BOR ACADEMIC & STUDENT AFFAIRS
COMMITTEE MEETING AGENDA
Friday, April 5th, 2024 @ 9:30 a.m.
Conducted via Remote Participation Meeting will live stream at:
https://youtube.com/live/cDgBgwkeizQ?feature=share

1. Call to Order: Declare Quorum

2. Approval of Minutes – March 8, 2024 – *Page 1*

3. Eastern Connecticut State University Report – Dr. William Salka, Provost
   a. Academic Updates
   b. Modification
      i. English – BA – Modification – *Page 6* **Vote Needed**

4. Southern Connecticut State University Report – Dr. Robert Prezant, Provost
   a. Academic Updates
   b. Modifications
      i. Applied Behavior Analysis – MS – Modification of Instructional Delivery – *Page 26*
      ii. Applied Behavior Analysis – Sixth Year Certificate – Modification of Instructional Delivery – *Page 27* **Vote Needed**
   c. New Programs
      i. Behavioral Neuroscience – BS – *Page 28* **Vote Needed**
   d. **Below Threshold** **Information Only**
      i. Astronomy – Undergraduate Minor – New Minor – *Page 94*
      ii. Healthcare Studies – BS – Program Modification – *Page 110*
      iii. Psychology – Pathway to Applied Behavioral Analysis – MS – New Option within an Approved Program – *Page 118*

5. Western Connecticut State University Report – Dr. Stephen Hegedus, Interim Provost
   a. Academic Updates
   b. New Program
      i. Artificial Intelligence – MS – *Page 126* **Vote Needed**

6. Charter Oak State College Report – Dr. David Ferreira, Provost
   a. Academic Updates
   b. Discontinuation of BS – American Sign Language – *Page 149* **Vote Needed**
   c. Discontinuation of Associate of Arts in General Studies and Discontinuation of Bachelor of Arts in General Studies – *Page 153* **Vote Needed**
   d. Discontinuation of BS and BA – General Studies Concentrations– *Page 159* **Vote Needed**
   e. Discontinuations of Three (3) Certificates – *Page 183* **Vote Needed**
   f. Discontinuations of Five (5) Undergraduate Certificates – *Page 191* **Vote Needed**
   g. Discontinuation of Cyber Security Fundamentals – Undergraduate Certificate – *Page 203* **Vote Needed**
   h. Discontinuations of Two (2) Undergraduate Certificates – *Page 207* **Vote Needed**
   i. Discontinuations of Two (2) Undergraduate Public Safety Certificates – *Page 213* **Vote Needed**

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.

j. Discontinuations of Two (2) Graduate Certificates – *Page 219* **Vote Needed**
k. Discontinuation of Nonprofit Leadership – Graduate Certificate – *Page 225* **Vote Needed**
l. Modification of a Program and Discontinuation of Program Concentrations – *Page 229* **Vote Needed**
m. Modification of Two Programs – *Page 247* **Vote Needed**
n. Reinstatement of the Undergraduate Certificate – Speech and Language Pathology Assistant Studies – *Page 267* **Vote Needed**
o. **Below Threshold** **Information Only**
   i. Cyber Security – BS – Modification – *Page 277*
   ii. Fundamentals of Cyber Security – Certificate 1 – New Certificate – *Page 282*
   iii. Health Care Administration – BS – Modification – *Page 288*
   iv. Health Care Administration – MS – Modification – *Page 295*
   v. Health Information Management – BS– Modification – *Page 301*
   vi. IT Support Professional – Certificate 1 – New Certificate – *Page 308*
   vii. Organizational Leadership – MS – Modification – *Page 314*

7. Central Connecticut State University Report – Dr. Kimberly Kostelis, Provost
   a. Academic Updates
   b. **Below Threshold** **Information Only**
      i. Theatre with Specialization in Performance – BFA – Modification – *Page 321*
      ii. Systems Engineering – Graduate Certificate – New Certificate – *Page 326*
      iii. Systems Engineering – Minor – New Degree Minor – *Page 335*

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BOR ACADEMIC & STUDENT AFFAIRS
COMMITTEE MEETING AGENDA
Friday, March 8, 2024 @ 9:30 a.m.

Regents Present:	Committee Chair Ira Bloom, Regent Juanita James, Regent James McCarthy, Regent Richard Porth
Members:	Professor Colena Sesanker
Staff Present:	Aynsley Diamond, Pamela Heleen, Kaylah Davis
Other Attendees:	Brad Baker, Eric Balboni, Lourdes Cruz, Yaseen Hayajneh, Stephen Hegedus, Diba Khan-Bureau, H. Justin Moore, James Mulrooney, Joan Palladino, Katherine Roe, Deborah Simmons, Michael Stefanowicz

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

1. Call to Order: Declare Quorum

2. Approval of Minutes – February 2, 2024
   Committee Chair Ira Bloom asked for a motion to approve the February 2nd, 2024 minutes. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the minutes were approved unanimously.

3. Central Connecticut State University Report – Dr. Kimberly Kostelis, Provost
   a. Academic Updates
      Dr. James Mulrooney, Associate Vice President for Academic Affairs served as the delegate for Provost Kimberly Kostelis. Dr. Mulrooney provided an academic update, advising that they anticipate new programs coming forth in the future in the areas of AI and social work. They are working with the legislature and accreditation to ensure that social work students are licensed. They also received $150,000 grant from Health Horizons dedicated to the MSW program. He added that there was a fire at a dorm, but everyone followed protocol and the fire department came quickly; overall, there is little damage.
      New Program
      i. Criminal Justice Administration – MA
         Central Connecticut State University requested approval for a new Master of Arts program in Criminal Justice Administration. This program has connections to the three new graduate certificate programs - Criminal Justice Leadership, Forensic Counseling, and Victim Advocacy, and all target practitioners in the field. The certificates and degree program are designed for students interested in the administrative role within the Criminal Justice field. The Criminal Justice Leadership certificate focuses on applied research, data interpretation, management and leadership skills, the development of organizations and implementation of policies, which are attractive to students interested in a leadership role. This certificate is stackable into the master's degree program. The Forensic Counseling certificate program focuses on areas such as offender counseling, offender profile, and intervention. The Victim Advocacy certificate program focuses on mental health, domestic violence, and other prevalent issues. The Master of Arts in Criminal Justice Administration program allows students to choose courses in their area of interest, serves students who are looking for advancement in their career, and may appeal to a non-traditional student. The college also has a Master of Science in Criminal Justice. Both programs complement one another but target different populations, another difference lies in the completion of each program, where MS students must complete a thesis, and students in the MA must complete an exam. The new MA program will be offered in a hy-flex modality, which streamlines opportunities for working professionals.

Regent James McCarthy shared his congratulations, stating that he is impressed at the stackable option, multiple modalities, and aiming the program for working professionals. He added that a student can begin in the core program and obtain a certificate, which may be needed for their career. Dr. Mulrooney added that students without experience in the field may use the leadership certificate as an onramp for development and knowledge.

Regent Juanita James commented in agreement with Regent James McCarthy regarding the impressiveness of the stackable and interdisciplinary nature of the program. She inquired on how students are advised on the path to take. Dr. Mulrooney advised that their undergraduate Criminal Justice program is large, requires internships, encompasses faculty that are practitioners in the field, and has partnerships that provide students with experience. During that undergraduate experience, students may be forming an idea of their pathway. Students also obtain firsthand experience in their internships. The stackable option allows students to take other courses, which can aid in deciding route. Regent James added that she is interested in seeing pathways that students choose to pursue, and the feedback mechanism on their intention. Dr. Mulrooney agreed and added that findings would provide an assessment in determining student needs.

Committee Chair Ira Bloom inquired if this program, as it is intended for practitioners, teaches students how to address situations, such as Uvalde. Dr. Mulrooney advised that the program teaches students how to be leaders and equips them with the skills on how to implement policies and manage organizations, which would aid in addressing that type of situation. Dr. Mulrooney advised that this program prepares students to identify situations of this nature.

Committee Chair Ira Bloom asked for a motion to approve the new program. On a motion by Regent James McCarthy, second by Regent Juanita James, a vote was taken, and the new program was approved unanimously.

b. Endowed Chair Reports
   i. American Savings Foundation Endowed Chair in Banking and Finance
   ii. Gov. William A. O'Neill Endowed Chair in Public Policy and Practical Politics

c. Below Threshold
   i. Artificial Intelligence – Concentration
   ii. Artificial Intelligence – New Degree Minor
   iii. Criminal Justice Leadership – New Graduate Certificate
   iv. Cultural Resource Management – New Graduate Certificate
   v. Cultural Resource Management – New Undergraduate Certificate
   vi. Forensic Counseling – New Graduate Certificate
   vii. Victim Advocacy – New Graduate Certificate

4. <u>Western Connecticut State University Report – Dr. Stephen Hegedus, Provost</u>

a. Academic Updates

Dr. Stephen Hegedus provided an academic update. He added that he has been at WCSU for half a semester and has enjoyed getting to know the faculty, their expertise, and aspirations. They are thinking carefully and collaborating across departments regarding new programs and aligning programs to meet student and workforce needs. This includes areas for 4+1 programs, AI, STEM, and a redesign of the master's in music program. They are also looking at how to serve regional and international needs. Additionally, they are looking to partner with local businesses, hospitals, and schools to provide experiential learning opportunities for students. There is a commitment to rethinking enrollments in areas that matter for students and the workforce of the state. He was joined by Dr. Joan Palladino and Dr. Yaseen Hayajneh. Dr. Hegedus detailed the below threshold item, a new concentration in AI, within the existing MBA program. It will help prepare the next generation in the field of cybersecurity, specifically in the needed area of cyber risk management.

b. New Program
   i. Comprehensive Special Education Paraprofessional Program – BS

Dr. Hegedus and Dr. Joan Palladino presented. Western Connecticut State University requested approval for a new Bachelor of Science in Comprehensive Special Education Paraprofessional program. The program is designed for paraprofessionals to obtain their certification in special education. This is the highest shortage area of teachers in the state of Connecticut. The program has strong support from local schools and has transfer opportunity pathways from the CT State

Community College system. There are also opportunities for grants to offset cost. This program is important to serve the needs of the region and build teacher capacity in the state.
Regent Juanita James commended and added that there is a tremendous need for this area. She shared that in Fairfield County, the number of students classified as needing special education is growing, and parents are struggling to fulfill the IEP requirements due to lack of resources. She asked why there is an acceleration of student needs. Dr. Hegedus added that during his time as a Dean at SCSU, he had the opportunity to learn about the historical context for this. The field has learned how to better identify students, but also, there are less people entering the field. Dr. Palladino added that the paraprofessionals entering the program have already been in the field and know that they want this career and to pursue certification. The program collaborates with Danbury and Bethel schools, as well as CT State Community College.
Committee Chair Ira Bloom added that there are students that receive education accommodations in higher education. He inquired how this program prepares students with accommodations for their careers and emergence into the workforce. Dr. Hegedus confirmed that IEP requirements drop off after the age of 22, and that advising and ensuring students are on a pathway, aids in successful transfer into society and the workforce. Strengthening partnerships in the workforce is also critical. Dr. Palladino added that this is needed, and that having more qualified teachers in the field will help address this. Dr. Hegedus added that the professionals entering this program have been in the classroom for many years, however, they just do not have the certification.
Committee Chair Ira Bloom asked for a motion to approve the new program. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the new program was approved unanimously.

c. **Below Threshold**
   i. MBA – New Concentration

5. Connecticut State Community College – Dr. Levy Brown, Provost
   a. Academic Updates
      Michael Stefanowicz, Executive Dean for Policy, Governance, and Strategic Projects served as delegate for Provost Levy Brown. CT State Community College is preparing for their first set of commencement ceremonies as CT State. The applications for graduation are higher than anticipated, highlighting that students are completing their degrees. Many students began their programs at a legacy community college and are finishing at CT State. Since the curriculum structure has begun, over 300 items have been worked on and approved. He commends faculty and deans for their hard work, coordination, learning a new system, and working statewide. The alignment work continues, including modifications and new programs. The curriculum continues to change to improve and meet workforce and industry demands. He added a comment regarding the below threshold item, Public Utility Management, in which they are adding an elective.
   b. Discontinuation
      i. Meetings, Conventions and Special Events Management – Certificate
      CT State Community College requested approval for the discontinuation of the Meetings, Conventions, and Special Events Management certificate. This program was found duplicative during the consolidation, and there are no students enrolled. This specific program was offered at the Gateway campus, but there are other similar programs that students can enter.
      Ira Bloom asked for a motion to approve the discontinuation. On a motion by Regent James McCarthy, second by Regent Juanita James, a vote was taken, and the discontinuation was approved unanimously.
   c. Modifications
      i. Music Studies – AA – Name Change
      ii. Music – AA – Modification of an Accredited Program
      Items 5.c.i. and 5.c.ii. were discussed and voted on together.
      Dr. Brad Baker, Dr. Deborah Simmons, and Professor Eric Balboni presented. CT State Community College requested approval for modifications to the Associate of Arts in Music Studies and Associate of Arts in Music programs. Dr. Baker congratulated Dr. Simmons on the accreditation of the music program at the Manchester campus. The accrediting organization NASM, requested the name change from AA in Music to Music Studies, to align with the other NASM accredited institutions. Dr. Baker advised that there are two music programs offered at CT State, one is accredited at Manchester's campus, and the other is non-accredited. Through the alignment process, it was found that both

programs share a name and similar codes but were two distinct programs. The program at Manchester's campus attracts students who want the experience and rigidity of an accredited program. The four-year institutions have NASM accreditation, and that will aid in a student's ability to transfer. The other non-accredited program is heavily centered on electives. The curriculum encompasses seven areas of interest and allows students to choose their path. This program is also reducing the number of minimum credits needed to graduate from 65 to 62.

Regent Juanita James commented on a trend at the elementary school level, where music and arts lack funding. She inquired if higher education programs are seeing the impact of this. She also congratulated Dr. Simmons for the accreditation of the program on Manchester's campus. Dr. Simmons noted that there is a movement towards changing STEM to STEAM, which includes the arts. After Covid, there was a shortage of music educators in public schools, adding that some schools have expressed interest in having Manchester's students substitute teach. Dr. Simmons added that many students in the accredited program can transfer into one of the four-year institutions' programs. She shared that she recently encountered a previous student who transferred to WCSU, and upon completing their program, she obtained a full-time teaching job. This program harnesses skills and training, with a commitment to students. Committee Chair Ira Bloom added that though it may be unexpected, music students that complete the LSAT, typically do well.

Committee Chair Ira Bloom asked for a motion to approve the two modifications. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the discontinuation and modification were approved unanimously.

d. New Program

i. Land Surveying and GIS – Certificate

Dr. Moore and Dr. Khan-Bureau presented. CT State Community College requested approval for a new certificate program in Land Surveying and GIS. Dr. Moore shared that this is an example of coordinated efforts to refine curriculum and address workforce needs. Dr. Khan-Bureau shared that she oversees the growing Environmental Technology Program at the Three Rivers campus. She has met with the CT Association of Land Surveyors who requested development of this program in response to growing the industry. GIS is fairly new but provides aid when a surveyor is conducting a review. Additionally, surveying careers have an increase in pay with a corresponding degree. GIS not only looks at engineering, but also preserves indigenous lands, documenting water and land rights, urban planning, development, wildlife habitat preservation, hazardous waste cleanup, and more. This certificate is stackable into the Environmental Engineering Technology degree program, and students can transfer into bachelor degree programs offered at UConn and SCSU.

Regent Juanita James inquired on the location of the program. Dr. Khan-Bureau advised that this certificate can be offered at other campuses in the future but will be located at the Three Rivers campus at this time.

Regent Richard Porth commends the new certificate program, adding that students who are trained in surveying, inspections and zoning are needed in the state.

Committee Chair Ira Bloom inquired on the use of drones. Dr. Khan-Bureau advised that the students are excited to use that technology, and that drones make mapping and surveying easier.

Regent James McCarthy added thanks for the program and shared an anecdote of his own need for a surveyor. He added that this certificate is vital to the needs in field.

Committee Chair Ira Bloom asked for a motion to approve the new program. On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the new program was approved unanimously.

e. **Below Threshold**

i. Bookkeeping – Certificate – Program Modification
ii. Electronics Technician – New Certificate
iii. Public Utility Management – New Certificate C2
iv. Surgical Technology – AS – Program Modification

6. Honorary Degrees

a. Charter Oak State College
b. CT State Community College – Housatonic
c. Eastern CT State University
d. Southern CT State University

Regent James McCarthy commented that the honorary degree nominations are a phenomenal group and

added kudos to the selection committees.

Committee Chair Ira Bloom asked for a motion to approve the honorary degrees. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the honorary degree nominations were approved unanimously.

Regent James McCarthy commented regarding the new meeting format. He added that the change provides an insight into what is happening at the campuses and allows for more discussion time. He encouraged the continuation of discussion and provided thanks to all. Additionally, he inquired on the difference between below threshold and vote needed items, adding if more can be done to move items into the below threshold category, to allow more time for discussion. He added that the question does not require an immediate answer, but to be considered for the future.

Committee Chair Ira Bloom commented with thanks for participation, and seconded Regent James McCarthy's comments regarding program considerations.

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the motion to adjourn was approved unanimously at 10:45 a.m.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Arts in English
Eastern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in English (CIP Code: 23.0101/ OHE# 1392), specifically a significant modification of courses/course substitutions at Eastern Connecticut State University.

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to BA in English at Eastern Connecticut State University, specifically a significant modification of courses/course substitutions.

JUSTIFICATION/PROPOSED CHANGE

The English department proposes revising the current program to reflect shifts in enrollment, faculty availability and expertise, and to incorporate a career development component. Eastern has seen a decrease in the number of majors and, concurrently, a decrease in the number of full-time English faculty. While English major declines have been less precipitous than those of the university overall, Eastern has seen a major drop in enrollments - a decline from 287 majors in Fall 2012 to 178 majors in Fall 2022. In addition, the full-time faculty headcount dropped by 17% (3 FT) in the last 3 years, with a further 13% expected in the next year and a half. These demographic changes resulted in a challenging scheduling environment that made it difficult to meet student course demand, accompanied by an unacceptable rate of low-enrolled courses and course cancellations.

At the same time, it is increasingly clear that our students both need and want a more coherent major that allows them to pursue their particular academic aims and interests and equip them with the skills to meet the demands of the professions they will enter. The program modifications here make for a streamlined and cohesive plan of coursework tailored to provide the skills that employers in all industries repeatedly say they want: the ability to clearly communicate both through writing and orally, the ability to process, understand, and synthesize complicated ideas and texts, and to approach problems and issues both critically and creatively. These areas of intellectual development are historically what English departments do best.

Proposed modifications to the program are as follows:

- Development of a new core to include 6 scaffolded courses at the 100 – 300 level, split between a focus on critical writing skills and critical reading skills
- Revision of two (now required) employability courses that emphasize career and graduate school preparedness at the 200 and 400 level
- Removal of the capstone requirement, replaced with an optional Honors in English capstone designation
- Removal of defined concentrations
- Expansion of electives to allow for greater flexibility in student interest and faculty specialty.

The total number of courses and course credits to be modified by this change is 6 courses (18 credits).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

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

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

SECTION 1: GENERAL INFORMATION	
Institution: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: 11/7/2023 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: NECHE 10-yr reaccreditation 2021	

Type of Program Modification Approval Being Sought (mark all that apply):

X Significant Modification of Courses/Course Substitutions*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: 6 courses, 18 credits

* Significant is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (Program Modification – Below Threshold Report)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form 206 Application for Adding an Auxiliary Instructional Site
- If only modifying modality, use form 202 Application to Modify Instructional Modality
- If only modifying program name, use form 203 Application for Name Change
- If only modifying CIP code, use form 204 Application to Change CIP Code

Original Program Characteristics

Name of Program: English

OHE #: 1392

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

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

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Bachelors, B.A., Bachelor of Arts

Date Program was Initiated: August 2015

Total # Credits in Program: 42

Credits in General Education: 46

CIP Code Number: 23.0101 Title of CIP Code: English Language and Literature, General.

Modified Program Characteristics

Name of Program: English

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

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

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Bachelors, B.A., Bachelor of Arts

Initiation Date for Modified Program: August, 2024

Anticipated Date of First Graduation: May 2026

Total # Credits in Program: 39

Credits in General Education: 46

CIP Code Number: 23.0101 Title of CIP Code: English Language and Literature, General.

Department where program is housed: English

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

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

Location Offering the Program (e.g., main campus): Eastern Connecticut State University		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No		
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, o identify credential: o confirm NC-SARA requirements met: ☐ Yes ☐ No (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: William Salka	Title: Provost and Vice President for Academic Affairs	Tel.: (860) 465-5246 e-mail: salkaw@easternct.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

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

1) Development of a new core to include 6 scaffolded courses at the 100 – 300 level, split between a focus on critical writing skills and critical reading skills.
2) Revision of two (now required) employability courses that emphasize career and graduate school preparedness at the 200 and 400 level.
3) Removal of the capstone requirement, replaced with an optional Honors in English capstone designation.
4) Removal of defined concentrations.
5) Expansion of electives to allow for greater flexibility in student interest and faculty specialty.

Decrease in credit requirement from 42 to 39 credits.

Background and Rationale

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

The English department proposes revising the current program to reflect shifts in enrollment, faculty availability and expertise, and to incorporate a career development component.

We have seen a decrease in the number of majors and, concurrently, a decrease in the number of full-time English faculty. While English major declines have been less precipitous than those of the university overall, we have seen a major drop in our enrollments. We have seen a decline from 287 majors in Fall 2012 to 178 majors in Fall 2022. In addition, the full-time faculty headcount dropped by 17% (3 FT) in the last 3 years, with a further 13% expected in the next year and a half. These demographic changes resulted in a challenging scheduling environment that made it difficult to meet student course demand, accompanied by an unacceptable rate of low-enrolled courses and course cancellations.

At the same time, it is increasingly clear that our students both need and want a more coherent major that allows them to pursue their particular academic aims and interests and equip them with the skills to meet the demands of the professions they will enter.

The program modifications here make for a streamlined and cohesive plan of coursework tailored to provide the skills that employers in all industries repeatedly say they want: the ability to clearly communicate both through writing and orally, the

ability to process, understand, and synthesize complicated ideas and texts, and to approach problems and issues both critically and creatively. These areas of intellectual development are historically what English departments do best.

To build on the unique strengths of our faculty and meet the needs of our majors, we have designed a cohesive core – a set of courses that creates a shared experience for all our majors and one that scaffolds a set of skills that enables students to both succeed in upper-level courses and develop competencies essential to their chosen profession. The 18-credit core, split into two sets of three classes, will develop and hone our majors' critical thinking and written communication skills and their ability to understand and synthesize complicated texts and ideas. And our two revised career development courses will provide students with the resources to understand how to translate the skills they have learned in our classes to the job market. In place of the concentrations our program currently offers, we will provide students with clearly articulated guided pathways, reinforced through sustained advising, through the major, which will allow them to focus on areas that best support their professional, personal, and civic goals.

Addressing Identified Needs

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

  Eastern's English majors go on to careers in education, publishing, and librarianship, but also in business, law, finance, government, and the nonprofit sector.

  We believe that our learning outcomes focus on the interpretive and communication skills that allow English majors to succeed in such a broad range of fields. But the very adaptability of these skills also makes it difficult to predict exactly what path any given student might take (precisely because the skills they develop have a valuable place in just about any organization). According to a Hart Research Associates report conducted on behalf of the Association of American Colleges and Universities, "The skill and knowledge areas of greatest importance to both business executives and hiring managers when hiring include oral communication, critical thinking, ethical judgment, working effectively in teams, working independently, self-motivation, [and] written communication" (11). While this was a national survey, it likely reflects the views of entrepreneurial leaders in Connecticut as well. The skills outlined in the Hart report are mirrored by the National Association of Colleges and Employers (NACE)

  Although English majors can and do go on to a variety of careers, there are a few that align more obviously with the discipline. Those areas: teaching, librarianship, sales and marketing, etc. are all growth areas in Connecticut and nationally. According to the Connecticut Department of Labor (CDL), jobs in teaching at all levels, elementary to secondary, are expected to increase by nearly 5% over the next decade, suggesting that our graduates who pursue English education will be well situated for the job market. Similarly, Librarians and Media Collections Specialists, though they represent a small number of our graduates, will see a similarly robust job market – openings in libraries and archives across all modalities is expected to increase by 8% in Connecticut by 2030. Because of our major's emphasis on clear communication, we have a number of graduates who go into Sales and Marketing, and those going into that area will expect to see an 8% increase in the number of openings over the next decade. For writers and authors (including technical writers), the CDL projects an 18% increase. Eastern pays for a data service through Lightcast, a global leader in Labor Market Analytics. For state-wide completers of English degrees (CIP Code: 23.0101), Lightcast reported that Eastern held a nearly 11% market share in 2022 (Eastern was fourth in the state, behind UCONN, Wesleyan, and Yale).

  While it is important to quantify how our students make use of their degree and the ways it provides them with the skills needed to succeed in the workforce or graduate school, it should also be noted that the work of an English department and its majors also adds to the well-being of the immediate and larger community. We routinely invite professional writers to campus to speak and to read their work, giving both our students and the community an opportunity to meet

and interact with a range of talented writers, speakers, and activists. Our events are often attended by members outside the Eastern community, from the larger Windham and Mansfield communities. English majors often help develop and host these events, putting the skills and knowledge they have learned in the classroom to use in a public facing, community event.

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

This modification aligns with Eastern's mission to liberally educate students and prepare them for the workforce. It capitalizes on the training and expertise of our current faculty by creating a distinctive core that both explores the breadth of English studies and focuses on the skills that employers cite as most important. We anticipate that the revised curriculum will also lessen the time to degree by maximizing our resources and allowing students to more easily double-major or pick up a minor. Our streamlined major with a larger common core for all students and an increased flexibility in electives would help us increase 4-year graduate rates, provide ways for more students to connect to alumni and professional networks through a stronger focus on career goals and dedicated courses focused on career development, and better match curriculum with opportunities for internships and other pre-professional experiences – all part of Eastern's current mission and goals.

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

      Eastern's Office of Planning and Institutional Research publishes comprehensive data sets detailing the distribution and performance of the student body across these dimensions. Performance data includes completion, and retention rates, grade distributions, and data concerning course repetition. We currently use these to assess our program and will continue to do so.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

      The modified core is designed specifically to address key skills for workforce readiness and support all students by scaffolding critical reading and writing skills across six courses. All students, regardless of background, will be given targeted support in those areas as they move through the program. The English department recently received a grant from the Modern Language Association which specifically targets recruitment of students from underserved communities in Connecticut, and we will be using that grant to initiate relationships with those communities and recruit students from them to Eastern and the English department. Part of this grant is also focused on internal support for students from diverse and underserved backgrounds and will be used to develop clear career pathways for students and give them the preparation they need to succeed in the workforce or graduate school. We also offer a student research grant, called Emergent Scholars in English, which is "intended to support writers who are Black, Indigenous, Latinx, Asian/Pacific Islanders, multi-racial, and/or other students of color. Students with modest incomes will be given preference. Students who self-identify in these categories are also encouraged to apply: students who are LGBTQ; students who are gender nonconforming; students with disabilities; students who are bi- or multilingual".

      Furthermore, Eastern recognizes the need for these supports and provides a First Year Experience to first-year students. Eastern has an Academic Success Center and AccessAbility Services which provides academic and access support for our students. Tutoring in writing is provided by Eastern's Writing Center, directed by an English professor, with embedded writing tutors offering further support in its first-year writing program, housed and administered by the English department.

