically be admitted to the college once required supplemental items are provided but must apply for the Surgical Technology Program separately (step 5).
4. Submit official copies of all transcripts. Electronic transcripts are encouraged, but paper copies are acceptable.
 - For electronic transcripts, visit your previous institutions' website for instructions on how to order online transcripts.
 - To mail a transcript, please send it to CT State Community College
 - Current CT State Community College students may submit unofficial transcripts to the Hartford Hospital Surgical Technology Program Director
5. Submit the online Surgical Technology Application.
6. Sit for ST program entrance literacy exam. Demonstrate a minimum score of 70 percent on ST program entrance exam to advance to step 7.
7. Attend an in-person interview with an oral and written component. After completing steps 1-7, the Surgical Technology Interview Committee will offer admission to ST applicants based on final rubric score and number of HHC facility scrub slots available. Students offered fall admission to the ST program are required to complete steps 8-10.
8. Attend Surgical Technology program orientation (scheduled for summer of admission year.)
9. Submit and pass a background check (paperwork provided at Surgical Technology program orientation).
10. Demonstrate that program's physical standards are met through submission of current physical examination/immunization records (form provided at Surgical Technology program orientation).
11. Wear Surgical Technology program scrubs and appropriate personal protective equipment (as designated in Program Handbook) while on HHC campus and facilities.
12. Achieve/maintain a minimum grade of 2.5 GPA throughout the course to maintain program enrollment.

General Education Core Courses (22 credits)			
Course Number or Category		Course Name	# Of Credits
1	ENG*101	English Composition	3
2	MAT*109 or higher	Math: Math 109 or higher (college level) – only courses with a MAT 137 prerequisite count for the Framework30 / Transfer Ticket Programs.	3
3	Arts and Humanities	Any course vetted in Arts and Humanities	3
4	Scientific Reasoning or Scientific Knowledge and Understanding	Any required pre-requisite course for BIO 211 that is vetted in Scientific Reasoning or Scientific Knowledge and Understanding	4
5	Social / Behavioral Science	Any course vetted Social / Behavioral Science	3
6	COM*172 or COM*173	Oral Communication: Interpersonal Communication or Public Speaking	3
7	CCS*101	College Career and Success	3
General Education Core Credits			22

Additional General Education Core Courses (12 credits)			
Course Number		Course Name	# Of Credits
1	BIO*211	Anatomy and Physiology I	4
2	BIO*212	Anatomy and Physiology II	4
3	BIO*235	Microbiology	4
Additional General Education Core Credits			12

ST Program Core Curriculum Requirements (28 credits) - Hartford Hospital Campus			
Course Number	Course Name	# Of Credits	Pre-req./Co-req. Course #
SUR 101	Former Name: Operating Room Procedures I New Proposed Name: Surgical Technology Principles and Practice	4	P: BIO 211, BIO 212, BIO 235, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 102, SUR 105, SUR 201, SUR 221
SUR 102	Former Name: Operating Room Procedures II New Proposed Name: Surgical Technology Peri-Operative Practice	4	P: BIO 211, BIO 212, BIO 235, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 105, SUR 201, SUR 221
SUR 105	Medical Terminology for the Surgical Technologist	2	P: Admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 102, SUR 201, SUR 221
SUR 201	Former Name: Seminar in Surgery New Proposed Name: Surgical Technologist Role and Responsibilities	2	P: COM 172 or 173, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 102, SUR 105, SUR 221
SUR 220	Former Name: Clinical Experience I New Proposed Name: Surgical Technologist Level I Skills	2	P: SUR 101, SUR 102, SUR 105, SUR 201, SUR 221 with successful demonstration of clinical competencies through achievement level of 90 percentile or greater on a clinical practicum final C: SUR 225
SUR 221	Former Name: Pathology/Pharmacology for the Surgical Technologist New Proposed Name: Pathophysiology/Pharmacology for the Surgical Technologist	3	P: BIO 211, BIO 212, BIO 235, admission to the MC Hartford Hospital Surgical Technology Program C: SUR 101, SUR 102, SUR 105, SUR 201
SUR 222	Former Name: Clinical Experience II New Proposed Name: Surgical Technologist Level II Skills	4	P: SUR 220: Completion of Surgical Technologist Level I Skills with achievement and maintenance of 2.5 GPA or greater C: SUR 225
SUR 224	Former Name: Clinical Experience III New Proposed Name: Surgical Technologist Level III Skills	4	P: SUR 222: Completion of Surgical Technologist Level II Skills with achievement and maintenance of 2.5 GPA or greater C: SUR 225
SUR 225	Former Name: Advanced Seminar in Surgery New Proposed Name: The Surgical Technologist Professional	3	P: Permission of the Surgical Technology Program Director C: SUR 220, SUR 222, SUR 224
		28	
	General Education Core Credits	22	
	Additional General Ed Core Credits	12	
	ST Program Core Curriculum	28	
	MC Hartford Hospital ST Program Total Credits	62	

Program Name: Veterinary Technology

Degree Type: Associate in Science Degree

Program Description:

The Veterinary Technology programs at Middlesex, Northwestern, and Norwalk campuses of Connecticut State Community College offer an Associate in Science Degree and are AVMA-CVTEA (American Veterinary Medical Association - Committee on Veterinary Technician Education and Activities) accredited. Successful degree completion prepares students for immediate employment in veterinary practices, biomedical research, zoo/wildlife medicine, industry, military, livestock health management, and pharmaceutical sales. Through classroom, laboratory, and field experience students are prepared for entry-level positions in the veterinary/animal fields, with a special focus on companion animal medicine and practice. Graduates are able to sit for the Veterinary Technician National Exam (VTNE). VTNE preparation and job placement assistance are provided.

Program Learning Outcomes:

1. Sit for the Veterinary Technician National Exam.
2. Demonstrate skills and knowledge of domestic animals including normal values for temperature, pulse, and respiration; conduct a thorough and accurate physical examination including the proper use of the stethoscope; and restrain animals for physical examination and veterinary techniques.
3. Perform animal nursing and critical care for all common domestic animals including: restraint, administering medications, diagnostic sampling for laboratory evaluation, maintaining fluid therapy, applying and removing bandages and splints, and applying established emergency protocols.
4. Assist with animal surgery including knowledge of routine procedures and operating room equipment; prepare the patient, veterinary personnel, and equipment for sterile surgical procedures; and function effectively as a surgical assistant to the veterinary surgeon during surgical procedures.
5. Induce, stabilize, monitor, and maintain anesthesia under supervision of the veterinarian; recognize and report anesthetic emergencies; and apply resuscitation techniques and cardiopulmonary resuscitation (CPR).
6. Assist with diagnostic imaging including radiography and ultrasound; produce and evaluate radiographs to provide diagnostic images for veterinary interpretation and diagnosis; and properly clean and maintain diagnostic imaging equipment.
7. Perform common laboratory procedures: hematologic examinations, blood chemistries, urinalysis, parasitic examinations, cytological procedures, microbiological procedures, and necropsy.
8. Provide competent assistance with office procedures: telephone contacts, scheduling appointments, admitting and discharging patients, maintaining medical and financial records, and establishing and maintaining a clean and orderly veterinary facility.
9. Communicate with the public, clients, and colleagues through both verbal and written communication skills, including effective listening.
10. Demonstrate knowledge of the common medicines used in veterinary medicine including: types and groups of drugs; indications, contraindications and side effects; labeling and packaging of dispensed drugs; using weights and measures correctly; calculating dosages; and safely storing, handling, and disposing of controlled substances, biologics, therapeutic agents, and hazardous wastes.
11. Differentiate between normal and abnormal patient responses to medication.
12. Understand basic knowledge of animal health and husbandry, and common diseases and disease processes for all common domestic animals.
13. Demonstrate skills and knowledge associated with the use of common laboratory animals including basic principles of animal research and local, state, and federal animal welfare regulations.
14. Demonstrate skills and knowledge associated with cleaning, sanitizing, and sterilizing equipment and facilities, including knowledge of products, equipment, procedures, and techniques routinely used in reducing, eliminating, or preventing contamination of the animal-care institutions.

Program Descriptors:

The CT State Community College Veterinary Technology programs are campus-specific programs with selective admissions. The programmatic accrediting body, Committee on Veterinary Technician Education and Activities, requires campus-specific accreditations and all program-required VET courses must be completed at the campus of admittance as each program provides students with clinical experiences unique to their campus location. All prerequisite courses and general education (non-VET) post-admittance courses can be completed at any campus of CT State Community College.

The Veterinary Technology programs have enrollment caps and selective admission. The Veterinary Technology programs have the following application requirements:

- Completion of the following prerequisite courses (all with a grade of C or better): English 101, Math 130 or higher, Biology 121, Chemistry 111. The biology and chemistry must have been completed within five years prior to the application deadline.
- Two letters of recommendation. One each from a teacher (academic) and supervisor (professional).
- Personal statement/essay stating the applicant's goals & reasons for program entry.
- Preference is given to students with a GPA of 2.7 or higher.
- Interview with Veterinary Technology admissions committee. Not all eligible students will be selected for an interview.

Given the selective nature of the admissions process, admission cannot be guaranteed.

In order for the three Veterinary Technology programs to remain accredited through the AVMA-CVTEA, certain policies currently in place must remain:

- Exemption to the credit normalization policy: All three Veterinary Technology programs currently have exemptions to the 60-credit hour requirement. In order for the curriculums to properly align and meet accreditation standards, the highest current exemption (68 credits) must remain in place. Additionally, the CCS 101 course will add one credit to the program total credits. The program is requesting an additional exemption of this one credit toward the credit normalization policy.

Additionally, VET 102 (Veterinary Office Management and Communication) is currently vetted at Middlesex Community College as an Oral Communications General Education course. Middlesex is the only community college with a vet tech program that has currently adopted the TAP competencies for general education requirements. To not further increase the number of credits within the program, the Veterinary Technology programs are requesting that VET 102 be vetted in CT State Community College by the General Education work group as fulfilling the Oral Communications requirement.

General Education Core Courses (15-22 credits)			
Course Number or Category		Course Name	# of Credits
1	ENG*101	English Composition	3
2	MAT 130 or higher	Math: Applied Intermediate Algebra or higher	0 (3)*
3	Arts and Humanities	Any course vetted for Arts and Humanities	3
4	CHE 111	Scientific Reasoning/Scientific Knowledge and Understanding: Concepts of Chemistry	0 (4)*
5	Social/Behavioral Science or Historical Knowledge	Any course vetted for Social/Behavioral Science or Historical Knowledge	3
6	VET 102	Oral Communication: Veterinary Office Management and Communication	3
7	CCS 101	College Career and Success (meets Diversity Requirement)	3
General Education Core Credits			15-22#

*MAT 130 or higher and CHE 111 are preadmission requirements/competencies. These course requirements/competencies can be met in a variety of ways prior to program admission.

#The program is requesting an additional exemption of one credit of CCS 101 toward the credit normalization policy.

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.

CT State Community College Common Program Designated Electives Template

Minimum Total Program Requirements (69 credits)			
Core Program Courses (51 credits)			
Campus Designated Program Courses (3 credits)			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BIO 121	General Biology	4	TBD
Former: VET 100 New Proposed: VET 105	Former: Intro to Animal Care New Proposed: Animal Care and Handling	3	P: Admission to Vet Tech Program
VET 101	Introduction to Veterinary Technology	3	P: Eligible for ENG 101
Former: VET 125 New Proposed: VET 126	Former: Veterinary Medical Terminology New Proposed: Veterinary Terminology and Medical Math	2	P: Admission to Vet Tech Program
VET 151	Former: Small Animal Veterinary Technology with Lab New Proposed: Small Animal Clinical Nursing	4	P: VET 101, VET 105, VET 102, VET 201 all with C or better
VET 152	Former: Large Animal Veterinary Technology with Lab New Proposed: Large Animal Clinical Nursing	4	P: VET 101, VET 105, VET 201 -all with C or better P or C: VET 202 (with a C or better if prerequisite)
VET 201	Veterinary Anatomy & Physiology I	4	P: Admission to Vet Tech Program
VET 202	Veterinary Anatomy & Physiology II	4	P: VET 201 with C or better
VET 205	Former: Vet Lab Procedures New Proposed: Veterinary Laboratory Procedures	2	P: VET 126 and VET 201, both with C or better P or C: VET 202 (with C or better if prerequisite) C: VET 206 OR VET 231
VET 212	Former: Principles of Imaging with Lab New Proposed: Principles of Veterinary Imaging	1	P: VET 126, VET 151, VET 202- all with C or better P or C: VET 152 (with C or better if prerequisite) C: VET 213 OR VET 231
VET 220	Former: Animal Pathology New Proposed: Animal Pathophysiology	3	P: VET 151, VET 152, VET 202, VET 205, and VET 250 as well as VET 206 OR VET 231 – all courses with a C or better
VET 230	Veterinary Anesthesia and Surgical Nursing	3	P: VET 151, VET 202, VET 205, VET 250 and VET 280, all with a C or better C: VET 231, VET 232, OR VET 233
VET 235	Former: Veterinary Microbiology New Proposed: Veterinary Microbiology and Immunology	4	P: Admission to Vet Tech Program and Instructor Approval
VET 238	Veterinary Parasitology	3	P: VET 151, VET 152, VET 205, and VET 250 as well as VET 206 OR VET 231 – all courses with a C or better

CT State Community College Common Program Designated Electives Template

VET 240	Periodontology and Oral Radiology	2	P: VET 205 with C or better P or C: VET 212 and VET 230 as well as either VET 231 OR both VET 213 AND VET 232 or VET 233 (all with C or better if prerequisite)
VET 250	Principles of Pharmacology for the Veterinary Technician	3	P: VET 126 and VET 201 both with C or better; P or C: VET 202 (with C or better if prerequisite)
VET 280	Veterinary Technology Externship I	1	P: VET 102, VET 151, VET 202 - all with C or better AND instructor approval
Former: VET 281/VET 286 New Proposed: VET 290	Veterinary Technology Externship II	1	P: Instructor Approval
	Core Program Credits	51	

Norwalk Campus Program Designated Courses (3 credits)			
Students must take the specified courses listed below that are required for the Vet Tech program at their campus location. 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 courses with campus specific location, if applicable.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
Former: VET 205 New Proposed: VET 206	Former: Vet Lab Procedures New Proposed: Clinical Application to Veterinary Laboratory Procedures (Northwestern and Norwalk Campuses)	1	P: VET 126 and VET 201, both with C or better P or C: VET 202 (with C or better if prerequisite) C: VET 205
Former: VET 212 New Proposed: VET 213	Former: Principles of Imaging with Lab New Proposed: Clinical Diagnostic Imaging for the Veterinary Technician (Northwestern and Norwalk Campuses)	1	P: VET 126, VET 151, VET 202 all with C or better P or C: VET 152 (with C or better if prerequisite) C: VET 212
Former: VET 230 (Formerly combined lecture/lab course) New Proposed: VET 233	Former: Veterinary Anesthesia and Surgical Nursing with Lab (Formerly combined lecture/lab course) New Proposed: Clinical Approach to Veterinary Anesthesia and Surgical Nursing (Norwalk Campus)	1	P: VET 126, VET 151, VET 202, VET 205, VET 206, VET 250, and VET 280, all with a C or better
	General Education Core Credits	15-22	
	Core Program Credits	51	
	Norwalk Campus Program Designated Credits	3	
	Minimum Norwalk Campus Program Total Credits	69	

Middlesex Campus Program Designated Courses (3 credits)

Students must take the specified courses listed below that are required for the Vet Tech program at their campus location. 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 courses with campus specific location, if applicable.

Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
Former: VET 230 (Formerly combined lecture/lab course) New Proposed: VET 231	Former: Veterinary Anesthesia and Surgical Nursing with Lab (Formerly combined lecture/lab course) New Proposed: Combined Clinical Course for Veterinary Surgical Nursing, Lab Procedures, and Radiology (Middlesex Campus)	3	P: VET 151, VET 202, VET 250 and VET 280, all with a C or better C: VET 205, VET 212, VET 230
	General Education Core Credits	15-22	
	Core Program Credits	51	
	Middlesex Campus Program Designated Credits	3	
	Minimum Middlesex Campus Program Total Credits	69	

Northwestern Campus Program Designated Courses (3 credits)			
Students must take the specified courses listed below that are required for the Vet Tech program at their campus location. 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 courses with campus specific location, if applicable.			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
Former: VET 205 New Proposed: VET 206	Former: Vet Lab Procedures New Proposed: Clinical Application to Veterinary Laboratory Procedures (Northwestern and Norwalk Campuses)	1	P: VET 126 and VET 201, both with C or better P or C: VET 202 (with C or better if prerequisite) C: VET 205
Former: VET 212 New Proposed: VET 213	Former: Principles of Imaging with Lab New Proposed: Clinical Diagnostic Imaging for the Veterinary Technician (Northwestern and Norwalk Campuses)	1	P: VET 126, VET 151, VET 202- all with C or better P or C: VET 152 (with C or better if prerequisite) C: VET 212
Former: VET 230L New Proposed: VET 232	Former: Veterinary Anesthesia and Surgical Nursing with Lab New Proposed: Clinical Anesthesia, Surgical Nursing and Dentistry for Veterinary Technicians (Northwestern Campus)	1	P: VET 126, VET 151, VET 202, VET 205, VET 206, VET 250 and VET 280, all with a C or better C: VET 240
	General Education Core Credits	15-22	
	Core Program Credits	51	
	Northwestern Campus Program Designated Credits	3	
	Minimum Northwestern Campus Program Total Credits	69	

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

AWARD OF THE TITLE

CONNECTICUT STATE UNIVERSITY PROFESSOR

TO

NEETA CONNALLY

February 24, 2022

- WHEREAS, The faculty at Western Connecticut State University has recommended Dr. Neeta Connally for the title of Connecticut State University Professor; and
- WHEREAS, The President of Western Connecticut State University, John B. Clark, has endorsed the faculty recommendation to award the title to Professor Connally and Connecticut State Colleges and Universities President Terrence Cheng concurred; and
- WHEREAS, Professor Connally, a highly distinguished teacher and scholar, has served Western Connecticut State University since 2011 as a member of the Department of Biological and Environmental Sciences, while attaining extraordinary levels of achievement in research, teaching and service, and
- WHEREAS, Professor Connally has earned national recognition for her research on the blacklegged tick, the insect that most commonly transmits Lyme disease to humans and other animals, therefore be it
- RESOLVED, That the title of Connecticut State University Professor is herewith awarded by the Board of Regents to Dr. Neeta Connally of Western Connecticut State University effective February 24, 2022, pursuant to the BOR/AAUP Collective Bargaining Agreement; and be it further
- RESOLVED, That Professor Connally be entitled to all the rights, privileges and responsibilities pertaining to this honor.

A True Copy:

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

ITEM

Award of the title Connecticut State University (CSU) Professor to Dr. Neeta Connally of Western Connecticut State University

BACKGROUND

In accordance with BOR/AAUP Collective Bargaining Agreement, Article 5.6:

The Board, upon the recommendation of a President and the BOR President, may award full-time members the title, CSU Professor, provided that the member: 1) has been recommended for the honor by the President who has received the advice of a committee elected from the membership by a procedure designed by the Senate and approved by the President; 2) has been recognized by peers in the field for professional excellence.

CSU Professors shall retain their title for the duration of their service to the system and shall receive additional compensation at a rate 1.10 times their regular salaries.

Not more than four (4) CSU Professorships shall be awarded in any given year, and there shall not be more than twelve (12) in Connecticut State University nor more than three (3) in any one university at any given time.

RECOMMENDATION

President John B. Clark endorses the recommendation of Western's nominating committee and requests that the Board of Regents award the title CSU Professor to Dr. Neeta Connally of the Department of Biological and Environmental Sciences. The System President Terrence Cheng concurs with this recommendation. President Clark's letter of recommendation is attached.

02/04/2022 – BOR Academic & Student Affairs Committee

02/24/2022 – Board of Regents



OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

December 20, 2021

Terrence Cheng
President
Connecticut State Colleges and Universities
61 Woodland Street
Hartford, CT 06105

Dear President Cheng:

I am writing to recommend to the Connecticut Board of Regents for Higher Education that Dr. Neeta Connally, Professor in the Biological and Environmental Sciences Department in the Macricostas School of Arts and Sciences, be appointed a Connecticut State University Professor from Western Connecticut State University effective Spring Semester 2022. Professor Connally will replace Dr. C. Thomas Philbrick who retired in July 2021.

Professor Connally has distinguished herself both in her academic discipline and in her service to our students, colleagues, university, and the community. Below is a brief profile of her accomplishments and a copy of her curriculum vitae is also attached for your reference.

Dr. Connally, a medical entomologist, has built a national reputation with her research into the blacklegged tick, the insect that most commonly transmits Lyme disease to humans and other animals. Just as important, she fully involves students in her research in the field, where ticks are observed, gathered and analyzed, and in the Tick Lab on the WCSU campus.

Since 2011, when Dr. Connally joined the University, she has earned more than \$2.6 million in federal, state and local grants to support her work. The granting agencies include the Centers for Disease Control, the U.S. Environmental Protection Agency and the Connecticut Department of Public Health. She and her students have also partnered with the town of Ridgefield Health Department in the "Spray Safe, Play Safe" program to promote integrated tick management for preventing Lyme disease in children.

Terrence Cheng
December 20, 2021
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Dr. Connally is a tenured Professor in the Biological and Environmental Sciences Department and, in addition to her classroom teaching, has guided the work of more than 40 undergraduate students in the Tick Lab. She was recognized with the systemwide Connecticut State University Board of Regents Faculty Research Award in 2020 and was named a National Academies Education Fellow in Science in 2016. She has been the lead writer or co-writer on 23 referenced publications and has presented at 19 scientific presentations and panels, as well as numerous conferences and other scholarly meetings.

This colleague demonstrates many substantial and professional accomplishments in her discipline as an academic and educator, and I am pleased and proud to recommend Professor Connally to the Board of Regents her appointment as Connecticut State University Professor.

Thank you for your attention, and please let me know if you have any questions about this recommendation.

Yours truly,



Dr. John B. Clark

Attachment

c: M. Alexander, WCSU Provost & V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
L. Warren, WCSU CSU Professor Committee Chair

Neeta Pardanani Connally

Dept. of Biological & Environmental Sciences | Western Connecticut State University

EDUCATION

Ph.D.	University of Rhode Island, Kingston RI Doctor of Philosophy in Environmental Science (Concentration: medical entomology) Dissertation: Ecological determinants of Lyme disease in an endemic community
M.S.P.H.	Tulane University, School of Public Health & Tropical Medicine, New Orleans, LA Master of Science in Public Health (Concentration: human parasitology)
B.S.	Louisiana Tech University, Ruston, LA Bachelor of Science in Animal Biology (cum laude)

PROFESSIONAL EXPERIENCE

2021 - Present	Professor, Western Connecticut State University, Department of Biological & Environmental Sciences Danbury, CT
2016 - 2021	Associate Professor, Western Connecticut State University, Department of Biological & Environmental Sciences Danbury, CT
2011 - 2016	Assistant Professor, Western Connecticut State University, Department of Biological & Environmental Sciences Danbury, CT
2007 - 2010	Associate Research Scientist, Yale University School of Public Health, Connecticut Emerging Infections Program, New Haven, CT
2005 - 2007	Research Associate, Yale University School of Public Health, Connecticut Emerging Infections Program, New Haven, CT
2006 - 2006	Adjunct Professor of Biology, Norwalk Community College, Norwalk, CT
2004 - 2005	Public Health Epidemiologist, Stamford Department of Health and Human Services, Stamford, CT
2000 - 2004	Graduate Research Assistant, University of Rhode Island, Center for Vector-Borne Disease, Kingston, RI
1998 - 2000	Senior Laboratory Technician, New York State Department of Health, Arthropod-Borne Disease Program, Slingerlands, NY
1998 - 1998	Entomological Assistant, New York State Department of Health, Arthropod-Borne Disease Program, Slingerlands, NY

AWARDS AND RECOGNITION

2020	Connecticut State University Board of Regents Faculty Research Award (System Award)
2020	Connecticut State University Board of Regents Faculty Research Award (WCSU Award)
2016	National Academies Educational Fellow in Science
2015	CDC James H. Nakano Citation for outstanding scientific paper (Lyme disease testing by large commercial laboratories)
2015	Connecticut Campus Compact Community Engaged Scholar Award
2014	Connecticut State University Board of Regents Faculty Research Award (WCSU Award)

GRANTS

External funding

2021 - 2022	Evaluation of deer fencing of single residential properties to suppress host-seeking <i>Ixodes scapularis</i> ticks. Centers for Disease Control and Prevention #75D301-21-Q-73292, Mather, PI, Connally, co-PI, (sub-award) \$71,836.
2017 - 2021	TickNET: Lyme and other tickborne disease prevention research. Centers for Disease Control and Prevention to the CT Dept. of Public Health, Cartter, PI; (sub-award) #2017-0046, \$387,596
2017 - 2019	Spray safe, play safe: promoting integrated tick management for preventing Lyme disease in children. U.S. Environmental Protection Agency, Healthy Communities Grant #HC00A00241. Connally, PI. \$25,000.
2016 - 2021	Spatially scalable integrated tick vector/rodent reservoir management to reduce human risk of exposure to <i>Ixodes scapularis</i> ticks infected with Lyme disease spirochetes. Centers for Disease Control and Prevention, cooperative agreement #1U01CK000492-01. Connally, PI. \$1,624,389.

- 2012 – 2016 Lyme disease and other tickborne diseases prevention study. Centers for Disease Control and Prevention to the CT Dept. of Public Health cooperative agreement #1U50CK000195-01, Cartter, PI; (sub-award) #2012-0182, \$415,637.
- 2014 Evaluating the effect of para-menthane-3,8-diol composite formulations on *Ixodes scapularis* ticks. Bedoukian Research, Inc. Connally, co-PI. \$7,981.
- 2011 Lyme disease and other tickborne diseases prevention study. Centers for Disease Control and Prevention to the CT Dept. of Public Health cooperative agreement #U01-CI000307, Cartter, PI. (sub-award) #2011-0209, \$63,791.

Internal Funding

- Connecticut State University-American Association for University Professors Faculty Research Grants:
- 2019-20 Establishing laboratory capacity for detecting pathogens in blacklegged ticks. \$5000.
- 2013-14 Tick control by backyard chickens. \$3687.
- 2012-13 Identifying barriers to Lyme disease prevention. \$5000.
- 2012-13 Establishing a monitoring system for tickborne disease prevention. \$4983.

Center for Excellence in Learning and Teaching, Western Connecticut State University:

- 2014 Flipped Classroom Technology Mini-Grant. \$500.

REFEREED PUBLICATIONS [*denotes mentored student author]

- N.P. Connally**, A. Rowe, A. Kaufman, J.I. Meek, S.A. Niesobecki, A.P. Hansen, J.I. White, C. Nawrocki, E. Foster, L. Eisen, and A.F. Hinckley. Challenges for site selection and placement of 4-Poster devices to control *Ixodes scapularis* (Acari: Ixodidae) for an intervention trial of human-tick encounters and tick-borne diseases in residential settings. *Journal of Medical Entomology*. *In review*.
- Kopsco, H.*, R.K. Krell, T.N. Mather, and **N.P. Connally**. Tickborne disease prevention-seeking behaviors among internet and social media users. *Journal of Health Communication*. *In review*.
- Hinckley, A., S.A. Niesobecki, **N.P. Connally**, S.A. Hook, B.J. Biggerstaff, K. Horiuchi, A. Hojgaard, P.S. Mead, J.I. Meek. 2021. Prevention of Lyme and Other Tickborne Diseases using a Rodent-Targeted Approach: A Randomized Controlled Trial in Connecticut. *Zoonoses and Public Health*. <https://doi.org/10.1111/zph.12844>.
- S.A. Hook, C.C. Nawrocki, J.I. Meek, K.A. Feldman, J.L. White, **N.P. Connally**, and A.F. Hinckley. 2021. Human-Tick Encounters as a Measure of Tickborne Disease Risk in Lyme Disease Endemic Areas. *Zoonoses and Public Health*. doi:10.1111/zph.12810.
- Replogle, A.J., Sexton, C., Young, J., Kingry, L.C., Schriefer, M.A., Dolan, M., Johnson, T.L., **Connally, N.P.**, Padgett, K.A., and J.M. Petersen. 2021. A modified BSK medium for isolation and propagation of *Borrelia miyamotoi* and other Borreliae. *Scientific Reports*. 11:1-11.
- Hornbostel, V.L., R.K. Krell, J. Reid*, S. Volpe, B.L. Schappach*, and **N.P. Connally**. Spray safe, play safe: story-based films increase homeowner confidence about backyard tick management. *Journal of Medical Entomology*. 58:857-865.
- Schappach, B.L.*, R.K. Krell, V.L. Hornbostel, and **N.P. Connally**. 2020. Exotic *Haemaphysalis longicornis* (Acari: Ixodidae) in the United States: Biology, Ecology, and Strategies for Management. *Journal of Integrated Pest Management*. doi:10.1093/jipm/pmaa019.
- Egizi, A., Bulaga-Seraphin, L., Alt, E., Bajwa, W.I., Bernick, J., Bickerton, M., Campbell, S.R., **Connally, N.**, Doi, K., Falco, R.C., and 18 other authors. First glimpse into the origin and spread of the Asian longhorned tick, *Haemaphysalis longicornis*, in the United States. *Zoonoses and Public Health*. 00:1-14.
- Beard, C.B., and 32 authors, including WCSU Tick Lab authors **N.P. Connally** and B. Schappach*. 2018. Multistate infestation with an exotic disease-vector tick, *Haemaphysalis longicornis*, United States – August 2017 – September 2018. *Morbidity and Mortality Weekly Report*. 67:1319–1330.
- N. Connally**, D. Rose, N. Bruener, R. Prose, A. Fleshman, K. Thompson*, and Eisen, L. 2018. Impact of wearing and washing summer-weight permethrin-treated clothing articles on their contact irritancy and toxicity for nymphal *Ixodes scapularis* (Acari: Ixodidae) ticks. *Journal of Medical Entomology*. 56:199-214.
- Eisen, L., D. Rose, R. Prose, N. Bruener, M. Dolan, K. Thompson*, and **N. Connally**. 2017. Bioassays to evaluate non-contact spatial repellency, contact irritancy, and acute toxicity of permethrin-treated clothing against nymphal *Ixodes scapularis* ticks. *Ticks and Tick-Borne Diseases*. <http://dx.doi.org/10.1016/j.ttbdis.2017.06.010>.

- Kingry L.C., A. Replogle, D. Batra, L.A. Rowe, C. Sexton, M. Dolan, **N. Connally**, J.M. Petersen, and M.E. Schriefer. 2017. Toward a complete North American *Borrelia miyamotoi* genome. *Genome Announcements* 5:e01557-16. <https://doi.org/10.1128/genomeA.01557-16>.
- Connally, N.P.**, A. Hinckley, K. Feldman, M. Kemperman, D. Neitzel, S.B. Wee, J. White, P. Mead, and J.I. Meek. 2016. Testing practices and volume of non-Lyme tickborne diseases in the United States. *Ticks and Tick-Borne Diseases*. 7:193-198.
- Hinckley, A., J.I. Meek, J.E. Ray, S.A. Niesobecki, **N.P. Connally**, K. Feldman, E.H. Jones, P.B. Backenson, J.L. White, G. Lukacik, A. Kay, W. Miranda, and P.S. Mead. 2016. Effectiveness of a single peridomestic application of acaricide to prevent Lyme and other tickborne diseases. *Journal of Infectious Diseases*. pii: jiv775.
- Feldman, K., **N.P. Connally**, B. Backenson, A. Hojgaard, A. Geissler, E.H. Jones, J.I. Meek, J. White, and A. Hinckley. 2015. Abundance and infection rates of *Ixodes scapularis* nymphs collected from residential properties in Lyme disease-endemic areas of Connecticut, Maryland, and New York. *Journal of Vector Ecology*. 40:198-201.
- Hinckley, A., **N.P. Connally**, J.I. Meek, B. Johnson, M. Kemperman, K. Feldman, J. White, and P. Mead. 2014. Lyme Disease Testing by Large Commercial Laboratories in the United States. *Clinical Infectious Diseases*. 59(5):676-681. ****Received the 2015 CDC James H. Nakano Citation for Outstanding Scientific Publication****
- Connally, N.**, K. Yousey-Hindes*, and J.I. Meek. 2013. Selection of neighborhood controls for a population-based Lyme disease case-control study using a commercial marketing database. *American Journal of Epidemiology* 178(2): 276-279.
- Garnett, J.*, **N. Connally**, K. Stafford III, and M. Cartter. 2011. Evaluation of deer-targeted interventions on Lyme disease incidence in Connecticut. *Public Health Reports* 126(3): 446-454.
- Connally, N.P.**, A.J. Durante, K. Yousey-Hindes*, J.I. Meek, R. Nelson, and R. Heimer. 2009. Effectiveness of peridomestic Lyme disease prevention measures: Results of a three-year case-control study in Connecticut. *American Journal of Preventive Medicine* 37:201-206.
- Connally, N.P.**, H.S. Ginsberg, and T.N. Mather. 2006. Assessing peridomestic entomological factors as predictors for Lyme disease. *Journal of Vector Ecology* 31:364-370.
- Connally, N.P.**, R.W. Means, and D.J. White. 2006. Lyme disease vector ecology studies in New York State: Effectiveness of the Kness Snap-E trap. *Peromyscus Newsletter* 41:38-39.
- Pardanani, N.** and T.N. Mather. 2004. Lack of spatial autocorrelation in fine-scale distributions of *Ixodes scapularis* (Acari: Ixodidae). *Journal of Medical Entomology* 41:861-864.
- Pardanani, N.** 2004. Ecological determinants of Lyme disease in an endemic community. University of Rhode Island (Ph.D. Dissertation).