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

  We have a robust assessment practice and culture in the department in place already. We routinely survey our students, both when they enter the program and when they depart, and they submit a curated portfolio of their work when they graduate. A committee reads the portfolios and uses them to assess instruction in the core classes and electives, and the department then uses that assessment to target specific areas of weakness. For example, we know that our students struggle to articulate and translate the skills they have learned in the classroom to workplace and graduate school expectations, so we developed the two required career development courses to address that need. Similarly, we know that synthesizing research material into their own work presents challenges for our early-career students, so our new core is designed to scaffold that skill more deliberately throughout the core and elective courses. We will continue to assess the program and revise and target specific areas of weakness as we identify them, ensuring that all students are equally supported.

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

  Eastern participates in TAP agreements with institutions in the community college system in Connecticut and Eastern accepts transfers from Central, Western, and Southern. The modified program should maintain the flexibility and smooth transfer of credits our students have come to expect.

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

  The four CSUs have Bachelor of Arts programs in English. Central, Southern, and Western offer Bachelor of Science degrees in English for education students (Southern offers only English for secondary education, while Central and Western offer both secondary and elementary education options). Only Southern offers non-education-related concentrations within their Bachelor of Arts major; those twelve-credit concentrations are in literature, creative writing, and professional writing.

  This proposed modification to Eastern's Bachelor of Arts in English would therefore be distinctive from other CSUs in a number of ways. 1) It would offer a coherent core that allows students to explore all aspects of English studies (e.g. literary study, rhetoric and composition, creative writing, etc.); 2) It would offer future teachers a Bachelor of Arts degree in English with a clearly defined and articulated education-related pathway; 3) It would offer students more choice than any other CSU English degree since Eastern would have more elective options, allowing students to pursue pathways such as in teacher education, writing as a profession, or graduate work, as well as the option for an individualized, student-designed focus; 4) It has a clear, articulated, and supported emphasis on translating the skills students develop in English classes to the skills that their employers and graduate schools require.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ENG 202 Introduction to English Studies	3	ENG 177 Reading Closely	3
Two of the following: ENG 203 Introduction to Writing Literary Criticism and/ or ENG 204 Introduction to Writing Studies and/ or ENG 205 Introduction to Creative Writing	6	ENG 277 Reading Critically	3
ENG 461 Senior Seminar I	3	ENG 377 Reading Contextually	3
ENG 462 Senior Seminar 2	3	ENG 190 Writing Approaches and Techniques	3

Concentrations	21 – 24	ENG 290 Writing Process and Craft	3
Electives	3 – 6	ENG 390 Advanced Writing Seminar	3
		ENG 299 Career Development for English I	1
		ENG 487 Career Development for English II	2
		Electives	18
Total Credits Original Program	42	Total Credits Modified Program	39

Learning Outcomes - L.O.

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

I. By the time they graduate, English majors should be able to adapt their use of writing, speech, and visuals to communicate effectively to a variety of audiences and purposes.
   - create texts for a variety of audiences and purposes
   - articulate how their work is designed to serve a particular audience and purpose
   - present ideas in a visual form
   - present ideas orally
   - revise their work based on feedback from their peers and/or instructors
   - articulate how skills practiced in the English major are reflected in work completed in other courses and settings
   - articulate areas of growth and continuing challenges in their development as thinkers, researchers, readers, and writers

II. By the time they graduate, English majors should be able to develop convincing analyses of, arguments about, and responses to a range of texts, supported by in-depth engagement with textual details; literary and rhetorical conventions and devices; and conversations in the field.
   - summarize the contents of a text effectively
   - craft a thesis statement
   - incorporate evidence to support a thesis/claim
   - craft a claim that puts two or more texts into conversation
   - analyze textual details in depth (i.e., close reading)
   - explain how literary and rhetorical elements and devices contribute to a text's meaning and the readers' experiences
   - respond to the conventions of different genres and/or forms

III. By the time they graduate, English majors should be able to produce independent research and/or creative activity that contributes to broader cultural, artistic, and scholarly conversations, responding thoughtfully and respectfully to a variety of perspectives.
   - compose research questions that meet the demands of the task
   - cite the ideas of others ethically in ways appropriate to the genre, audience, and purpose
   - discriminate between reliable and unreliable sources
   - integrate quotations or paraphrases into their work
   - synthesize the perspectives offered by multiple sources
   - articulate why they agree with another's ideas
   - explain respectfully how and why their perspective disagrees with or complicates another's ideas
   - explain how their work contributes to an existing intellectual and/or artistic conversation

IV. By the time they graduate, English majors should be able to engage with writers from a range of backgrounds and worldviews, and articulate an understanding of how cultural, historical, and ideological contexts can shape both the creation and the reception of texts across time and now.

- apply specific scholarly and/or artistic vocabulary and concepts to enrich their work
- describe how a text responds to specific historical or current events and attitudes
- describe how a text reflects its author's identities and experiences (e.g., race, class, sexuality, gender)
- analyze and/or critique representations of identities and experiences (e.g., race, gender, class, citizenship, (dis)ability, indigeneity, sexual orientation, and/or religion) in a text

Assessment of Learning Outcomes

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

Students take a survey in their first required core course and an exit survey in their last required core course to assess their general knowledge of English studies. Students submit a portfolio of their writing from selected major courses and write a reflective essay contextualizing that work in relation to the department's learning outcomes. Students submit the portfolio as a graduation requirement. A committee of English faculty reads and assesses the portfolios, reporting back to the full department with recommendations for improvement in content and skill delivery in the core and elective courses.

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 100 College Writing		Placement At This Level	3
ENG 100P College Writing Plus		Placement At This Level	5
ENG 125 Introduction to Literature	I, II	None	3
ENG 130 Literary Analysis	I, II	None	3
ENG 177 Reading Closely **Course Description: "This introductory course emphasizes close reading. Students will study literary, persuasive, and informative texts representing a variety of genres and forms. Special attention will be given to literary and rhetorical terms, genre distinctions, and formal elements."**	**I, II,**	**None**	**3**
ENG 190 Writing Approaches and Techniques **Course Description: "This course introduces students to the kinds of writing English majors produce, from literary analysis, to works of poetry, fiction, and drama, to memoirs, to video essays. The first in a three-course sequence, ENG 190 emphasizes a critical understanding of genre, audience, and research."**	**I, II**	**None**	**3**
ENG 201 Creative Writing for Non-Major	I, II	None	3
ENG 202 Introduction to English Studies	I, II	None	3
ENG 203 Introduction to Writing Literary Criticism	I, II	ENG 100,100P,200, or HON 200	3

ENG 204 Introduction-Writing Studies	I, II	ENG 100, 100P or HON 200 (LAC T1 Collg Wrtg)	3
ENG 205 Introduction to Creative Writing	I, II	ENG 100, 100P, 200, or HON 200 and LAC student with T1A or T1LT course or ELAC student	3
ENG 206 Digital Composition	I, II	ENG 100 or 100P	3
ENG 207 Forms in Creative Writing	I, II	None	3
ENG 209 Writing For Children and Young Adults	I, II	None	3
ENG 214 English Literature to 1798	I, II, IV	None	3
ENG 215 English Literature from 1798	I, II, IV	None	3
ENG 216 Scottish Literature and Culture	I, II, IV	None	3
ENG 217 Modern Canadian Literature	I, II, IV	None	3
ENG 218 Eighteen Century Britain in Global Context	I, II, IV	LAC student with T1A, T1LT, T1H or T1SS course or ELAC student	3
ENG 223 Survey of American Literature	I, II, IV	None	3
ENG 225 Fiction	I, II, IV	None	3
ENG 226 Drama	I, II, IV	None	3
ENG 227 Poetry	I, II, IV	None	3
ENG 228 Poetry of Women	I, II, IV	None	3
ENG 230 Reading and Writing Electronic Literature	I, II, III	LAC student with T1M course or GER Student	3
ENG 233 Contemporary Poetry	I, II, IV	None	3
ENG 234 Contemporary Fiction	I, II, IV	None	3
ENG 237 Encoding Electronic Texts	I, II, III	None	3
ENG 238 Literary Magazine Editing		None	3
ENG 241 Critical and Creative Thinking	I, II	LAC student with T1A or T1LT course or ELAC student	3
ENG 242 Literature and Cultural Studies	I, II, IV	None	3
ENG 251 Introduction to American Society	I, II, IV	None	3
ENG 252 Harlem Renaissance	I, II, IV	LAC student with T1A, T1LT, T1H or T1SS course or ELAC student	3
ENG 255 African American Literature	I, II, IV	None	3
ENG 256 Native American Literature	I, II, IV	None	3
ENG 257 Contemporary Drama and Society	I, II, IV	LAC student with T1SS course or GER student	3
ENG 258 Asian American Literature	I, II, IV	None	3
ENG 259 Chicano/Chicana Literature and Culture	I, II, IV	LAC student with T1A or T1LT course or ELAC student	3
ENG/WST 260 Introduction to Women's Studies	I, II, IV	None	3
ENG 271 Classical Rhetoric	I, II, IV	Any course with T1A, T1LT, T1H or T1SS attribute or ELAC student	3
ENG 272 Introduction to Rhetorical Criticism	I, II, IV	ENG 100 or 100P	3

ENG 273 Introductory Topics in Rhetoric and Composition	I, II, IV	ENG 100 or ENG 100P	3
ENG 275 Tutoring Writing		Permission of Instructor or Writing Program Director	1
ENG 277 Reading Critically Course Description: "This course is designed not just to give students a greater insight into the history and methods of what "English" is as a field, but also to introduce them specifically to a mix of approaches and texts to prepare them for the rest of the Eastern English major and beyond. By the end of the semester , students will ideally recognize how all of these different approaches can benefit their pursuits as an English major, learn ways to utilize them in analyzing material, and expand upon the skills gained in ENG 177 in how to read and interpret a variety of texts."	**I, II, IV**	**ENG 177**	**3**
ENG 290 Writing Process and Craft Course Description: "The second in a required three-course sequence, ENG 290 reinforces the skills learned in ENG 190, but also introduces students to more complicated narrative and organizational structures. Students will understand how their own writing fits within a larger literary or cultural context, and will begin to craft longer, more complex texts."	**I, II, III**	**ENG 190 with a grade of C or better, and 30 credits earned**	**3**
ENG 299 Career Development for English I		ENG 100 or 100P and 30 credits earned	1
ENG 300 Business and Technical Writing	I	ENG100 or 100P	3
ENG 301 Writing Fiction	II, IV	ENG100 and a 100 or 200-level literature course	3
ENG 302 Writing Poetry	II, IV	ENG100 and a 100 or 200-level literature course	3
ENG 305 Composing Digital Narratives	I, II, IV	None	3
ENG 306 Digital Rhetorics	I, II, III, IV	None	3
ENG 307 Medieval Women Mystics	I, II, III, IV	None	3
ENG 308 Playwriting	II, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 310 Contemporary African American Poetry	II, III, IV	ENG 100 or 100P & 100 or 200 level ENG crs	3
ENG 313 Native American Novel	II, III, IV	None	3
ENG 314 Indigenous Studies	II, III, IV	ENG 100 and a 100- or 200- level Literature course	3
ENG 316 Love & War in Medieval British Literature	II, III, IV	ENG 100 Or 100P Or 200; & 100-200 Level Lit Crse	3
ENG 317 Renaissance Literature	II, III, IV	None	3
ENG 319 Age of Sensibility	II, III, IV	ENG 100 and a 100 or 200-level literature course	3

ENG 321 The Nineteenth-Century American Short Story	II, III, IV	ENG 100 and a 100 or 200 level literature course	3
ENG 325 Modern Drama	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 328 Children's Literature	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 329 Young Adult Literature	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 330 Science Fiction	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 333 The Modern Novel	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 335 Shakespeare's Comedies	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 336 Shakespeare's Tragedies	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 337 Sex & Love in Chaucer	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 338 Linguistic Analysis		60 credits minimum	3
ENG 339 Shakespeare and Film	II, III, IV	ENG 100 And 100 or 200 Level Literature Course and LAC student with T1A , T1LT, T1H or T1SS course or ELAC student	3
ENG 340 History & Development of the English Language		ENG 100 and a 100 or 200-level literature course	3
ENG 341 Modern American Grammar		ENG 100 and a 100 or 200-level literature course	3
ENG 342 Literature of New England	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 343 Folklore and Folklife Of New England	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 344 Literature of Africa	II, III, IV	LAC student with T1A, T1LT, T1H orT1SS course or ELAC student. In addition to ENG 100 and a 100 or 200-level literature course	3
ENG 351 Feminist Theories	II, III, IV	ENG 260 or WST 260	3
ENG 352 Lesbian Literature	II, III, IV	ENG 100/200 and a 100/200 level literature class or ENG/WST 260	3
ENG 353 Storytelling	I, III	LAC student with T1A or T1LT course or ELAC Student	3
ENG 356 Women Writers To 1900	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 357 20th Century Women Writers	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
ENG 359 Film Theory	II, III, IV	None	3

ENG 360 Digital Game Studies	II, III, IV	ENG 100 or 100P AND ENG 202 or NMS 110	3
ENG 362 Writing for Digital	II, III, IV	ENG 204 or ENG 206	3
ENG 363 Copyright in the Digital Age		None	3
ENG 365 Topics in Literature or Language		ENG100 and a 100 or 200-level literature course	3
ENG 369 Cultural Studies and Creative Writing	III, IV	LAC student with T1A or T1LT course or ELAC student	3
ENG 370 Composition Theory and Pedagogy	I, II, IV	ENG 200 or 204 or 220	3
ENG 371 Rhetoric and Cultural Studies	I ,II, III, IV	ENG 130 or 200 or 204 or 242 or 271 or 272	3
ENG 372 Creative Writing Abroad	II, IV	Permission of Instructor	3
ENG 373 Studies in Rhetoric and Composition		ENG 200 or 204 or 206 or 271	3
ENG 374 Rhetoric of the Hollywood Film	II, II, IV	ENG 130 or 200 or 204 or 206	3
ENG 375 Language Acquisition In Young Children		ENG 100 and a 100 or 200-level literature course	3
ENG 376 Advanced Forms, Theory, and Practice in Creative Writing	II, IV	ENG 205	3
ENG 377 Reading Contextually Course Description: "In this course, students will use close reading and critical approaches while putting literary and/or rhetorical texts in context and conversation with one another. Each section will focus on an instructor-chosen theme, while training students to move beyond analyzing texts in isolation and teaching them to situate their readings within a particular form or genre, an historical moment, or a literary or rhetorical tradition. Assignments will task students to use close reading, terms for literary and rhetorical devices, and critical vocabulary and approaches while diving deeply into a single moment, form/genre, or tradition."	**II, III, IV**	**ENG 227**	**3**
ENG 380 Creative Nonfiction	III, IV	ENG 100 or 100P, ENG 200 or equivalent	3
ENG 381 Advanced Fiction Workshop	III, IV	ENG 301	3
ENG 382 Advanced Poetry Workshop	III, IV	ENG 302	3
ENG 383 Literary Publishing		ENG 100 and a 100 or 200-Level Literature Course	3
ENG 390 Advanced Writing Seminar Course Description: "The third in a required three-course sequence, ENG 390 is designed to allow students to produce a lengthy and complex text or collection of texts. The course challenges students to employ complex and	**III, IV**	**ENG 290 with a grade of C or better and 60 credits earned**	**3**

nuanced narrative, literary, and/or argumentative strategies and structures, while also providing opportunities to work on their writing at a more granular level through a focus on language choice, rhetorical and literary tropes, and complex grammatical structures."			
ENG 393 Chicana and Latinx Rhetorics	II, III, IV	ENG 100 or 100P	3
ENG 399 The Lord of the Rings	II, III, IV	None	3
ENG 420 Seminar American Civilization	II, III, IV	ENG 100 and a 100 or 200-level literature course	3
Career Development for English II		ENG 299 and 90 credits or Permission of the Department Chair	2
ENG 461 Capstone Seminar I	II, III, IV	21 credits ENG beyond ENG 100/100P and ENG 202 and TWO of the following: ENG 203, 204, 205 and 2 ENG 300 + level courses	3
ENG 462 Capstone Seminar II	II, III, IV	ENG 461; 2 Stage 2 Writing Courses; LAC student with at least two Tier II courses or GER student	3
Open Electives (Indicate number of credits of open electives)			18
Total Program Credits:			39

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

Students will no longer be required to complete a capstone.

Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

No changes in resources will be needed as the result of this modification.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year Fall 2023		Fall Term, Year Fall 2022		Fall Term, Year Fall 2021	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	5	1	10	1	11	3
New Students First Time	44	0	34	0	32	0
Returning Students Continuing	124	4	135	11	132	14
Actual Headcount Enrollment	177	6	180 (incl 1 exch	13 (incl 1 re-ad)	179 (incl 3 re-ad)	19 (incl 1 re-ad)
Fall FTE accounted for by Program Majors	179.67		186.067		186.333	
Size of Credentialed Group(s) for Given Year	44		57		51	

Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion

Because these modifications respond to student need and are rooted in our own programmatic assessment, we anticipate the modifications will make our major more attractive to a broader group of students. Its streamlined core and focus on career readiness and development will appeal to students who have concerns about employability, while its open elective structure will allow students to develop a program of study that matches their personal and professional goals. These modifications also reduce the complexity of the requirements and make it easier for our faculty to consistently offer the necessary courses, so we anticipate that completion rates – already good – will improve.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

As this is a change of an existing major, no additional resources are required. This modification will actually save money by reducing the need to hire adjunct faculty.

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

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

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

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

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.easternct.edu/english/index.html

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

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://www.easternct.edu/admissions/tuition-fees.html

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The major in English is designed to develop students' understanding of the complexity and versatility of the English language and to cultivate skills in communication, critical thinking, and creativity through writing and research. Students in the English major will take a set of six core disciplinary courses designed to help them become thoughtful critical and creative readers and writers, as well as two courses to help them prepare for future career and education pathways. Students will work with their academic advisors to develop an additional plan of study across six elective courses (18 credits). Students interested in teaching careers are strongly encouraged to follow the recommendations in the tracks designed for them when choosing their elective courses. A recommended track is also provided for students especially interested in creative writing. Other students work together with their advisor to develop a unique slate of electives tailored to their interests and educational or professional goals. Regardless of the individual choices students make in designing their elective curriculum, they will encounter a variety of reading and writing experiences that broaden their perspective on the world, on the complexity of cultural values, and on personal and community life. In doing so they will come to terms with ambiguity and nuanced value judgments, while developing their emotional intelligence. Students will emerge as stronger writers and more powerful analytical thinkers. This, in turn, will prepare students for success in a variety of fields, from medicine, law, philosophy, and business, to applied technology, the creative arts, and education.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s):
There are numerous career options available to graduates due to the skills associated with obtaining a degree in English. Estimated annual earnings are noted on the CT Department of Labor and US BLS websites.

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

Job Listing Estimated Annual Earnings	Estimated Annual Earnings
27-3041 Editors	$87,070
27-3042 Technical Writers	$86,760
27-3043 Writers and Authors	$87,070
25-4022 Librarians and Media Collections Specialists	$64,770
25-2030 Secondary School Teachers	$65,580
25-2020 Elementary and Middle School Teachers	$65,580
23-1011 Lawyers	$163,770
11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers	$152,320

Applicable Industries

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

513. Publishing Industries
541. Professional, Scientific, and Technical Services
516. Broadcasting and Content Providers
519. Web Search Portals, Libraries, Archives, and Other Information Services
561. Administrative and Support Services
611. Educational Services
712. Museums, Historical Sites, and Similar Institutions
813. Religious, Grantmaking, Civic, Professional, and Similar Organizations
921. Executive, Legislative, and Other General Government Support
922. Justice, Public Order, and Safety Activities
923. Administration of Human Resource Programs

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Steve Ferruci, ferrucis@easternct.edu, 860-465-0653

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 15

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

Admissions Requirements

What are the admissions requirements for the program?

There are no general requirements for admission to the English degree program. Continuing students wishing to change their major to English or add it as a second major must meet with the department chairperson to discuss their individual areas of interest.

Graduation Requirements

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

If yes, describe:

Students must receive a grade of C (2.0) or higher in all courses being counted toward major requirements except ENG 299 and ENG 487. For ENG 299 and ENG 487, students must receive Credit. The minimum requirements for the major total 39 ENG credits beyond Eastern's Liberal Arts Core. Credits for ENG 100: College Writing or ENG 100P: College Writing Plus cannot be used as part of the 39 credits required for the English major. Submission of an exit portfolio and completion of exit survey is also required.

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: There isn't a one-size-fits-all answer to what makes a good prospective English major, as individuals vary in their strengths and interests. Our current students come from varied backgrounds with varied interests. In general, though, prospective students could be said to have the following characteristics:

Curiosity and Open-mindedness: A curious and open-minded approach to different perspectives and ideas is valuable. English majors often encounter diverse range of writing that challenges their thinking and broadens their worldview.

Creativity: Whether as a scholar or an artist, a sense of creativity can be an asset. This creativity can manifest in the ability to generate unique ideas, approach texts from different angles, or create original written works.

Passion for Language and Literature: Students who have a deep passion for the English language and who genuinely enjoy reading and have a keen appreciation for literature often thrive in English programs.

Students seeking the English majors are often interested in teaching as a profession; prospective students have a love of writing and want to develop their skills further. But English majors are also students who want a good, solid grounding in marketable skills, and they know that an English major, with its focus on good communication, will provide it for them. The modified major was redesigned specifically to appeal to a broader audience than our current major; by providing a rigorous, structured core focused on identifiable skills while still instilling in students a love of literature and writing, we hope to appeal to a broader base of students who will see in the new major a place for their development as flexible and creative thinkers who will prosper in any employment they seek.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of Two Programs

Applied Behavior Analysis – Masters of Science
Applied Behavior Analysis – Sixth Year Certificate
at
Southern Connecticut State University

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of two programs, specifically a modification of program delivery method at Southern Connecticut State University:

Applied Behavior Analysis – Masters of Science Program (CIP Code: 42.2814/ OHE# 20032)
Applied Behavior Analysis – Sixth Year Certificate (CIP Code: 42.2814/ OHE# 16944)

A True Copy:

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Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to the Master of Science program and the Sixth Year Graduate Certificate in Applied Behavior Analysis at Southern Connecticut State University, specifically a modification of program delivery method.

JUSTIFICATION/PROPOSED CHANGE

Students enrolled in the program are typically working full time in a variety of educationally related settings and routinely have work and life challenges that make it difficult to commute to campus 2 nights per week for the duration of their program. The proposed change would adjust the delivery method for courses to allow some weeks on campus and some weeks in an online/synchronous format allowing for advantages of fully synchronous experiences but also additional flexibility that is desired by our graduate students.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

04/5/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

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

APPLICATION TO MODIFY INSTRUCTIONAL DELIVERY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY	
Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 2.26.24 Submission to CSCU Office of the Provost for Academic Council: 2.21.24
NOTE: Use this form if modifying only the program delivery method.	
Program Characteristics Name of Program: Master's of Science in Applied Behavior Analysis OHE #: 20032 Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Master of Science, MS** Total # Credits in Program: 30 CIP Code Number: 42.2814 Title of CIP Code: Applied Behavior Analysis Department where program is housed: Special Education Location Offering the Program *(e.g., main campus)*: Main Campus	
Current Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☐ Hybrid, % of fully online courses	
Proposed Modality of Program *(check all that apply)*: ☐On ground ☐ Online ☒ Hybrid, % of fully online courses 51+%	
Explanation / Justification *Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.* Students enrolled in the program are typically working full time in a variety of educationally related settings and routinely have work and life challenges that make it difficult to commute to campus 2 nights per week for the duration of their program. The proposed change would adjust the delivery method for courses to allow some weeks on campus and some weeks in an online/sychronous format allowing for advantages of fully synchronous experiences but also additional flexibility that is desired by our graduate students.	
Fiscal Impact Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years. There is no anticipated fiscal impact to this change The change of modality is intended to increase enrollment.	

Institutional Contact for this Proposal: Dr. Robert Prezant	Title: Provost/VPAA	Tel.: 203-392-5350 e-mail: prezantr1@southernct.edu

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

APPLICATION TO MODIFY INSTRUCTIONAL DELIVERY –
MODIFICATION OF ACCREDITED PROGRAM

MODIFICATION OF INSTRUCTIONAL DELIVERY	
Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 2.26.24 Submission to CSCU Office of the Provost for Academic Council: 2.21.24
NOTE: Use this form if modifying only the program delivery method.	
Program Characteristics Name of Program: Sixth Year Certificate in Special Education, Applied Behavior Analysis specialization OHE #: 16944 Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Sixth Year Certificate, SYC** Total # Credits in Program: 30 CIP Code Number: 42.2814 Title of CIP Code: Applied Behavior Analysis Department where program is housed: Special Education Location Offering the Program *(e.g., main campus)*: Main Campus	
Current Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☐ Hybrid, % of fully online courses	
Proposed Modality of Program *(check all that apply)*: ☐On ground ☐ Online ☒ Hybrid, % of fully online courses 51+%	
Explanation / Justification *Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.* Students enrolled in the program are typically working full time in a variety of educationally related settings and routinely have work and life challenges that make it difficult to commute to campus 2 nights per week for the duration of their program. The proposed change would adjust the delivery method for courses to allow some weeks on campus and some weeks in an online/sychronous format allowing for advantages of fully synchronous experiences but also additional flexibility that is desired by our graduate students.	
Fiscal Impact Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years. There is no anticipated fiscal impact to this change The change of modality is intended to increase enrollment	
Institutional Contact for this Proposal: Dr. Robert Prezant	Title: Provost/VPAA Tel.: 203-392-5350 e-mail: prezantr1@southernct.edu

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Behavioral Neuroscience (CIP Code: 42.2706, 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:

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Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Behavioral Neuroscience, leading to a Bachelor of Science at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Behavioral Neuroscience	
CIP Code	42.2706	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	44 - 46	
Date of Action (Anticipated)	05/23/2024	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future X On Ground _ Hybrid _ Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

Behavioral Neuroscience (BNS), an interdisciplinary major that combines Psychology and Biology with supplemental courses in physics and chemistry, is ever increasing in popularity and is available as a program of study in at least 6 colleges or universities in the State, but none of the CSU's. Students with interests in neuroscience, the biological basis of behavior, psychology as a science, medical or healthcare studies, research, and biotechnology will be well-served by this new program. This new major serves both an immediate need, given our student interests, and will serve as a recruiting tool, as the program aligns nicely with emerging industry trends and future job opportunities.

SCSU currently offers all of the required courses listed within this major and, more importantly, has a long-standing reputation of supporting undergraduate students in rigorous scientific research. Faculty in this newly developed program are not only conducting scientific research involving student researchers, but their work is distinctly neuroscience in nature.

Certainly, combined with our existing course offerings, our level of faculty mentorship of undergraduate students in both research-related courses and internship opportunities, showcases a pattern of behavior that serves as a substantial strength for the development of a BNS major at SCSU. Beyond internal research opportunities, faculty involved in this application consistently support external internship experiences, though enrolment in courses like PSY463 and BIO497. In this way, SCSU faculty serve as secondary supervisors for students working off-sight, in laboratories at various locations, including Yale University and the Connecticut Agricultural and Research Station. Of note, when discussing the possibility of creating a BNS major at SCSU with some of our existing internship collaborators, they reported overwhelming support in favor of this application.

PROPOSAL

The immediate impact of the BNS major at SCSU would be a slight rearrangement of existing biology and psychology majors who wish to change majors, adopting this new program and degree requirements. Long-term, instead of competing with our existing biology and psychology majors, the BNS major will nicely complement both, creating a home for students who were not fully served by either program as well as those who may have gone elsewhere to pursue a similar BNS degree. In short, our BNS major is expected to serve as a recruiting tool; posed to be the only BNS major at a public institution in CT (and the only within the CSU's), our program is slated to attract students that would have, otherwise, committed to more costly institutions (e.g., QU), offering a similar program.