CONFERENCE ABSTRACTS & POSTERS [*denotes mentored student author]

- Hornbostel, V.L., J.I. Meek, A. Hansen, S. Niesobecki, and **N.P. Connally**. Deer-targeted 4-Poster tick control devices: logistical considerations for use in a community setting. Entomological Society of America Annual Meeting, Denver, CO, November 2021. Poster.
- Weiss, D.* and **N.P. Connally**. The effects of peridomestic microclimate on survival of *Ixodes scapularis* ticks. The Entomological Society of America Eastern Branch Meeting (virtual), March 2021. Student poster competition entry.
- Schrull, C.*, T. Pinou, and **N. Connally**. Predicting diamondback terrapin road crossing mortality hotspots in Connecticut. Northeastern Naturalist Annual Conference. Abstract accepted but conference postponed due to COVID-19 pandemic. April 2020.
- Hornbostel, V.L., R.K. Krell, J. Reid*, S. Volpe, B. Schappach*, and **N.P. Connally**. Spray safe, play safe: story-based films increase homeowner confidence about backyard tick management. CDC Vector Week, Fort Collins, CO. February 2020. Poster.
- Hornbostel, V.L., R.K. Krell, J. Reid, S. Volpe, and **N.P. Connally**. Spray safe, play safe: story-based short films to help families understand backyard acaricide use for preventing Lyme disease. The Entomological Society of America Annual Meeting, St. Louis, MO, November 2019. Selected presentation.
- Connally, N.P.**, T.N. Mather, H.S. Ginsberg, R.K. Krell, S. Engborg, H. Hojgaard, A. Hinckley, and L. Eisen. The Backyard Integrated Tick Management (BITM) Study: Understanding and reducing peridomestic risk for tickborne disease. The 13th International Conference on Lyme Borreliosis and Other Tick-Borne Diseases. Atlanta, GA, September 2018. Poster.

- Krell, R.K., J. Reid, V. Hornbostel, S. Volpe, and **N.P. Connally**. Spray safe, play safe: promoting effective and judicious backyard acaricide use by families to prevent Lyme and other tickborne diseases. The 13th International Conference on Lyme Borreliosis and Other Tick-Borne Diseases. Atlanta, GA, September 2018. Poster.
- Kopsco, H.*, R.K. Krell, T.N. Mather, and **N.P. Connally**. Follow Us! Assessing Beliefs and Attitudes about Tick-borne Disease Prevention Expertise in the Social Media Age. The 13th International Conference on Lyme Borreliosis and Other Tick-Borne Diseases. Atlanta, GA, September 2018. Selected Presentation (by H. Kopsco).
- Eisen, I., N.E. Bruener, D. Rose, R. Prose, R.J. Eisen, and **N.P. Connally**. Impact of permethrin-treated clothing on human-biting ticks. The 13th International Conference on Lyme Borreliosis and Other Tick-Borne Diseases. Atlanta, GA, September 2018. Poster.
- Zapata-Ramirez*, S.M., B. Schappach*, R.K. Krell, and **N.P. Connally**. A comparison of household dryer-induced mortality on laboratory-reared and field-collected *Ixodes scapularis* ticks. The Entomological Society of America Eastern Branch Meeting, Annapolis, MD, March 2018. Student poster competition entry.
- Feldman, K., **N.P. Connally**, B. Backenson, A. Hojgaard, A. Geissler, E.H. Jones, J.I. Meek, J. White, and A. Hinckley. Abundance and infection rates of *Ixodes scapularis* nymphs collected from residential properties in Lyme disease-endemic areas of Connecticut, Maryland, and New York. The International Conference on Emerging Infectious Diseases, Atlanta, GA, August 2015. Poster.
- Hook, S.A., A.F. Hinckley, J.I. Meek, K.A. Feldman, J.L. White, **N.P. Connally**, P.S. Mead. Human-tick encounters as a surrogate measure of disease in tickborne disease intervention studies. The International Conference on Emerging Infectious Diseases, Atlanta, GA, August 2015. Poster.
- Hinckley, A., J.I. Meek, J.E. Ray, S.A. Niesobecki, **N.P. Connally**, K. Feldman, E.H. Jones, P.B. Backenson, J.L. White, G. Lukacik, A. Kay, W. Miranda, and P.S. Mead. 2015. Effectiveness of a single peridomestic application of acaricide to prevent Lyme and other tickborne diseases. The International Conference on Emerging Infectious Diseases, Atlanta, GA, August 2015. Poster.
- Aloni, M., Barrett, D., **Connally, N.**, D'Esposito, K. & Prieto, H. To Flip (Your Classroom) or not To Flip? Research-based Strategies for Reinventing the Classroom. Presented at the Annual Conference on Teaching of the Society for the Teaching of Psychology, Atlanta, GA, October 2014. Panel discussion.
- Papp, M.,* **N. Connally**, C.T. Philbrick, and C.P. Bove. Predicting geographic distribution of riverweeds in South American rivers with GIS. The XI Latin American Botanical Congress in Bahia, Brazil, October 2014. Poster.
- DiNino, M.* and **N. Connally**. A spatial analysis of environmental factors related to American black bear sightings in Connecticut. The Sigma Xi Northeast Regional Conference, Stonybrook, NY. April 2014. Poster.
- Feldman, K., **N.P. Connally**, B. Backenson, A. Hojgaard, A. Geissler, E.H. Jones, J. Meek, J. White, and A. Hinckley. Nymphal densities and infection rates of *Ixodes scapularis* nymphs collected from residential properties in Lyme disease-endemic areas of Connecticut, Maryland, and New York. Entomological Society of America Annual Meeting, Austin, TX, November 2013. Poster.
- Connally, N.P.**, A. Hinckley, J.I. Meek, K. Feldman, M. Kemperman, D. Neitzel, S.B. Wee, J. White, and P. Mead. Laboratory Testing for Tickborne Diseases in the United States: Results of a TickNET Survey. The 13th International Conference on Lyme Borreliosis and Other Tick-borne Diseases, Boston, MA, August 2013. Poster.
- Hinckley, A., **N.P. Connally**, J.I. Meek, B.J. Johnson, M. Kemperman, K. Feldman, J. White, and P. Mead. TickNET: A survey of laboratory testing practices for Lyme disease - United States, 2008. The 13th International Conference on Lyme Borreliosis and Other Tick-borne Diseases, Boston, MA, August 2013. Poster.
- Reid, J.*, K. Thompson*, D.W. Barrett, and **N.P. Connally**. Identifying barriers to chemical Lyme disease prevention methods. The 13th International Conference on Lyme Borreliosis and Other Tick-borne Diseases, Boston, MA, August 2013. Poster.
- Connally, N.P.**, A.J. Durante, K. Yousey-Hindes, J.I. Meek, R. Nelson, and R. Heimer. To tuck or not to tuck: an evaluation of recommended peridomestic Lyme disease prevention measures. The 11th International Conference on Lyme Borreliosis and Other Tick-borne Diseases, Irvine, CA, October 2008. Poster.

- Garnett, J.*, **N.P. Connally** K. Stafford III, and M.L. Cartter. Evaluation of deer-targeted interventions on Lyme disease incidence in Connecticut. The Annual Connecticut Infectious Disease Society Meeting, Waterbury, CT, May 2008. Poster.
- Yousey-Hindes, K.*, **N.P. Connally**, A.J. Durante, J.I. Meek, and R. Nelson. Peridomestic Lyme disease prevention in Connecticut: A three-year, population-based case-control study. The 134th Annual American Public Health Association Meeting and Exposition. Boston, MA, November 2006. Poster.
- Pardanani, N.**, J.I. Meek, A.J. Durante, and R. Nelson. Evaluating effectiveness of personal and peridomestic Lyme disease prevention strategies. The Annual Connecticut Infectious Disease Society Meeting, Southbury, CT, May 2005. Poster.
- Prusinski, M., **N. Pardanani**, M. Martin, S. Bamberger, J. Drobnack, R.G. Means, J.J. Howard, J. Oliver, and D.J. White. Regional *Borrelia burgdorferi* infection of small mammals in New York State. The Ninth International Conference on Lyme Borreliosis, New York, NY, August 2002. Poster.
- Mather, T.N., M.J. Brewer, M.C. Nicholson, N.J. Miller, and **N. Pardanani**. Identifying factors that determine patterns of *Ixodes scapularis*-transmitted disease in the northeastern United States. The Fourth International Conference on Ticks and Tick-Borne Pathogens, Alberta, Canada, July 2002. Poster.
- Pardanani, N.**, R.G. Means, and D.J. White. Lyme disease vector ecology studies in New York State: Effectiveness of the Kness Snap-E trap for capturing small mammals. The 31st Annual Conference of the Society for Vector Ecology, Asheville, NC, October 1999. Poster.

NON-REFEREED PUBLICATIONS

- Connally, N.** 2021. Sci-ku (science haiku) about tick identification. Medical, Urban, and Veterinary Entomology Section April Newsletter, Entomological Society of America.
- Connally, N.** 2018. [Tick-repellent clothing: how laundry suds affect your permethrin-treated duds.](#) Entomology Today.
- Connally, N.**, and R. Krell. 2018. [Meet the Tickborne Disease Prevention Laboratory at Western Connecticut State University.](#) Northeast Center for Excellence in Vector-Borne Diseases Quarterly Digest, Issue 2.

INVITED SCIENTIFIC PRESENTATIONS & PANELS

- Peridomestic prevention of Lyme and other tick-borne diseases using an integrated tick management approach. Entomological Society of America Annual Meeting, Denver, CO. November 2021.
- Peridomestic studies of tickborne disease risk and prevention. Connecticut Entomological Society 557th Meeting. September 2020.
- New Tick Threats and Control Tactics. US Environmental Protection Agency Center for Integrated Pest Management (webinar). February 2020. Invited speaker and panelist.
- Close encounters of the “tick” kind: backyard studies of tickborne disease risk and prevention. CDC Vector Week, Fort Collins, CO. February 2020.
- Thinking outside-the-box: the support that helps me conduct research at a primarily undergraduate institution. Women & Allies in Entomology Breakfast, the Entomological Society of America Annual Meeting, St. Louis, MO. November 2019.
- Adventures in backyard Lyme disease prevention. Ross Research Seminar Series, Biology Department. Fairfield University, Fairfield, CT, January 2019.
- Peridomestic prevention of *Ixodes scapularis*-associated diseases in the northeastern United States. The Northeast Center of Excellence in Vector-Borne Disease Annual Meeting, New Haven, CT, January 2019.
- Preventing Lyme disease in the Information Age. Entomological Society of America Annual Meeting, Denver, CO. November 2018.
- The Backyard Integrated Tick Management Study: understanding peridomestic risk and prevention of *Ixodes scapularis*-associated diseases in the northeastern United States. The 48th Annual Conference of the Society for Vector Ecology, Yosemite, CA, October 2018.
- Tick Exposure Field Study. Centers for Disease Control and Prevention Research TickNET Partners Meeting. Atlanta, GA. September 2018.
- Tickborne disease prevention in the northeastern United States. Current strategies and challenges. Presented to the US Health and Human Services Tick-Borne Disease Working Group Subcommittee on Disease Vectors, Surveillance, and Prevention. Webinar, March 2018.
- The Backyard Integrated Tick Management Study. The Northeast Integrated Pest Management Conference, Baltimore, MD, March 2018.

How To Be a Bad Host (and other adventures in backyard tick management). Biology Department Seminar Series, Eastern Connecticut State University, Willimantic, CT. October 2017.

The Importance of Science: Lessons from the Tick Lab. Science Research Program Symposium, Staples High School, Westport, CT, May 2016. Keynote speaker.

Effectiveness of Peridomestic Prevention Measures Against Lyme disease. Tickborne Disease Integrated Pest Management Conference, Environmental Protection Agency, Washington, DC, March 2013.

The Epidemiology of Lyme Disease in the Northeastern United States. American Society for Microbiology, Connecticut Valley Branch annual meeting. Danbury, CT, October 2012.

Reducing Backyard Risk for Lyme Disease. UCONN Waterbury Research Lecture Series. Waterbury, CT, October 2012.

TickNET: Results of a laboratory survey. Centers for Disease Control and Prevention Research Partners Meeting. Fort Collins, CO, September 2011.

TickNET: Preliminary results of a laboratory survey. Centers for Disease Control and Prevention Conference for the Surveillance, Prevention, and Control of Tick-Borne Disease in the U.S. Fort Collins, CO, November 2009.

ADDITIONAL TEACHING & MENTORING EXPERIENCE

2021 - Present	Coordinator, Teaching Assistant Fellows Program (for MS Biology graduate students), Dept. of Biological & Environmental Sciences, Western CT State University
2019	Mentor, Summer Undergraduate Research Fellowship (SURF), Dept. of Biological & Environmental Sciences, Western CT State University
2012 - 2020	Mentor, Western Research Day Annual Symposium, Western CT State University (Mentored WCSU students have been awarded the Provost's prize)
2016	Helmsley/National Academies Summer Institute on Undergraduate Scientific Teaching, University of Connecticut
2005 - 2010	Internship Preceptor & Thesis Reader, Yale University School of Public Health
2001 - 2004	Teaching Assistant, University of Rhode Island, Department of Plant Sciences & Entomology. Courses: Wildlife and Human Disease; Medical Entomology
2002 - 2003	Mentor, Coastal Fellows Undergraduate Research Program, University of Rhode Island
1995 - 1996	Laboratory Teaching Assistant, Louisiana Tech University, Department of Biology, Courses: Comparative Anatomy of the Vertebrates; Biological Principles

EDUCATIONAL CONFERENCES AND WORKSHOPS

Online Teaching Workshop Series (to address pedagogy during COVID-19 pandemic), Center for Excellence in Learning and Teaching, Western CT State University. July 2020.

Helmsley/National Academies Summer Institute on Undergraduate Scientific Teaching. University of Connecticut, Storrs, CT, July 2016. Selected participant.

Conference on Teaching Large Classes, Virginia Tech University, Blacksburg, VA. July 2015.

Developing and Assessing Students' Critical Thinking Skills. Yale Center for Scientific Teaching, New Haven, CT. July 2014.

GIS Educators' Day, Northeast Regional Arc Users Conference, Mystic, CT. October 2013.

GIS and Spatial Thinking in the Undergraduate Curriculum conference, Bucknell University, Lewisburg, PA. November 2012.

NSF ADVANCE Leadership Workshop, Women Evolving Biological Sciences, Seattle, WA. Selected participant. October 2007.

Workshop on Effectively Teaching Undergraduates. Instructional Development Program, University of Rhode Island, Kingston, RI, August 2003.

COMMUNITY ENGAGED SCHOLARSHIP

Invited Outreach Presentations and Events

Tick Prevention Webinar. Bartlett Arboretum and Gardens, May 2020.

Tick prevention outreach booth at Earth Day festival, New Milford, CT, April 2018.

Preventing Lyme disease, one tick bite at a time: How scientific research informs community prevention of tick-borne diseases. Presentation and panel member for Building a Model Community Response to Lyme Disease series, Ridgefield Public Library, Ridgefield, CT, April 2016.

How can you prevent Lyme disease? Seminar (2nd in a series) presented for Building a Model Community Response to Lyme Disease series, Ridgefield Public Library, Ridgefield, CT, April 2016.

Preventing Lyme disease in your backyard. Bartlett Arboretum Public Research Talk, Stamford, CT May 2015.

Ticks hands-on learning activity for Scotland Elementary School's Science Night focused on arthropods. Ridgefield, CT. March 2015.

Preventing Lyme disease. Eye on Bethel public access television program, produced by Town of Bethel, CT. Aired May 2012.

A tick research update. The Housatonic Valley Council of Elected Officials, Tick-Borne Illness Prevention Task Force, Newtown, CT, June 2011.

Preventing Lyme disease in your backyard: Results of a CT Study. Westport Public Library Lyme Symposium, Westport, CT, April 2011.

Enjoying the great outdoors, Lyme-free. Ridgefield Public Library, Ridgefield, CT, July 2011.

Lyme prevention studies in Connecticut. Tick-borne Illness Prevention Task Force, Housatonic Valley Council of Elected Officials. Brookfield, CT, June 2011.

Tick talk. MOMS Club of Ridgefield South and Redding, Ridgefield, CT, May 2011.

How Can We Prevent Lyme disease? Fairfield County Lyme Leaders Symposium, Ridgefield, CT, November 2008 and November 2009.

Ticks and Lyme Disease. Biodiversity and Human Health Fellows Program (for middle and high school teachers), Peabody Museum of Natural History, Yale University, New Haven, CT, July 2008.

Peridomestic Lyme disease prevention in Connecticut. Lyme Disease Prevention Informational Forum, State of Connecticut General Assembly, Public Health Committee, Hartford, CT, December 2007.

It's tick time. Public access television program, produced by Weston-Westport Health District, Weston, CT. Aired spring/summer 2008.

Hiking, camping, and deer ticks...Oh my! Mountain Workshop (to teach outdoor educators about tick bite prevention), Georgetown, CT, June 2005:

Evaluating peridomestic Lyme disease prevention measures. Sharon Hospital Brown-Bag Lunch Series, Sharon, CT, April 2005.

An introduction to water-borne diseases. SoundWaters Educational Center (Part of a workshop to educate elementary school science teachers), Stamford, CT, January 2005.

Ticks and Lyme disease hands-on learning experience for elementary school students. Various schools in South Kingstown, RI. 2001 - 2003.

Invited Presentations/Panels At WCSU

Fostering community and rapport in the online classroom. WCSU CELT Online Teaching of Psychology Conference. Invited panelist. November 2020.

Taking a bite out of Lyme disease: How a tiny tick can cause a big problem, and how a small university can have a major impact. WCSU Legislative Breakfast. Invited speaker, March 2019.

Lunch with a Leader Series: Sponsored by the Western Connecticut State University Office of Diversity and Equity. Invited speaker, February 2019.

Tick research at WCSU. Academic Showcase for Board of Regents visit and awards presentation hosted by WCSU. Invited presenter, April 2014.

Flipping the classroom: How we did it, what we learned. Panelist and group presentation by Connally, N., M. Aloni, K. D'Esposito, and H. Prieto. Workshop by WCSU Center for Excellence in Learning and Teaching, 2014.

Coffee & Conversation with WCSU President James Schmotter. Led an informal discussion about tick prevention to invited community members. Western Connecticut State University, May 2012.

News, Podcasts, and Science Communication

[Gardeners, take heed: It's a 'tick-y year.'](#) New York Times, June 2021.

[Frantic about residential tick management? This film series is just for you.](#) Entomology Today. November 2020.

[On coronavirus cabin-fever walks, watch for ticks.](#) The News-Times, April 2020.

[CELТ Podcast: How being a researcher can inform teaching.](#) WCSU Center for Excellence in Learning & Teaching (CELТ). April 2020.

[Spray Safe, Play Safe: science-based short films](#) about backyard tick management. April 2019.

[Tick bite prevention memes available for sharing](#) from the Tickborne Disease Prevention Laboratory at WCSU. Northeast Center for Vector-borne Disease Announcements. (Downloadable, science-based tick bite prevention infographics). Launched October 2019.

[Acarology \(TICKS\) with Dr. Neeta Pardanani Connally](#). Ologies with Alie Ward (podcast), June 2019.

[A boy heard a buzz and felt something strange. The cause caught his doctors by surprise](#). CNN News, May 2019.

[How deet and permethrin can protect you](#). Consumer Reports, May 2019.

[Global Lyme Alliance \(GLA\) social media interview](#), with GLA research director, Dr. Mayla Hsu, March 2019.

[To repel ticks, try spraying your clothes with a pesticide that mimics mums](#). National Public Radio (NPR) Morning Edition, interview with NPR health correspondent Allison Aubrey, July 2018.

[New Lyme disease campaign being filmed in Ridgefield this summer](#). The Ridgefield Press, July 2018.

[Tick prevention special](#). Western CT State University 411 (podcast), June 2018.

[The latest on backyard tick research with Dr. Neeta Connally](#) A Way to Garden with Margaret Roach (podcast), December 2017.

[Ridgefield and WCSU prevention campaign gets EPA funding](#). The News-Times. October 2017.

[WCSU Tickborne Disease Prevention Laboratory Facebook page](#). Public social media page for sharing of science-based tickborne disease prevention information. Launched October 2017. Currently followed by 1141 platform users.

Talking all things TICKS! It Takes Two with Amy and JJ, The Mighty 790 KFGO (radio). May 2017.

[WCSU professor's \\$1.6M award is largest research grant in Western's history](#). CT Post, October 2016.

[WCSU gets \\$1.6 million CDC grant to study ticks](#). The News-Times (front page), September 2016.

[Dr. Neeta Connally: Tick Talk](#). Lyme Connection News, August 2015.

Ridgefield's Lyme disease efforts become a model for state. The Ridgefield Press, July 2015.

Want to touch bugs? Arthropods get friendly at Scotland School's science night. The Ridgefield Press, March 2015.

The key to Lyme disease prevention is in your own backyard (literally). CSU CONNects. January 2015.

[Be careful: ticks could be arriving earlier this spring](#). The News-Times, April 2015.

Deer hunt gets a vote on Tuesday. The Ridgefield Press, September 2014.

Tick-borne virus in state, not people. The News-Times, August 2013.

Study looks to mice to fight Lyme disease. The News-Times, April 2013.

[Collecting Ticks \(Drag this way!\)](#). Entry in Entomological Society's YouTube Your Entomology Contest September, 2012

[Videos that creep toward the viral](#). NY Times Science. November 2012.

Grant awarded to WCSU professor will keep Lyme disease study ticking along. The News-Times, April 2012.

[Ticked off: Westport forum gets advice on battling Lyme disease](#). Westport News. April 2011.

WestConn biology team tackling ticks in town. The Ridgefield Press, May 2012.

TRAINING AND CERTIFICATIONS

CITI Program training for conducting human subjects research. Courses: Basic Biomedical Research, Biomedical Responsible Conduct in Research, Student Class Projects. October 2020.

Commercial Pesticide Junior Applicator certification. State of Connecticut, Dept. of Energy & Environmental Protection. August 2020.

CITI Program training for Institutional Animal Use and Care (IACUC) Chairs, Members, and Coordinators. November 2019.

Hatha yoga teacher certification for K-8 children. Yoga Haven, Tuckahoe, NY. April 2009.

Medical and Veterinary Acarology Summer Program. Ohio State University, Columbus, OH, July 2000.

PROFESSIONAL SERVICE

Working Groups

2020 - Present	Appointed member, Connecticut Governor's Council on Climate Change (GC3), Science and Technology Committee.
2020 - Present	Member, Medical, Urban, and Veterinary Entomology (MUVE) Communications Committee, Entomological Society of America.

2019 - 2020	Appointed member, U.S. Department of Health and Human Services Tick-Borne Disease Working Group Subcommittee on Disease Vectors, Ecology, and Control
2017 - 2018	Appointed member (and lead writer for tick management priority subcommittee member report), U.S. Department of Health and Human Services Tick-Borne Disease Working Group Subcommittee on Disease Vectors, Surveillance, and Prevention
2013 - Present	Member, Public Integrated Tick Management Working Group, administered by the US Environmental Protection Agency and the IPM Institute of North America, Inc.

Journal Review	Journal of Medical Entomology, 2016 - 2021
	Ticks and Tick-Borne Diseases, 2016 - 2021
	Public Health Reports, 2021
	American Journal of Epidemiology, 2020
	Annals of the Entomological Society of America, 2020
	Zoonoses and Public Health, 2018-2020
	Emerging Infectious Diseases, 2018-2019
	Northeastern Naturalist, 2018
	Journal of Vector Ecology, 2008 - 2010
	Clinical Infectious Diseases, 2007

Grant Review	
2019	Special Emphasis Panel, CK19-002, Centers for Disease Control and Prevention. Quantifying Contact Rates and Mixing Patterns in Workers in Non-Healthcare Works Settings in the U.S. and Modeling the Effect of Workplace Social Distancing Measures in Reducing Influenza Transmission. Reviewer. Invited and agreed to serve but was later not required to serve due to changes in the panel's charge.
2018	CT Agricultural Experiment Station, Hatch Grant, CONH00398, National Institute of Food and Agriculture. Internal Reviewer.
2016	Special Emphasis Panel, CK17-005, Centers for Disease Control and Prevention. Vector-Borne Disease Regional Centers of Excellence (applications for CDC to award \$50 million to start five regional centers of excellence for vector-borne disease research). Reviewer.
2013	CT Agricultural Experiment Station, Hatch Grant, CONH00344, National Institute of Food and Agriculture. Internal Reviewer.
2007	Educational Foundation of America. Reviewer.

Conference Service	
2019	Table anchor (for Academic Teaching-focused table), Women & Allies in Entomology Breakfast, the Entomological Society of America Annual Meeting, St. Louis, MO
2018	Moderator, Emerging Tick-Borne Diseases Symposium, The 48 th Annual Conference of the Society for Vector Ecology, Yosemite, CA
2018	Abstract Reviewer, Prevention section, The 13 th International Conference on Lyme Borreliosis and Other Tick-Borne Diseases, Atlanta, GA
2017	Judge, Student poster competition, Entomological Society of America Annual Meeting, Denver, CO

UNIVERSITY & DEPARTMENTAL SERVICE

2021 - 2022	Member (elected), WCSU Center for Excellence in Teaching and Learning
2020	Member (appointed), WCSU Ad-hoc Academic Affairs Planning Committee
2019 - 2020	Member (elected), WCSU Ad-hoc Committee on Student Evaluation of Teaching
2019 - 2020	Member, Northeast Regional Sigma Xi Annual Conference Planning Committee
2018 - Present	Member, Alternate Scientist (provost-appointed), WCSU Institutional Animal Care and Use Committee
2016 - 2017	Member, WCSU Biology Dept. working group for HHMI Inclusive Excellence Grant proposal
2015 - 2021	Reviewer, CSU Board of Regents Research Award (2015), Teaching Award (2016), Adjunct Teaching Award (2017), and Community College Teaching Award (2021)
2011 - 2021	Mentor and poster judge, Western Research Day, 2011-2016, and 2021 (mentor only)
2014 - 2015	Grant reviewer (provost-appointed), CSU-AAUP Faculty Grant Program. Reviewed 63 grant applications from science faculty at CSU schools.

2013 - 2014	Member, Northeast Regional Sigma Xi Annual Conference Planning Committee
2014	Representative (Biology Department), WCSU University Senate
2013	Member (elected), Western International Committee
2012	Member (provost-appointed), WCSU Search Committee for Director of Sponsored Research
2011-Present	Biology Departmental Committees: Teaching Assistant Fellows coordinator (2021-2022); MS Biology Graduate Program Committee (2018-present); Space Committee (2019 - present); Social media platforms coordinator (2014-present); Reassigned Time Recovery Funds Committee (2011-2015, 2021-present); Dept. Research Seminars coordinator (2011-2014, co-coordinator 2020-2021); Assessment Committee (2012-2011-2014; 2018-2019); Indirect Funds Committee (2016); Departmental Evaluation Committee (DEC) (2016-17, 2019-20); Biology first-year course co-coordinator (2016-17); Student Undergraduate Research Fellowship (SURF) Committee (2016-2017); Biology Follies coordinator (2015-2016); Member of seven biology faculty search committees.

OTHER SERVICE

2021	Judge, 36 th Annual Joseph Belsky Research Day Poster Competition, Western Connecticut Health Network, Danbury Hospital (virtual), May 2021
2020	Judge, 35 th Annual Joseph Belsky Research Day Poster Competition, Western Connecticut Health Network, Danbury Hospital (virtual), June 2020
2019	Judge, 34 th Annual Joseph Belsky Research Day Poster Competition, Western Connecticut Health Network, Danbury Hospital, May 2019
2017	Judge, 32 nd Annual Joseph Belsky Research Day Poster Competition, Western Connecticut Health Network, Danbury Hospital, May 2017
2016	MS external thesis reader, Dept. of Community Health, Dalhousie University, Halifax, Canada
2015-2019	Member, Western Connecticut Health Network/Lyme Connection Tickborne Disease Prevention Committee
2007-2019	Scientific Advisor, BLAST Lyme Disease Prevention Program, Town of Ridgefield, CT
2016-2018	Team coach, Connecticut Odyssey of the Mind, Division I (Grades 3-5)
2012-2017	Observer, Tickborne Disease Prevention Task Force, Western Connecticut Council of Governments (formerly Housatonic Valley Council of Elected Officials)
2009-2010	Public Health Ambassador, Association of Schools of Public Health
2005-2006	Contributing Writer (<i>Bug of the Week</i> , a weekly entomology column), Hersam-Acorn Newspapers (published in the Arts section of 8 regional newspapers)
2003-2004	Member (appointed), President's Commission for the Status of Women, University of Rhode Island
2001-2004	Senator, Graduate Student Senate, University of Rhode Island

PROFESSIONAL MEMBERSHIPS

Connecticut Entomological Society
 Connecticut Public Health Association
 Entomological Society of America
 Sigma Xi Research Honor Society
 Society for Vector Ecology

FAC Resolution on Vaccine Mandate and Related Anti-Covid Measures for Spring 2022

Approved unanimously at a special FAC meeting, Jan. 10, 2022

Whereas:

1/ Covid-19 remains a serious health threat, due to the omicron variant now dominant, and the increasing numbers of infections it is producing -- a situation of health and safety for all students, faculty and staff which the FAC is required to address as part of its mandate;

2/ The CSCU President in his Nov. 1 announcement stressed that “Our overall goals are to

- 1) decrease the number of students who have not attested to their vaccination status,
- 2) to decrease the number of non-medical exemptions wherever possible, and
- 3) to continue to impose consequences for non-compliance.”

3/ The CSCU President in his Nov. 1 announcement also stated that “This continuous improvement will take place at the campus level allowing flexibility to address concerns based on local conditions”, with a mandate to local leadership to:

- 1) “Review and work to reduce the non-medical exemptions provided to students” and
- 2) “Continue to impose consequences for non-compliance for those students that have not attested to their vaccination status or have been granted exemptions but have not consistently reported for weekly testing”

4/ At least one vaccine (Pfizer) has now received final authorization (Biologic License), and vaccination and booster guidance has been extended by the CDC to include college-aged students..

5/ Exemptions for non-medical reasons place in danger not only the individual concerned but others with whom they are in contact, and are inconsistent with the moral requirement of acting so as not to harm others;

6/ Legal challenges to vaccine mandates have been rejected in the paradigm case of Indiana University -- which the Supreme Court declined to review leaving it in full force --, and closer to home, in cases involving challenges to mandates at UMass (Lowell) and UConn, both of which were rejected by district courts;

7/ Community college students who are using guided pathways to proceed to state universities need to have a consistent procedure for verifying their vaccination status that will seamlessly transfer;

8/ The goal of controlling any outbreak/uptick/surge of a communicable disease requires knowledge and information, their application through policies to protect all students, faculty and staff, and the means to implement and enforce those policies;

Be it Resolved that:

1/ *Educational Campaign*: Continue the educational campaign to convince undecided individuals of the need for vaccination:

1. Draw on the audio-video and other communication skills of our students, including but not limited to those in nursing, biology, bio-molecular sciences, communication, and other fields, to produce social media products explaining functioning of the virus and the vaccines, and the need for vaccination. This campaign could be supplemented by written material on the ethical and legal justifications for mandated vaccination.

2. Consult faculty and staff who have expertise in areas such as the mechanisms of viruses and pandemics, public health, student mental health, ethical issues and the communication of information -- including biologists, psychologists, communication specialists and student affairs staff -- to improve local and system-wide policies and implementation measures.