RECOMMENDATION

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

04/05/2024 – BOR - Academic and Student Affairs Committee
05/23//2024 – Board of Regents

Southern Connecticut State University

February 12, 2024

Dear Sir or Madam,

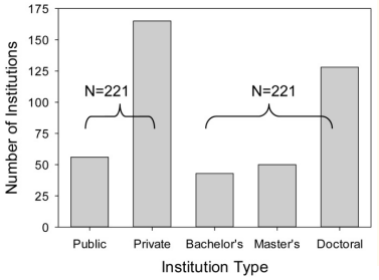
Thank you for taking the time to carefully evaluate our proposal for an interdisciplinary major in Behavioral Neuroscience (BNS). The following letter addresses our immediate need for this degree by briefly highlighting four key points: an increasing workforce need in the New Haven area, a lack of BNS programs at regional public comprehensive universities within CT, the unique characteristics of SCSU's student population, and our existing infrastructure at SCSU. We feel confident that after careful consideration of our application you will see immense value in the immediate development and launch of a BNS program at SCSU.

Increasing workforce needs:
Broadly, the *U.S. Bureau of Labor Statistics* projected tremendous increase in demand over the next decade, most likely due to our aging population, for occupations in the neuroscience area. For example, the agency predicted a 13% increase for behavioral neuroscience jobs such as medical scientists and neuroscientists (*www.bls.gov*).

Analysis by AdvanceCT ranks CT second in academic bioscience investment and third in bioscience venture capital funding (CT Insider, 2023). The CT Department of Labor estimates a 17% increase in employment need for biological scientists, 43.4% growth for medical scientists, and 28% for life science researchers. Focusing even closer, the greater New Haven area is currently home to over 100 biotech companies, many of which are looking to identify neuronal therapeutics, necessitating skills that would be acquired in our proposed BNS major.

Beyond immediate employment, SCSU BNS students would be highly competitive when seeking advanced graduate degrees in neuroscience. We have consulted with graduate program coordinators at UCONN and received feedback that our proposed BNS curriculum aligns nicely with at least two of their existing programs: PhD in Physiology and Neurobiology, and PhD in Psychological Sciences with a concentration in Behavioral Neuroscience. The director of the P&N program stated that our applicants would be strong contenders for admission to their program and would be given a "good look", especially if they were offered research opportunities while at SCSU. Notably and as outlined in our proposed curriculum, BNS majors would be required to complete at least one semester research internship or mentored research experience under SCSU faculty's guidance. Additionally, SCSU offers a summer REU program through BioPath for additional and external research opportunities.

Lack of BNS programs: A recent report examining the total number of BNS degrees within the US found a 40% increase in BNS programs over the last 5 years. This same report cited 4 unique programs in CT – all of which are at private universities. As noted in our application, the BNS major at SCSU would be the first of its kind within the CSCU system. Therefore, students seeking a degree at a regional public comprehensive university, like Southern, are limited in their abilities to pursue programs of this caliber. The creation of this program, in addition to solving ever-increasing workforce and labor needs, would level an academic "playing field", providing access to a private quality degree with a public price tag.



State	# of Institutions	# Public	# Private
Alabama	1	1	0
Arizona	2	2	0
Arkansas	2	0	2
California	15	6	9
Colorado	4	2	2
Connecticut	4	0	4
Delaware	2	2	0
District of Columbia	2	0	2
Florida	2	0	2
Georgia	6	2	4
Illinois	10	1	9
Indiana	9	4	5

Figures from Rochon et al., (2019). Distribution of BNS majors within the US by type of institution and degree (left) and broken down by individual state (Right; truncated).

Characteristics of SCSU's student population:
With a freshman class that is 63% minority and an overall demographic of 42% black/brown students, SCSU is increasingly serving students that are historically underrepresented in STEM fields. Further, 85% of SCSU students will remain within the state of CT upon graduation, enhancing the diversity of local enterprise. Providing SCSU students with access to this *high-level of training* through the BNS major will allow our students to transform their lives. Programs like our BNS major highlight why SCSU was recently ranked 25th nationwide in upward "social mobility index."

Existing infrastructure at SCSU:

SCSU employs no fewer than 5 full-time, tenured faculty with advanced graduate training in the neurosciences, all of whom are currently teaching relevant coursework and conducting BNS-related research with students. As a result, we have adequate resources to run the BNS major and are requesting no additional funds to establish this program (except for minimal Marketing).

Regarding our budget, we do not anticipate a need for any new full- or part-time faculty until enrollment within the BNS program grows beyond our projected 3-year estimates of 35 students (please see Appendix A for revised budget). Currently, there remain sufficient unfilled seats in nearly all our required courses in BIO and PSY (please see Appendix B). In this way, we can use existing resources already in place at SCSU to fill these seats with our new BNS majors.

In sum, SCSU sits in a position of privilege and opportunity to provide our students with this new program – we currently possess all necessary resources (faculty, curriculum, and research) to launch this new major; our students represent a diverse population of individuals who have consistently remained within the state of CT post-graduation, enhancing the knowledge and diversity of neighboring industry and academia; there is a dearth of BNS programs within regional public comprehensive universities like Southern, 0 within the CSCU system; and this program would prepare students for advanced studies in graduate neuroscience-related degrees or to join the workforce in any of the dozens of biotech companies within and surrounding the New Haven area.

We thank you for your time and effort in evaluating our proposal. We would like the opportunity to answer any additional questions that you may have regarding the value or feasibility of a BNS major at SCSU and look forward to hearing of your reply.

Respectfully,

Kelly Bordner, PhD
Professor of Psychology
Southern Connecticut State University

Rachel Jeffrey, PhD
Associate Professor of Biology
Southern Connecticut State University

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 12/13/2023

Institution: Southern Connecticut State University
Most Recent NECHE Institutional Accreditation Action and Date: 2022

Program Characteristics

Name of Program: Behavioral Neuroscience

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Bachelors of Science; BS

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

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

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Graduation: Spring 2028

Total # Credits in Program: 44-46

Credits in General Education: 46

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

CIP Code Number: 42.2706 Title of CIP Code: Behavioral Neuroscience

Department where program is housed: Behavioral Neuroscience; BNS

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

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

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

Program website: Pending

Provide the intended catalog description for this program: The graduation requirements are listed below. In addition, students select free electives to reach 120 credits overall required for the degree. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: N/A CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

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

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

Institutional Contact for this Proposal

Name: Robert Prezant

Title: Provost

Phone: 203-392-5350

Email: prezantr1@southernct.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: N/A
- Curriculum committee: 11/09/2023
- Faculty senate: Click or tap here to enter text.
- Institutional president: 11/21/2023

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (https://www.ct.edu/academics/approval)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

Program's purpose:
Behavioral Neuroscience (BNS), an interdisciplinary major that combines Psychology and Biology with supplemental courses in physics and chemistry, is ever increasing in popularity and is available as a program of study in at least 6 Connecticut colleges or universities, **but none of the CSU's.** Students with interests in neuroscience, the biological basis of behavior, psychology as a science, medical or healthcare studies, research, and biotechnology will be well-served by this new program. This new major serves both an immediate need, given our student interests, and will serve as a recruiting tool, as the program aligns nicely with emerging industry trends and future job opportunities.

Statement describing how the program meets students' educational goals and career objectives:
This program will fill a need for a more rigorous study of the brain and underlying physiology that Psychology does not currently fulfill. Additionally, this program will provide an option for students who want to specialize in the biology of the brain and behavior that the biology department does not currently fulfill. Anecdotally, when polled in our current

classrooms, roughly ¼ of the students raised their hands when asked whether they would have majored in Behavioral Neuroscience had that option been available at the time of their admission; this population has appeared to grow substantially in the decade since the faculty involved in this application have been employed at SCSU. Furthermore, a number of our more competitive psychology majors have left SCSU in recent years to join Behavioral Neuroscience programs at neighboring Quinnipiac University or UConn. The former, QU, established a Behavioral Neuroscience major around a decade ago and, as of 2022, can boast over 60 majors, their 7th largest major in the College of Arts and Sciences.

Relevant national or local educational trends:
Nationally, undergraduate interest in Behavioral Neuroscience, or the neurosciences in general, has been steadily growing. A paper published in The Journal for Undergraduate Neuroscience and Education showed that, as of 2018, there were a total of 221 unique colleges or universities offering formal programs in the neurosciences, a number that had grown more than 40% from the previous 5 years (Rochon et al., 2019). Connecticut boasts a relatively high number of programs given the size of our state, with a total of 4 universities offering an undergraduate major in the neurosciences. However, *all* neuroscience programs in the state of Connecticut are at private institutions, a finding that is in contrast with the majority of states, which offer at least one public institution awarding this same degree. The paper goes on to cite that, at institutions where neuroscience is offered as a major, it is often ranked 2nd relative to all other "life sciences" at each institution.

Relevant SCSU Faculty:
Dr. Kelly Bordner is a Professor in the Psychology Department at Southern Connecticut State University. She earned her B.A. in Psychology at Bloomsburg University, PA (minor in statistics) and both a M.A. and Ph.D. in Behavioral Neuroscience at Binghamton University, NY. She completed a postdoctoral fellowship in the Department of Psychiatry at Yale University's School of Medicine before joining SCSU's faculty in 2011. Her research examines consequences of early-life adversity, where she focuses on prenatal exposures to drugs of abuse, including alcohol and, recently, marijuana. Dr. Bordner uses animal models to exam behavioral and neuronal changes in developing rodents that stem from exposure to drugs, like marijuana, during discrete phases of prenatal development. In addition to offering courses in research experience, Dr. Bordner regularly teaches undergraduate and graduate courses in Behavioral Neuroscience (PSY383/PSY583) and statistics (PSY259).

Dr. Julia Irwin, currently a Professor of Psychology and interim Dean of the Graduate School, earned a B.A. in Psychology at SUNY Oswego and a PhD in Child Development at the University of Connecticut. She also completed a rigorous postdoctoral fellowship at the National Institutes of Health. Dr. Irwin has a strong record of research assessing perception and imitation of auditory and audiovisual speech perception and the implications of early language delays. This work makes use of varied human neuroscience technologies such as electroencephalography (EEG) and event related potentials (ERP) paired with eye-tracking technology. Broadly, she seeks to understand the factors that underlie perception and imitation of audiovisual speech in children with autism spectrum disorder (ASD). She has involved students in this program of research, designed to extend the understanding of the neurobiological, physiological, and cognitive processes that underpin speech, language and literacy development in infants, toddlers, and children. The goal of this knowledge is ultimately translational: to inform and improve educational practice and, to the degree possible, to help prevent speech, language, and literacy difficulties through improved early evidence-based assessment, diagnosis, prediction, intervention and prevention. In addition, she has a great deal of expertise mentoring undergraduate and graduate level students from diverse areas such as psychology, special education and speech pathology. Dr. Irwin teaches many courses in psychology pertaining to Behavioral Neuroscience, specifically PSY 463 which taught neural imaging instrumentation (MRI, EEG/ERP, eyetracking and fNIRS). She has held several federal NIH grants supporting her research.

Dr. Rachel Jeffrey is an Associate Professor of Biology at Southern Connecticut State University. She earned her B.S. in Molecular, Cellular, and Developmental Biology from Yale and her PhD in Biological Chemistry from University of California, Los Angeles. She was a postdoctoral fellow in Biochemistry at McGill University and then at Yale in Molecular Biophysics and Biochemistry. Dr. Jeffrey's research focuses on the cellular mechanisms of synaptic plasticity, the capacity of neurons to change the strength of their connections with experience. She has taught many courses well suited to Neuroscience students including Cell Biology, Brain Anatomy and Transmission, Comparative Physiology, Neurobiology

and Human Biology. She works with confocal microscopy and biochemistry techniques and has trained students in these methods.

Dr. Kelly Stiver is a Professor in the Psychology Department at Southern Connecticut State University. She earned her BSc (Biology and Psychology) and PhD (Psychology, Neuroscience, and Behavior; focus: Animal Behavior) from McMaster University in Hamilton, Ontario, Canada. She worked for five years as first an NSERC postdoctoral fellow, then a postdoctoral associate, and lastly an associate research scientist in the Department of Ecology and Evolutionary Biology at Yale University (New Haven, CT, USA). Dr. Stiver is a broadly trained behavioral ecologist whose current research is focused on cooperation and conflict in wild living ocellated wrasse. Her research involves behavioral observation as well as analysis and manipulation of hormones (both systemically and brain-region specific) in the natural environment, and DNA/RNA sampling and analysis. Across her career, Dr. Stiver's teaching has focused on animal behavior (PSY 484), learning (PSY 311), and research methods (PSY 393, HON 270), and she has been a research mentor and supervisor to many research assistants and students (high school to doctoral) as well as post-docs. Dr. Stiver has a consistent record of securing federal, regional, and institutional grants, including an NSF (Division of Integrative Organismal Systems) grant held from 2017-2023.

Dr. Mik Sulkowski, currently Associate Professor of Biology at SCSU, studies the genetic basis of neural development. He earned a B.S. in Biology from Coppin State University in 2005, a Ph.D. in Biosciences from George Mason University in 2010, and completed a rigorous postdoctoral fellowship at NIH in 2015. Dr. Sulkowski has been conducting neuroscience research using Drosophila as a model since 2008, making significant contributions to the area of neuronal development through numerous publications and presentations. Since becoming a professor in 2015, he has taught several neuroscience classes, and has mentored over 30 students in research projects, providing guidance and training as they develop into the next generation of neuroscientists. Notably, Dr. Sulkowski has secured a large NIH grant to fund his work with students in the lab – this grant is ongoing.

Other relevant institutional strengths and/or distinctive attributes that contribute to program:
SCSU currently offers *all* of the required courses listed within this major and, more importantly, has a long-standing reputation of supporting undergraduate students in rigorous scientific research. Faculty in this newly developed program are not only conducting scientific research involving student researchers, but their work is distinctly neuroscience in nature. Dr. Jeffrey, for example, is examining cellular mechanisms of neuroplasticity, Dr. Bordner studies brain and behavioral changes following prenatal drug administration, Dr. Sulkowski examines the genetic basis of neural development, Dr. Irwin studies behavior of children with ASD using EEG and ERP, and Dr. Stiver examines, among other things, hormonal regulation of behavior in a wild-living animal species. Certainly, combined with our existing course offerings, our level of faculty mentorship of undergraduate students in both research-related courses and internship opportunities, showcases a pattern of behavior that serves as a substantial strength for the development of a BNS major at SCSU.

Beyond our internal research opportunities, faculty involved in this application consistently support external internship experiences, though enrolment in courses like PSY463 and BIO497. In this way, SCSU faculty serve as secondary supervisors for students working off-sight, in laboratories at various locations, including Yale University and the Connecticut Agricultural and Research Station. Of note, when discussing the possibility of creating a BNS major at SCSU with some of our existing internship collaborators, they reported overwhelming support, in favor of this application. See, for example, support from one of our existing external internship collaborators in Appendix C.

The relationship of the program to the mission of the institution and CSCU:
In 2022, SCSU's College of Arts and Sciences published an updated Strategic Plan that includes 4 separate goals. Notably, the formation of our proposed BNS major makes significant strides towards 3 of the 4 goals. Namely, this program will help "Foster the growing excellence of faculty and students to ensure transformative, rigorous educational experiences"; "Enhance academic support for all students, … and improve practices across the College of Arts and Sciences that promote student retention and timely graduation"; and "Foster a culture of interdisciplinarity within the College of Arts and Sciences, across the university, and through the university's local, regional, and global relationships."

The impact of the program on the institution; and the extent to which the program complements existing programs at the institution:
The immediate impact of the BNS major at SCSU would be a slight rearrangement of existing biology and psychology majors who wish to change majors, adopting this new program and degree requirements. Long-term, instead of competing with our existing biology and psychology majors, the BNS major will nicely complement both, creating a home for students who were not fully served by either program as well as those who may have gone elsewhere to pursue a similar BNS degree. In short, our BNS major is expected to serve as a recruiting tool; posed to be the only BNS major at a public institution in CT (and the only within the CSU's), our program is slated to attract students that would have, otherwise, committed to more costly institutions (e.g., QU), offering a similar program.

The potential quality of the proposed program in relation to comparable programs within and outside CSCU:
The process by which the BNS major was designed included referencing peer-review papers highlighting the establishment of neuroscience major for undergraduates, along with collating program requirements from similar programs both within and outside CT to find areas of overlap and commonalities. In the end, the quality of our proposed BNS major is in line with similar offerings across the country and students graduating with this degree from SCSU would be able to compete, academically and professionally, with nearly any other BNS major. One exception to this is our unique ability to offer high-quality research experience to our undergraduate students. Because of this, SCSU graduates with a BNS major may be at a slight advantage compared to those students coming from much larger institutions; institutions that cannot always involve undergraduate scientists as the level at which we are able to do so.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

Neuroscience, the interdisciplinary field that explores the complexities of the nervous system, is gaining prominence due to its profound implications for healthcare, technology, and scientific understanding. This report investigates the projected need for neuroscientists in the United States, considering factors such as demographic shifts, technological advancements, and the evolving landscape of healthcare.

Current State of Neuroscience Employment:
As of 2022, the Bureau of Labor Statistics (BLS) reported a strong demand for medical scientists, including neuroscientists. Employment in this category was projected to grow by 15% from 2020 to 2030, significantly outpacing the average for all occupations. This growth is attributed to an aging population, increased emphasis on research and development, and a surge in neurological disorders. The greater New Haven area is home to over 100 biotech companies, many of which are looking specifically at neuronal therapeutics that require skills leaner in our proposed BNS major. SCSU already has strong industry connections through our STEM Hub and BioPath (see letter of support Appendix B) and we anticipate placing many of our BNS students into internships and directly into industry jobs after graduation. Our curriculum focuses heavily on hands-on techniques and proper scientific protocol design and execution to prepare our students for these important careers. Further, for those of our students looking to continue their Neuroscience education at the graduate level or medical school, all the necessary pre-requisites are embedded into the curriculum.

According to the State of Connecticut's Workforce Strategic Plan along with BioPath's comprehensive needs assessment that focused both on student needs as well as our industry partners we have determined that companies have a need for local,

talented technicians and scientists (refs 14 and 15 from EDA grant). 89% of companies surveyed in 2020 anticipated growth at the bachelor's and master's level (BioPath; see Fig 1). These companies also reported that they preferred entry-level candidates who possess a degree and experiential learning beyond traditional lecture and laboratory training. Our BNS students will be required to have authentic research and internship experience during the course of their undergraduate education here at SCSU. According to analysis by the nonprofit economic development group AdvanceCT, Connecticut ranks second in academic bioscience investment and third in bioscience venture capital funding (CT Insider, 2023 https://www.ctinsider.com/business/article/new-haven-biotech-hub-18149787.php).

Demographic Factors:
The aging population in the United States is a key driver for the increased need for neuroscientists. As individuals age, the incidence of neurological disorders such as Alzheimer's and Parkinson's diseases rises. The demand for specialists capable of addressing these conditions through research, diagnosis, and treatment is expected to grow substantially.

Advancements in Technology:
Technological innovations are transforming the field of neuroscience, creating new avenues for research and application. The integration of artificial intelligence, neuroimaging techniques, and molecular biology is expanding the scope of neuroscience. Consequently, there is a growing demand for professionals skilled in these technologies, propelling the need for neuroscientists with diverse expertise.

Healthcare Industry Trends:
The healthcare industry is witnessing a paradigm shift towards personalized medicine, with a focus on understanding individual variations in disease susceptibility and treatment response. Neuroscientists play a crucial role in deciphering the intricate connections between genetics, environment, and neurological health, making them indispensable in the evolving landscape of healthcare.

Implications for Higher Education:
Given the projected demand for neuroscientists, higher education institutions are urged to adapt their curricula to meet this burgeoning need. Establishing and expanding neuroscience programs can attract students interested in pursuing careers in research, clinical practice, and pharmaceuticals.

Taken together, the projected need for neuroscientists in the USA is substantial, driven by demographic shifts, technological advancements, and evolving trends in healthcare. Higher education institutions are encouraged to recognize and respond to this demand by fostering neuroscience programs that equip students with the skills necessary to contribute to this dynamic field.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
19-1029	Biological Sciences	$95,920
29-1217	Neurologist (requires M.D.)	$255,510
29-1223	Psychiatrist (requires M.D.)	$247,350

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
541720	Psychological Research and Developmental Services
541714	Biotechnology research and development laboratories or services in biology
541715	Biology research and development laboratories or services

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Graduates of the BNS major will be well prepared for applications and admissions to various graduate and professional degree programs, including Master and PhD level programs in Neuro-related fields along with medical programs, including M.D. and P.A. degrees. ☐ No

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution: Biology; Psychology
- ***Include enrollment and completion data for the past 5 years for each of these programs as an Appendix***
  Please see Appendix A for 5yr enrollment data of both BIO and PSY.
- How will the proposed program impact enrollment and completion in these existing programs? No Impact. We anticipate roughly 5+/-3 internal transfers from existing BIO or PSY majors into the BNS program each year for the first 2 years. Following this, we anticipate the BNS major to recruit students from outside SCSU that are best suited to a BNS degree and would have, otherwise, pursued this program at various other institutions (e.g, UConn or QU).
- Are there plans to discontinue any of the existing similar programs? No
- What is the value added of the proposed program in relation to the existing programs? As discussed above, a major in BNS offers an interdisciplinary approach to both Psychology and Biology, combining both areas of study with other sciences to provide students with a fundamental understanding of the physiological mechanisms underlying brain and behavior. This new major both complements and expands upon existing areas of study at SCSU and will serve as the only BNS major in all the CSCU's.
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): Existing resources within the College of Arts and Sciences will be used including classrooms, laboratories, and equipment. All courses within the planned program are currently offered and taught by full-time faculty. No additional resources are being sought at this time, however, incremental support including additional faculty lines or release time to aid the Program Director may be requested at a later date, should enrollment exceed our expectations.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: There are no similar programs within the CSCU's. Please note that, while ECSU describes a "Cognitive Neuroscience" program on their website, even a cursory evaluation shows that this is a merely a concentration within their bachelor's in psychology. Notably, their program does not include any coursework outside of the PSY catalog as part of their major requirements (i.e., no BIO, CHE or PHY requirements). In this way, ECSU's "Cognitive Neuroscience" concentration is roughly equivalent to SCSU's existing BA in PSY and not similar in content to our proposed program in BNS.
- ***Attach supplement 101a for each CSCU institution that has one or more similar programs***. N/A
- How is the new program distinct from these existing programs? This will be the only BNS program offered within the CSCU system.

- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: Majors in BNS across the country have grown more than 40% in recent years. This highly sought-after degree program offers students an in-depth program of study in the biology of the brain with companion science courses preparing students for next steps in graduate Neuroscience programs, medicine, and industry research careers. Should existing students wish to pursue a similar program of study, they would need to double-major in BIO and PSY while completing supplementary courses in CHE, PHY and MAT. The BNS major provides students within the CSCU system with an economical and efficient way to gain a level of understanding, skill, and experience that will position them for competitive careers in the biological sciences or admissions to graduate or medical schools. Additionally, as mentioned elsewhere in this application, employment demand within the field of neuro-related work is projected to grow by 15% in the coming years. The development of this BNS major will substantially aid in meeting both student demand and employer needs within the foreseeable future.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

We anticipate that the rollout of this program will result in some internal transfer from existing BIO and PSY majors into the BNS program. This shift, of 5+/-2 per year, will likely lessen with each passing term and no longer exist beyond year 3. Alternatively, we anticipate enrollment from outside SCSU to grow from year to year, with the lowest projected numbers in year 1, at 8 students, and plateau at roughly 10+/-5 by year 3. Enrollment will likely be highest from area high schools, 8 of which are currently offering 17 early college sections of 100- and 200- level BIO and PSY courses to their advanced junior and senior students.

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*: Students with interests in neuroscience, the biological basis of behavior, psychology as a science, medical or healthcare studies, research, and biotechnology. This program prepares students for careers in neuroscience along with advanced graduate and professional programs in neuroscience and medicine.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Student recruitment will occur through advertisements organized by our office of Integrated Communication and Marketing via social media, SCSU's webpage, and various other public sources (e.g., radio or print). Additionally, we will visit local high schools that are currently offering SCSU courses in introductory Biology and Psychology (currently 8 schools offering 17 sections) to describe the new program and generate interest. Lastly, we will attend all Open House events occurring on campus, which will serve to publicize the new major.
- What student engagement strategies will be employed to advance student retention and completion in program? Students within the BNS major will be assigned to the Program Director or one of the Steering Committee members for major advisement purposes. The relationship between student-advisee will be established early and, since all our committee members have education and training within the neurosciences, student's will be mentored and guided with a level of knowledge and understanding that's beyond the typical advising relationship. Additionally, students will be encouraged to engage in neuro-related research early in their college career, providing further mentorship and support. Working under the guidance and direction of faculty conducting neuro-related research means that students will stay in close contact with their mentors / advisors, providing an opportunity for students to discuss problems and struggles that may interfere with their success.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

☐ Yes ☒ No

If yes, describe the selection process, including all criteria: N/A

Graduation Requirements

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

If yes, describe: N/A

Experiential Learning Requirements

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

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: Both the existing BIO and PSY programs have a long-standing history of placing students in competitive external field-practicums and supporting internal student research. Course codes that describe this work are listed within the required curriculum for BNS majors. BNS students will be required to complete 3 credits among the internship/research related category and, depending upon student interest, may elect to work under the direction and mentorship of one of SCSU's faculty conducting neuro-related research (e.g., PSY467; PSY/BIO499; HON494) or apply, externally, to internship opportunities within the community (e.g., PSY463; BIO497). Please see a letter supporting the existing relationship between SCSU and external internship sites, and the added value of the BNS major, in Appendix C.

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

1. Comprehensive Knowledge: Graduates will demonstrate a deep understanding of fundamental concepts in neuroscience, encompassing neuroanatomy, neurophysiology, and neurochemistry, enabling them to analyze and synthesize information related to the nervous system
2. Critical Thinking and Problem Solving: Students will develop advanced critical thinking skills, allowing them to evaluate scientific literature, design experiments, and apply analytical approaches to address complex questions in neuroscience, fostering an ability to contribute to novel research endeavors.
3. Interdisciplinary Integration: Graduates will showcase the ability to integrate knowledge from diverse disciplines such as biology, psychology, and related fields, recognizing the interconnectedness of various aspects of neuroscience and demonstrating a holistic understanding of the subject.
4. Research Competence: Students will acquire hands-on research experience, including experimental design, data collection, and analysis. This will prepare them for careers in research, healthcare, or advanced studies in neuroscience, emphasizing the importance of evidence-based practices.
5. Effective Communication Skills: Graduates will be proficient in communicating neuroscience concepts to both expert and lay audiences through written and oral presentations. This includes the ability to convey complex scientific ideas clearly, fostering effective dissemination of knowledge in academic and public settings

Assessment of Learning Outcomes

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

1. Comprehensive Knowledge Assessment: - Examining the students' performance in a comprehensive written examination that covers neuroanatomy, neurophysiology, and neurochemistry. Questions may include identifying structures, explaining physiological processes, and discussing the chemical basis of neural communication. 2. Critical Thinking and Problem-Solving Assessment: - Assigning a research project where students must formulate a research question, design experiments, analyze data, and draw conclusions. Evaluation will focus on the sophistication of their experimental design, the depth of critical analysis, and their ability to propose insightful solutions. 3. Interdisciplinary Integration Assessment: - Creating a capstone project or case

study that requires students to integrate knowledge from biology, psychology, and other relevant disciplines to solve a real-world problem in neuroscience. Assessment will focus on the students' ability to synthesize information across multiple domains. 4. Research Competence Assessment: - Conducting a lab-based assessment where students are required to design and execute an experiment, collect data, and present their findings. Evaluation will include the quality of experimental design, precision in data collection, and the ability to draw meaningful conclusions. 5. Effective Communication Skills Assessment: - Requiring students to present their research findings through both a written report and an oral presentation. Evaluation criteria will include clarity of expression, organization of information, and the ability to effectively communicate complex neuroscience concepts to diverse audiences.