2/ Information and Data: There should be a meeting at each institution (college or university) of the university President or college CEO (or their designates), and the campus Senate (or equivalent) and union Presidents to review data in the following areas to better inform policy for implementation and enforcement measures:

1. Rate of vaccination (full series/two vaccinations spaced as recommended of students living on campus and commuter students, and including statistics on booster vaccinations when available.
2. Rate of vaccination (full series/two vaccinations spaced as recommended) of graduate students, faculty, and staff at the universities.
3. Number of medical exemptions granted, summed across students, faculty, and staff.
4. Number of nonmedical exemptions granted, summed across students, faculty, and staff.
5. Current and ongoing schedule of random screening of residential and commuter students, faculty, and staff and results of those screenings.
6. Current and ongoing overall positivity rate, to the extent that this is known from required and non-required self-reporting of individuals tested.

3/ Reporting of vaccine status: Currently only the universities have Medicat software which enables each student, faculty or staff member to upload to a secure database proof of vaccination status;

1. Extend the use of Medicat to all community colleges for proof of vaccination status, assuring consistency between colleges and universities and seamless transition between institutions;
2. Establish and widely publicize a deadline for reporting of vaccination status for spring 2022 term no later than the end of January 2022; and a date to be determined before spring break once boosters are recommended and/or required.

4/ Non-Medical Exemptions: Consistent with the stated objective of reducing non-medical exemptions, the ideal would be eliminating the category completely, but short of that CSCU institutions must require of all applicants for non-medical exemptions a statement of their reason for requesting the exemption, with a committee or designated individuals to determine whether an application is to be accepted or not, based on the following criteria:

1. Objections of a strictly personal nature (e.g., “fear of needles”, “distrust of government”), or reasons based on misinformation (e.g., “aborted cells were used in producing the vaccine”, “the vaccines are too new and untested”) should be uniformly rejected;
2. Religious objections could be allowed for members of religions that preclude medical treatment in their basic tenets (e.g., Christian Scientists), accompanied by an attestation by a minister of that religion (see the Vanderbilt University list of such religions, which are very few in number and do not include any mainstream religions);
3. If necessary by state law or explicitly documented policy, exemptions may be allowed for other individuals but must (i) be accompanied by a statement of strongly held religious belief, (ii) an attestation by a registered minister of that religion, and (iii) be subject to a meeting between an appropriate university or college official and the student to discuss the moral and medical implications of such an exemption.

5/ *Enforcement for non-compliance*: Consistent with the objective of imposing consequences for non-compliance:

1. Warnings for first time violators (failure to report vaccination status, failure to be regularly tested in the case of those with exemptions, failure to follow masking or other policies) shall be followed by increasing sanctions, including barring from on campus events and seeking on campus services, health hold on registration, up to and including suspension (but not expulsion) for repeat violators.
2. Equivalent measures, subject to collective agreement considerations, should apply to faculty and staff.
3. Students barred from campus until they return to compliance cannot demand online material or online meetings not already provided by the courses for which they are registered

6/ *Booster Vaccination*: Given the importance of boosters to increase immunity and CDC guidance for all adults and now teenagers, CSCU should

1. Recommend boosters for those more than 6 months past their mRNA vaccine, or 2 months past their Johnson and Johnson vaccine, or as determined by the CDC.
2. Mandate boosters as required once their efficacy against new variants has been established and appropriate guidance from federal, state and system levels has been issued.
3. This would apply to all students as well as faculty and staff, following consultation with and concurrence of the relevant unions.

7/ *Other issues*: To fully protect students, faculty and staff, CSCU colleges and universities should for Spring 2022:

1. Increase the number of on-campus vaccinations, with additional stations at each clinic to reduce wait times, including using nursing students to assist in the process;
2. Increase the number of portable ventilation systems in classrooms and accelerate the upgrade of building ventilation systems;
3. Continue the mask mandate (with preference to N95 or equivalent masks) for classrooms, and other enclosed rooms, common areas as designated, and for transit through building corridors, stairways and elevators.
4. Continue contact tracing, and inform (without specifying individuals) faculty and staff of infections among those they have encountered in their classes or offices.
5. Prepare all members of the community – students, faculty and staff – for possible return to remote learning for specified periods of time.

2.5	COVID-19 IMMUNIZATION REQUIREMENTS FOR STUDENTS	BR 21-112	2021-06-24
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Statement of Purpose

The Board of Regents for Higher Education (“BOR”) is committed to reducing the risk of transmission of COVID-19 among students within the Connecticut State Colleges and Universities (“CSCU”) and promoting the health and safety of the community consistent with federal, state and local efforts to minimize outbreaks of COVID-19.

Scope

All students who participate in any on-campus activities in person for any reason at any of the institutions comprising the Connecticut State Colleges and Universities.

Policy

All students participating in any on-campus activity at a BOR-governed institution are required to be fully vaccinated against COVID-19. Students are required to report vaccination compliance to the college or university they physically attend.

International students shall be considered in compliance with the COVID-19 vaccine requirement if they have been vaccinated with a COVID-19 vaccine that has either been authorized for use in the United States by the Food and Drug Administration (FDA) or been authorized for use outside of the United States by the World Health Organization (WHO). International students must present proof of vaccination in the form of a copy of the WHO Certificate of Vaccination (WHO Vaccine Booklet) or documentation to include a statement signed by a healthcare provider/organization authorized to administer the vaccination attesting to the dates and name of COVID-19 vaccination given. All documentation must be submitted in English or accompanied by a certified translation at the student’s expense. International students who have received COVID-19 vaccines not authorized by the FDA or WHO will be managed on a case-by-case basis.

Students who receive an exemption from the COVID-19 vaccination requirement or who are not fully vaccinated prior to the beginning of the Fall 2021 semester will be required to comply with preventative measures as deemed necessary by the university or college. Such measures may include, but not be limited to, a period of modified quarantine, surveillance testing, and mask-wearing.

Exemptions from this policy will be permitted under certain circumstances. To request an exemption, a student must follow established college/university procedures at their home institution.

The institutions are authorized to enact rules and/or procedures necessary to effectuate this policy.

Enforcement

Failure to comply with this policy may result in loss of privileges and/or sanctions.

Effective Date

This policy shall become effective upon approval of the BOR (June 24, 2021). This policy and any attendant procedures and/or rules may be amended as necessary based on factors such as the progress of the COVID-19 pandemic and guidance from governmental authorities.

**MEMORANDUM**

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

From: Zulma R. Toro *ZRT*
President, CCSU

Date: December 1, 2021

Re: Sabbatical Leaves for 2022-2023

I have approved the following sabbatical leaves for instructional faculty at Central Connecticut State University for the 2022-2023 academic year:

First Name	Last Name	Title	Department	Project Title	Requested Time Period
Kuan-Pin	Chiang	Professor	Marketing	Effects of Humanizing Brands on Brand Authenticity and Personality During Covid-19 Pandemic	Spring 2023
Haoyu	Wang	Professor	Manufacturing and Construction Management	Multimodal Interaction Interface and Intelligent Grasping for Industrial Robots	AY 2022-23
Reza	Ghodsi	Professor	Engineering	Cutting Path Optimization in 5-Axis CNC Machining	Fall 2022
Steven	Kirstukas	Professor	Engineering	Extension of a computer-assisted grading application for NX CAD files	Fall 2022
Kristine	Larsen	Professor	Geological Sciences	Conversion of Science Conference Presentations and a Biographical Essay into Peer-reviewed Journal Articles	Fall 2022
Michael	Voight	Professor	Physical Education and Human Performance	Two Applied Leadership Books for University and Professional Coaches	Spring 2023
Wangari	Gichiru	Associate Professor	Educational Leadership, Policy and Instructional Technology	Re-Imagining Educational Inequalities to Embrace Equity and Justice in Past Pandemic Times: Inclusive Education and Critical Democratic Citizenship in Eastern Africa	Fall 2022
Laura	Jacobson	Assistant Professor	Special Education and Interventions	Examining the Experience of Current and Previous BIPOC Master's Degree Seeking Students at CCSU	Spring 2023

Burlin	Barr	Professor	English	Fragments: from a Discourse of Masculinities	AY 2022-23
Jotham	Burrello	Associate Professor	English	Manuscript <i>Love and Flowers</i> , a literary novel	Fall 2022
Cynthia	Pope	Professor	Geography	Health care and caregiving experiences during Coronavirus in Belize and the United States	AY 2022-23
Wujun	Wang	Associate Professor	Art & Design	Studying augmented reality and integrating its components in upper-level 3D design courses at CCSU: responding to the demands of the contemporary design industry	Spring 2023
Cameron	Brewer	Associate Professor	Philosophy	Continue to work on a book examining the relationship between love, morality and moral motivation	AY 2022-23
Rocio	Fuentes	Associate Professor	World Languages, Literatures & Cultures	Expressions of Agency in Spanish Heritage Learner's Discourse	Spring 2023
Carol	Austad	Professor	Psychological Science	The future of biofeedback in academic settings with emphasis on opportunities at CCSU	Fall 2022
Gladys	Moreno-Fuentes	Assistant Counselor	Counseling & Student Development	Latino Educational Attainment Gap, Implications for University Mental Health Counseling	AY 2022-23


/sm



OFFICE OF THE PRESIDENT
DR. JOHN B. CLARK

To: Terrence Cheng
President
Connecticut State Colleges & Universities

From: Dr. John B. Clark



Date: December 20, 2021

Re: Sabbatical Leaves 2022-2023

Below you will find my recommendations for the 2022-2023 sabbatical leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Dr. Ming-Ling Chuang, Professor, Management Department, Spring 2023

During her sabbatical, Dr. Chuang will be expanding her supply chain research focusing on supply chain disruptions and the challenges of bringing manufacturing back to the U.S. The goal of her research will allow her to write articles for conferences and publications in scholarly journals such as *Journal of Supply Chain Management*. Her studies will also be integrated directly into her teaching, giving our students more exposure to other countries and significantly elevate our students' global perceptions.

Dr. Kathleen Casey Jordan, Professor, Division of Justice & Law Administration, Fall 2022

Dr. Jordan plans to conduct a major research project and write a scholarly book, tentatively titled *Modern Profiles in Violent Crime: Investigative Profiling in the 21st Century*, focusing primarily on crimes of homicide and sexual assault. With the number of murders in the U.S. significantly increasing this past year, publication of this book will dramatically contribute to and update the existing literature on investigative profiling. This project will also bring more positive attention to WCSU and the Division of Justice & Law Administration program.

Dr. Tara Kuther-Martell, Professor, Psychology Department, Spring 2023

The purpose of Dr. Kuther-Martell's project is to gather, organize, and synthesize the current literature on intersectionality across lifetimes, specifically the ways in which factors such as

race, ethnicity, gender, sexual orientation, and ability interconnect with economic and social power and privilege to influence development in all periods in life. This project will support both her teaching and scholarly work.

Dr. Edward A. Hagan, CSU Professor, Writing, Linguistics & Creative Process Department, Fall 2022

Dr. Hagan proposes to study the work of Fr. Patrick O'Connor, an Irish priest born in Dublin, Ireland, who was the voice of American Catholic journalism in the Far East from 1946 to 1972. He plans to write an extensive study of that work with a focus on explaining its importance for our understanding of the Vietnam War. Dr. Hagan will use his research in his teaching as he routinely teaches war literature and the writing of research papers.

Dr. Gancho Ganchev, Professor, Computer Science Department, Fall 2022

Dr. Ganchev plans to write a textbook for the required course in the Computer Science and Applied Computing Programs CS 240 Software Organization. Although it is not unusual in the Computer Sciences program to have a course without a textbook, many students have difficulty linking the variety of readings together with the lecture materials. Having a well-written textbook in an accessible language will significantly improve students' learning.

Dr. Stavros Christofi, Professor, Mathematics Department, Spring 2023

Dr. Christofi would assemble his teaching notes from his teaching experience and other related applied math courses into a book of lectures to share with his students in relevant courses of our newly introduced BS in Applied and Computational Mathematics program. Having this reference book available for our students would significantly aid them in their learning process.

Dr. Xiaowen Jiang, Professor, Accounting Department, Fall 2022

Dr. Jiang's goal is to execute and publish, along with his co-author, a current manuscript, *The Information Content of Aggregate Book-Tax Differences*, to a top tier accounting, finance, or economics journal. This project will enhance connections between accounting curriculum, the accounting professional community and our students seeking an accounting career.

Dr. Linda Forbes, Professor, Management Department, Fall 2022

Dr. Forbes's primary goals are to develop a research dialogue, conference presentations and participation, and publications on storytelling and ethical sustainability. There is a critical need to advance models and scenarios through story that help businesses develop new visions for a sustainable future. This project will enhance the image of the Ancell School and the University in the areas of research and teaching on sustainability.

Dr. Katherine Allocco, Professor, History Department, Spring 2023

Dr. Allocco will be conducting research in preparation for writing a book about medievalism, heavy metal music and masculinity as well as writing two papers for upcoming conferences: the Brut Society Conference and the International Metal Studies Conference. Additionally, Dr Allocco plans to travel to Germany volunteering in the construction of a medieval town and visiting sacred mystical sites and historical cities. Dr. Allocco's sabbatical research and writing will enhance her teaching, allowing her to develop new courses and strengthen her existing ones.

- c: M. Alexander, WCSU Provost and V.P. for Academic Affairs
F. Cratty, WCSU Chief Human Resources Officer
J. Gates, CSCU Provost & Senior V.P. for Academic & Student Affairs
P. Heleen, CSCU Associate Director of BOR Affairs
A. Kripp, CSCU V.P. for Human Resources
T. Puckhaber, WCSU Academic Leave Committee Chair

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: 12/1/2021	
Characteristics of Below-Threshold Offering Name of Offering: Asian American and Pacific Islander Studies Type of Offering (e.g. Grad Certificate) Minor Anticipated Initiation Date: Spring 2022 Anticipated Date of First Completion (if applicable): N/A 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: N/A # Credits in Program Core Courses: 3 # Credits of Electives in Field: 0 # Credits of Electives: 15 # Credits Special Requirements (e.g., internship): N/A Total # Credits the Institution Requires to Award the Credential 18	
CIP Code No. 05.0206 Title of CIP Code Asian and Pacific Islander Studies		
Description of Offering, Context and Justification <i>(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)</i> <p>The Asian American and Pacific Islander Studies minor draws from social science, history, and both literary and cultural traditions to provide students with the knowledge and understanding of the experiences and contributions of Asian Americans and Pacific Islanders in the United States.</p> <p>The study of equity, justice, and inclusion of all races in America is an essential part of the university's mission. Recent events have drawn long-needed attention to prejudice against and ignorance about Asian American and Pacific Islander populations. This new minor will enable all students to explore the complex history and contributions of these Americans, as well as shine a light on prejudices and stereotypes that persist.</p>		
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>One required core course, AAPI 110 (GEOG 110), needs to be offered regularly. The faculty member offering the course will teach this Geography course rather than another. Should there be a need occasionally for an adjunct to teach the course, the cost would be approximately \$7,644 ([Lecturer-C \$1,883 per credit x 3 credits] + 39% fringe).</p>		
Institutional Contact for this Proposal: Xiaoping Shen	Title: Professor of Geography	Tel.: 860-832-2794 e-mail: Shenx@ccsu.edu
Institution's Unit: (e.g., School of Business) and Location (e.g. main campus) Offering the Program: Ammon College of Liberal Arts and Social Sciences, CCS 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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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-Electives		15
AAP1 110: Intro to Asian American and Pacific Islander Studies			3	AAP1 202: Prejudice, Harassment, and Bias Crime in the 21st Century		3
				AAP1 270: Topics in Asian American and Pacific Islander Studies		3
				AAP1 370: Advanced Topics in Asian American and Pacific Islander Studies		3
				AAP1 410: Readings in Asian American and Pacific Islander Studies		3
				AAP1 470: Seminar in Asian American and Pacific Islander Studies		3
				ANTH 200: Dimensions of Diversity and Inequality		3
				ANTH 352: Ethnicity and Ethnic Identity		3
				COMM 216: Introduction to Intercultural Communication		3
				HIST 253: History of the South Pacific		3
				HIST 316: History of the American West to 1890		3
				HIST 317: History of the American West, 1890 to Present		3
				HIST 319: Race, Ethnicity and Migration in the U.S.		3
				PS 111: Race and Ethnicity in US and Global Politics		3
				PSY 430: Intergroup Relations		3
				SOC 309: U.S. Immigration		3
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. N/A
- 2.
- 3.

Note: Newly developed courses are **bolded**.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: 12/1/2021
Most Recent NECHE Institutional Accreditation Action and Date: 4/12/2019	
Original Program Characteristics CIP Code No. 110101 Title of CIP: Computer and Information Sciences, General Name of Program: Computer Science Degree: Title of Award (e.g., Master of Arts) BS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 11/27/1979 OHE#: 00043 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: 43-49 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 12 # Credits of Free Electives: 14-20 # Cr Special Requirements (include internship, etc.): 6 Capstone <u>Total # Cr in the Program</u> (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: 120
Modified Program Characteristics Name of Program: Computer Science Degree: Title of Award (e.g., Master of Arts) BS Certificate ¹ : (specify type and level) Program Initiation Date: 11/27/1979 Modality of Program: x on ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120 Other:	Modified Program Credit Distribution # Credits in General Education: 43-49 # Credits in Program Core Courses: 33 # Credits of Electives in the Field: 12 # Credits of Free Electives: 14-20 # Cr Special Requirements (include internship, etc.): 6 Capstone <u>Total # Cr in the Program</u> (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: 120
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Elective courses within the Honors specialization are restricted to CS 225 or higher, with at least 9 credits deriving from 400-level or higher courses, excluding the capstone.	
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.) None. Electives will be offered based on demand and program enrollments.	
Institutional Contact for this Proposal: Name: Chad Williams Title: Professor and Chair of Computer Science Tel.:860-832-2719 e- mail: CWilliams@ccsu.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology CCSU Main Campus	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

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		
Core Course Prerequisites				Elective Courses in the Field		
				12 Credits of computer science courses numbered CS 225 or higher. At least 9 of those credits at the 400 level or higher outside of the core or capstone		12
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Graduates will apply a broad understanding of the fundamental theories, concepts, and applications of computer science in their career. <ul style="list-style-type: none"> ○ (ABET SO-1) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. ○ (ABET SO-2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. ○ (ABET SO-6) Apply computer science theory and software development fundamentals to produce computing-based solutions. 2. Graduates will be engaged in a wide range of careers and/or graduate studies in computer science or related fields with a passion for lifelong learning. <ul style="list-style-type: none"> ○ (ABET SO-5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. 3. Graduates will communicate effectively, both orally and in writing and engaged in collaborative teamwork. <ul style="list-style-type: none"> ○ (ABET SO-3) Communicate effectively in a variety of professional contexts. 						

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: 12/01/21
Most Recent NECHE Institutional Accreditation Action and Date: 4/12/2019	
Original Program Characteristics CIP Code No. 110103 Title of CIP: Information Technology Name of Program: Computer Information Technology Degree: Title of Award (e.g., Master of Arts) MS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 3/21/2001 OHE#: 06901 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: N/A # Credits in Program Core Courses: 15-18 # Credits of Electives in the Field: 15-18 # Credits of Free Electives: N/A # Cr Special Requirements (include internship, etc.): 3 Capstone <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33
Modified Program Characteristics Name of Program: Computer Information Technology Degree: Title of Award (e.g., Master of Arts) MS Certificate ¹ : (specify type and level) Program Initiation Date: 3/21/2001 Modality of Program: x on ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 33 Other:	Modified Program Credit Distribution # Credits in General Education: N/A # Credits in Program Core Courses: 15-18 # Credits of Electives in the Field: 15-18 # Credits of Free Electives: N/A # Cr Special Requirements (include internship, etc.): 3 Capstone <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Elective courses within the Computer Science concentration have been restricted to certain 400- and 500-level offerings, with a maximum of 9 credits at the 400-level. Four courses have been added to elective offerings within the Networking and Telecommunications Technology Specialization. These courses represent timely topics in the field (e.g., blockchain technology).	
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 resources are needed. Elective courses will be offered based on demand and program enrollments.	
Institutional Contact for this Proposal: Name: Chad Williams Title Professor and Chair of Computer Science: Tel.:860-832-2719 e- mail: williamsc@ccsu.edu Institution's Unit (e.g., School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology, CCSU Main Campus	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

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		
Core Course Prerequisites				Elective Courses in the Field		
				Computer Science Specialization		
				CS 409 Advanced CS Topics in Cybersecurity		3
				Networking and Telecommunications Technology Specialization		
				CET 407 IT Topics in Cybersecurity		3
				CET 507 Advanced Topics in IT Cybersecurity		3
				CET 568 Applied Blockchain Technology		3
				CET 589 Web Services and Security		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) <ol style="list-style-type: none"> 1. Theoretical and conceptual mastery of a broad base of computer science, management information systems, and networking and telecommunications skills required for successful careers in the IT field; 2. Application-based mastery of a broad base of computer science, management information systems, and networking and telecommunications skills required for successful careers in the IT field; and 3. The ability to conduct and present applied research through a research team project. 						

Note: New additions are bolded. Deletions are ~~struck through~~. New courses are shaded grey.

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Date of Submission to CSCU Office of the Provost: 12/1/2021
Most Recent NECHE Institutional Accreditation Action and Date: 4/12/2019	
Original Program Characteristics CIP Code No. 140903 Title of CIP: Computer Software Engineering Name of Program: Software Engineering Degree: Title of Award (e.g., Master of Arts) MS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: 04/06/2017 OHE#: 18966 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: N/A # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 15 # Credits of Free Electives: N/A # Cr Special Requirements (include internship, etc.): 3 Capstone <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33
Modified Program Characteristics Name of Program: Software Engineering Degree: Title of Award (e.g., Master of Arts) MS Certificate ¹ : (specify type and level) Program Initiation Date: 04/06/2017 Modality of Program: x on ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 33 Other:	Modified Program Credit Distribution # Credits in General Education: N/A # Credits in Program Core Courses: 15 # Credits of Electives in the Field: 15 # Credits of Free Electives: N/A # Cr Special Requirements (include internship, etc.): 3 Capstone <u>Total # Cr in the Program</u> (sum of all #Cr above): 33 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 33
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification Elective courses are now defined by course numbers which include 15 credits of 500-level courses with up to 9 credits of 400-level courses.	
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 resources are needed. All elective courses currently exist. New elective offerings will be cycled appropriately to maximize enrollment and student progress towards credential.	
Institutional Contact for this Proposal: Name: Chad Williams Title Professor and Chair of Computer Science: Tel.:860-832-2719 e- mail: cwilliams@ccsu.edu Institution's Unit (e.g., School of Business) and Location (e.g. main campus) Offering the Program: School of Engineering, Science and Technology, CCSU Main Campus	

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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PROGRAM MODIFICATION

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		
Core Course Prerequisites				Elective Courses in the Field		
				15 Credits of electives from 500-level CS courses		
				Or a maximum of 9 credits from the 400 level courses listed below		
				CS 407 Advanced Topics in Computer Science		
				CS 409 Advanced CS topics in Cybersecurity		
				CS 423 Computer Graphics		
				CS 460 Database Concepts		
				CS 462 Artificial Intelligence		
				CS 463 Algorithms		
				CS 464 Programming Languages		
				CS 465 Compiler Design		
				CS 481 Operating Systems Design		
				CS 490 Computer Communications Networks and Distributed Processing		
				CS 492 Computer Security		
Total Other Credits Required to Issue Modified Credential						
Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i> <ol style="list-style-type: none"> 1. Have the ability to identify, formulate, and solve software engineering problems in a variety of application settings, including software architecture and design, software construction, software testing and quality assurance, and software maintenance. 2. Understand modern software engineering concepts, techniques, practices, and tools and to apply them to the development of complex software systems; 3. Possess advanced level software development skills and demonstrate in-depth knowledge in at least one computer science area, including data mining, Semantic web, data visualization, and distributed computing 						

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 12.1.21
Characteristics of Below-Threshold Offering Name of Offering: Concentration added to the BS-Chemistry 7-12: M.S. Accelerated 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: <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Credit Distribution of the Offering # Credits in General Education: 48 # Credits in Program Core Courses: 61 # Credits of Electives in Field: 9 # Credits of Electives: 10 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential 120
CIP Code No. 13.1323	Title of CIP Code Chemistry Teacher Education
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)	
<p>Accelerated Pathway Programs have become increasingly popular as universities seek to attract high achieving student populations, retain and reward currently matriculated students, attend to the professional needs of career-oriented graduates, and provide more directed guidance through the student's academic pathway. The proposed B.S. in Chemistry 7-12 M.S. Accelerated Pathway and the already approved Accelerated M.S. in Chemistry degree provide packaged bachelor's and master's degrees that will help students to maintain a steady pace towards graduation, allow the department to guide course selection in alignment with employer demands, and provide the added incentive of a slight cost savings by embedding 12 credits of graduate coursework in the undergraduate degree that count for both the undergraduate and graduate degree. Students wishing to teach chemistry at the 7-12 level typically earn a Chemistry 7-12 degree (which includes certification) and then earn a Master's degree in either Chemistry or in Education. Alternatively, some students will earn a traditional chemistry degree (i.e. Chemistry B.S.) and later become certified through the Chemistry 7-12 Post-Baccalaureate Teacher Certification program, the Alternate Route to Certification (ARC) program offered by the State of Connecticut, or the Teaching, M.A.T. - Chemistry 7-12 degree. Students that earn certification through either the Chemistry 7-12 Post-Baccalaureate Teacher Certification program or the ARC program are eventually expected to earn a Master's degree to continue teaching at the 7-12 level. Graduates from the proposed program will be ready to enter the workforce within 5 years with both a B.S. and a Master's degree in their field as well as teaching certification.</p>	

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

Students graduating from this program will also be ready to enter the workforce in traditional areas of chemistry (such as environmental, chemical, or industrial labs), graduate school (in chemistry or related fields) and professional health programs (medical, dental, etc.) given their strong background in chemistry. We currently graduate about 1-2 students per year in our Chemistry 7-12 program (non-accelerated program). We expect that once the proposed accelerated program is approved, most of these students will choose the accelerated Chemistry 7-12 program instead. We expect to also be able to recruit 1-2 additional students per year from other programs outside of SCSU into the proposed accelerated program.

The department already has an approved Chemistry, B.S. - Concentration: M.S. Accelerated Pathway and a Chemistry, B.S. - Concentration: Biochemistry M.S. Accelerated Pathway that are both linked with an Accelerated M.S. in Chemistry degree. The proposed program will complement these previously approved accelerated programs and help serve students with an interest in teaching chemistry at the 7-12 level. The department previously received approval to replace undergraduate courses with graduate coursework in the Chemistry, B.S. - Concentration: Accelerated M.S. pathway and the Chemistry, B.S. - Concentration: Biochemistry M.S. Accelerated Pathway. The department is confident that the proposed substitutions do not have a negative impact on the integrity or academic rigor of the degree, align with the required learning objectives, and will support our internal advising models on student progression.

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 and will require no new resources.

Institutional Contact for this Proposal: Dr. Robert S. Prezant

Title: Provost and VPAA

Tel.: 203.392.5350 e-mail: prezant1@southernct.edu

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

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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		
CHE 120 – General Chemistry I	1, 2, 3b, 4	MAT 100P	4	Three additional CHE course at 500-level or above.	1	9
CHE 121 – General Chemistry II	1, 2, 3, 4	CHE 120	4			
CHE 240 – Analytical Chemistry	3	CHE 121	4			
CHE 260 – Organic Chemistry I	1, 2, 3, 4	CHE 121	4			
CHE 261 – Organic Chemistry II	1e, 2a, 2b, 3, 4	CHE 260	4			
CHE 370 – Physical Chemistry I	1, 3b, 3c	CHE 261, PHY 230, MAT 150	3			
CHE 435 - Inorganic Chemistry I	1, 3	CHE 261	3			
CHE 301 - Preparation of Scientific Documents	2	CHE 121	1			
CHE 445 - Chemical Hazards and Laboratory Safety	4	CHE 121, senior	1			
CHE 496 - Chemistry Seminar	2, 3	senior	1			
CHE 372 – Physical Chemistry Laboratory I	2a, 3, 4	CHE 370	1			
CHE 436 - Inorganic Chemistry Lab	1, 3	CHE 240, 301, 435	1			
CHE 592 – Chemical Education	1, 2	CHE 121	3			
Prerequisites						
MAT 150 – Calculus I			4			
PHY 230 – Physics for Scientists and Engineers I			4			
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.)*

- Each student shall demonstrate the chemical knowledge base required for students graduating with an undergraduate degree that is consistent with the requirements of the accrediting organization, the American Chemical Society.
 - Each student will be able to visualize, identify, and describe the composition of the atom and various types of matter

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- 1 b.) Each student will be able to describe the relationship between the microscopic, macroscopic, and symbolic representations of matter and its changes.
- 1 c.) Each student will express the role of energy in: the changes of matter, the determination of the chemical structure, and the reactivity of molecules.
- 1 d.) Each student will be able to use quantitative calculations, and qualitative judgments to apply theoretical and mechanistic principles to chemical systems.
- 1 e.) Each student will be able to express and formulate the proper chemical nomenclature, chemical synthesis, and chemical characteristics of inorganic and organic compounds.

- 2. Each student shall develop the written and oral communication skills required for proper dissemination of chemical information to colleagues and the public.
 - 2 a.) Each student will be able to prepare and produce scientific written communications using the American Chemical Society style and format.
 - 2 b.) Each student will demonstrate scientific oral communication skills through poster presentations and seminar discussions.

- 3. Each student shall develop the analytical and critical thinking skills needed to acquire, analyze and interpret data.
 - 3 a.) Each student will demonstrate a competency and proficiency with experimental skills involved in chemical synthesis, instrumental methods, quantitative measurements and statistical data analysis.
 - 3 b.) Each student will be able to apply critical thinking and problem solving skills in the solution of chemical problems.
 - 3 c.) Each student will be able to evaluate, examine, and apply chemical content knowledge found in chemical databases, chemical libraries, and chemical journals.

- 4. Each student shall become aware of how chemistry affects society and the environment.
 - 4 a.) Each student will be able to express the impact that chemistry has on society by demonstrating proper safe handling of chemical compounds and chemical waste according to governmental regulations.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Health Science, B.H.Sc.—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 <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> 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 <i>(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)</i> <p>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 Health 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 the Health Science program, who have previously had to look elsewhere if they wanted to obtain a clinical degree.</p>	
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>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.</p>	
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.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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.

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 12.1.21
Characteristics of Below-Threshold Offering Name of Offering: Health Science, BHSc.—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 <input checked="" type="checkbox"/> Online <input type="checkbox"/> Combined <input type="checkbox"/> If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> 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. 31.0505 Title of CIP Code Kinesiology and Exercise Science	
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) <p>The proposed accelerated pathway proposal will reduce the barriers for our current undergraduate students, 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, but may not want to pursue a clinical career.</p>	
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) <p>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.</p>	
Institutional Contact for this Proposal: Trudy Milburn	Title: AVPAA Tel.: 203-392.5761 e-mail: milburnt1@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, 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.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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.

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 12.1.21
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Most Recent NECHE Institutional Accreditation Action and Date: 2017 5-year review

Original Program Characteristics

CIP Code No. 51.0001 Title of CIP Code Health and Wellness, General
 Name of Program: Healthcare Studies
 Degree: Title of Award (e.g. Master of Arts) **BS**
 Stand-Alone Certificate: (specify type and level)
 Date Program was Initiated: Fall 2019 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: 47
 # Credits in Program Core Courses: 40
 # Credits of Electives in the Field: 0
 # Credits of Free Electives: 33
 # Cr Special Requirements (include internship, etc.): 0
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: **120**

Modified Program Characteristics

Name of Program: Healthcare Studies, Health Science Foundations
 Degree: Title of Award (e.g. Master of Arts) **BS**
 Certificate¹: (specify type and level)
 Program Initiation Date: Fall 2022
 Modality of Program: X On ground Online Combined
 If "Combined", % of fully online courses?
 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120
 Other:

Modified Program Credit Distribution

Credits in General Education: 47
 # Credits in Program Core Courses: 51
 # Credits of Electives in the Field: 0
 # Credits of Free Electives: 22
 # Cr Special Requirements (include internship, etc.): 0
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: **120**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued:	CIP:	OHE#:	Accreditation Date:
Phase Out Period	Date of Program Termination		

Rationale for Modification

The BS-HLS program provides broad-based education about the US healthcare system, and is designed to provide students with an entry to employment in the healthcare sector. The interests and career goals of students in the HLS major are broad, including clinical professions (including nursing), healthcare administration, and clinical research. It consists of a General concentration, as well as concentrations in Clinical & Healthcare Research, Therapeutic Recreation in Aging, and Speech-Language Pathology Assistant.

The BS-HLS program was created alongside the BHSc in Health Science (HSC). The two programs share several requirements, but the HSC program is designed for students to prepare to apply for intensely competitive Physical Therapy (PT), Occupational Therapy (OT), and Physicians Assistant (PA) graduate programs. As such, the HSC program has high standards for acceptance (a minimum GPA of 3.2), and students apply to the program for acceptance, generally in their sophomore year. Before applying for acceptance to HSC, students enroll in the HLS program. The program modification

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PROGRAM MODIFICATION

described here creates a concentration within HLS for students planning to apply to the Health Science program.