Curriculum

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
BIO 102: Biology I	1;3		4
BIO 454: Brain Anatomy and Transmission	1;2;3	BIO102; BNS Major^; CHE120	4
BIO 398: Developmental Neurobiology	1;2;3	BIO102; CHE120	4
BIO 236: Cell Biology	1;3	BIO102	4
PSY 100: Introduction to Psychology	1;3		3
PSY 259: Psychological Statistics	1;3;4	PSY100; Gen Ed MAT	3
PSY 393: Research Methods	1;2;3;4;5	BNS Major^; PSY259	4
PSY 311: Learning	1;3	BNS Major^; PSY259	3
PSY 313: Cognition	1;3	BNA Major^; PSY259	3
PSY 383: Brain and Behavior	1;2;3	BNS Major^; PSY259	3
1 course from: PSY 463: Field Practicum in Psychological Research PSY 467: Laboratory Practicum in Psychological Research PSY 499: Independent Study BIO 390: Biology Research and Training BIO 499: Independent Study in Research BIO 497: In-Service Training in Biology HON 494: Honors thesis	1;2;3;4;5	Varies but all include BNS major^; junior or senior status May additionally include: PSY259, PSY393, instructor permission, or overall GPA of 3.0 or higher	3
2 courses from: PSY 484: Comparative Animal Behavior PSY 487: Psychopharmacology PSY 494: Seminar in Human Nervous System BIO 401: Comparative Physiology BIO 351: Histology #Note that some courses listed above are 3 cr and some are 4cr	1;2;3	BNS Major^ for all plus: PSY259 PSY259 PSY259 BIO102, PH 201; CHE121 BIO102; CHE120	6-8#
Cognates			
CHE120: General Chemistry I	1;3	MAT100P or higher	4
CHE121: General Chemistry II	1;3	CHE120	4

PHY 200: General Physics I	1;3	MAT122 or higher	4
PHY 201: General Physics II	1;3	PHY200	4
CHE 260: Organic Chemistry I	1;3	CHE121	4
General Education Courses			
SCSU LEP see: https://inside.southernct.edu/lep			46
Open Electives (*Indicate number of credits of open electives*)			8-10
Total Program Credits (must match number of credits reported on page 1)**:** **Note ^indicates revisions to the prerequisites for BNS majors**			120

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:
  ☐ Liberal Arts & Science: ☐ A.A. only ☒ A.S. only ☐ A.A. or A.S.
  ☒ Transfer Ticket, specify: Biology
  ☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true?
  ☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☒ Yes ☐ No, please explain:

Credit Summary	
CSU/COSC Proposed Program total credits:	credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	credits
CSU/COSC program credits remaining after transfer	credits
Excess credit hours for CT State transfer students who have completed an associate degree	credits

Application for **New Program Approval**

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap). CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☒ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☒ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal.

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

BNS majors will be well-suited to advance to SCSU's existing graduate programs, namely M.S. in Biology and M.A. Psychology. Additionally, while there is no proposed 4+1 accelerated pathway in BNS, we would be open to moving a student to Biology or Psychology to pursue 4+1 option if they so desire.

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above:

BNS majors will be poised to apply to advanced graduate degree programs in the neurosciences (e.g., M.S. and PhD) along with professional degree programs in health care and medicine (e.g., M.D. and P.A.).

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

1. Enrollment Metrics: We will regularly track and analyze enrollment figures to monitor the level of interest and participation in the BNS major. We will assess changes in enrollment patterns, including the number of declared majors and course enrollments, to gauge program popularity and demand.

2. Retention Rates: We will evaluate student retention rates within the BNS major compared to program trends of similar majors within the CSUs. Additionally, we will identify and address factors that may impact student persistence, ensuring that the major provides adequate support for diverse student populations.
3. Graduation Rates: we will monitor the number of students successfully completing the BNS major within the expected timeframe, and analyze graduation rates to assess program effectiveness, identifying areas for improvement if there are discrepancies between projected and actual outcomes.
4. Alumni Outcomes: We will track the post-graduation pathways of BNS major alumni and survey graduates to gather information on their career paths, further educational pursuits, and overall satisfaction with the major. We will use this data to adjust the curriculum or support services as needed.
5. Employment Placement: We will evaluate the success of graduates in securing employment in relevant fields or pursuing advanced studies. We will establish partnerships with employers to gather feedback on the preparedness of BNS graduates and use this information to enhance the curriculum.
6. Student Feedback and Surveys: We will regularly collect feedback from students within the major through surveys and focus groups, assess their satisfaction with the program, the effectiveness of teaching methods, and the overall learning experience. We will use this input to make continuous improvements.
7. Industry and Academic Partnerships: We will gauge the success of the major by establishing and maintaining partnerships with industry and academic institutions and evaluate the extent to which these partnerships contribute to internships, research collaborations, and opportunities for students and faculty. By employing a multifaceted approach that includes quantitative and qualitative data, the university and steering committee can effectively monitor and enhance the quality and success of the new BNS major during its initial five years.

Assuring Equitable Outcomes

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? 1. We will take care to monitor the demographic composition of students enrolled in the Neuroscience major, including factors such as race, ethnicity, gender, socioeconomic background, and first-generation status. Assess whether the program attracts a diverse student body. 2. Retention Rates by Demographic Group: Analyze retention rates among different demographic groups within the major. Identify any disparities and implement targeted interventions to address potential barriers to persistence for underrepresented populations. 3. Graduation Rates by Demographic Group: Examine graduation rates among various demographic groups to ensure that equity is maintained throughout the academic journey. Identify and address any factors contributing to graduation rate disparities, fostering an inclusive learning environment. 4. Access to Research Opportunities: Evaluate the equitable distribution of research opportunities, internships, and experiential learning experiences. Ensure that students from all backgrounds have access to these valuable experiences, promoting an inclusive and diverse research community. 5. Faculty and Staff Diversity: While we currently are not requesting any new faculty, any new faculty hires for this program should contribute to the diversity of our program. Our part-time faculty that contribute to this program are included in this item. A diverse faculty contributes to a more inclusive learning environment and provides role models for students. Regularly review and improve recruitment practices to enhance diversity. 6. Equitable Access to Resources: Ensure that students from all demographic backgrounds have equal access to resources such as academic advising, tutoring, and career counseling. Identify and eliminate any barriers that may disproportionately affect certain groups. 7. Inclusive Curriculum and Teaching Practices: Evaluate the curriculum to ensure that it reflects diverse perspectives and experiences. Implement teaching practices that foster inclusivity, such as using diverse examples and incorporating varied cultural perspectives into coursework. 8. Student Satisfaction Surveys by Demographic Group: Collect feedback through surveys, specifically disaggregating responses by demographic group. This helps identify areas where different groups may have distinct experiences and allows for targeted improvements. 9. Post-Graduation Success: Evaluate the career outcomes of graduates from different demographic groups. Assess whether there are disparities in employment opportunities or further education pursuits and take corrective actions if needed. By consistently monitoring these specific metrics, the university can gain insights into the equity of recruitment, retention, and graduation within the Neuroscience major, enabling proactive measures to enhance inclusivity and diversity.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. 1. Inclusive Curriculum Design: Develop a curriculum that integrates diverse perspectives and examples, ensuring that students from various backgrounds can relate to the content. This inclusive approach fosters a sense of belonging and promotes equitable engagement. 2. Mentorship Programs: Establish mentorship programs that connect students with faculty, alumni, or scholars of advanced standing. These programs can provide additional support, guidance, and a sense of community, particularly benefiting students from underrepresented groups. 3. Access to Research Opportunities: Ensure equitable access to research opportunities for all students. Implement mechanisms to identify and eliminate barriers that may disproportionately affect students from underrepresented backgrounds, promoting an inclusive research community. 4. Diversity in Guest Speakers and Lecturers: We plan to write for a curriculum and/or faculty development grant to Invite a diverse range of guest speakers and lecturers to provide varied perspectives and experiences. Exposure to diverse role models in the field can inspire and motivate students, fostering a more inclusive learning environment.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

  Addressing inequities in the Neuroscience major involves a comprehensive and proactive approach. Here are steps that will be taken based on identified inequities: 1. Data Analysis and Identification: Conduct a thorough analysis of the data to identify specific areas of inequity, whether in recruitment, retention, graduation rates, or access to resources. 2. Targeted Interventions: Develop targeted interventions based on the identified issues. This may involve creating mentoring programs, providing additional support services, or implementing initiatives to enhance inclusivity and diversity. 3. Inclusive Recruitment Strategies: Implement recruitment strategies that actively promote diversity and inclusivity. This will involve collaborating with high schools, community organizations, and using targeted marketing materials to reach underrepresented groups. 4. Enhanced Support Services: Strengthen support services such as academic advising, tutoring, and mental health resources to ensure that all students, especially those from underrepresented backgrounds, have equal access to assistance. 5. Curriculum Review and Revision: Review the curriculum to ensure it reflects diverse perspectives and experiences. Incorporate inclusive teaching practices and diverse examples that resonate with students from various backgrounds. 6. Faculty and Staff Development: Provide training and professional development opportunities for faculty and staff to enhance cultural competence and awareness. This can contribute to a more inclusive and supportive learning environment. 7. Ongoing Monitoring and Evaluation: Establish a system for continuous monitoring and evaluation of interventions. Regularly assess the impact of implemented strategies on addressing inequities and make adjustments as needed. 8. Collaboration with Affinity Groups: Collaborate with student affinity groups, diversity and inclusion offices, and relevant organizations to gather insights and perspectives. This collaboration can inform strategies and ensure that the solutions are responsive to the needs of different communities. For example, *Black in Neuro* is an organization that Dr. Jeffrey is already a part of. This organization focuses on sharing the research and the stories of POC. 9. Long-Term Commitment: Recognize that addressing inequities is an ongoing process. Demonstrate a long-term commitment to fostering an inclusive and equitable learning environment within the BNS major. By taking a holistic and data-informed approach, the university can work towards creating an environment where all students, regardless of background, have equal opportunities for success within the BNS major.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

See supplementary PRO FORMA Budget, Appendix A. In sum, given that the resources necessary to launch and maintain the proposed BNS program for, at least, the first 5 years are already housed within the university, both in terms of existing infrastructure and qualified faculty, it is unlikely that the program would not result in a net gain to the University's income.

If our BNS attracts students as we have predicted, the program stands to earn more than $500,000 in the first three years alone. Even if our projected estimates are cut in half, the program stands to earn nearly $275,000.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

Existing resources, including classrooms, research and lab space, computers, and instructional materials, will be used in the development and execution of the BNS major. Additionally, we currently employ at least 6 faculty with graduate degrees or advanced training in neuroscience related fields. Moving forward, additional resources may be requested (e.g., special equipment, computers, additional faculty lines, etc.) should student interest and demand for the program grow, and as technology changes and existing resources must be updated. As demonstrated by the bios, this program includes faculty who have a record of receiving substantial external grant funding, much of which is dedicated to student research, lab, and equipment.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Kelly Bordner, bordnerk2@southernct.edu, 203-392-6862; Rachel Jeffrey, jeffreyr1@southernct.edu, 203-392-5588

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

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 5

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 4-10 (for various lower-level courses with PSY and laboratory sections in introductory BIO; lecture for these courses will still be taught by FT faculty)

What percentage of program credits will be taught by adjunct faculty? This varies by year based on staffing but our best estimate is less than 10%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Relevant experience in their appropriate field and Bachelor's or PhD in Biology or MA or PhD in Psychology.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Dr. Kelly Bordner	PhD; Binghamton University	Behavioral neuroscience	Psychology faculty; Director B.S. program in Psychology
Dr. Julia Irwin	PhD; UConn	Child and Developmental Psychology; Cognitive Psychology	Psychology faculty; Interim Dean Graduate Schoo

Dr. Rachel Jeffrey	PhD; ULA	Biological Chemistry and Neuroscience	Biology faculty; Chair Institutional Biosafety Committee
Dr. Kelly Stiver	PhD; McMaster University	Psychology, Neuroscience and Behavior	Psychology faculty; PSY Graduate Coordinator
Dr. Mik Sulkowski	PhD; George Mason University	Biosciences / Functional. Genomics	Biology faculty; Chair DCC
Biology faculty (rotation) for intro BIO Courses	BS; MS; PhD (various. Institutions)	Various	Biology coursework
Psychology faculty For associated PSY courses	M.A.; PhD (various institutions)	Various	Psychology coursework

***Reminder:** Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

Cost Effectiveness and Resources: Supporting Information

SCSU employs no fewer than 5 full-time, tenured faculty with advanced graduate training in the neurosciences, all of whom are currently teaching relevant coursework and conducting BNS-related research with students. As a result, we have adequate resources to run the BNS major and are requesting no additional funds to establish this program (except for minimal Marketing).

We do not anticipate a need for any new full- or part-time faculty until enrollment within the BNS program grows beyond our projected 3-year estimates of 35 students (please see Appendix A for revised budget). Currently, there remain sufficient unfilled seats in nearly all our required courses in BIO and PSY (please see Appendix B). In this way, we can use existing resources already in place at SCSU to fill these seats with our new BNS majors.

We currently possess all necessary resources (faculty, curriculum, and research) to launch this new major; our students represent a diverse population of individuals who have consistently remained within the state of CT post-graduation, enhancing the knowledge and diversity of neighboring industry and academia; there is a dearth of BNS programs within regional public comprehensive universities like Southern, 0 within the CSCU system; and this program would prepare students for advanced studies in graduate neuroscience-related degrees or to join the workforce in any of the dozens of biotech companies within and surrounding the New Haven area.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR ***NEW PROGRAM APPROVAL — SUPPLEMENT B***
PRO FORMA BUDGET
Institution: **SOUTHERN CONNECTICUT STATE UNIVERSITY** Program: **B.S. Behavioral Science**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	**First Year - FY25 (Fall 24 & Spring 25)**						**Second Year - FY26 (Fall 25 & Spring 26)**						**Third Year - FY27 (Fall 26 & Spring 27)**					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	P	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs, specifically, Psychology and Biology)	5.00						2.00						2.00					
New Students (first time matriculating) - consists of external transfers and recent high school grads	8.00						12.00						15.00					
Continuing Students progressing to credential			13.00				11.00		25.00				22.00		39.00			
Headcount Enrollment	13.00		13.00				25.00		25.00				39.00		39.00			
Total Estimated FTE per Year[1]					1.08						2.08						3.25	

PROJECTED Program Revenue	**First Year - FY25 (Fall 24 & Spring 25)**						**Second Year - FY26 (Fall 25 & Spring 26)**						**Third Year - FY27 (Fall 26 & Spring 27)**					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	P	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition from Internal Transfer[2]	$ 37,300		$ 37,300				$ 52,220		$52,220				$67,140		$67,140			
Tuition[2]	59,680		59,680				149,200		149,200				261,100		261,100			
Program Specific Fees (lab fees, etc.)	1,560		1,560				3,000		3,000				4,680		4,680			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue					**$ 197,080**						**$ 408,840**						**$ 665,840**	

PROJECTED Program Expenditures[3]	First Year - FY25 (Fall 24 & Spring 25)	Second Year - FY26 (Fall 25 & Spring 26)	Third Year - FY27 (Fall 26 & Spring 27)
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program)[4]			
Adjunct Faculty - Back Fill for full time faculty reassigned to teach in this program. 12, 16, 20 credits per semester	48,000	64,000	80,000
Fringe on Adjunct @ 12%	5,760	7,680	9,600
Library Resources Program			
Equipment (List in narrative)			
Other[5] - Marketing / Advertising	5,000	5,000	5,000
Estimated Indirect Costs[6] @ 18%	9,540	12,420	15,300
Total Expenditures per Year	**$ 68,300**	**$ 89,100**	**$ 109,900**

SCSU Assumptions:

A.	All students will be full time and assumed to be in-state in terms of revenue calculation. The rates shown are the ones approved for FY2025. Subsequent rate increases are not taken into account in order to demonstrate a clearer year-by-year comparison.
B.	Except for a small Marketing/Advertising request, additional **full time** resources for this new program will not be necessary for the first 3 years. Some current full time faculty have the teaching capacity available to absorb instruction of most of the new courses being added for this program. We have included back fill budget, in the form of Adjunct, to cover the teaching cost of those full time faculty who already teach a full load who will be transferred to teach in this new program.
C.	This entire program will be taught on ground. Our enrollment projections are conservative, and reflect an annual attrition of 10%, rounded up to the nearest whole number. Considering the fact that we will be the only University in our System to offer this program, we are confident that this program will grow and generate interest among external students. While we initially expect some migration from currently enrolled Psychology and Biology students into this program, we feel that there will be annual growth in students transferring in from other Universities and recent high school graduates.

[1] 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.
[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 Costs might include such expenses as student services, operations, and maintenance.

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

*APPLICATION FOR **NEW PROGRAM APPROVAL—SUPPLEMENT A***

SIMILAR PROGRAMS AT OTHER CSCU INSTITUTIONS

SUPPLEMENT A: IMPACT ON RELATED PROGRAMMING ACROSS CSCU

Section 1: To be completed by the institution submitting the new program application

Institution submitting new proposal: 12.13.23

Name and credential of proposed program: B.S. Behavioral Neuroscience

CIP Code & Title of proposed program: 42.2706

Section 2: To be completed by institutions with similar programs

Institution responding to proposal: Eastern Connecticut State University

Indicate what similar programs (e.g., programs with the same first 2-digit CIP code) currently exist at your institution; include credential level, title, and CIP code for each program listed. Add rows as needed

Program Type	Program Title	CIP Code
Psychology	Concentration: Cognitive Neuroscience	42.2701
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Provide enrollment and completion data for the past 5 years for each of these programs (may be attached as a separate document): This concentration began in fall 2022 – 7 enrolled; fall 2023 – 5 enrolled. 1 completer in May 2022, 4 in May 2023

Discuss the potential impact of the proposed program on the enrollment and completion of the existing programs identified above: None anticipated

William M Salk — 12/13/23

Signature of Chief Academic Officer **Date**

Southern Connecticut State University
SCSU
Division of Research and Innovation

SCSU INNOVATION HUB
WHERE THE FUTURE BEGINS

December 10, 2023

Re: SCSU Innovation HUB resources for student success

To whom it may concern:

We at the Division of Research and Innovation housed SCSU Innovation HUB are pleased to write in support of the proposed new program in Behavioral Neuroscience. The SCSU Innovation HUB goal is to promote student success through targeted experiential learning program through engagement in research and innovation made possible by cross disciplinary and community partnerships. The SCSU HUB is home to a variety of relevant grant funded programs including the Bioscience Academic and Career Pathway Initiative (BioPath). BioPath was established in 2015 as a partnership between the City of New Haven and SCSU with the goal of providing the skilled workforce needed by the growing Greater New Haven Life Science industry. BioPath programs are designed based on industry needs assessments and have grown to include supports for a range of disciplines based on new industries including those hiring individuals with a background and interest in neuroscience.

SCSU Innovation HUB and BioPath were excited to learn of the plans to establish the new degree program and to connect students with our industry partners. In addition to providing internship opportunities, BioPath also focuses on training students in essential skills including resume building, practice interviews, and hosting networking events. The new Behavioral Neuroscience students would be able to use our services to help them better prepare for a career in industry. Many of our companies are looking for students who are trained in laboratory skills such a biochemistry, neuroscience, microscopy, scientific method, and imaging techniques.

If you should need any additional information, please do not hesitate to contact me at broadbridge@southernct.edu.

Sincerely yours,

Christine Broadbridge

Christine Caragianis Broadbridge, Ph.D.
Professor of Physics; Executive Director, Research, and Innovation, SCSU (oversight of the SCSU Innovation HUB)
Education Director, CRISP (at Yale/SCSU) [NSF MRSEC 2006-2018]
Director, Connecticut State Colleges and Universities Center for Nanotechnology (CSCU-CNT)
Visiting Fellow, Applied Physics, Yale University
Immediate Past President, CT Academy of Science and Engineering (CASE)

Enrollment in BNS curriculum taught within Psychology and Biology Departments for the past 4 semesters.

(NR indicates that seats remain available in these sections. The first number on the right hand side is the cap and the second number is actual enrollment).

						Course Cap						
	PSY 313	**Cognition**		**3.0**								
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.											
Closed	41208 01	TR 12:25 PM-1:40 PM	EN B208	William J. Hauselt (P)		30	30	0	5	0	5	01/17-05/12
	PSY 259	**Statistics in Psychology**		**3.0**								
	Prerequisite(s): PSY 100 and successful completion of the LEP Quantitative Reasoning requirement.											
NR	41198 01	No Scheduled Times	ONLINE ASYN	William J. Hauselt (P)		30	28	0	5	0	5	01/17-05/12
NR	41199 02	TR 6:15 PM-7:30 PM	EN D056	Jennifer Koabel (P)		30	18	0	5	0	5	01/17-05/12
NR	41201 04	TR 1:50 PM-3:05 PM	EN D056	Dina L. Moore (P)		30	29	0	5	0	5	01/17-05/12
NR	42527 05	MW 3:25 PM-4:40 PM	EN D056	Sitara Weerakoon (P)		30	26	0	5	0	5	01/17-05/12
	PSY 300	**Psy Major: Curriculum & Career**		**1.0**								
	PSY 100	**Introduction to Psychology**		**3.0**								
NR	41171 01	MW 12:10 PM-1:00 PM	EN C112	Kelly B. Bordner (P), Kelly A. Stiver		225	222	0	5	0	5	01/17-05/12
		F 12:10 PM-1:00 PM	ONLINE SYNC	Kelly B. Bordner , Kelly A. Stiver								
	Hybrid Course											
NR	41172 02	TR 9:35 AM-10:50 AM	EN A120	William J. Hauselt (P)		90	89	0	5	0	5	01/17-05/12
Closed	41175 03	No Scheduled Times	ONLINE ASYN	Nickholas J. Grant (P)		40	40	0	5	0	5	01/17-05/12
Closed	41176 04	MWF 10:10 AM-11:00 AM	MO 103	Michele Ann Delucia (P)		40	40	0	5	0	5	01/17-05/12
NR	41177 05	MWF 9:10 AM-10:00 AM	MO 103	Michele Ann Delucia (P)		40	38	0	5	0	5	01/17-05/12
	PSY 311	**Learning**		**3.0**								
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.											
NR	11290 01	M 3:25 PM-4:40 PM	ONLINE SYNC	Kelly A. Stiver		30	23	0	0	0	0	08/29-12/17
		W 3:25 PM-4:40 PM	EN C010	Kelly A. Stiver (P)								
	Hybrid Course											
NR	11291 02	W 6:15 PM-7:30 PM	EN B027A	Jennifer Koabel (P)		30	28	0	0	0	0	08/29-12/17
	Hybrid Course											
	PSY 313	**Cognition**		**3.0**								
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.											
NR	11292 01	TR 1:50 PM-3:05 PM	EN C115	Dina L. Moore (P)		30	25	0	0	0	0	08/29-12/17
	PSY 259	**Statistics in Psychology**		**3.0**								
	Prerequisite(s): PSY 100 and successful completion of the LEP Quantitative Reasoning requirement.											
NR	11281 01	TR 12:25 PM-1:40 PM	EN D056	Kelly B. Bordner (P)		30	29	0	0	0	0	08/29-12/17
NR	11282 02	TR 1:50 PM-3:05 PM	EN D056	Kelly B. Bordner (P)		30	28	0	0	0	0	08/29-12/17
NR	11283 03	TR 4:50 PM-6:05 PM	EN D056	Sitara Weerakoon (P)		30	13	0	0	0	0	08/29-12/17
NR	12287 04	TR 6:15 PM-7:30 PM	EN D056	Jennifer Koabel (P)		30	20	0	0	0	0	08/29-12/17
	PSY 100	**Introduction to Psychology**		**3.0**								
NR	11265 01	W 5:00 PM-7:30 PM	ONLINE SYNC	Sara-Kay Michaud (P)		40	26	0	0	0	0	08/29-12/17
NR	11260 02	MWF 9:10 AM-10:00 AM	EN C010	Michele Ann Delucia (P)		40	37	0	0	0	0	08/29-12/17
NR	11261 03	MWF 10:10 AM-11:00 AM	EN C115	Michele Ann Delucia (P)		40	36	0	0	0	0	08/29-12/17
NR	11262 04	No Scheduled Times	ONLINE ASYN	Kelly A. Stiver (P)		40	36	0	0	0	0	08/29-12/17
NR	11263 05	R 5:00 PM-7:30 PM	ONLINE SYNC	Sara-Kay Michaud (P)		40	26	0	0	0	0	08/29-12/17
NR	11264 06	M 5:00 PM-7:30 PM	ONLINE SYNC	Juliana J. Lasser (P)		40	37	0	0	0	0	08/29-12/17
NR	12908 07	No Scheduled Times	ONLINE ASYN	Nickholas J. Grant (P)		40	34	0	0	0	0	08/29-12/17
NR	12909 08	No Scheduled Times	ONLINE ASYN	Nickholas J. Grant (P)		40	35	0	0	0	0	08/29-12/17
NR	13267 09	TR 11:00 AM-12:15 PM	MO 9	Christine A. Delucia (P)		40	36	0	0	0	0	08/29-12/17
	PSY Majors ONLY											
NR	13364 H1	MR 12:45 PM-2:00 PM	TBA	Simon Zhornitsky (P)		15	7	0	0	0	0	08/29-12/17
	Hillhouse High School Students ONLY; meets at Hillhouse HS											

	PSY 311	**Learning**		**3.0**									
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.												
NR	41353 01	W 6:15 PM-7:30 PM	EN B027A	Jennifer Koabel (P)	30	28	0	0	0	0	01/18-05/14		
	Hybrid Course												
	PSY 259	**Statistics in Psychology**		**3.0**									
	Prerequisite(s): PSY 100 and successful completion of the LEP Quantitative Reasoning requirement.												
NR	41343 01	TR 1:50 PM-3:05 PM	EN A115	Dina L. Moore (P)	25	23	0	0	0	0	01/18-05/14		
Closed	41344 02	MW 11:10 AM-12:25 PM	EN D056	Michael Nizhnikov (P)	25	25	0	0	0	0	01/18-05/14		
Closed	41345 03	TR 6:15 PM-7:30 PM	EN B211	Jennifer Koabel (P)	27	27	0	0	0	0	01/18-05/14		
NR	41346 04	No Scheduled Times	ONLINE ASYN	William J. Hauselt (P)	25	23	0	0	0	0	01/18-05/14		
	PSY 100	**Introduction to Psychology**		**3.0**									
NR	41315 01	MW 12:10 PM-1:00 PM	EN C112	Kelly B. Bordner (P), Kelly A. Stiver	200	119	0	0	0	0	01/18-05/14		
		F 12:10 PM-1:00 PM	ONLINE SYNC	Kelly B. Bordner , Kelly A. Stiver									
	Hybrid Course												
NR	41316 02	TR 9:35 AM-10:50 AM	EN A120	William J. Hauselt (P)	90	88	0	0	0	0	01/18-05/14		
NR	41318 04	MW 3:25 PM-4:40 PM	ONLINE SYNC	Michele Ann Delucia (P)	25	23	0	0	0	0	01/18-05/14		
Closed	41319 05	MW 6:15 PM-7:30 PM	ONLINE SYNC	Sara-Kay Michaud (P)	25	25	0	0	0	0	01/18-05/14		
NR	41320 06	MWF 10:10 AM-11:00 AM	EN B111	Michele Ann Delucia (P)	40	34	0	0	0	0	01/18-05/14		
NR	41321 07	MWF 8:10 AM-9:00 AM	EN C008	Paul W. Burinskas (P)	40	38	0	0	0	0	01/18-05/14		
NR	42782 H1	No Scheduled Times	TBA	Katherine C. Rubano (P)	25	17	0	0	0	0	01/18-05/14		
	Trumbull HS Students Only												
NR	42783 H2	No Scheduled Times	TBA	Jack Anthony LaBarca (P)	25	20	0	0	0	0	01/18-05/14		
	Trumbull HS Students Only												
	PSY 311	**Learning**		**3.0**									
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.												
NR	11486 01	TR 3:25 PM-4:40 PM	EN C010	Kelly A. Stiver (P)	30	27	0	0	0	0	08/29-12/18		
NR	11487 02	W 7:40 PM-10:10 PM	EN C134	Jennifer Koabel (P)	30	19	0	0	0	0	08/29-12/18		
	PSY 313	**Cognition**		**3.0**									
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.												
NR	11488 01	TR 3:25 PM-4:40 PM	EN C115	Dina L. Moore (P)	30	29	0	0	0	0	08/29-12/18		
	PSY 259	**Statistics in Psychology**		**3.0**									
	Prerequisite(s): PSY 100 and successful completion of the LEP Quantitative Reasoning requirement.												
NR	11475 01	TR 12:25 PM-1:40 PM	EN D056	Kelly B. Bordner (P)	30	26	0	0	0	0	08/29-12/18		
NR	11476 02	TR 1:50 PM-3:05 PM	EN D056	Kelly B. Bordner (P)	30	23	0	0	0	0	08/29-12/18		
NR	11477 03	MW 2:00 PM-3:15 PM	EN D056	Michael Nizhnikov (P)	30	19	0	0	0	0	08/29-12/18		
NR	12984 04	No Scheduled Times	ONLINE ASYN	William J. Hauselt (P)	25	17	0	5	0	5	08/29-12/18		

	PSY 100		**Introduction to Psychology**			**3.0**								
NR	11450	01	TR 9:35 AM-10:50 AM	EN C112		William J. Hauselt (P)	200	127	0	0	0	0	08/29-12/18	
NR	11451	02	MWF 9:10 AM-10:00 AM	EN C008		Michele Ann Delucia (P)	40	35	0	0	0	0	08/29-12/18	
NR	11452	03	MWF 10:10 AM-11:00 AM	EN C115		Michele Ann Delucia (P)	40	39	0	0	0	0	08/29-12/18	
NR	11454	05	M 5:00 PM-7:30 PM	EN C010		Jennifer Koabel (P)	40	38	0	0	0	0	08/29-12/18	
NR	11455	06	R 5:00 PM-7:30 PM	ONLINE SYNC		Sara-Kay Michaud (P)	25	24	0	0	0	0	08/29-12/18	
NR	11456	07	T 5:00 PM-7:30 PM	ONLINE SYNC		Juliana J. Lasser (P)	25	23	0	0	0	0	08/29-12/18	
NR	11457	08	W 5:00 PM-7:30 PM	ONLINE SYNC		Sara-Kay Michaud (P)	25	21	0	0	0	0	08/29-12/18	
NR	13246	H1	No Scheduled Times	TBA		Amanda C. Bomann (P)	25	24	0	0	0	0	08/29-12/18	
	Norwalk High School Students Only													
NR	13273	H10	No Scheduled Times	TBA		Katherine C. Rubano (P)	25	20	0	0	0	0	08/29-12/18	
	Restricted to Trumbull High School Students ONLY Meets at Trumbull HS													
NR	13274	H11	No Scheduled Times	TBA		Jack Anthony LaBarca (P)	25	19	0	0	0	0	08/29-	

	PSY 311		**Learning**			**3.0**								
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.													
NR	41447	01	W 2:00 PM-3:15 PM	EN C136		Ralph A. Nuzzo (P)	30	27	0	0	0	0	01/19-05/15	
	Hybrid Course													

	PSY 313		**Cognition**			**3.0**								
	Prerequisite(s): PSY 300 and a 'C' or better in PSY 259.													
NR	41448	01	TR 1:50 PM-3:05 PM	EN C134		William J. Hauselt (P)	30	24	0	0	0	0	01/19-05/15	

	PSY 259		**Statistics in Psychology**			**3.0**								
	Prerequisite(s): PSY 100 and successful completion of the LEP Quantitative Reasoning requirement.													
NR	41436	01	No Scheduled Times	ONLINE ASYN		William J. Hauselt (P)	25	23	0	0	0	0	01/19-05/15	
Closed	41437	02	TR 11:00 AM-12:15 PM	ONLINE SYNC		Jennifer Koabel (P)	25	25	0	0	0	0	01/19-05/15	
NR	41438	03	TR 1:50 PM-3:05 PM	EN D056		Mehmet Ozturk (P)	30	16	0	0	0	0	01/19-05/15	
NR	41439	04	MW 3:25 PM-4:40 PM	EN D056		Mehmet Ozturk (P)	30	15	0	0	0	0	01/19-05/15	

	PSY 100		**Introduction to Psychology**			**3.0**								
NR	41408	01	MW 12:10 PM-1:00 PM	EN C112		Kelly B. Bordner (P), Kelly A. Stiver	166	97	0	0	0	0	01/19-05/15	
			F 12:10 PM-1:00 PM	ONLINE SYNC		Kelly B. Bordner , Kelly A. Stiver								
NR	41409	02	TR 9:35 AM-10:50 AM	EN A120		William J. Hauselt (P)	90	87	0	0	0	0	01/19-05/15	
NR	41410	03	TR 1:50 PM-3:05 PM	EN C115		Dina L. Moore (P)	40	36	0	0	0	0	01/19-05/15	
Closed	41411	04	TR 12:25 PM-1:40 PM	MO 11		Christine A. Delucia (P)	40	40	0	0	0	0	01/19-05/15	
NR	41412	05	MWF 10:10 AM-11:00 AM	MO 10		Michele Ann Delucia (P)	40	35	0	0	0	0	01/19-05/15	
NR	41413	06	MWF 11:10 AM-12:00 PM	MO 10		Michele Ann Delucia (P)	40	35	0	0	0	0	01/19-05/15	
NR	41414	07	MWF 9:10 AM-10:00 AM	EN C115		Sara-Kay Michaud (P)	37	31	0	0	0	0	01/19-05/15	

	BIO 401		**Comparative Physiology**			**4.0**								
	Prerequisite(s): CHE 121, 'C' or better in BIO 102, and PHY 201 or PHY 210 or PHY 231.													
Closed	41179	01	W 10:35 AM-1:25 PM	JE 238		Rachel A. Jeffrey (P), Henry P. Tsai	16	16	0	16	0	16	01/19-05/15	
	Hybrid Course; Lecture = Online Asynchronous													

	BIO 236		**Cell Biology**			**4.0**								
	Prerequisite(s): 'C' or better in BIO 102													
Closed	41148	01	TR 8:10 AM-9:25 AM	JE 206		Rachel A. Jeffrey	16	16	0	5	0	5	01/19-05/15	
			No Scheduled Times	ONLINE ASYN		Rachel A. Jeffrey (P)								
	Hybrid Course; Lab meets on-ground; Lecture is online asynchronous													
NR	41149	02	TR 9:35 AM-10:50 AM	JE 206		Rachel A. Jeffrey (P)	16	15	0	5	0	5	01/19-05/15	
			No Scheduled Times	ONLINE ASYN		Rachel A. Jeffrey								
	Hybrid Course; Lab meets on-ground; Lecture is online asynchronous													

	BIO 102	**Biology I**			**4.0**									
	Special Information: Lab Fee Required. Prerequisite(s): Biology, Biotechnology, Biochemistry, or Earth Science majors/minors or departmental permission.													
NR	41104 01	MW 10:10 AM-11:00 AM	EN C112	Mikolaj J. Sulkowski (P)	24	11	0	0	0	0	01/19-05/15			
		TR 8:10 AM-10:00 AM	JE 211	Stephanie Irene Troiano										
NR	41105 02	MW 10:10 AM-11:00 AM	EN C112	Mikolaj J. Sulkowski (P)	24	18	0	0	0	0	01/19-05/15			
		TR 10:10 AM-12:00 PM	JE 211	Stephanie Irene Troiano										
	BIO 401	**Comparative Physiology**		**4.0**										
	Prerequisite(s): CHE 121, 'C' or better in BIO 102, and PHY 201 or PHY 210 or PHY 231.													
NR	12886 01	M 2:00 PM-4:30 PM	JE 238	Mikolaj J. Sulkowski (P), Henry P. Tsai	16	15	0	0	0	0	08/29-12/18			
	Hybrid Course; Lecture online asynchronous, Lab meets on-ground during listed times													
	BIO 301	**Physiology**		**4.0**										
	Prerequisite(s): CHE 121 and 'C' or better in BIO 102 and BIO 103.													
Closed	11675 01	W 1:50 PM-4:40 PM	JE 238	Meghan LB Barboza	16	16	0	5	0	5	08/29-12/18			
		No Scheduled Times	ONLINE ASYN	Meghan LB Barboza (P)										
	Hybrid Course; Lecture online asynchronous; Lab on-ground during listed times													
	BIO 102	**Biology I**		**4.0**										
	Special Information: Lab Fee Required. Prerequisite(s): Science majors and minors.													
NR	11633 01	MW 9:10 AM-10:00 AM	EN A120	Steven P. Brady (P)	24	15	0	5	0	5	08/29-12/18			
		TR 8:10 AM-10:00 AM	JE 211	Stephanie Irene Troiano										
NR	11634 02	MW 9:10 AM-10:00 AM	EN A120	Steven P. Brady (P)	24	13	0	5	0	5	08/29-12/18			
		TR 10:10 AM-12:00 PM	JE 211	Stephanie Irene Troiano										
NR	11635 03	MW 9:10 AM-10:00 AM	EN A120	Steven P. Brady (P)	24	18	0	5	0	5	08/29-12/18			
		MW 1:10 PM-3:00 PM	JE 211	Nicole Elizabeth Woosley										
NR	11636 04	MW 9:10 AM-10:00 AM	EN A120	Steven P. Brady (P)	24	23	0	5	0	5	08/29-12/18			
		MW 10:10 AM-12:00 PM	JE 211	Nicole Elizabeth Woosley										
NR	13235 H1	No Scheduled Times	TBA	Christopher D Wisniewski (P)	24	12	0	0	0	0	08/29-12/18			
	Restricted to Berlin High School Students ONLY; Meets at Berlin HS													
NR	13236 H2	No Scheduled Times	TBA	Christopher David Dippolino (P)	24	2	0	0	0	0	08/29-12/18			
	Restricted to Berlin High School Students ONLY; Meets at Berlin HS													
	BIO 236	**Cell Biology**		**4.0**										
	Prerequisite(s): 'C' or better in BIO 102													
NR	41081 01	MW 9:10 AM-10:25 AM	JE 206	Weronika Lewkowicz	16	15	0	5	0	5	01/18-05/14			
		No Scheduled Times	ONLINE ASYN	Rachel A. Jeffrey (P)										
	Hybrid Course; Lab meets on-ground; Lecture is online asynchronous													
NR	41082 02	MW 11:10 AM-12:25 PM	JE 206	Weronika Lewkowicz	16	13	0	5	0	5	01/18-05/14			
		No Scheduled Times	ONLINE ASYN	Rachel A. Jeffrey (P)										
	Hybrid Course; Lab meets on-ground; Lecture is online asynchronous													
	BIO 102	**Biology I**		**4.0**										
	Special Information: Lab Fee Required. Prerequisite(s): Science majors and minors.													
NR	41041 01	MW 10:10 AM-11:00 AM	EN C112	Steven P. Brady (P)	24	11	0	5	0	5	01/18-05/14			
		TR 8:10 AM-10:00 AM	JE 211	Stephanie Irene Troiano										
NR	41043 03	MW 10:10 AM-11:00 AM	EN C112	Steven P. Brady (P)	24	21	0	5	0	5	01/18-05/14			
		TR 10:10 AM-12:00 PM	JE 211	Stephanie Irene Troiano										
NR	41044 04	MW 5:10 PM-6:00 PM	MO 111	Andrea Lynn Zullo (P)	24	22	0	5	0	5	01/18-05/14			
		MW 6:10 PM-8:00 PM	JE 211	Andrea Lynn Zullo										
	BIO 454	**Brain - Anatomy & Transmission**		**4.0**										
	Prerequisite(s): (BIO 228 or 231 or 301 or 401) and CHE 121													
NR	12762 01	TR 9:35 AM-10:50 AM	JE 206	Rachel A. Jeffrey (P)	16	10	0	0	0	0	08/29-12/17			
		TR 11:00 AM-12:15 PM	JE 206	Rachel A. Jeffrey										
	BIO 301	**Physiology**		**4.0**										
	Prerequisite(s): CHE 121 and 'C' or better in BIO 102 and BIO 103.													
NR	11434 01	W 1:50 PM-4:40 PM	JE 238	Meghan LB Barboza	16	14	0	5	0	5	08/29-12/17			

	BIO 301	**Physiology**		**4.0**										
	Prerequisite(s): CHE 121 and 'C' or better in BIO 102 and BIO 103.													
NR	11434 01	W 1:50 PM-4:40 PM	JE 238	Meghan LB Barboza	16	14	0	5	0	5	08/29-12/17			
		No Scheduled Times	ONLINE ASYN	Meghan LB Barboza (P)										
	Hybrid course, lectures online asynchronous, labs on ground													
	BIO 102	**Biology I**		**4.0**										
	Special Information: Lab Fee Required. Prerequisite(s): Science majors and minors.													
NR	11396 01	MW 9:10 AM-10:00 AM	EN A120	Jonathan C. Weinbaum (P), Miranda Dunbar	24	17	0	5	0	5	08/29-12/17			
		TR 8:10 AM-10:00 AM	JE 211	Stephanie Irene Troiano										
NR	11397 02	MW 9:10 AM-10:00 AM	EN A120	Jonathan C. Weinbaum (P), Miranda Dunbar	24	21	0	5	0	5	08/29-12/17			
		TR 10:10 AM-12:00 PM	JE 211	Stephanie Irene Troiano										
NR	11398 03	MW 9:10 AM-10:00 AM	EN A120	Jonathan C. Weinbaum (P), Miranda Dunbar	24	19	0	5	0	5	08/29-12/17			
		MW 1:10 PM-3:00 PM	JE 211	Miranda Dunbar										
NR	11399 04	MW 9:10 AM-10:00 AM	EN A120	Jonathan C. Weinbaum (P), Miranda Dunbar	24	21	0	5	0	5	08/29-12/17			
		MW 10:10 AM-12:00 PM	JE 211	Elham Amiri										
NR	13410 05	MW 5:10 PM-6:00 PM	JE 211	Christopher D Wisniewski (P)	12	9	0	0	0	0	08/29-12/17			
		MW 6:10 PM-8:00 PM	JE 211	Christopher D Wisniewski										
	BIO 236	**Cell Biology**		**4.0**										
	Prerequisite(s): 'C' or better in BIO 102													
NR	40969 01	MW 9:45 AM-11:00 AM	JE 206	Weronika Lewkowicz	16	14	0	5	0	5	01/17-05/12			
		MW 11:10 AM-12:25 PM	MO 120	Rachel A. Jeffrey (P)										
NR	40970 02	MW 11:10 AM-12:25 PM	MO 120	Rachel A. Jeffrey (P)	16	15	0	5	0	5	01/17-05/12			
		MW 12:35 PM-1:50 PM	JE 206	Weronika Lewkowicz										
	BIO 102	**Biology I**		**4.0**										
	Special Information: Lab Fee Required. Prerequisite(s): Science majors and minors.													
NR	40930 01	MW 10:10 AM-11:00 AM	DA 101	Jonathan C. Weinbaum (P)	24	14	0	0	0	0	01/17-05/12			
		TR 8:10 AM-10:00 AM	JE 211	Stephanie Irene Troiano										
NR	40931 02	MW 10:10 AM-11:00 AM	DA 101	Jonathan C. Weinbaum (P)	24	22	0	0	0	0	01/17-05/12			
		TR 10:10 AM-12:00 PM	JE 211	Stephanie Irene Troiano										
NR	40932 03	MW 10:10 AM-11:00 AM	DA 101	Jonathan C. Weinbaum (P)	24	22	0	0	0	0	01/17-05/12			
		MW 11:10 AM-1:00 PM	JE 211	Jonathan C. Weinbaum										
NR	40933 04	TR 5:10 PM-6:00 PM	EN A120	Christopher D Wisniewski (P)	24	18	0	0	0	0	01/17-05/12			
		TR 6:10 PM-8:00 PM	JE 211	Christopher D Wisniewski										

CSCU Transfer Articulation Form: Biology Studies
CSU: B. S. Behavioral Neuroscience

Biology Studies Transfer Ticket Course/Degree Requirement at CT State		***Course/Degree Requirement at Receiving Institution***	
Written Communication I	3	ENG110	3
Written Communication II	3	WC: ENG112	3
Arts and Humanities	3-4	CE	3
Social and Behavioral Sciences	3	Suggest PSY 100	3
MATH 1610 - Precalculus	4	MAT 122	4
Historical Knowledge	3	AE or TP	3
BIO 1210 - General Biology I	4	BIO 102 Zoology	4
CHEM 1210 - General Chemistry I	4	CHE 120 General Chemistry I	4
Oral Communication	3	Tier 2 elective	3
Continued Learning and Information Literacy	3	Tier 2 elective	3
FrameWork 30 Credits	***33-34***	***FrameWork 30 Credits***	***33-34***
		Received as	
BIO 1220 - General Biology II	4	BIO 103 (Elective)	4
MATH 2600 - Calculus I ***OR*** Creativity ***OR*** Global Knowledge	3-4	MAT 154 or CD or GA	4
CHEM 1220 - General Chemistry II	4	CHE 121	4
Select one of the three options below:	8		8
1. PHYS 1201 - General Physics I ***and*** PHYS 1202 - General Physics II		Suggested: PHY 200: General Physics I and PHY 201: General Physics II	
2. CHEM 2310 - Organic Chemistry I ***and*** CHEM 2320 - Organic Chemistry II			
3. PHYS 2201 - Calculus-Based Physics I ***and*** PHYS 2202 - Calculus-Based Phvsics II			
Choose Two 2000-Level Lab Science Biology Courses	8		8
BIO 2111 Anatomy & Physiology I ***OR*** BIO 2112 Anatomy & Physiology II ***OR*** BIO 2350 Microbiology ***OR*** BIO 2822 Molecular Biotechniques ***OR*** BIO 2830 Advanced Techniques in Biotechnology ***OR*** BIO 2630 Molecular Genetics ***OR*** BIO 2865 Principles of Synthetic Biology ***OR*** BIO 2700 Ecology ***OR*** BIO 2098 Special Topics in Biology		SCSU recommended courses:	
Program Credits	***28***	***Program Credits***	***28***
Open Elective	0	Open Elective	
Open Elective Credits*	***62***	***Open Elective Credits****	***0***
****Varies based on what the student needs to obtain at least 60 credits***			
		Total Credits	***62***

General Education Courses Remaining	
TF	3

Program Credits Remaining	
PSY100	3
PSY311	3
PSY259	3
PHY 200: General Physics I	4
PHY 201: General Physics II	4
PSY313: Cognition	3
PSY383: Brain and Behavior	3
BIO236	4
PSY 393: Research Methods	4
BIO 454: Brain Anatomy and Transmission	4
CHE 260: Organic Chemistry	4
Experiential Learning	3
BIO 398	4
Major elective	8
Open electives	6

Credit Summary	
Program Credits Remaining	***57***
General Education Credits Remaining	***3***
BUS TT Credits	***62***
Total Credits Remaining	***122***

Data Request: SCSU Behavioral Neuroscience-related occupational data
Prepared by: CT DOL Research Office - Matthew Krzyzek
February 5th, 2023

Job Ad Source: Help Wanted Online
https://www1.ctdol.state.ct.us/lmi/hwol.asp

Projections Source: CT DOL
https://www1.ctdol.state.ct.us/lmi/projections.asp

Occupational Wage Source: CT DOL, OEWS
https://www1.ctdol.state.ct.us/lmi/wages/southcentral2023.asp

Data Request: SCSU Behavioral Neuroscience-related Pr
Projections Source: CT DOL
https://www1.ctdol.state.ct.us/lmi/projections.asp

Proposed New Major	SOC Code
	00-0000
Behavioral Neuroscience	21-1018
Behavioral Neuroscience	29-2053
Behavioral Neuroscience	19-3033
Behavioral Neuroscience	29-1223
Behavioral Neuroscience	21-1023
Behavioral Neuroscience	29-1141
Behavioral Neuroscience	29-1171

·ojections

Relevant Occupation Examples	Estimated Emp. 2020	Projected Emp. 2030
Total, All Occupations	**1,685,756**	**1,887,257**
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	4,991	5,967
Psychiatric Technicians	840	859
Clinical, Counseling, and School Psychologists	1,569	1,649
Psychiatrists	361	378
Mental Health and Substance Abuse Social Workers	1,744	1,890
Registered Nurses	34,472	35,828
Nurse Practitioners	2,844	4,196

10 Year Net Change	10 Year Percent Change	Annual Total Openings	Minimum Ed.	Work Experience
201,501	**12%**	**210,693**		
976	20%	601	Bachelor's degree	None
19	2%	61	Postsecondary non-degree award	Less than 5
80	5%	113	Doctoral or professional degree	None
17	5%	12	Doctoral or professional degree	None
146	8%	181	Master's degree	None
1,356	4%	1,958	Bachelor's degree	None
1,352	48%	319	Master's degree	None

Job Training
None
Short-term on-the-job training
Internship/residency
Internship/residency
Internship/residency
None
None

OES Wage Data
https://www1.ctdol.state.ct.us/lmi/wages/default.asp
https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/21-1018.htm https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/29-2053.htm https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/19-3034.htm https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/29-1223.htm https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/21-1023.htm https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/29-1141.htm https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/29-1171.htm

Behavioral Neuroscience-related Occupations Employment and Wage Data
Source CT DOL, OEWS

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/

Substance abuse, behavioral disorder, and mental health counselors (21-1018)

Substance abuse, behavioral disorder, and mental health counselors advise people on a range of issues, such as those relating to alcoholism, addictions, or depression.

State of Connecticut (1Q 2023)	
All Industry	
Estimated Employment	**6,070**
Mean wage	**$28.45**
Entry wage	$18.89
10th percentile wage	$17.81
50th percentile wage	$25.22
90th percentile wage	$40.98

Top Employing Industries		
Industry	**Employment / Percent**	
Ambulatory Health Care Services	2,210	36.50%
Educational Services	1,100	18.10%
Social Assistance	1,050	17.20%
Nursing and Residential Care Facilities	860	14.20%

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/29-2053.h

Psychiatric Technicians (29-2053)

Care for individuals with mental or emotional conditions or disabilities, following the instructions of physicians or other health practitioners. Monitor patients physical and emotional well-being and report to medical staff. May participate in rehabilitation and treatment programs, help with personal hygiene, and administer oral or injectable medications.

State of Connecticut (1Q 2023)	
All Industry	
Estimated Employment	**950**
Mean wage	**$27.48**
Entry wage	$20.63
10th percentile wage	$19.52
50th percentile wage	$25.94
90th percentile wage	$36.38

Top Employing Industries		
Industry	**Employment / Percent**	
Hospitals	490	51.90%
Public Administration	300	31.30%
Nursing and Residential Care Facilities	40	4.10%
Social Assistance	40	4.00%

Best Paying Industries		
Industry	**Employment / Median Wage**	
Public Administration	300	$33.54
Hospitals	490	$23.07
Social Assistance	40	$22.54
Nursing and Residential Care Facilities	40	$19.85

https://www1.ctdol.state.ct.us/lmi/wages/20231/09010000

School Psychologists (19-3034)

Diagnose and implement individual or schoolwide interventions or strategies to address educational, behavioral, or developmental issues that adversely impact educational functioning in a school. May address student learning and behavioral problems and counsel students or families. May design and implement performance plans, and evaluate performance. May consult with other school-based personnel.

State of Connecticut (1Q 2023)	
All Industry	
Estimated Employment	**990**
Mean wage	**$46.96**
Entry wage	$32.40
10th percentile wage	$30.73
50th percentile wage	$46.08
90th percentile wage	$64.99

Top Employing Industries		
Industry	**Employment / Percent**	
Educational Services	970	97.70%

Best Paying Industries		
Industry	**Employment / Median Wage**	
Educational Services	970	$46.02

https://www1.ctdol.state.ct.us/lmi/

Psychiatrists (29-1223)

Diagnose, treat, and help prevent mental disc
Counseling Psychologists (19-3033) and Sch

State of Connecticut
All Industry
Estimated Employment
Mean wage
Entry wage
10th percentile wage
50th percentile wage
90th percentile wage

Top Employing Ind
Industry
Hospitals
Public Administration
Educational Services
Nursing and Residential Care Facilities

Best Paying Indu
Industry
Educational Services
Hospitals
Nursing and Residential Care Facilities

'wages/20231/0901000009

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/2

rders. Excludes Clinical and
ool Psychologists (19-3034)

Mental Health and Substance Abuse Social Workers (21-1023)

Assess and treat individuals with mental, emotional, or substance abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education.

(1Q 2023)	State of Connecticut (1Q 2023)
	All Industry
550	**Estimated Employment** **1,400**
$154.11	**Mean wage** **$39.48**
$65.88	Entry wage $20.91
$37.27	10th percentile wage $18.59
N/A	50th percentile wage $36.35
N/A	90th percentile wage $80.32

dustries		Top Employing Industries		
Employment / Percent		Industry	Employment / Percent	
220	39.70%	Ambulatory Health Care Services	490	35.20%
80	13.50%	Public Administration	390	28.10%
20	3.50%	Hospitals	230	16.10%
10	2.40%	Social Assistance	150	10.70%

stries		Best Paying Industries		
Employment		Industry	Employment / Median Wage	
20		Public Administration	390	$42.45
220		Hospitals	230	$39.94
10		Educational Services	30	$31.30
		Ambulatory Health Care Services	490	$27.09

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/29-

Registered Nurses (29-1141)

Assess patient health problems and needs, develop and implement nursing care plans, and maintain medical records. Administer nursing care to ill, injured, convalescent, or disabled patients. May advise patients on health maintenance and disease prevention or provide case management. Licensing or registration required. Includes Clinical Nurse Specialists. Excludes Nurse Anesthetists (29-1151), Nurse Midwives (29-1161), and Nurse Practitioners (29-1171).

State of Connecticut (1Q 2023)	
All Industry	
Estimated Employment	**34,290**
Mean wage	**$47.06**
Entry wage	$37.07
10th percentile wage	$35.47
50th percentile wage	$47.53
90th percentile wage	$59.71

Top Employing Industries		
Industry	**Employment**	**Percent**
Hospitals	17,280	50.40%
Ambulatory Health Care Services	7,860	22.90%
Nursing and Residential Care Facilities	3,260	9.50%
Educational Services	1,850	5.40%

Best Paying Industries		
Industry	**Employment**	**Median Wag**
Personal and Laundry Services	100	$54.18
Hospitals	17,280	$50.20
Management of Companies and Enterprises	630	$49.83
Public Administration	1,710	$47.93

https://www1.ctdol.state.ct.us/lmi/wages/20231/0

Nurse Practitioners (29-1171)

Diagnose and treat acute, episodic, or chronic illness, independently or as part of a healthcare team. May focus on health promotion and disease prevention. May order, perform, or interpret diagnostic tests such as lab work and x rays. May prescribe medication. Must be registered nurses who have specialized graduate education.

State of Connecticut (1Q 2023)	
All Industry	
Estimated Employment	**2,910**
Mean wage	**$65.65**
Entry wage	$51.94
10th percentile wage	$50.25
50th percentile wage	$64.94
90th percentile wage	$81.83

Top Employing Industries		
Industry	**Employment / Percent**	
Ambulatory Health Care Services	1,850	63.50%
Hospitals	670	22.90%
Educational Services	130	4.30%
Public Administration	60	1.90%

Best Paying Industries		
Industry	**Employment / Median Wag**	
Social Assistance	30	$73.85
Hospitals	670	$67.24
Ambulatory Health Care Services	1,850	$64.94
Educational Services	130	$63.21

Behavioral Neuroscience-related Occupations Median Wage History
Source CT DOL, OEWS

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/21-101

https://www1.ctdol.st

Substance abuse, behavioral disorder, and mental health counselors (21-1018)

Substance abuse, behavioral disorder, and mental health counselors advise people on a range of issues, such as those relating to alcoholism, addictions, or depression.