Students preparing for admission to Health Science (HSC) devote most of their coursework in the first two years to general education requirements and prerequisites for HSC. Some of these prerequisites are also requirements in the HLS major, but others are not and instead count as general university electives. As a result, these students only see some of the HSC prerequisites in their degree evaluation in Banner. (They need to conduct a “what-if” analysis using Health Science as a major to see their progression in the full list of prerequisites.) This lack of transparency in prerequisite completion adds a layer of difficulty to the advising process of these students.

This program modification addresses this issue by creating a concentration within the HLS major called Health Science Foundations. The concentration incorporates required science courses from the HSC major, as well as a minimum GPA of 3.0. Students in this concentration who are accepted to Health Sciences program will change their major to HSC. Students who do not gain acceptance to HSC will be able to change to the General concentration of HLS or select a different major. However, some students might decide that the coursework in the concentration (mostly Biology and Chemistry courses) will be valuable for their post-graduate plans, and may opt to stay in the concentration so that the courses can count towards their degree requirements. Accordingly, the Health Science Foundations concentration may be appealing for students who are not competitive for PT, OT, or PA programs but may pursue other health science-related graduate programs.

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 resources are required for this program. It includes courses that are already offered at SCSU, and which students who will enroll in this concentration are already required to take.

Institutional Contact for this Proposal: Trudy Milburn Title: AVP for Academic Affairs Tel.: 203.392.5761 e- mail: milburnt1@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health & Human Services, Main Campus

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PROGRAM MODIFICATION

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		
BIO 200 Anatomy & Physiology I ** Fulfills General Ed requirement	1		4			
BIO 201 Anatomy & Physiology II	1	BIO 200	4			
BIO 102 General Biology I	1		4			
CHE 120 General Chemistry I ** Fulfills General Ed requirement	1		4			
CHE 121 General Chemistry II	1	CHE 120	4			
MAT 107 Statistics ** Fulfills General Ed requirement	1	MAT 100P	3			
PSY 100 Introduction to Psychology ** Fulfills General Ed requirement	3		3			
PSY 219 Lifespan Psychology	3	PSY 100	3			
HLS 200 - Healthcare Professions and Medical Terminology	3		3			
HLS 210 - Principles of Patient Centered Healthcare	3		3			
MGT 300 - Management and Organization	2		3			
PCH 265 - Illness and Disease	3		3			
PSY 366 - Health Psychology	3		3			
REC 307 - Disabilities in Society	3		3			
HLS 330 Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics	2		3			
HLS 400 - Health Informatics	2		3			
HLS 415 - Healthcare Systems, Policy, and Billing	2		3			
HLS 440 – Research Methods for Evidence Based Practice in Healthcare	2		3			
HLS 490 – Career Skills for the Health Professional	3		3			
Core Course Prerequisites				Elective Courses in the Field		
MAT 100P			3	Select one of:		
				Any HLS course not already required	2	3
				ECO 320 Health Economics	2	3
				HSC 450 Medical Documentation	2	3
				JRN 331 PR Techniques for Health & Medicine	2	3
				MGT 385 Human Resources Management	2	3
				PCH 202 Intro to Public Health	3	3
				REC 231 Foundations of	3	3

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		Therapeutic Recreation		
		SPA 201 Medical Spanish	3	3
		SWK 200 Social Welfare & Social Services in America	3	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. Establish a strong foundation in natural sciences in preparation for allied health programs.
2. Demonstrate knowledge of and ability to effectively communicate best practices in healthcare policy, research, analytics, and management
3. Adopt competencies of Interprofessional Education (IPE) and interprofessional teaming that promote aptitude with working in multi-professional settings.

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 12.1.21
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Most Recent NECHE Institutional Accreditation Action and Date: 2017 5-yr review

Original Program Characteristics

CIP Code No. 51.0001 Title of CIP Code Health and Wellness, General
 Name of Program: Healthcare Studies
 Degree: Title of Award (e.g. Master of Arts) **BS**
 Stand-Alone Certificate: (specify type and level)
 Date Program was Initiated: Fall 2019 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: 47
 # Credits in Program Core Courses: 40
 # Credits of Electives in the Field: 0
 # Credits of Free Electives: 33
 # Cr Special Requirements (include internship, etc.): 0
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: **120**

Modified Program Characteristics

Name of Program: Healthcare Studies, Concentration in STEM Foundations for Nursing
 Degree: Title of Award (e.g. Master of Arts) **BS**
 Certificate¹: (specify type and level)
 Program Initiation Date: Fall 2022
 Modality of Program: X On ground Online Combined
 If "Combined", % of fully online courses?
 Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 120
 Other:

Modified Program Credit Distribution

Credits in General Education: 47
 # Credits in Program Core Courses: 54
 # Credits of Electives in the Field: 0
 # Credits of Free Electives: 19
 # Cr Special Requirements (include internship, etc.): 0
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: **120**

If program modification is concurrent with discontinuation of related program(s), list information for such program(s):

Program Discontinued:	CIP:	OHE#:	Accreditation Date:
Phase Out Period	Date of Program Termination		

Rationale for Modification

The BS-HLS program provides broad-based education about the US healthcare system, and is designed to provide students with an entry to employment in the healthcare sector. The interests and career goals of students in the HLS major are broad, including clinical professions (including nursing), healthcare administration, and clinical research. It consists of a General concentration, as well as concentrations in Clinical & Healthcare Research, Therapeutic Recreation in Aging, and Speech-Language Pathology Assistant. The program modification described here creates a concentration for students planning to apply to Nursing programs.

A substantial subset of HLS majors consists of first- and second-year students who intend to apply for the BS in Nursing program at SCSU, and HLS is the "home" major for these students. Most of their coursework in the first two years consists of general education requirements and prerequisites for the Nursing program. Some of these prerequisites are also requirements in the HLS major, but several are not and instead count as general university electives. As a result, these students only see some of the pre-Nursing requirements in their degree evaluation in Banner. (They need to conduct a "what-

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BELOW THRESHOLD INFORMATION REPORT FORM
PROGRAM MODIFICATION

if" analysis using Nursing as a major to see their progression in the full list of prerequisites.) This lack of transparency in prerequisite completion adds a layer of difficulty to the advising process of these students.

This program modification creates a concentration within the HLS major called STEM Foundations in Nursing. The concentration incorporates the full list of Nursing prerequisites into a list of required cognates, and includes as requirements the minimum grades in each class (C+) required for admission to Nursing, as well as a minimum GPA of 3.0. The concentration title reflects the fact that most of these courses are in Biology, Chemistry, and Math. Notably, this modification does not add or change any requirements for either the HLS major or the pre-Nursing prerequisites; it simply embeds both sets of requirements in a common program of study.

Students in this concentration who complete the Nursing prerequisites and who are accepted into the Nursing program will change their major to Nursing. Students who do not maintain the concentration requirements (or who decide not to pursue Nursing) will be able to change to the General concentration of HLS or select a different major. However, there will be a third category of students who do maintain the concentration requirements but do not enroll in the Nursing program, whether because of limited space or because they decide to postpone their nursing coursework for a post-baccalaureate program. These students may complete their degree in HLS with the concentration in STEM Foundations for Nursing, in preparation for applying to post-baccalaureate nursing programs.

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 resources are required for this program. It includes courses that are already offered at SCSU, and which students who will enroll in this concentration are already required to take.

Institutional Contact for this Proposal: Trudy Milburn Title: AVP for Academic Affairs Tel.: 203.392.5761 e- mail: milburnt1@southernct.edu

Institution's Unit *(e.g. School of Business)* and Location *(e.g. main campus)* Offering the Program: College of Health & Human Services, Main Campus

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PROGRAM MODIFICATION

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		
BIO 200 Anatomy & Physiology I (C+ or above)	1		4			
BIO 201 Anatomy & Physiology II (C+ or above)	1	BIO 200	4			
BIO 120 Microbiology (C+ or above)	1		4			
CHE 120 General Chemistry (C+ or above) ** Fulfills General Ed requirement	1		4			
CHE 125 General, Organic & Biochem (C+ or above) ** Fulfills General Ed requirement	1	CHE 120	4			
ENG 112 or ENG 120 Writing Arguments (C+ or above) ** Fulfills General Ed requirement	2		3			
PHY 103 Physics & Tech for Health Prof ** Fulfills General Ed requirement	1		3			
MAT 107 Statistics ** Fulfills General Ed requirement	1	MAT 100P	3			
One of MAT 108, 112, 120, 122, 124, 139, 150, 151	1	Approp. placement	3			
PSY 100 Introduction to Psychology ** Fulfills General Ed requirement	1		3			
PSY 219 Lifespan Psychology	1	PSY 100	3			
HLS 200 - Healthcare Professions and Medical Terminology	3		3			
HLS 210 - Principles of Patient Centered Healthcare	3		3			
MGT 300 - Management and Organization	2		3			
PCH 265 - Illness and Disease	3		3			
PSY 366 - Health Psychology	3		3			
REC 307 - Disabilities in Society	3		3			
HLS 330 Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics	2		3			
HLS 400 - Health Informatics	2		3			
HLS 415 - Healthcare Systems, Policy, and Billing	2		3			
HLS 440 – Research Methods for Evidence Based Practice in Healthcare	2		3			
HLS 490 – Career Skills for the Health Professional	3		3			
Core Course Prerequisites				Elective Courses in the Field		

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PROGRAM MODIFICATION

MAT 100P	3	Select one of:		
		Any HLS course not already required	2	3
		ECO 320 Health Economics	2	3
		HSC 450 Medical Documentation	2	3
		JRN 331 PR Techniques for Health & Medicine	2	3
		MGT 385 Human Resources Management	2	3
		PCH 202 Intro to Public Health	3	3
		REC 231 Foundations of Therapeutic Recreation	3	3
		SPA 201 Medical Spanish	3	3
		SWK 200 Social Welfare & Social Services in America	3	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. Establish a strong foundation in behavioral, natural, social, and health sciences in preparation for a nursing program.
2. Demonstrate knowledge of and ability to effectively communicate best practices in healthcare policy, research, analytics, and management
3. Adopt competencies of Interprofessional Education (IPE) and interprofessional teaming that promote aptitude with working in multi-professional settings.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 12/01/21
Characteristics of Below-Threshold Offering Name of Offering: Sustainability Leadership Type of Offering (e.g. Grad Certificate): Undergrad Certificate Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion (if applicable): Modality of Program: On ground Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? 25% (if 1 elective, GEO104, is chosen) Locality of Program: <input checked="" type="checkbox"/> On Campus Off Campus Both	Credit Distribution of the Offering # Credits in General Education: 3 (if GEO104 is chosen) # Credits in Program Core Courses: 6 # Credits of Electives in Field: 6 # Credits of Electives: 0 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential: 12
CIP Code No. 30.3301 Title of CIP Code Sustainability Studies	
Description of Offering, Context and Justification <i>(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)</i> <p>In response to the Climate Emergency that the world is facing, many companies and institutions are looking for incoming professionals that have their 'finger on the pulse' where sustainability and climate action is concerned. This includes understanding environmentally responsible, socially just, and economically stable systems and processes. This Certificate enhances students' understanding of, and capacities to apply, sustainability initiatives in a variety of professional and community settings that is part of an increasingly important focus for many industries transitioning to a sustainable future.</p> <p>Core courses: GEO204: Principles of Sustainability AND GEO304: Sustainability and Public Engagement</p> <p>Electives: Choose 6 Credits in any of the following classes: GEO104: Sustainability in America; GEO404: Applied Sustainability Science; ENV200: Systems Thinking for the Environment; and/or ENV400: Environmental Policy</p> <p>This certificate meets the increasing demand for leaders in environmental positions e.g. sustainability coordinator, manager, director roles. These positions that have become an integral part of Environmental, Social, Governance (ESG) cultures in businesses, transformational change in communities, and sustainability planning in policy measures and frameworks. To meet the demand for leaders in sustainability and to enhance workforce development in Connecticut, this certificate supports undergraduate students with gaining employment in this sector that is globally projected to increase to 24 million new jobs by 2030 (International Labour Organization) and grow 8% domestically in the US by 2026 from 2021 (Bureau of Labor Statistics).</p>	
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i> <p>There are no additional resources being sought for the development of this certificate. The courses that are part of the Certificate in Sustainability Leadership already exist and are part of the curriculum in the BS in Environmental Systems and Sustainability Studies (ESSS) and BS in Geography (GEO) majors. Given the increased enrollment in the ESSS major, we expect that this certificate will be of interest to other students who are looking to enhance their professional skills in an</p>	

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.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

employment sector that is rapidly increasing. With the expected growth of undergraduate majors (and graduate students as part of the MS Environmental Studies), we expect this certificate to be one part of a departmental approach that will lead to growth of students taking the classes included in this proposal.

Institutional Contact for this Proposal: Dr. Trudy Milburn

Title: AVPAA

Tel.: (203) 392-5961

e-mail: milburnt1@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

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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		
GEO204: Principles of Sustainability	1,2	N/A	3	6 Credits from the following courses		
GEO304: Sustainability and Public Engagement	1,2,3	N/A	3	GEO104: Sustainability in America**	1,2	3
				GEO404: Applied Sustainability Science	1,2,3	3
				ENV200: Systems Thinking for the Environment	1,2	3
				ENV400: Environmental Policy	2,3	3
Prerequisites						
GEO304: Sustainability and Public Engagement			3			
is a prerequisite for GEO404, but this is a core course of this certificate anyway						
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. Identify and evaluate how change in a variety of professional settings and communities at all scales can be implemented to achieve social equity, economic stability, and environmental sustainability. Assessment Methods for LO#1: Essays, Technical Reports, Presentations, and Participatory Approaches.
2. Identify, implement, and evaluate the strategies that can lead to effective change. Assessment Methods for LO#2: Intervention Toolkits, Practical Field-based Reports, Environmental Impact Assessment Reports, and Critique Papers.
3. Develop and deliver effective environmentally focused projects to advance sustainability objectives. Assessment Methods for LO#3: Participation Exercises, Project Management Activities (e.g. applied sustainability initiatives), Policy Analyses, and Intervention Toolkits.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 11.29.21
Characteristics of Below-Threshold Offering Name of Offering: Certificate in Geographic Information Systems Type of Offering (e.g. Grad Certificate) Undergraduate Certificate Anticipated Initiation Date: 8/22/2022 Anticipated Date of First Completion (if applicable) : 5/31/2023 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: 0 # Credits in Program Core Courses: 4 # Credits of Electives in Field: 8 # Credits of Electives: 0 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential 12
CIP Code No. 45.0702 Title of CIP Code Geographic Information Science and Cartography	
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) <p>This undergraduate certificate program is a three-course sequence of GIS classes that allows students to develop a working knowledge of GIS concepts, capability in using GIS software, and problem-solving skills necessary for common geospatial issues. This certificate is intended to provide students a way to demonstrate their GIS skills to employers at a level below a minor or a major. All courses have the use of GIS software as a major component of the class. All courses are 4 credit hours, and the certificate is 12 total credit hours.</p> <p><i>List courses that are required in order to complete this program, including course code, course number, and title:</i> GEO 360 GIS I <i>List elective courses included in this program, including course code, course number, and title:</i> GEO 367 GIS for Public Health (cross-listed with PCH 367 – GIS for Public Health) GEO 370 Remote Sensing GEO 371 Cartography GEO 460 GIS II GEO 461 Environmental GIS GEO 481 Spatial Analysis</p> <p>The learning objectives for this program are: know how to operate common GIS software packages, be conversant in GIS terminology, be able to create, edit, and manage common GIS file formats, apply GIS concepts and software knowledge to geospatial problems. Specific skills developed may include geodatabase and shapefile creation, structured query language (SQL) use, table joins, spatial overlays, image georeferencing, layer projection and reprojection, and symbology modification.</p>	
Cost Effectiveness and Availability of Adequate Resources (As applicable, please provide a one paragraph narrative addressing	

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.

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resources, financial aspects of the program and how it will be sustained)

All courses in this program already exist as part of the offerings of the Department of the Environment, Geography, and Marine Sciences. No additional resources are needed to offer or sustain the program. All hardware and software needs are covered through existing support resources for the courses.