Psychiatric Techni

Care for individuals with me disabilities, following the ins practitioners. Monitor patien report to medical staff. May programs, help with persona injectable medications.

Median Wage History					
Year	This Occupation		Compared to Occ. Group		Difference
Current	$25.22		$27.44		($2.22)
2022	$24.29	3.80%	$26.42	3.80%	($2.13)
2021	$23.21	4.70%	$25.25	4.70%	($2.04)
2020	$22.60	2.70%	$24.59	2.70%	($1.98)
2019	$22.14	2.10%	$24.09	2.10%	($1.94)
2018	$21.63	2.30%	$23.54	2.30%	($1.90)
2017	$21.17	2.20%	$23.04	2.20%	($1.86)
2016	$20.73	2.10%	$22.56	2.10%	($1.82)
2015	$20.34	1.90%	$22.13	1.90%	($1.79)
2014	$19.93	2.10%	$21.68	2.10%	($1.75)
Year	This Occupation		Compared to All Occs.		Difference
Current	$25.22		$25.76		($0.54)
2022	$24.29	3.80%	$24.90	3.40%	($0.61)
2021	$23.21	4.70%	$23.56	5.70%	($0.35)
2020	$22.60	2.70%	$22.76	3.50%	($0.15)
2019	$22.14	2.10%	$22.11	2.90%	$0.03
2018	$21.63	2.30%	$21.46	3.00%	$0.17
2017	$21.17	2.20%	$20.85	2.90%	$0.32
2016	$20.73	2.10%	$20.37	2.40%	$0.37
2015	$20.34	1.90%	$19.85	2.60%	$0.49
2014	$19.93	2.10%	$19.43	2.20%	$0.50

Med	
Year	This Occ
Current	$25.94
2022	$24.98
2021	$23.87
2020	$23.24
2019	$22.77
2018	$22.25
2017	$21.78
2016	$21.32
2015	$20.92
2014	$20.50
Year	This Occ
Current	$25.94
2022	$24.98
2021	$23.87
2020	$23.24
2019	$22.77
2018	$22.25
2017	$21.78
2016	$21.32
2015	$20.92
2014	$20.50

* Wage history for Psychiatrists (29-1223) is not availble.

tate.ct.us/lmi/wages/20231/0901

cians (29-2053)

ntal or emotional conditions or
tructions of physicians or other health
ts physical and emotional well-being and
participate in rehabilitation and treatment
al hygiene, and administer oral or

ian Wage History

cupation	Compared to Occ. Group	
	$42.06	
3.80%	$40.50	3.80%
4.70%	$38.70	4.70%
2.70%	$37.69	2.70%
2.10%	$36.93	2.10%
2.30%	$36.08	2.30%
2.20%	$35.31	2.20%
2.10%	$34.58	2.10%
1.90%	$33.92	1.90%
2.10%	$33.24	2.10%

cupation	Compared to All Occs.	
	$25.76	
3.80%	$24.90	3.40%
4.70%	$23.56	5.70%
2.70%	$22.76	3.50%
2.10%	$22.11	2.90%
2.30%	$21.46	3.00%
2.20%	$20.85	2.90%
2.10%	$20.37	2.40%
1.90%	$19.85	2.60%
2.10%	$19.43	2.20%

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/19

School Psychologists (19-30

Diagnose and implement individual or schoolwide interventions or strategies to address educational, behavioral, or developmental issues that adversely impact educational functioning in a school. May address student learning and behavioral problems and counsel students or families. May design and implement performance plans, and evaluate performance. May consult with other school-based personnel.

Median Wage History

Year	This Occupation		Compared to Occ. Group		Difference
Current	$46.08		$41.22		$4.86
2022	$44.37	3.80%	$39.69	3.80%	$4.68
2021	$42.40	4.70%	$37.93	4.70%	$4.47
2020	$41.29	2.70%	$36.94	2.70%	$4.36
2019	$40.45	2.10%	$36.19	2.10%	$4.27
2018	$39.53	2.30%	$35.36	2.30%	$4.17
2017	$38.69	2.20%	$34.61	2.20%	$4.08
2016	$37.88	2.10%	$33.89	2.10%	$4.00
2015	$37.16	1.90%	$33.24	1.90%	$3.92
2014	$36.42	2.10%	$32.57	2.10%	$3.84

Year	This Occupation		Compared to All Occs.		Difference
Current	$46.08		$25.76		$20.32
2022	$44.37	3.80%	$24.90	3.40%	$19.47
2021	$42.40	4.70%	$23.56	5.70%	$18.84
2020	$41.29	2.70%	$22.76	3.50%	$18.54
2019	$40.45	2.10%	$22.11	2.90%	$18.34
2018	$39.53	2.30%	$21.46	3.00%	$18.06
2017	$38.69	2.20%	$20.85	2.90%	$17.84
2016	$37.88	2.10%	$20.37	2.40%	$17.52
2015	$37.16	1.90%	$19.85	2.60%	$17.31
2014	$36.42	2.10%	$19.43	2.20%	$16.99

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/21

Mental Health and Substance Abuse Social Workers (21-1023)

Assess and treat individuals with mental, emotional, or substance abuse problems, including abuse of alcohol, tobacco, and/or other drugs. Activities may include individual and group therapy, crisis intervention, case management, client advocacy, prevention, and education.

Median Wage History

Year	This Occupation		Compared to Occ. Group		Difference
Current	$36.35		$27.44		$8.91
2022	$35.00	3.80%	$26.42	3.80%	$8.58
2021	$33.45	4.70%	$25.25	4.70%	$8.20
2020	$32.57	2.70%	$24.59	2.70%	$7.98
2019	$31.91	2.10%	$24.09	2.10%	$7.82
2018	$31.18	2.30%	$23.54	2.30%	$7.64
2017	$30.52	2.20%	$23.04	2.20%	$7.48
2016	$29.88	2.10%	$22.56	2.10%	$7.32
2015	$29.32	1.90%	$22.13	1.90%	$7.19
2014	$28.73	2.10%	$21.68	2.10%	$7.04

Year	This Occupation		Compared to All Occs.		Difference
Current	$36.35		$25.76		$10.59
2022	$35.00	3.80%	$24.90	3.40%	$10.10
2021	$33.45	4.70%	$23.56	5.70%	$9.88
2020	$32.57	2.70%	$22.76	3.50%	$9.82
2019	$31.91	2.10%	$22.11	2.90%	$9.80
2018	$31.18	2.30%	$21.46	3.00%	$9.72
2017	$30.52	2.20%	$20.85	2.90%	$9.67
2016	$29.88	2.10%	$20.37	2.40%	$9.52
2015	$29.32	1.90%	$19.85	2.60%	$9.47
2014	$28.73	2.10%	$19.43	2.20%	$9.30

https://www1.ctdol.st

Registered Nurses

Assess patient health proble
plans, and maintain medical
convalescent, or disabled pa
disease prevention or provic
required. Includes Clinical N
1151), Nurse Midwives (29-

Year	This Occ
Current	$47.53
2022	$45.77
2021	$43.73
2020	$42.59
2019	$41.73
2018	$40.77
2017	$39.91
2016	$39.07
2015	$38.33
2014	$37.56

Year	This Occ
Current	$47.53
2022	$45.77
2021	$43.73
2020	$42.59
2019	$41.73
2018	$40.77
2017	$39.91
2016	$39.07
2015	$38.33
2014	$37.56

tate.ct.us/lmi/wages/20231/0901000009/29

(29-1141)

ems and needs, develop and implement nursing care
l records. Administer nursing care to ill, injured,
atients. May advise patients on health maintenance and
de case management. Licensing or registration
lurse Specialists. Excludes Nurse Anesthetists (29-
1161), and Nurse Practitioners (29-1171).

Median Wage History			
cupation	Compared to Occ. Group		Difference
	$42.06		$5.47
3.80%	$40.50	3.80%	$5.27
4.70%	$38.70	4.70%	$5.03
2.70%	$37.69	2.70%	$4.90
2.10%	$36.93	2.10%	$4.80
2.30%	$36.08	2.30%	$4.69
2.20%	$35.31	2.20%	$4.59
2.10%	$34.58	2.10%	$4.50
1.90%	$33.92	1.90%	$4.41
2.10%	$33.24	2.10%	$4.32
cupation	Compared to All Occs.		Difference
	$25.76		$21.77
3.80%	$24.90	3.40%	$20.87
4.70%	$23.56	5.70%	$20.17
2.70%	$22.76	3.50%	$19.84
2.10%	$22.11	2.90%	$19.62
2.30%	$21.46	3.00%	$19.31
2.20%	$20.85	2.90%	$19.06
2.10%	$20.37	2.40%	$18.71
1.90%	$19.85	2.60%	$18.48
2.10%	$19.43	2.20%	$18.13

https://www1.ctdol.state.ct.us/lmi/wages/20231/0901

Nurse Practitioners (29-1171)

Diagnose and treat acute, episodic, or chronic illness, independently o
healthcare team. May focus on health promotion and disease preventi
order, perform, or interpret diagnostic tests such as lab work and x ray
prescribe medication. Must be registered nurses who have specialized
education.

Median Wage History				
Year	This Occupation		Compared to Occ. Group	
Current	$64.94		$42.06	
2022	$62.54	3.80%	$40.50	3.80%
2021	$59.75	4.70%	$38.70	4.70%
2020	$58.19	2.70%	$37.69	2.70%
2019	$57.01	2.10%	$36.93	2.10%
2018	$55.71	2.30%	$36.08	2.30%
2017	$54.52	2.20%	$35.31	2.20%
2016	$53.39	2.10%	$34.58	2.10%
2015	$52.37	1.90%	$33.92	1.90%
2014	$51.32	2.10%	$33.24	2.10%
Year	This Occupation		Compared to All Occs.	
Current	$64.94		$25.76	
2022	$62.54	3.80%	$24.90	3.40%
2021	$59.75	4.70%	$23.56	5.70%
2020	$58.19	2.70%	$22.76	3.50%
2019	$57.01	2.10%	$22.11	2.90%
2018	$55.71	2.30%	$21.46	3.00%
2017	$54.52	2.20%	$20.85	2.90%
2016	$53.39	2.10%	$20.37	2.40%
2015	$52.37	1.90%	$19.85	2.60%
2014	$51.32	2.10%	$19.43	2.20%

.000009/29

ır as part of a
on. May
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l graduate

Difference
$22.88
$22.03
$21.05
$20.50
$20.09
$19.63
$19.21
$18.81
$18.45
$18.08
Difference
$39.18
$37.63
$36.19
$35.44
$34.90
$34.24
$33.67
$33.02
$32.52
$31.89

Job Ad Source: Help Wanted Online
https://www1.ctdol.state.ct.us/lmi/hwol.asp

January 2024 Job Ads - CT Statewide

Behavioral Neuroscience-related Job Ads by Industry- January 2024

Industry	Unique Postings (Jan 2024)
Total	**6,681**
Health Care and Social Assistance	4,166
Administrative and Support	523
Finance and Insurance	243
Public Administration	162
Professional, Scientific, and Technical Services	125
Educational Services	103
Construction	71
Accommodation and Food Services	67
Other Services (except Public Administration)	47
Retail Trade	28
Arts, Entertainment, and Recreation	18
Information	17
Wholesale Trade	16
Manufacturing	15
Real Estate and Rental and Leasing	15
Transportation and Warehousing	10
Mining, Quarrying, and Oil and Gas Extraction	7
Utilities	3
Management of Companies and Enterprises	1
Unspecified	1,044

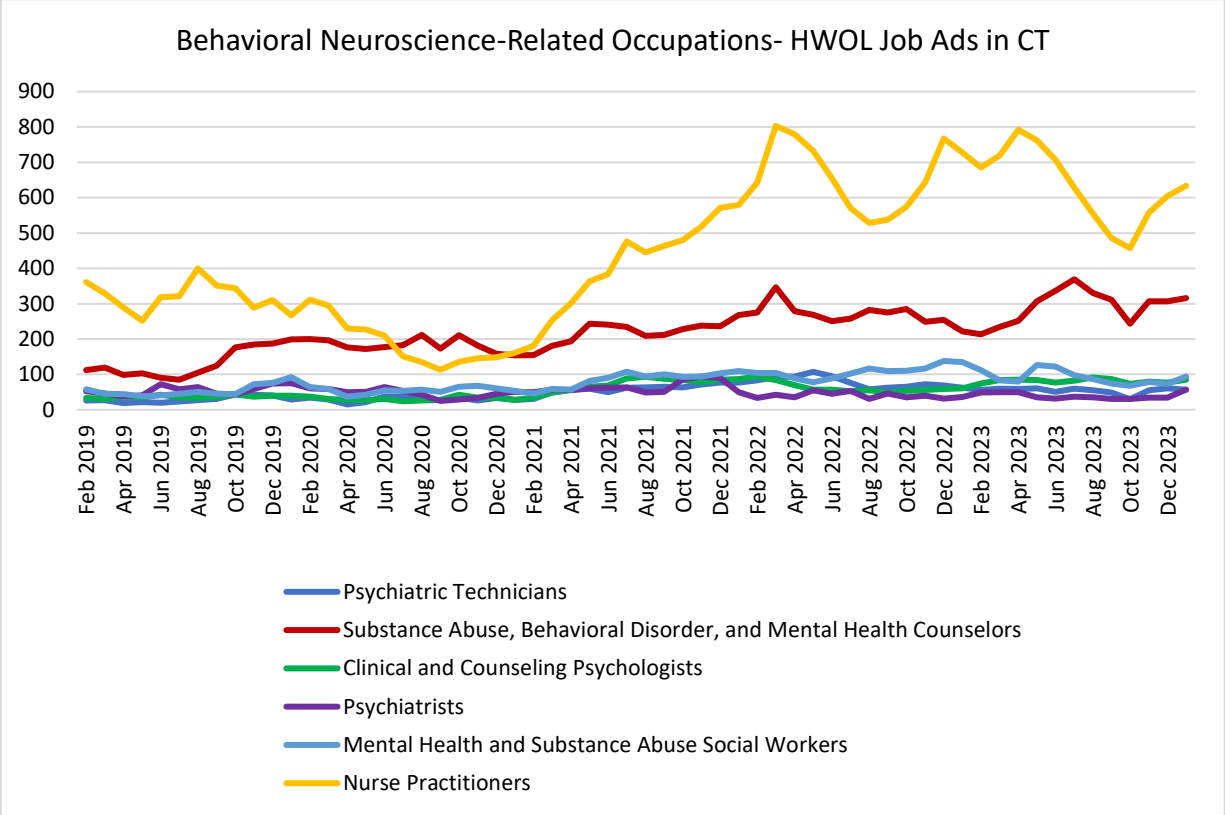
Behavioral Neuroscience-related Job Ads by Employer- January 2024

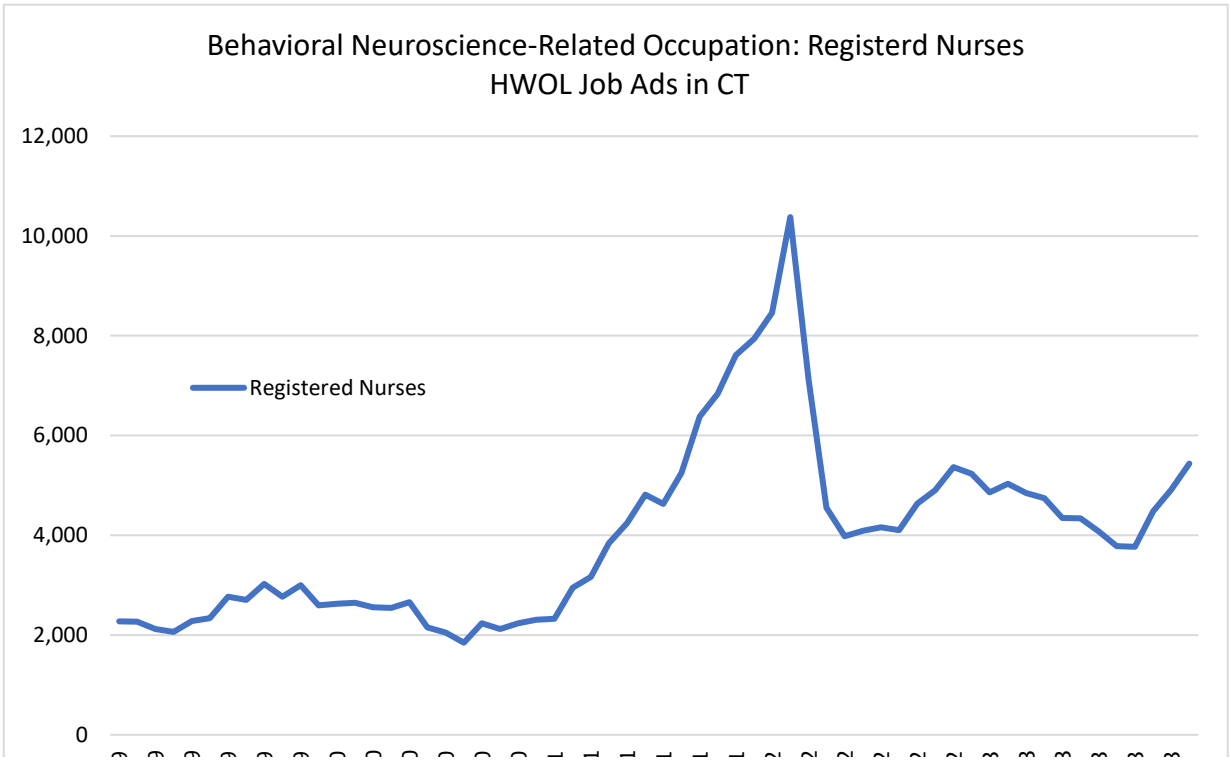
Company	Unique Postings (Jan 2024)
Total	**6,681**
Hartford HealthCare	1,286
Yale New Haven Health	618
Echn	172
Masonicare	110
State Of Connecticut	99
Trinity Health	95
UnitedHealth Group	94
Waterbury Hospital	90
Trinity Health Of New England	74
Nuvance Health	72
Nomad Health	71
Wheeler Clinic	69
Actalent	65
Elara Caring	61
DaVita	58
Aya Healthcare	57
OneStaff Medical	56
Marrakech	55
Connecticut Children's Medical Center	54
Elevance Health	50
Talkspace	50
Day Kimball Hospital	46
Optum	46
Cross Country Healthcare	42
Aveanna Healthcare	39
Clover Health Services	35
LHC Group	35
Middlesex Health System	34
Soliant Health	28
Brookdale Associates	27
Midstate Medical Center	25
CVS Health	24
Kabafusion	24
Stamford Health Ltd	24
Total Renal Care	24
Genesis HealthCare	23

Health Advocates Network	23
New Britain General Hospital	22
University of Connecticut	21
Newport Healthcare Center	20
William W. Backus Hospital	20
Bristol Hospital	19
CareNational Healthcare Services	19
Vitana Plc	19
Nurses At Home	18
Root Center For Advanced Recovery	18
The Village For Families & Children	18
Cigna	17
Hospital For Special Care	17
Atrinity Home Health	16

Behavioral Neuroscience-related Job Ads by Occupation - January 2024

Occupation	Unique Postings (Jan 2024)
Total	**6,681**
Registered Nurses	5,438
Nurse Practitioners	634
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	316
Mental Health and Substance Abuse Social Workers	94
Clinical and Counseling Psychologists	85
Psychiatrists	57
Psychiatric Technicians	57


Behavioral Neuroscience-Related Occupations- HWOL Job Ads in CT
900
800
700
600
500
400
300
200
100
0
Feb 2019
Apr 2019
Jun 2019
Aug 2019
Oct 2019
Dec 2019
Feb 2020
Apr 2020
Jun 2020
Aug 2020
Oct 2020
Dec 2020
Feb 2021
Apr 2021
Jun 2021
Aug 2021
Oct 2021
Dec 2021
Feb 2022
Apr 2022
Jun 2022
Aug 2022
Oct 2022
Dec 2022
Feb 2023
Apr 2023
Jun 2023
Aug 2023
Oct 2023
Dec 2023
Psychiatric Technicians
Substance Abuse, Behavioral Disorder, and Mental Health Counselors
Clinical and Counseling Psychologists
Psychiatrists
Mental Health and Substance Abuse Social Workers
Nurse Practitioners


Behavioral Neuroscience-Related Occupation: Registerd Nurses
HWOL Job Ads in CT
12,000
10,000
8,000
6,000
4,000
2,000
0
Registered Nurses

Feb 2019
Apr 2019
Jun 2019
Aug 2019
Oct 2019
Dec 2019
Feb 2020
Apr 2020
Jun 2020
Aug 2020
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Dec 2020
Feb 2021
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Aug 2021
Oct 2021
Dec 2021
Feb 2022
Apr 2022
Jun 2022
Aug 2022
Oct 2022
Dec 2022
Feb 2023
Apr 2023
Jun 2023
Aug 2023
Oct 2023
Dec 2023

Month	Psychiatric Technicians	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	Clinical and Counseling Psychologists	Psychiatrists	Mental Health and Substance Abuse Social Workers	Nurse Practitioners
Feb 2019	26	112	33	52	58	361
Mar 2019	27	119	31	46	45	329
Apr 2019	19	99	37	38	44	290
May 2019	22	103	35	41	38	252
Jun 2019	20	90	42	72	41	319
Jul 2019	23	85	35	58	45	321
Aug 2019	27	105	33	64	51	400
Sep 2019	31	125	36	45	45	351
Oct 2019	43	176	43	43	44	344
Nov 2019	42	185	37	59	72	289
Dec 2019	41	187	40	74	76	310
Jan 2020	29	199	40	75	92	267
Feb 2020	34	200	37	61	64	311
Mar 2020	29	196	31	59	59	295
Apr 2020	15	176	28	50	37	230
May 2020	22	172	27	51	42	227
Jun 2020	38	177	31	64	55	210
Jul 2020	37	183	24	53	53	151
Aug 2020	28	212	26	42	57	135
Sep 2020	27	173	28	25	51	113
Oct 2020	34	211	42	29	65	136
Nov 2020	26	182	34	33	68	146
Dec 2020	33	158	34	45	61	148
Jan 2021	28	154	28	51	53	161
Feb 2021	31	155	34	50	46	181
Mar 2021	49	181	49	57	59	253
Apr 2021	56	194	56	56	57	301
May 2021	60	243	65	61	81	363
Jun 2021	50	241	69	62	90	384
Jul 2021	62	234	89	63	108	476
Aug 2021	63	209	93	49	94	445
Sep 2021	65	212	88	51	100	463
Oct 2021	63	228	84	86	93	480
Nov 2021	71	238	79	94	94	518
Dec 2021	77	236	85	90	103	571
Jan 2022	77	268	87	50	109	579
Feb 2022	83	275	94	33	104	643
Mar 2022	92	347	84	42	104	803
Apr 2022	94	279	70	35	89	779

May 2022	107	269	57	55	78	732
Jun 2022	95	251	57	45	89	655
Jul 2022	76	258	52	53	102	570
Aug 2022	58	282	55	31	117	529
Sep 2022	62	275	48	46	109	538
Oct 2022	65	285	53	35	110	574
Nov 2022	72	249	56	40	117	644
Dec 2022	69	254	59	32	138	768
Jan 2023	62	222	61	36	135	728
Feb 2023	56	214	74	49	112	685
Mar 2023	60	234	84	50	83	720
Apr 2023	59	252	85	50	80	792
May 2023	61	307	84	35	127	762
Jun 2023	51	337	77	32	122	707
Jul 2023	60	369	82	37	98	628
Aug 2023	55	330	91	35	87	555
Sep 2023	49	311	87	31	74	486
Oct 2023	30	243	73	31	68	457
Nov 2023	55	307	80	34	79	558
Dec 2023	61	307	77	34	73	605
Jan 2024	57	316	85	57	94	634

Registered Nurses
2,276
2,268
2,121
2,064
2,281
2,336
2,766
2,704
3,024
2,766
3,002
2,596
2,629
2,643
2,556
2,543
2,656
2,150
2,047
1,846
2,238
2,119
2,233
2,309
2,325
2,949
3,167
3,839
4,242
4,812
4,627
5,253
6,381
6,837
7,613
7,936
8,455
10,378
7,129

4,554
3,982
4,091
4,158
4,101
4,633
4,905
5,367
5,231
4,861
5,031
4,846
4,743
4,346
4,339
4,076
3,783
3,767
4,479
4,910
5,438

Behavior Neuroscience Letter of Support

From: Salamone, John <john.salamone@uconn.edu>
Sent: Wednesday, February 14, 2024 3:00 PM
To: Bordner, Kelly B. <bordnerk2@southernct.edu>
Cc: CLAS - Psychology Graduate Admissions <psychgrad@uconn.edu>
Subject: RE: your BNS undergrad program

> You don't often get email from john.salamone@uconn.edu. Learn why this is important

Hi Kelly,

I am the head of the BNS grad program at UCONN PSYC, and also the advisor for the undergrad neuroscience minor.

I took a look at the proposed curriculum for the BNS major at SCSU. It looks like a very strong program, and in lieu of details for a particular student, I would say it certainly would make an applicant competitive for our program, and likely many others.

In terms of acceptance to grad school, the option that you have of taking a lab practicum or independent study is a great addition, and is definitely something we look for. Everyone we accept into our program generally has some undergrad or postbac research experience.

It is not clear to me how the chemistry courses fit in to the curriculum. Are they another set of requirements, with options? Chemistry or physics would be a good thing for students to have when applying. Are those generally part of the BS requirements, or something related to the major.

Overall, you folks did a good job of putting this together.

Best of luck,

John

From: CLAS - Psychology Graduate Admissions <psychgrad@uconn.edu>
Sent: Wednesday, February 14, 2024 12:35 PM
To: Salamone, John <john.salamone@uconn.edu>
Subject: FW: phone call follow up

FYI ☺

LANA DELASANTA M.S.
Graduate Program Coordinator
(she/her)

Department of Psychological Sciences | Bousfield
406 Babbidge Road, Unit 1020 | Storrs, CT 06269
(860) 486 4725 | psychology.uconn.edu

From: Salamone, John <john.salamone@uconn.edu>
Sent: Wednesday, February 7, 2024 12:39 PM
To: CLAS - Psychology Graduate Admissions <psychgrad@uconn.edu>
Cc: Markus, Etan <etan.markus@uconn.edu>
Subject: RE: phone call follow up

Yes, I would be happy to.

Best,
John

From: CLAS - Psychology Graduate Admissions <psychgrad@uconn.edu>
Sent: Wednesday, February 7, 2024 12:37 PM
To: Salamone, John <john.salamone@uconn.edu>
Cc: Markus, Etan <etan.markus@uconn.edu>
Subject: FW: phone call follow up

Hi John,

A professor from SCSU reached out to our office as they are creating their new BNS major. She kindly requested the BNS graduate program review the coursework proposed and give feedback on its strength as a prerequisite for admission to a graduate program in the field.

Could you please provide any insight by the end of the week? Let me know if you have any questions.

Thanks,

LANA DELASANTA M.S.
Graduate Program Coordinator
(she/her)

Department of Psychological Sciences | Bousfield
406 Babbidge Road, Unit 1020 | Storrs, CT 06269
(860) 486 4725 | psychology.uconn.edu

From: Bordner, Kelly B. <bordnerk2@southernct.edu>
Sent: Wednesday, February 7, 2024 12:33 PM
To: CLAS - Psychology Graduate Admissions <psychgrad@uconn.edu>
Subject: phone call follow up

Message sent from a system outside of UConn.

Good afternoon - Thank you for taking the time to chat with me today. Below is our proposed curriculum, not including university Gen Eds and prerequisites to our upper-level courses. Of note, all students will be required to take Stats, Research Methods, and at least 3 credits in a research internship or conduct research with one of our faculty members. If it's possible, we'd love to know whether students who completed a degree in BNS at SCSU (as outlined below) would be competitive applicants to your PhD program in BNS. Obviously, admission to a PhD program requires so much more than coursework, but this will help guide our program development and advise future applicants.

So many thanks,
Kelly

BNS requirements:
-BIO102: Biology I 4cr
-BIO 454: Brain Anatomy and Transmission 4cr
-BIO 398: Developmental Neurobiology 4cr
-BIO 236: Cell Biology 4cr
-PSY100: Introduction to Psychology 3cr
-PSY259: Psychological Statistics 3cr
-PSY393: Research Methods 4cr
-PSY311: Learning 3cr
-PSY313: Cognition 3cr
-PSY383: Brain and Behavior 3cr
-PSY463: Field Practicum in Psychological Research OR PSY467: Laboratory Practicum in Psychological Research OR BIO 499: Independent Study in Research OR BIO 497: In-service Training in Biology OR HON 494 3cr
-2 COURSES OF THE FOLLOWING: PSY484: Comparative Animal Behavior OR PSY487: Psychopharmacology OR PSY494: Seminar in Human Nervous System OR BIO 401 Comparative -Physiology OR BIO 351 Histology OR BIO 390: Biology Research and Training 6-8cr
-CHE 120: General Chemistry I 4cr
-CHE 121: General Chemistry II 4cr
-PHY 200: General Physics I 4cr
-PHY 201: General Physics II 4cr
-CHE 260: Organic Chemistry I 4cr

>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>

Kelly Bordner, PhD | she, her, hers
Professor, Department of Psychology
Director, B.S. of Psychology
Faculty Coordinator for Behavioral and Social Sciences, Academic Advising Center

Southern Connecticut State University
Engleman Hall D039
501 Crescent St., New Haven, CT 06515
Office: EN D039
Office phone: 203-392-6862
email: bordnerk2@southernct.edu
Virtual office: https://southernct.webex.com/meet/bordnerk2

Current students, click here to schedule a meeting or reserve time during office hours.

ARIE KAFFMAN M.D., Ph.D.
Associate Professor
Department of Psychiatry
Yale University School of Medicine
300 George St., Suite 901
New Haven, CT 06511
Tel: 203-785-6657; Fax: 203-785-7357
Email: arie.Kaffman@yale.edu

December 12th, 2023

To Whom It May Concern,

It is my pleasure to write a strong letter of support for the establishment of a **Behavioral Neuroscience (BNS) major at SCSU**. My laboratory is investigating the impact of postnatal adversity on abnormalities in attachment, threat detection, emotional dysregulation, social interaction, and cognition in mice. We focus on the role of microglia in mediating changes in connectivity and behavior in mice exposed to postnatal adversity. Our approach integrates genomic, pharmacological, and behavioral methods with imaging techniques, including resting state fMRI and high-resolution dMRI conducted in rodents. This unique translational approach allows us to directly compare findings in rodents with those reported using similar imaging techniques in humans who have experienced early adversity. Our ultimate objective is to uncover fundamental neurological mechanisms that underlie psychiatrically relevant disorders and to utilize this knowledge for the development of novel diagnostic and treatment modalities. For more information about my lab, please visit https://medicine.yale.edu/lab/kaffman/.

Over the past five years, I have had six SCSU students rotating for two full semesters in my lab as part of the Psy 463 Field Internship (Gillian Murty, Lauryn Giuliano, Susanne Pasqualini, Alexa Pugliese, Alfred Mingrone, Jacky Ramos-Arvelo). I have had a wonderful experience working with all these students but found that some had clear interests and background in basic neuroscience, while others were more interested in gaining bench experience. **Establishing a Behavioral Neuroscience (BNS) major at SCSU will help in selecting and preparing students who are committed to pursuing basic neuroscience research, enabling them to join and fully utilize the opportunities available in my lab. This is particularly noteworthy because some of the SCSU students with whom I worked were truly outstanding, at least equal to, if not better than, my Yale undergraduates.** Please feel free to contact me via email if you have any questions about this letter.

Sincerely,
Arie Kaffman
Arie Kaffman M.D., Ph.D.
Associate Professor
Department of Psychiatry
Yale School of Medicine

Appendix A

Enrollment data for Biology and Psychology. The five-year enrollment trends for our undergraduate programs in Biology and Psychology are shown in Figures 1 and 2, respectively.

Biology: While enrollment in our Biology program has declined since the pandemic, enrollment in the BS-Biotechnology program has held steady. Our overall enrollment fell from a total of 362 majors in Fall 2019 to 234 majors in Fall 2023. Of note is that HHS created a new program in Fall of 2019 "Healthcare studies" that has influenced the number of Biology majors.

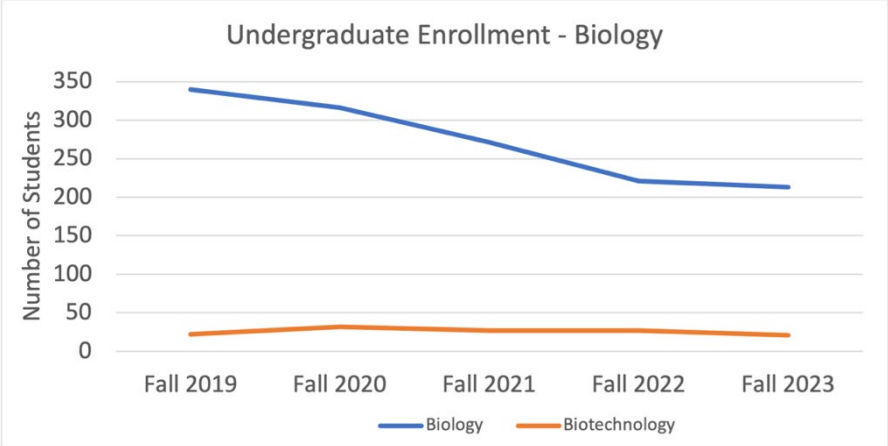

Figure 1. Five-year enrollment data by undergraduate program based on SCSU census data. The data for our biology program include our BS, BS cert, BS pre-medicine, BS 4+1, and BA majors.

Psychology: Enrollment in the Psychology program has remained steady for at least 10 years, the last 5 of which are shown below. Our overall enrollment has hovered just above 550 students, roughly 20% of which are enrolled in our B.S. program. It is likely that, at least initially, some of our B.S. Psychology majors will wish to transition into the proposed BNS major.

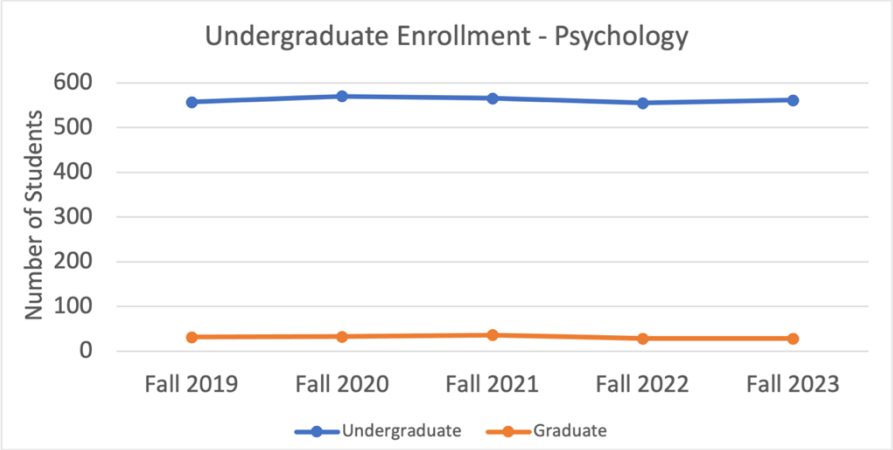

Figure 2. Five-year enrollment data by undergraduate program based on SCSU census data. The data for our psychology program includes two BA degrees along with the BS program (undergraduate) and the MA degree (graduate).

The Doctorate in Business Administration, Masters in Data Science, Bachelors in Behavioral Neuroscience, and Bachelors of Arts in Teaching English to Speakers of Other Languages (TESOL) align with our budget mitigation plans in that they are designed to and will generate significant enrollment and hence revenue. All are in high demand areas and all have strong opportunities post-degree. None of these program require new faculty or new facilities.

Expectations for attracting students are high, with the DBA expected to attract significant cohorts of international students. While no new facilities or faculty members are requested or required at this time, significant growth of any of these programs would be reviewed in 3-5 years to determine needs at that time for consideration of growth related needs

The summaries below are extracted from the four distinct proposals already approved by Academic Council. Specific language associated with the enrollment and revenue positive aspects of the programs is underlined.

DBA: SCSU was recently approved at the level of conferring professional doctoral degrees (October 2023). A professionally prepared market analysis (Hanover Research) supports a positive viability for the DBA program within the tri-state area. The program aims to enhance the institution's reputation in national and global business communities. This positioning places the School of Business and SCSU as leaders in providing high- quality education and service to doctoral-level students, both domestically and abroad. Southern has a strong commitment to international outreach efforts, establishing itself as a leader in fostering global connections within the CSCU system. This commitment is reinforced by the state-of-the-art facilities in the new School of Business building, as well as our AACSB accreditation, which provides an effective environment for our faculty members to teach business resiliency. The proposed DBA program will likely increase enrollment, contribute to the School and University reputational capital, and contribute to the brand of the School in terms of attendance to relevant and emerging issues in the corporate and community ecosystem, worldwide. The expected student enrollment total is 45, very strong for a new doctoral program, with 12 students projected to complete the program over the first three years. The enrollment numbers account for an attrition rate of one student per cohort. Prospective students for this DBA program represent a mix of both domestic and international candidates. The inaugural cohort, consisting of approximately 12 students, will primarily be comprised of international students, with a particular focus on recruitment from countries like China and India, aligning with our initial emphasis on international outreach. The program is appealing to international students as it offers them the opportunity to earn a prestigious DBA degree in the United States. Simultaneously, we are actively recruiting domestic students for the program, with recruitment efforts led by the Dean and resident faculty members, facilitated through partnerships with other universities. This program does not require any new faculty hires; all coursework can be taught completely using existing faculty capacity. Additionally, the new School of Business building includes state-of-the-art facilities, including computer labs, a behavioral lab, and a Business Research Center, all of which could be used to support this program.

The **Master's in Data Science** is an interdisciplinary program created by the departments of computer science and mathematics. It is designed to give students from diverse academic backgrounds the theoretical grounding and applied skills needed in our data-centric world. The program will specifically target working professionals in and around southern Connecticut, and will contribute directly to the technical development of the state's workforce.

In terms of faculty and curriculum, the proposed program utilizes a wide variety of high-quality graduate classes available at SCSU offered by the Department of Mathematics and the Department of Computer

Science. In addition, the program has leveraged the expertise of faculty in both departments in the creation of new data science specific courses for the MSDSC covering model deployment, natural language processing, reinforcement learning, statistical software programming, statistical learning, and applied statistics for data science. Courses in the proposed program will be taught by faculty with tremendous breadth and depth of experience in data science, statistics, programming, and applied mathematics; and who have published extensively; and who have a track-record of obtaining external funding.

The Bureau of Labor Statistics (BLS) is currently projecting a *conservative* 35% increase for data scientists between 2022 and 2032 with more than 59,400 new jobs predicted (data obtained from www.bls.gov). This rate of increase is dramatically higher than the average for all occupations. The online job site Glassdoor recently listed Data Scientist as its #3 most popular job with 10,071 openings nationally and a median base salary of $120,000, Machine Learning Engineer as #6 with 6,801 openings and a median base salary of $130,489, and Data Engineer as #7 with 11,821 openings and a median base salary of $113,960. Restricting searches to Connecticut only produces 283 open positions for Data Scientist, 106 for Data Engineer, 191 for Machine Learning Engineer, and 2,178 for Data Analytics. Expanding the search for Data Scientist to the Northeast (CT, RI, MA, VT, NH, ME, and NY) produces 3,618 positions (source: glassdoor.com, October 2022).

Area employers have expressed a desire to partner with Southern through the proposed MSDSC. For example, we are working with **Eversource** to develop internship and coop opportunities for our students. Eversource is particularly interested in bringing in master's level students and preparing them for eventual full-time positions in their data science division.

In creating enrollment projections, we have used a very conservative model. At present, we have 28 potential students in various stages of application for our current graduate certificates in data science or applied statistics, many of whom are interested in a master's degree. Assuming some of these students will opt for the MSDSC (if approved) and that we will obtain additional MSDSC specific applicants through local marketing efforts, a first cohort of 5 MSDSC students is assumed in FY 2025. Through continued marketing, word of mouth, and work with local business and industry over the ensuing year, a modest increase to 7 students is assumed for the second cohort in FY 2026. Similarly, we anticipate a third cohort of 10 students starting in FY 2027. Allowing for some attrition due to changes in work and family, we anticipate 3 students from the first cohort completing the program, 5 from the second, and 8 from the third, for a total of 16 completers over the first three cohorts (though as the third cohort would nominally finish in FY 2028, we would anticipate 8 students completing the program in the first 3 program years). Under these projections and considering that the proposed MSDSC will need no additional resources and require only minor expenditures, we are forecasting surpluses of $32k, $87k, and $150k over the first 3 programs years, respectively.

Over the period FY 2024 – FY 2026, the proposed program will need no additional resources, and will require only minor expenditures that will be offset by gains in enrollment revenue.

This is a revenue positive proposal. No new hires are required. Using an **extremely conservative enrollment model**, SCSU is projecting modest and attainable enrollment over the first three years of the proposed program. An initial enrollment of 5 students is anticipated in the Fall of 2024, with the earliest projected graduation date being Spring 2026. Enrollment will be positively affected by the efforts of SCSU's marketing team and Office of Institutional Advancement, both of which are committed to providing outreach and promotion in support of the program.

Behavioral Neuroscience (BNS), an interdisciplinary major that combines Psychology and Biology with supplemental courses in physics and chemistry, is ever increasing in popularity and is available as a program of study in at least 6 Connecticut colleges or universities, **but none of the CSU's.** Students with interests in neuroscience, the biological basis of behavior, psychology as a science, medical or healthcare studies, research, and biotechnology will be well-served by this new program. This new major serves both an immediate need, given our student interests, and will serve as a recruiting tool, as the program aligns nicely with emerging industry trends and future job opportunities.

Nationally, undergraduate interest in Behavioral Neuroscience, or the neurosciences in general, has been steadily growing. A paper published in The Journal for Undergraduate Neuroscience and Education showed that, as of 2018, there were a total of 221 unique colleges or universities offering formal programs in the neurosciences, a number that had grown more than 40% from the previous 5 years (Rochon et al., 2019). SCSU currently offers *all* of the required courses listed within this major and, more importantly, has a long-standing reputation of supporting undergraduate students in rigorous scientific research. Faculty in this newly developed program are not only conducting scientific research involving student researchers, but their work is distinctly neuroscience in nature. Graduates of the BNS major will be well prepared for applications and admissions to various graduate and professional degree programs, including Master and PhD level programs in Neuro-related fields along with medical programs, including M.D. and P.A. degrees.): Existing resources within the College of Arts and Sciences will be used including classrooms, laboratories, and equipment. All courses within the planned program are currently offered and taught by full-time faculty. No additional resources are being sought at this time, however, incremental support including additional faculty lines or release time to aid the Program Director may be requested at a later date, should enrollment exceed our expectations. We anticipate that the rollout of this program will result in some internal transfer from existing BIO and PSY majors into the BNS program. This shift, of 5+/-2 per year, will likely lessen with each passing term and no longer exist beyond year 3. Alternatively, we anticipate enrollment from outside SCSU to grow from year to year, with the lowest projected numbers in year 1, at 8 students, and plateau at roughly 10+/-5 by year 3. Enrollment will likely be highest from area high schools, 8 of which are currently offering 17 early college sections of 100- and 200- level BIO and PSY courses to their advanced junior and senior students.

BNS majors will be well-suited to advance to SCSU's existing graduate programs, namely M.S. in Biology and M.A. Psychology. Additionally, while there is no proposed 4+1 accelerated pathway in BNS, we would be open to moving a student to Biology or Psychology to pursue 4+1 option if they so desire.

In sum, given that the resources necessary to launch and maintain the proposed BNS program for, at least, the first 5 years are already housed within the university, both in terms of existing infrastructure and qualified faculty, it is unlikely that the program would not result in a net gain to the University's income. Existing resources, including classrooms, research and lab space, computers, and instructional materials, will be used in the development and execution of the BNS major. Additionally, we currently employ at least 6 faculty with graduate degrees or advanced training in neuroscience related fields.

As an undergraduate **TESOL** program, our primary goal is to equip our candidates with the knowledge and skills necessary to be effective teachers of multilingual learners. The research clearly indicates a strong and growing demand for qualified TESOL educators both regionally and globally. Globalization, increased international mobility, and the prominence of English as a global communication tool have heightened the need for skilled TESOL educators. Local schools, language centers, and international

institutions have expressed a pressing demand for educators who are equipped with the necessary knowledge and credentials to teach English to diverse learners. At this moment (August, 2023) in Connecticut alone, there are 14 ESL teacher positions that remain unfilled, 8 community college and adult education ESL instructor positions, and over 20 online ESL teaching jobs that are available.

Within Connecticut, the demand for TESOL educators is particularly pronounced. The multicultural demographics of our community, including a substantial population of English language learners, make the introduction of a TESOL program highly relevant. Local schools and educational institutions are eager to collaborate with our institution to address the linguistic needs of their students and provide them with quality language instruction. The number of multilingual learners (ML) (formerly known as English language learners) is sharply increasing in Connecticut. According to the State Department of Education, the ML population has grown by 24% since 2017. However, there is a persistent shortage of ESL teachers in the State which has been designating TESOL as an area of shortage for the past 12 years. Currently only two Connecticut universities (Fairfield University and Central CT State University) offer an initial certification program in TESOL, but only at the *graduate level*. Both programs require over 60 credits of course work. With TESOL being a designated shortage area and with the increasing number of immigrant students in CT over the past 20 years, it is desirable to offer an undergraduate teacher preparation program for working with Multilingual Leaners (ML) in the state.

The introduction of the BA in TESOL program is expected to lead to an increase in student enrollment. This is due to the growing demand for qualified TESOL educators both domestically and internationally. By offering a program that addresses the educational needs of diverse linguistic and cultural communities, SCSU will earn recognition as an institution that is responsive to the evolving needs of the educational landscape. This, in turn, will enhance the institution's reputation, both regionally and nationally, as an academic leader in teacher education and language instruction.

The expected student enrollment total is 30, with 7 students projected to complete the program over the first four years. The enrollment numbers account for an attrition rate of two student per cohort.
No new facilities or faculty are required.

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Please enter the following dates: Final approval by institution: 02/15/2024 Submission to CSCU Office of the Provost for Academic Council: 02/21/2024

Most Recent NECHE Institutional Accreditation Action and Date: Continued Accreditation on 06/07/2022

Program Characteristics

Name of Minor: Astronomy

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

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

Program website: https://www.southernct.edu/academics/physics, https://www.southernct.edu/acedemics/earth-science.

Anticipated Program Initiation Date: August 2024

Anticipated Date of First Completion: May 2026

Total # Credits in Program: 18

CIP Code Number: 40.0201 Title of CIP Code: Astronomy

Department where program is housed: Held jointly between the Physics and Earth Science Departments

Location Offering the Program *(e.g., main campus)*: SCSU Main Campus

Provide the intended catalog description for this program: The astronomy minor is an 18-credit program designed to give a wide variety of students a background in astronomy, the physical science dealing with celestial objects, systems of objects in space, and the universe as a whole. Upon completion, the student will have a current knowledge base in the field, as well as experience with the methods and techniques used to characterize and measure the physical properties of celestial objects and phenomena.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Dr. Robert Prezant	Title: Provost/VPAA	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.
- This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* There are two main ways the program aligns with SCSU's institutional mission. First, it presents a new program in the STEM disciplines, where students

will develop significant technical skill in areas that are broadly applicable in cutting edge technology and engineering firms in our state. Examples of these skills include quantitative reasoning at a high level, imaging detectors and image analysis, spectroscopic methods of determining composition of materials, and computer control of large equipment. Thus the program addresses Southern's mission of providing skilled labor for industries important for our economic development. Second, Southern has a mission to educate future teachers. In the STEM areas, and in the Physical Sciences in particular, the state has a need for a strong cadre of educators with the highest caliber of training. This program will give future physical science teachers a new range of content expertise that will allow them to excite K12 students in science using astronomy and space science.

Addressing Identified Needs

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

  Minor programs play a supporting role in a student's ability to garner employment opportunities compared to their major program. In that context, we anticipate that STEM students who complete the astronomy minor will give themselves a way to stand out in ways that are important for technology jobs here in Connecticut and beyond. Astronomers typically have three areas of expertise: (1) they have a strong background in principles of physical science, including quantum phenomena and statistical physics (which are vital for understanding how stars work, for example), (2) they are capable computer programmers, and (3) they know basic principles of engineering and computer interfacing, including the use of imaging detectors and other broadly applicable technology. They are highly employable, and often find employment outside the field of astronomy. The American Astronomical Society reports on their webpage that "The mathematics, coding, and analytical thinking skills gained while obtaining degrees in astronomy and physics have proven to be incredibly valuable in industries outside of academia. A substantial portion of undergraduate […] degree recipients in astronomy pursue careers in the private sector," citing American Institute of Physics statistical research. An astronomy minor, coupled with a Computer Science or Physics or Earth Science major will make those students more employable because such students will be skilled at imaging, optics, computer programming, and other areas that are used ubiquitously in the technology sector. We also point out that Connecticut has a well-established Optics and Imaging industry, with companies such as Zygo, Aperture Optical Sciences, Danbury Mission Technologies, Sikorsky Aircraft, Electric Boat, United Technologies, and many more needing skilled workers who know about optics and imaging. An astronomy minor helps produce college graduates who have enhanced experiences in these areas. Science students who are exposed to astronomy often become passionate science teachers, able to bring the universe to their students. Numerous studies in Connecticut have spoken to the need for more science teachers, particularly in the physical sciences. This program would help address that.

- 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?

  Astronomy activity at SCSU has seen impressive growth over the last few years. Current projects involve archival image analysis using Hubble Space Telescope data, instrument building for large telescopes at major astronomical observatories in the U.S., and construction of an innovative multi-telescope instrument used at SCSU to measure the physical size of nearby stars. The current external grant portfolio in Astronomy exceeds $1M, roughly 10% of Southern's entire external funding portfolio (PIs Horch and Casetti in the Physics Department). However, SCSU's course offerings in this area have been modest. The two existing courses are ESC 107, which has not been offered for a number of years, and ESC 210. The creation of a minor in this area will: [1] add richness to our course and program offerings at SCSU, [2] provide the major astronomy research projects on campus with students that have the essential knowledge to join into the research, increasing the research enterprise at SCSU and ensuring our competitiveness for future external funding opportunities, [3] function as a recruiting and retention tool for all of the STEM disciplines, if properly marketed, and [4] provide a unique way for students who wish to go on to teach in the STEM fields a broader scientific background.

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

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

  Program statistics with regard to these items and student demographics will be kept and analyzed by the interdisciplinary committee formed to guide the program. These statistics will be compared with the student demographics of the major departments of these same students.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

  The program includes AST 100: Stars, Planets and Galaxies, which is a new approved course in Southern's Liberal Education Program. It has a modest math prerequisite (MAT 100), and so it can be taken by students early in their college careers and it is open to a wide range of non-science as well as science majors. Some of the Earth Science courses also have modest prerequisites. This allows nearly all students to take explore the idea of the astronomy minor if they wish. We would also add that both the Physics and Earth Science Departments have an excellent track record for overperforming national averages in terms of representation in those majors of traditionally underrepresented groups.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

  If a measurable divergence between the demographics of the astronomy minor and the major programs from which the students our drawn is identified, the program director will compare the recruitment and retention strategies with those of the major departments to see where shortfalls can be addressed.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

The program requires no budget separate from the normal budgets of the Physics and Earth Science Departments. As shown in the list of courses, the program takes advantage of existing courses in both Physics and Earth Science in order to operate. Only three new courses are proposed, which spread across the two departments, can be absorbed with current faculty. In essence, the collaboration of the two departments results in an efficiency that allows SCSU to offer this new program at no additional cost, which neither department could do on its own.

Of the three courses, only one has never been offered. Details on each of the three courses are listed below:

- **AST 100** was essentially run last fall in the PHY 100 shell, Physics Through Inquiry, which is structured in a way that the topics can vary. In the past, PHY 100 had more sections and has had two different topics, Physics of Music and Electrical Energy Production. The latter course essentially stopped during the pandemic due to waning student interest. Physics of Music survived the pandemic, but now typically runs as only one section per semester. Thus, compared to even as recently as Fall of 2021, when three sections of PHY 100 ran, this semester there is only one. Thus, we have some excess capacity there and offering one section of AST 100 per semester should not be an issue for the Physics Department with our current resources.
- **AST 310** has essentially been run in the past as PHY 398: (Special Topics) Astrophysics, as part of a rotation of upper-division elective courses for physics majors, with one offering every 2-3 years. This has been done three times, so there is need to convert it into a 'regular course. The minor proposal provided the right opportunity to do that.
- **AST 340** is new. The course will likely run once every two years between two departments. This approach is done often with special courses topics at this level. The excess capacity described above for AST 100 should again not be an issue with our current resources.

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.

Special resources to be used include the SCSU Planetarium and the SCSU Observatory. Both have existed for decades but have not been used regularly in recent years. The current Physics faculty who specialize in astronomy have, in collaboration with the Earth Science Chairperson and others, revitalized these spaces by obtaining funds for a new planetarium projector and certain infrastructure improvements to the Observatory. The Physics Department also has a digital camera that can be used with the telescope in the observatory for class purposes. In short, this new program makes use of existing unique facilities at SCSU that have largely gone unused or underused in recent times but have now been revamped thanks to the efforts of the two astronomers on the faculty, Drs. Horch and Casetti. The planetarium will be used to illustrate stellar motions and to visualize astronomical phenomena, and the observatory will be our core resource for AST 340: Observational Astronomy, to allow student to point and use the telescope to take images and spectra.

Student Recruitment / Student Engagement

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

Our preliminary surveys indicate that the main sources of students are expected to be undergraduates majoring in Physics or Earth Science Departments at SCSU. This will be supplemented by students majoring in Computer Science, Mathematics, and Chemistry. We will market the program internally at majors/minors fairs and in other classes in Earth Science and Physics. Externally, we will have opportunities to advertise the program through our growing public outreach presence in Astronomy, using the campus planetarium.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? We will monitor students' progress and enrollments in the program through the online tools at SCSU (Navigate and Banner) and will reach out directly to students who show signs of problem. We also plan to start an astronomy club at SCSU, and given our grant portfolio in astronomy, students in the minor will have opportunities to get involved in paid research projects.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Conceptual understanding of the core concepts of modern astronomy.
2. Scientific reasoning ability, observational and research skills.
3. Quantitative problem-solving ability as it applies to astronomy.
4. An understanding of the nature of science.
5. Developments of skills associated with observational astronomy.