Institutional Contact for this Proposal: Trudy Milburn	Title: AVP of Academic Affairs	Tel.:203.392.5761 e-mail: milburnt1@southernct.edu
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Institution's Unit: (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Arts and Sciences, Main Campus

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University		Date of Submission to CSCU Office of the Provost: 12.1.21	
Characteristics of Below-Threshold Offering Name of Offering: Assistive Technology Certificate (ATC) Type of Offering (e.g. Grad Certificate): Graduate Certificate Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion (if applicable): Summer 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: # Credits in Program Core Courses: 12 credits # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential: 12 credits	
CIP Code No. 51.2312 Title of CIP Code Assistive/Augmentative Technology and Rehabilitation Engineering			
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) <p>The recent shift to virtual learning for the COVID-19 pandemic required schools to increase their demand on educational technology. The students' needing the most specialized tools are students with disabilities. The four-course, 12-credit, Assistive Technology Certificate will build education practitioner knowledge in assistive technology for reading and writing, physical access, augmentative and alternative communication, and assistive technology assessment in a school-based environment. The final course is an assistive technology practicum where assistive technology skills and knowledge will be applied in a practicum setting. Increased awareness and knowledge is needed to improve teacher capacity to consider, evaluate, and implement assistive technology as legally mandated by the Individuals with Disabilities Education Act (IDEA) (Atanga et al., 2020; Bausch & Hasselbring, 2004). With a graduate program in Assistive Technology, SCSU is poised to offer a 12-credit certificate to educational professionals who do not need an additional degree (i.e., occupational therapists, physical therapists, and speech and language pathologists to have the maximum credits through their MS programs). The ATC will increase student enrollment in the Special Education Graduate programs and build the much-needed capacity of educational professionals in the field.</p>			
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 will be needed. All courses in the ATC are currently offered and taught by full-time faculty. The ATC will be facilitated by the AT Area Coordinator, Lauren Tucker.			
Institutional Contact for this Proposal: Trudy Milburn		Title: AVP for Academic Affairs	Tel.: (203)392-5761 e-mail: milburnt1@southernct.edu
Institution's Unit: (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Education, 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.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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		
SED 593 – Assistive Technology for Reading and Writing	1, 2		3			
SED 594 – Adaptive Technology for Individuals with Multiple Disabilities	1, 2		3			
SED 595 – Assistive Technology Assessment	2, 3		3			
SED 596 – Clinical Practice in Adaptive Technology	1, 2, 3		3			
Prerequisites						
				Total Other Credits Required to Issue Credential		
						12

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 completor to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)*

1. Identify, operate, and troubleshoot instructional and assistive technologies to support educational objectives for individuals with exceptionalities (CEC: SETES.3.S1)
2. Analyze and compare the benefits of adaptive technology hardware and software for students with disabilities (CEC: 3.K9, 4.K4, 4.K5).
3. Identify and administer established protocols for AT assessment and AT consideration and select appropriate protocols for given situations (CEC 1).

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SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: Southern Connecticut State University		Date of Submission to CSCU Office of the Provost:
Characteristics of Below-Threshold Offering Name of Offering: Sustainability Coordination Type of Offering (e.g. Grad Certificate) Grad Certificate 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: 0 # Credits in Program Core Courses: 6 # Credits of Electives in Field: 3 to 6 # Credits of Electives: 0 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential: 9-12
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) <p>The Graduate Certificate in Sustainability Coordination allows students to understand the benefits of alternative approaches to sustainability and environmental challenges e.g. food, water, energy, and climate. Furthermore, the certificate provides students with the opportunity to design and implement practical applications that enhance the sustainability of socio-environmental and economic systems.</p> <p>Core courses: ENV540: Environmental Design AND ENV559: Energy, Climate Change, and Sustainability.</p> <p>Electives: Choose 3 to 6 Credits in any of the following classes: ENV531: Group Dynamics and Environmental Decision Making; ENV550: Environmental Values and Social Sustainability; and/or ENV551: Environmental Action Research</p> <p>Given the rapid increase in mainstream sustainability and environmentalism agendas e.g. climate strikes and the Green New Deal in the United States and internationally, the Graduate Certificate in Sustainability Coordination seeks to position students with an in-depth conceptual and practical understanding of sustainability challenges. Furthermore, given the rise of businesses and institutions that require understandings of environmental impact assessments and corporate social responsibility measures, this certificate has the ability to address a fundamental knowledge gap in a rapidly evolving social and natural environment. This certificate support graduates finding a job within the environmental and sustainability field, particularly Sustainability Coordinator, a job market that is projected to grow 11% between 2016-2026 (Bureau of Labor Statistics).</p>		
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) <p>There are no additional resources being sought for the development of this certificate. The courses that students will take to complete the Grad Certificate in Sustainability Coordination are already being taught as part of the MS Environmental Studies.</p>		
Institutional Contact for this Proposal: Dr. Stephen Axon		Title: Assistant Professor Tel.: (203) 392-5971 e-mail: axons2@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		

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.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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		
ENV540: Environmental Design	1, 3	None	3	3 to 6 Credits taken from either	1,2,3	
ENV559: Energy, Climate Change, and Sustainability	2, 3	None	3	ENV531: Group Dynamics & Environmental Decision Making		3
				ENV550: Environmental Values & Social Sustainability		3
				ENV551: Environmental Action Research		3
Prerequisites						
No pre-requisites are required for this course						
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. Provides students with the opportunity to design and implement practical applications that enhance the sustainability of socio-environmental and economic systems. Assessment methods for LO#1: Presentations, Reports (lab and field based), Essays, and Critique Papers.
2. Demonstrate an understanding of the benefits of alternative approaches to addressing sustainability and environmental challenges e.g. food, water, energy, and climate. Assessment methods for LO#2: Presentations, Reports (lab and field based), Essays, and Critique Papers.
3. Allows for in-depth understandings of the integrated nature of human-environmental systems and the multitude of technological, behavioral, and market-based solutions that can be applied towards a sustainable transformation. Assessment methods for LO#3: Presentations, Reports (lab and field based), Essays, and Critique Papers.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION ¹	
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 12.1.21
Characteristics of Below-Threshold Offering Name of Offering: Human Resource Management Concentration Type of Offering (e.g. Grad Certificate) MBA Concentration Anticipated Initiation Date: Fall 2022 Anticipated Date of First Completion (if applicable) : Spring 2022 Modality of Program: <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Combined If "Combined", % of fully online courses? Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	Credit Distribution of the Offering # Credits in General Education: 0 # Credits in Program Core Courses: 30 # Credits of Electives in Field: 12 # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 42
CIP Code No. 52.1001 Title of CIP Code Human Resources 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 purpose of this proposal is to provide an MBA concentration in Human Resource Management. Positions in Human Resource Management (HRM) are experiencing increasing demand with a job outlook from 2019-2029 of 6% faster than average and Connecticut has the fourth highest location quotient for number of jobs available (1.70) according to the Occupational Outlook Handbook ² . In fact, many of our current and potential MBA students are either currently in HRM roles in their organizations or have expressed interest in pursuing HRM careers. However, upon examination, our current course offerings lack support for the full set of core HRM competencies ³ . Because of this gap, our graduate students are facing difficulties in either obtaining a formal HRM jobs or securing a fast track to becoming a Society for Human Resource Management Certified Professional Certification (SHRM-CP) for career advancement. According to SHRM, employers are more likely to hire HR candidates if they have an HR degree: 32% for entry level, 51% for mid-level, and 73% for senior level positions ⁴ . As such, this concentration will allow students to demonstrate competency in HRM skills and increase their likelihood of obtaining employment in HRM roles. Anticipated benefits: The benefits of this concentration are as follows: 1) we meet the significant demand for Human Resource Management professionals in the region; 2) our graduate program stays	

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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.

² US Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/management/human-resources-managers.htm#tab-1>)

³ HRM core contents include change management; compensation and benefit; employee and labor relations; employment law; globalization; HR career planning; performance management; recruitment and selection; training and development; etc. (https://www.shrm.org/certification/for-organizations/academic-alignment/Documents/2019%20Curriculum%20Guidebook%20Update_FNL.pdf)

⁴ SHRM Curriculum Guidebook (<https://www.shrm.org/certification/for-organizations/academic-alignment/Pages/SHRM-Human-Resource-Curriculum-Guidebook.aspx>)

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

competitive with respect to other business schools (*Several universities offer similar concentrations*); 3) increase in enrollment in our MBA program - the Human Resource program is in high demand and hence, offering a concentration in Human Resource Management will attract students interested in the area. Also, we currently offer this program as a certificate program. Thus, a concentration in Human Resource Management will allow the certificate students to transfer credits towards MBA program with a concentration in Human Resource Management; 4) we will generate additional revenue for the School and the University by offering the program in multiple formats- on-ground, online and hybrid. The three channels will help make the program accessible to participants who cannot take classes on campus; 5) the program will attract competent students with good quantitative skills creating a high quality learning environment for all our students; 6) our graduates will find well-paying jobs, which will improve our graduate programs' prestige.

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 special resources would be needed. We are working with students and local professional chapters to develop a SHRM aligned student chapter and curriculum. Thus, we are confident that our current resource allocation and commitment is sufficient to sustain the concentration, once launched.

Institutional Contact for this Proposal: Dr. Trudy Milburn

Title: AVPAA

Tel.: 203.362.5761 e-mail: milburnt1@southernct.edu

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

BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

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-Prerequisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
MBA 530 Advanced Employment Law	1, 2, 3		3			
MBA 532 Human Resource Management	1,2, 3		3			
MBA 533 Total Rewards Management	1, 2, 3		3			
MBA 535 Workforce Planning	1, 2, 3		3			
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. Demonstrate an understanding and ability to apply the major competency areas of Human Resource Management
2. Communicate the relationship of strong Human Resource Management Practices on organizational strategy and sustained competitive advantage.
3. Analyze and evaluate Human Resource Management practices for legal and ethical compliance.

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BELOW THRESHOLD: NEW ACADEMIC OFFERING - INFORMATION REPORT FORM

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: School of Business, SCSU	Date of Submission to CSCU Office of the Provost: 12.1.21
Characteristics of Below-Threshold Offering Name of Offering: Concentration in Business Analytics Type of Offering: Concentration (Graduate) Anticipated Initiation Date: Spring 2022 Anticipated Date of First Completion (if applicable): Modality of Program: X On ground X Online X 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: 0 # Credits in Program Core Courses: 30 # Credits of Electives in Field: 12 # Credits of Electives: # Credits Special Requirements (e.g. internship): 2 Total # Credits the Institution Requires to Award the Credential 42
CIP Code No. 30.7102 Title of CIP Code Business Analytics	
Description of Offering, Context and Justification <i>(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)</i> <p>The purpose of this proposal is to provide an MBA concentration in Business Analytics. Business analytics is a fast emerging area in business decision making. In a world driven by big data, firms are seeking individuals with an ability to apply analytical tools on business data to better understand and thereby, improve performance, as well as create new strategic opportunities for growth. In this concentration, participants will gain conceptual knowledge of existing tools in the field of business analytics. More critically, participants will develop skills to perform sophisticated analysis on all types of business data to generate predictive information. Furthermore, participants will develop an ability to provide strategic solutions to business problems using analytics.</p> <p>Anticipated benefits: The benefits of this concentration are as follows: 1) we meet the significant demand for business analytics professionals in the region; 2) our graduate program stays competitive with respect to other business schools (<i>Several universities offer similar concentrations</i>); 3) increase in enrollment in our MBA program- the business analytics program is in high demand and hence, offering a concentration in Business Analytics will attract students interested in the area. Also, we currently offer this program as a certificate program. Thus, a concentration in Business Analytics will allow the certificate students to transfer credits towards MBA program with a concentration in Business Analytics; 4) we will generate additional revenue for the School and the University by offering the program in multiple formats- on-ground, online and hybrid. The three channels will help make the program accessible to participants who cannot take classes on campus; 5) the program will attract competent students with good quantitative skills creating a high quality learning environment for all our students; 6) our graduates will find well-paying jobs, which will improve our graduate programs' prestige.</p>	
Cost Effectiveness and Availability of Adequate Resources <i>(As applicable, please provide a one paragraph narrative addressing</i>	

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.

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resources, financial aspects of the program and how it will be sustained)

No additional resources would be needed. Thus, we are confident that our current resource allocation and commitment is sufficient to sustain the concentration, once launched.

Institutional Contact for this Proposal:Dr. Trudy
Milburn

Title: AVPAA

Tel.: 203.392.5761 e-mail:
milburnt1@southernct.edu

Institution's Unit: *School of Business, SCSU* and Location Main Campus Offering the Program: MBA Program, School of Business, Main Campus

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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		
MBA 601 Visual Analytics for Business Data*	1		3			
MBA 602 Predictive Analytics for Business Data*	2		3			
MBA 603 Prescriptive Analytics for Business Data*	3		4			
MBA 604 Capstone: Data Hackathon for Business Data*	1,2,3		2			
Prerequisites						
Total Other Credits Required to Issue Credential						
Other Details						
Learning Outcomes - L.O. <i>(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.)</i>						
1.	Generate an understanding and ability to identify, describe, and communicate patterns from business data					
2.	Generate an understanding and ability to apply various quantitative tools to perform analysis, interpret results, and predict outcomes using business data.					
3.	Generate an understanding and ability to prescribe solutions and strategies for business problems employing the quantitative estimates.					

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PROGRAM MODIFICATION

SECTION 1: GENERAL INFORMATION

Institution: Manchester Community College	Date of Submission to CSCU Office of the Provost: 11/30/21
Most Recent NECHE Institutional Accreditation Action and Date:	
Original Program Characteristics CIP Code No. 240102 Title of CIP Code General Studies Name of Program: General Studies Degree: Title of Award (e.g. Master of Arts) AS Stand-Alone Certificate: (specify type and level) Date Program was Initiated: OHE#: Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? 80% Locality of Program: On Campus Off Campus X Both	Original Program Credit Distribution # Credits in General Education: 21 # Credits in Program Core Courses: 19-20 # Credits of Electives in the Field: n/a # Credits of Free Electives: 18-20 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): min. 60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
Modified Program Characteristics Name of Program: General Studies Degree: Title of Award (e.g. Master of Arts) AS Certificate ¹ : (specify type and level) Program Initiation Date: Modality of Program: On ground Online X Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 60 Other:	Modified Program Credit Distribution # Credits in General Education: 21 # Credits in Program Core Courses: 19-20 # Credits of Electives in the Field: 0 # Credits of Free Electives: 18-20 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program</u> (sum of all #Cr above): 60 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 60
If program modification is concurrent with discontinuation of related program(s), list information for such program(s): Program Discontinued: CIP: OHE#: Accreditation Date: Phase Out Period Date of Program Termination	
Rationale for Modification This campus is no longer offering IDS 101: The First Year Experience course as it is being replaced by the newly created system-wide CCS 101: College and Career Success course.	
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.) none	
Institutional Contact for this Proposal: Samantha Gonzalez & Kim Hamilton-Bobrow Title: Associate Professor/Professor Tel.: 860-512-2664 e- mail: sgonzalez@manchestercc.edu ; khamiltonbobrow@manchestercc.edu Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: Academic Affairs, main campus	

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PROGRAM MODIFICATION

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		
ENG* 101: Composition	3	placement	3	CCS* 101: College & Career Success	1, 2	3
General Education Knowledge Area - Mathematics	2	placement	3-4	Choose COM* 172 or COM* 173 or COM* 278	3	3
General Education Knowledge Area - Physical and Natural Sciences	2	varies	3-4	Choose from any course in biology, chemistry, physics or other physical science that includes a laboratory	2	4
General Education Knowledge Area - Social Sciences	2	varies	3	Choose from any courses in English, fine arts, foreign languages, humanities, music, philosophy, theater or communication	3	3-4
Choose any General Education Knowledge Area - Humanities course	3		3	Choose any course in anthropology, psychology or sociology	2	3
General Education Knowledge Area - The Arts			3	Choose any course in economics, geography, history or political science		3
Another course from one of the seven General Education Knowledge Areas including Interdisciplinary Studies			3-4			
Core Course Prerequisites				Elective Courses in the Field		
Eligibility for ENG* 101 or SAT/Accuplacer testing placement				any open elective courses	1	18-20
Total Other Credits Required to Issue Modified Credential						
<p>Learning Outcomes - L.O. <i>(List up to three of the most important student learning outcomes for the program, and any changes introduced)</i></p> <p>Upon successful completion of all General Studies degree program requirements, graduates will:</p> <ol style="list-style-type: none"> 1. Demonstrate a clear connection among elective choices and their personal, occupational or academic ambitions. 2. Work with others, including culturally and intellectually diverse peoples; think critically; and gain an appreciation for life-long learning. 3. Become adept in written and spoken communication skills. <p>In addition, the graduate will complete the comprehensive learning outcomes identified with the General Education Core.</p>						