Assessment of Learning Outcomes

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

Two main methodologies will used to assess the effectiveness of the program with regard to the learning outcomes discussed above. The first is that we will institute pre- and post-tests of students in ESC 210, the Principles of Astronomy course that are specifically designed to assess the Learning Outcomes according to a rubric. We will keep records of the results over time and study any changes as the program develops. Second, we will construct an electronic portfolio of observational projects completed by students in the AST 340 Observational Astronomy course each year. After 3 years, we will initiate a comparison between the different years to assess the degree to which the students mastered the elements of observational data taking and analysis year over year. The program committee will study and discuss these results and make changes if the work does not meet the program standard. We choose to focus on ESC 210 and AST 340 because these are the two most advanced required courses in the program.

Program Administration

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

- Name: Elliott Horch
- Email: horche2@southernct.edu Phone: (203) 392-7153

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 3

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0

What percentage of program credits will be taught by adjunct faculty? At most 11% (only AST 100 in some semesters)

Curriculum

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

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NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Required:			
PHY 200 – General Physics I, or PHY 230 – Physics for Sci. Eng. I	2,3,4	MAT 122, or MAT 150 (may be concurrent)	4
PHY 201 – General Physics II, or PHY 231 – Physics for Sci. Eng. II, or ESC 200 – Physical Geology	2,3,4	PHY 200, or PHY 230, or MAT 100	4
ESC 210 - Principles of Astronomy	1,2,3,4,5	PHY 200 or higher	4
AST 340* - Observational Astronomy	1,2,3,4,5	ESC 210	3
Electives:			
AST 100* - Stars, Planets, and Galaxies	1,2,4	MAT 100	3
AST 310* - Stellar & Galactic Astrophysics	1,2,3	PHY 200 or higher and ESC 210	3
ESC 311 - Minerology	2,3,4	MAT 100	4
ESC 315 - Geomorphology	2,3,4	ESC 200 (C- or better) or ESC 201	3
Open Electives (*Indicate number of credits of open electives*)			3
Total Program Credits:			18

AST 100: Stars, Planets, and Galaxies

SAMPLE COURSE SYLLABUS AND INFORMATION

Instructor: Elliott Horch
Office: SCI-108C
Phone: 203-392-7153
E-mail: horche2@southernct.edu

Required Textbook: *Astronomy*, by Fraknoi, Morrison, and Wolff. (free ebook available online)
Class Website: Blackboard Learn 9 website accessible from MySCSU.

Course Catalog Description: A survey of astronomy at an introductory level addressing topics ranging from earth's time of day to stars, planets, galaxies, and origin and evolution of the universe as a whole. Telescopic observing sessions and planetarium sessions are included. Lecture; 3 hours; ~1 hour per week of which is lab/field experience. (3 credits.)

Prerequisites: Quantitative Reasoning in the LEP.

Course Learning Objectives: This course is intended to give any undergraduate with an interest in astronomy a first course the basics of celestial objects, phenomena, and processes. At the end of the course, it is expected that the student will understand and be able to apply scientific reasoning to make basic deductions regarding these phenomena.

This course also fulfills the **Tier 2, Natural World – Physical Realm** category of SCSU's set of general education requirements, the Liberal Education Program. The purpose of the Natural World category is to familiarize students with science as a method of inquiry and to raise their awareness of the role science plays in the world. The ability to accurately and objectively articulate the scientific underpinnings of important complex issues is essential in a society that increasingly depends on science and technology.

A description of the main objectives (key elements) of this category and how they relate to this course are as follows:

1) Scientific Inquiry – Understanding the nature of scientific inquiry in general and the use of the scientific method as a basic inquiry tool.

- The field of astronomy is an example of the success of the scientific method when applied to phenomena in the sky. Through lab/field activities, class lectures and discussions, and homeworks, students will receive practice in the application of the scientific method.

2) Body of Scientific Principles – A majority (50%+) of the course will be spent learning a coherent body of scientific knowledge that includes the processes and laws that shape the physical world and interactions of matter in all its forms.

- This course is a survey course in astronomy, the oldest of the physical sciences, and it will be entirely focused on that discipline. The field has reached its current state by applying physical principles to the things we see in the sky.

3) Lab or Field Experience – Collecting and analyzing scientific data in a laboratory or field setting using reasonable scientific protocols.

• Approximately one hour per week of class time will be used to collect and/or analyze astronomical images and/or related data. This will include the use of the campus planetarium to teach students how to find stars and constellations to working with telescopes and other tools to derive distances and other properties of objects that we can only view at a distance.

4) Quantitative Methods – Using, understanding, and analyzing numerical data to make reasonable inferences and interpretations.

• The localization of objects in the sky, the analysis of images, and the derivation of quantitative information from astronomical data are all examples of how quantitative data will be embedded throughout this course.

5) Relevance to Contemporary Societal Issues – Understanding the scientific components of some important world issues (for example, biodiversity loss, genetic engineering, global climate change, land use and planning, resource depletion, or energy concerns).

• Astronomy is the most successful and fundamental method of approaching perhaps the most relevant question of all to humanity: what is our place in the Universe? This course will allow students to explore that question in the context of the scientific method. By studying the sequence of historical advances in the field students will also appreciate how the field has changed our view of our environment and our planet over time.

These key elements are matched with Student Learning Outcomes in the following way:

[1] Scientific Inquiry – Students will demonstrate an understanding of the scientific method as a means of exploring, examining, and understanding the natural world. They will develop the ability to distinguish between and evaluate scientific hypotheses, theories, and fact. *Method of evaluation:* Graded class activities will give students practice with the scientific method and reinforce its power as a method for understanding the universe.

[2] Body of Scientific Principles – Students will effectively communicate scientific knowledge using appropriate terminology for descriptions of processes and interactions in the natural world. *Methods of Evaluation:* Graded written homework assignments and exams will be used to evaluate students' progress.

[3] Laboratory or Field Experience – Students will demonstrate the ability to collect, analyze, and interpret scientific data using the scientific method. *Method of Evaluation:* Graded in-class labs/activities will be used that introduce the student to key ideas and discoveries in Astronomy, retracing the steps of great astronomers of the past.

[4] Quantitative Methods – Students will perform necessary calculations to use, understand, and analyze numerical data. Represent quantitative data using graphical or numerical techniques in order to interpret data and communicate results. *Methods of Evaluation:* Graded homeworks, lab activities, and exams will all have components that will require calculation.

[5] Relevance to Contemporary Societal Issues – Students will demonstrate the ability to apply scientific knowledge to evaluate and understand at least one important world issue. *Methods of Evaluation:* Graded Lab Activities and Homework questions will give students the opportunity to discuss what environmental conditions permit life, our solar system in context, and evidence for global climate change.

In addition to covering these objectives, this course will also build upon at least three Tier 1 competencies, mainly Technological Fluency, Written Communication, and Quantitative Reasoning.

Reading Assignments: To fully appreciate and benefit from all aspects of the course, it is very important that you read the assigned pages from the textbook each week, as detailed on the attached schedule. Reading the text will be extremely helpful in filling in your understanding of lecture videos and when completing homework assignments. Exam questions will be taken mostly from class notes, class activities, and class discussion, but an occasional extension from the reading is fair game.

How will your grade be determined?

Lab and Class Activities: The lab activities during class meeting times that were discussed above will make up 25% toward your final grade. If possible, *let me know in advance if you will not be able to attend a class period*.

Homework: There will be 7-9 homework assignments throughout the semester, usually 5-8 questions per assignment. All problems will be quality-graded by me out of 10 points. Homework is due on the date and time stated on the assignment. **NO LATE HOMEWORK WILL BE ACCEPTED.** All homeworks will count toward the total homework grade, which is 25% of the final grade.

Exams: There will be three exams (two midterms and one final) during the semester based on material covered in the lectures, homeworks, labs/activities, and readings. A missed test counts as a zero toward your semester grade except in extreme cases. There are generally no make-ups. The two midterms will count for 30% of your final grade, but whichever of the two tests you score higher on will be given more weight: that test will be given 20% of your final grade, and the one you score lower on will count for 10% of your grade. The final exam, although cumulative, will also be worth 20% of your grade. On each midterm, 25% of the grade will be reserved for short essay questions and 75% for working word problems involving math and physics. The final will most likely be similar in terms of structure, but perhaps a bit longer and covering all aspects of the course.

The Quantitative Reasoning Prerequisite: PHY 100 is an introductory course, but has Quantitative Reasoning as a prerequisite. You will be expected to use mathematics at a level comparable to that class. If you find yourself having difficulties, please contact me so that we can meet either virtually or on campus to develop a plan to keep you on track!

Important Guiding Ideas for this Course:
• *Academic Honesty* – While exchanging information with your piers is encouraged and helpful especially in lab, what you turn in must be your own work. The same goes for homework: you're welcome to talk with others in the class about the questions, but once you're ready to write your answer, it must be all you. Exams are to be completed individually. Take responsibility for your own academic performance. University policies regarding academic misconduct will be in effect.
• *Respect for Others* – This is a relatively small class, but we all still come from a variety of backgrounds and have different experiences. Make a commitment to always treat everyone involved with the course with civility and respect. If a problem develops, please let me know.

• *Access* – The University is committed to access for students with disabilities, and I strongly share that commitment. If you need University services in this regard, please let me know. More generally, I hope you will come to know that the university offers a wide array of student services and that I am also available to meet with any of you to discuss any aspect of the course you wish. I invite each of you to come to my office hours or make an appointment with me anytime throughout the semester.

Here's the bottom line on what you'll need to do each week to do well in this course:

1) Attend all class meeting, focus hard on lectures, and be ready to ask questions when there's something you don't understand.
2) Read the textbook chapter(s) assigned to reinforce and extend those lecture concepts.
3) Complete the in-class lab/class activities and turn them in on time.
4) Complete the weekly homework and turn it in on time.
5) On weeks we will have midterms, study hard and bring your A-game. (A for Astronomy of course!)

PLEASE NOTE: Southern Connecticut State University is highly committed to providing you with an educational experience that is academically and socially enriching. In line with this mission, we enforce Title IX of the Education Amendment of 1972 which prohibits acts of sexual misconduct (sexual harassment, sexual assault, dating violence, domestic violence, sexual exploitation and stalking) at educational institutions. To report sexual misconduct students should contact Paula Rice, Title IX Coordinator, Office of Diversity and Equity, at (203) 392-5491and/or the Office of Student Conduct and Civic Responsibility, at (203) 392-7220, and/or University Police at (203) 392-5375 or 911for emergencies. Further information including your Title IX rights and reporting procedures visit the Title IX website at
www.southernct.edu/sexual-misconduct
and/or the Support and Resource Team (S.A.R.T.) website at
https://inside.southernct.edu/vpas/sart.
For 24/7 Advocacy, please contact the University's Victim Advocate at (203) 687-1252. The Violence Prevention, Victim Advocacy and Support (VPAS) Center, located in Schwartz Hall, room 100, is available for assistance or any questions regarding support and advocacy.

Your physical and mental health are critical to your learning and success. Southern has a comprehensive range of supports available to enhance your holistic wellbeing, including the Wellbeing Center, the Food Pantry, Counseling Services, Health Services, Recreation and Fitness, Alcohol and Drug Services and Recovery Services, and Violence Prevention, Victim Advocacy and Support (VPAS). For more information, please visit **southernct.edu/wellbeing** or call **203-392-7330**.

Bibiography

[1] Jay M. Pasachoff and Alex Filippenko, *The Cosmos*, Cambridge University Press, Cambridge, United Kingdom (2019).
[2] Andrew Fraknoi, David Morrison, and Sydney Wolff, *Astronomy*, OpenStax, Houston TX (2016).

Schedule of Lectures and Activities AST 100: Stars, Planets, and Galaxies

Dates	Reading* Elements of:	Lecture Topics** and Key Elements Represented***	Lab/Field Activity**
Week 1 Aug 29-Sep 1	FMW, Ch 1,2	Course introduction, some basics of the night sky. [2]	--
Week 2 Sep 5-8	FMW, Ch 3, Galileo!	Gravity and Planetary Orbits (Primary Source Material)	Planetarium 1 [2,3]
Week 3 Sep 11-15	FMW, Ch. 4	Motions of the Earth and Moon [2,5]	Eclipses [1,3,4]
Week 4 Sep 18-22	FMW, Ch. 5	Light, Matter and Energy [2]	Planetarium 2 [2,3,4]
Week 5 Sep 25-29	FMW, Ch. 6	Telescopes and Detectors [2]	Parallax [1,3,4]
Week 6 Oct 2-6	FMW, Ch. 7-10	The Solar System [2,5]	Planetarium 3 [2,3,5]
Week 7 Oct 9-13	**FMW Ch. 1-8**	**Exam 1**	**--**
Week 8 Oct 9-13	FMW, Ch. 15, 16	The Sun [2]	Sun Spots [1,3,4,5]
Week 9 Oct 16-20	FMW, Ch. 17	Basic measurements of stars [2,4]	Planetarium 4 [2,3,4]
Week 10 Oct 23-27	FMW, Ch. 18	A Stellar Census [2,4]	Star Properties [1,3,4]
Week 11 Oct 30-Nov 3	FMW, Ch. 21, 22. 23	Star Birth and Stellar Evolution [2]	Planetarium 5 [2,3]
Week 12 Nov 6-10	FMW, Ch. 25	The Milky Way Galaxy [2]	Cepheid Stars [1,3]
Week 13 Nov 13-17	**FMW Ch. 15-23,25**	**Exam 2**	**--**
Week 14 Nov 20-21	FMW, Ch. 26	Galaxies [2]	Planetarium 6 [2,3]
Nov 22-24	--	*Thanksgiving – No classes*	--
Week 15 Nov 27-Dec 1	FMW, Ch 27, 28	Galaxy Clusters [2]	Deep Field [1,3,4]
Week 16 Dec 4-8	FMW 29,30	The Big Bang, and a few comments about life in the universe [2,5]	Planetarium 7 [1,2,3,5]
TBD	**PF, Ch. 1-8, 15-23,25-29**	**Final Exam**	**--**

*Fraknoi, Morrison, and Wolff, *Astronomy*, 2nd electronic edition.

Please keep in mind that lecture topics and use of class time may change from week to week as needs dictate.* ***Also, some lab activities depend on the weather, and so the schedule listed here will almost certainly change as we go through the semester.

****[1] Scientific Inquiry, [2] Body of Scientific Principles, [3] Lab Experience, [4] Quantitative Methods, [5] Contemporary Societal Issues*

AST 310. Stellar and Galactic Astrophysics

SAMPLE COURSE SYLLABUS AND INFORMATION

Instructor: Dana I. Casetti
Office: ASL-118F
Phone: 203-392-7191
E-mail: case%d1@southernct.edu

Required Textbook: *An Introduction to Modern Astrophysics*, by Bradley W. Carroll and Dale A. Ostlie, 2nd edition 2007, ISBN 978129202293, Pearson New International Edition

Required Calculator: Scientific functions will be used such as log, exp, EE, sin, cos, tan, *etc.*
Class Website: site accessible from MySCSU.

Prerequisites: PHY 201 or PHY 231, and ESC 210.

2. Course Description

Observational and theoretical bases for our current understanding of stars, interstellar medium and our Galaxy, the Milky Way.

3. Course Objectives

The student will become familiar with 1) astronomical quantities and tools that are used in observations 2) structure and evolution of stars and stellar systems 3) interstellar medium and star formation and 4) structure of the Milky Way and models of its formation.

The students will be able to enhance their communication skills via designing and presenting short and long talks to an audience.

4. Course Outline

Lecture	Topic
1	Course Introduction, Overview, Tools of Astrophysics
2	Celestial Coordinates; Parallax; Proper Motions
3	The Continuous Spectrum of Light: Magnitude scale, Nature of Light
4	The Continuous Spectrum of Light: Blackbody radiation, Colors
5	Interaction of Light and Matter: Scattering and Absorption
6	Interstellar absorption
7	Stellar spectra
8	The Hertzsprung-Russell Diagram; Review for exam
9	Gravity: Kepler's Laws, Binary Stars, Stellar Masses
10	Gravitationally-bound systems: the Virial Theorem
11	Stellar Interiors

12	Stellar Evolution I: Main Sequence
13	Stellar Evolution II: Post Main Sequence, Star Clusters
14	Interstellar Medium, Star Formation
15	Stellar Pulsations; Standard Candles
16	The Milky Way Galaxy - Overview
17	The Galaxy's stellar and gaseous components
18	Rotation curve of the Galaxy, Dark matter
19	Companions of the Galaxy: small and large
20	Formation of the Galaxy in a cosmological context

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AST 340. Observational Astronomy

SAMPLE COURSE SYLLABUS AND INFORMATION

Instructor: Elliott Horch
Office: ASL-108C
Phone: 203-392-6393
E-mail: horche2@southernct.edu

Required Textbook: *To Measure the Sky*, by Frederick R. Chromey, 1st Edition, ISBN-13: 978-0521747684, Cambridge University Press.
Required Calculator: Scientific functions will be used such as log, exp, EE, sin, cos, tan, *etc.*
Class Website: site accessible from MySCSU.
Prerequisite: PHY 201 or PHY 231 or ESC 200, and ESC 210

Course Objective: This is a laboratory-intensive course that covers current techniques used for data taking in modern astronomy. Laboratories include night-time telescopic observing highlighting the techniques of imaging, photometry, spectroscopy, and astrometry using the campus observatory and other facilities. At the conclusion of the course, the student is expected to be able to plan a scientifically viable observing session, execute it, and analyze the results of the data taken.

Reading Assignments: Students must read the assigned pages from the textbook, as detailed on the attached schedule. Exam questions will be taken mostly from class notes, class activities, and class discussion, but an occasional extension from the reading is fair game. Reading the text also will be extremely helpful when completing homework assignments.

Class Attendance: I will not take attendance, but there will be several in-class activities during lectures that will make up 10% toward your final grade. If you do not attend on that day, you will lose these points, as there are no make-ups except for illness or other extreme situations. If ill, please be prepared to provide me with a signed note from your doctor in order to be eligible for make-up classwork. If possible, *let me know in advance if you will not be able to attend a class period*.

Exams: There will be two exams (one midterm and one final) during the semester based on material covered in the lectures, homeworks, observing activities, and readings. A missed test counts as a zero toward your semester grade except in extreme cases. There are generally no make-ups. The first midterm will count for 15% and the final, which will be cumulative, will be worth 20%.

Homework: There will be ~5 homework assignments and ~5 labs throughout the semester. Homework is due on the date stated on the assignment. **NO LATE HOMEWORK WILL BE ACCEPTED.** All homeworks will count toward the total homework grade, which is 30% of the final grade.

Observing Activities: There will be 5 observing activities throughout the semester. Each activity will take 2-3 weeks to complete, depending on weather. You will choose one of these five on which to do a formal lab report, this report will be 15% of your final grade. The other four

observing activities (where you will submit images and fill in worksheets) will constitute 20% of your final grade.

Important Guiding Ideas for this Course:

• *Academic Honesty* – While working together is encouraged and necessary in lab, what you turn in must be your own work. Exams are to be completed individually. Take responsibility for your own academic performance.

• *Respect for Others* – This is a relatively small class, but we all still come from a variety of backgrounds and have different experiences. Make a commitment to always treat everyone involved with the course with civility and respect. If a problem develops, please let me know.

• *Access* – The University is committed to access for students with disabilities, and I strongly share that commitment. If you need University services in this regard, please let me know. More generally, I hope you will come to know that I am eager to meet with any of you to discuss any aspect of the course you wish. I invite each of you to come to my office hours or make an appointment with me anytime throughout the semester.

Expect Math: This is a 300-level physical science course. You will be expected to use mathematics at a level appropriate to such a class and consistent with the prerequisites. If you find yourself having difficulties, please come see me so that we can develop a plan to keep you on track!

Schedule of Lectures **AST 340: Observational Astronomy**

Dates	Reading	Lecture Topics	Lab
Week 1	C, Ch. 1	Basics of Light	--
Week 2	C, Ch. 2	Reviewing how uncertainties are determined in physical measurements.	Repeat measures
Week 3	C, Ch. 3	Newtonian Physics and Astronomical Coordinate Systems	--
Week 4	C, Ch. 4	Common catalogs, naming conventions, and databases in astronomy	Data Mining
Week 5	C, Ch. 5	Optics	
Week 6	--	Review for Exam 1	--
TBD	**C, Ch. 1-5**	**Exam 1**	**--**
Week 7	C, Ch. 6	Telescope types and mounts	Characterizing telescope performance
Week 8	C, Ch. 6	Imaging through the atmosphere	--
Week 9	C, Ch. 7	Matter and Light	Speckle Imaging
Week 10	C, Ch. 7	Astrophysical Processes	--
Week 11	C, Ch. 8	Detectors	
Week 12	C, Ch.9	Digital Imaging	Fourier Content of Images
TBD	**C, Ch. 6-9**	**Exam 2**	**--**
Week 13	C, Ch. 10	Photometry	--
Week 14	C, Ch. 11	Spectroscopy	Cluster observations
Week 15	--	Astrometry	--
TBD	**C, Ch. 1-11**	**Final Exam** *And Last Lab Report Due*	**--**

*C= Chromey, the required textbook for this course.

Please keep in mind that this course depends on the weather! Topics may change slightly as needs dictate.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Please enter the following dates: Final approval by institution: 02/13/2024 Submission to CSCU Office of the Provost for Academic Council: 2.21.24

Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: Change of concentration name (internal only) and the addition of 4 new courses across concentrations; no change in overall credits for the major

For the singular changes noted below, alternate forms are available:

- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*
- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*

Original Program Characteristics

Name of Program: Healthcare Studies
OHE #: 19485
Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **BS**
Date Program was Initiated: Fall 2019
Total # Credits in Program: 45
Credits in General Education: 46
CIP Code Number: 51.0001 Title of CIP Code: Health and Wellness, General

Modified Program Characteristics

Name of Program: **Healthcare Studies**
Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **BS**
Initiation Date for Modified Program: Fall 2024
Anticipated Date of First Graduation: Spring 2026
Total # Credits in Program: 45
Credits in General Education: 46
CIP Code Number: 51.0001 Title of CIP Code: Health and Wellness, General

Department where program is housed: Healthcare Systems and Innovation
Location Offering the Program *(e.g., main campus)*: main campus

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Institutional Contact for this Proposal: Dr. Robert Prezant	Title: Provost/VPAA	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

The BS in Healthcare Studies prepares students for a variety of careers in healthcare settings. Graduates can directly enter the healthcare employment sector in non-clinical roles or can pursue post-baccalaureate clinical training programs (such as accelerated nursing programs) and graduate programs in healthcare administration and related fields.

The HLS program was created in 2019 by an interdisciplinary committee. The program is now housed in the Department of Healthcare Systems and Innovation, and in 2023 the department faculty re-assessed the program objectives and the alignment of the course requirements to these objectives. The current revisions were developed to address gaps in the curriculum and to provide students with additional career-relevant knowledge and skills. These include greater emphasis on medical insurance and billing processes, effective communication in healthcare settings, enhanced training in medical terminology, and in diversity and working with different populations. Additionally, the program revisions offer students more choice in course selection, which will lead to additional scheduling flexibility for students.

Along with a general concentration, the Healthcare Studies major offers concentrations for specific career tracks: Clinical trials operations, Speech-language pathology assistant (SLPA), and Therapeutic Recreation Directors for long-term care settings. The concentration for clinical trials is being renamed and adding a new course; the other two are being modified to allow for more choice in course selection, with specific emphasis on career-relevant courses.

• Clinical trials: The Healthcare and Clinical Research concentration is being renamed as Clinical Trials Administration and Practice, to better reflect the focus of the program. The courses in this program train students in clinical trial regulations, data management, and community engagement and education, culminating in a semester-long internship in a clinical trials office. The revised program includes a new Introduction to Clinical Trials course that will enable upper-level courses to dedicate more time to higher-level skills.

• Speech-Language Pathology Assistant (SLPA): The SLPA concentration pairs courses in Communication Disorders with Healthcare Studies courses and culminates with a semester-long practicum experience. Because a large proportion of SLPA positions are in K-12 and birth-to-three settings, the concentration's cognate selections will now allow students to take courses from the School of Education.

• Therapeutic Recreation Directors: The Therapeutic Recreation in Aging concentration is being modified slightly to add newly developed courses into the program options; these include courses in long-term care administration and dementia care.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
HLS 200 Healthcare Professions and Medical Terminology	3	HLS 100: Intro to Healthcare Professions (course revision of HLS 200)	**3**
MGT 300 Management & Organization [moved to cognate electives]	3	HLS 220 Healthcare Communication	**3**
PCH 265 Illness & Disease	3	PCH 265 + HLS 101 Essentials of Medical Terminology, OR HLS 260 Medical Terminology of Body Systems and Diseases	**3-4**
PSY 366 Health Psychology [moved to cognate electives]	3	HLS 410 Medical Insurance & Billing	**3**

		HLS 180 Introduction to Research and Writing for Healthcare	**1**
HLS 400 Health Informatics	3	HLS 310 Electronic Health Information (course revision of HLS 400)	**3**
HLS 415 Healthcare Systems, Policy and Billing	3	HLS 315 Healthcare Systems and Policy (course revision of HLS 415)	**3**
General Concentration		**General Concentration**	
REC 307 Disabilities in Society	3	Choice: two of REC 307, HLS 150 Intro to Aging Studies, HLS 350 Interventions & Support in Dementia Care, HLS 370 Perspectives in LGBTQ+ Healthcare Practices, HLS 380 Cultural Humility for the Healthcare Professional, PCH 320 Health Disparities and Social Justice	**6**
HLS 490 Career Skills for the Health Professional	3	Choice: HLS 490 or HLS 497 Internship in Healthcare Studies	**3**
Two electives	6	Two HLS elective courses	**6**
		Cognate electives: two courses outside of major	**6**
Healthcare and Clinical Research Concentration		**Clinical Trials Administration and Practice Concentration**	
Reduction of one elective course		HLS 230 Introduction to Clinical Trials	**3**
REC 307 Disabilities in Society	3	Choice: one of HLS 150 Intro to Aging Studies, HLS 350 Interventions & Support in Dementia Care, HLS 370 Perspectives in LGBTQ+ Healthcare Practices, HLS 380 Cultural Humility for the Healthcare Professional	**3**
Speech-Language Pathology Assistant Concentration		**Speech-Language Pathology Assistant Concentration**	
REC 307 Disabilities in Society	3	Choice: REC 307 OR MUT 100 Intro to Music Therapy OR REC 312 Therapeutic Play	3
HLS 440 Research Methods for Evidence-Based Healthcare	3	Choice: HLS 370 Perspectives in LGBTQ+ Healthcare Practices OR HLS 380 Cultural Humility for the Healthcare Professional	3
PSY 219 Lifespan Psychology	3	Cognate: PSY 219 or PSY 215 Adolescent Psychology	3
		Cognate: PSY 210 Infant and Child Development	3
		Cognate: SED 225 Introduction to Exceptionalities	3
		Cognate: EDU 200 Teachers, Schools & Society OR EDU 206 Principles of Early Childhood Education	3
Therapeutic Recreation in Aging Concentration		**Therapeutic Recreation in Aging Concentration**	
HLS 440 Research Methods for Evidence-Based Healthcare	3	HLS 150 Intro to Aging Studies OR HLS 350 Interventions & Support in Dementia Care	3
PCH 348 Death, Dying and Bereavement	3	Choice: PCH 348 OR HLS 450 Long-Term Care Administration	3

Total Credits Original Program	45	Total Credits Modified Program	46

Learning Outcomes - L.O.

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

1. Distinguish the roles, responsibilities, and scopes of practice for different healthcare professionals among the interprofessional healthcare team.
2. Apply principles and knowledge of patient-centered care, healthcare ethics, privacy and confidentiality policies, and cultural differences to communicate effectively and appropriately with healthcare professionals and with patients, both orally and in writing.
3. Demonstrate a comprehensive understanding of the US healthcare system, its fundamental characteristics and functions, and major federal and state policies and practices regarding managed healthcare, billing and reimbursement, privacy and confidentiality, and electronic health information.
4. Demonstrate awareness and appreciation of the challenges in achieving equity in health care, including impacts of healthcare accessibility, healthcare policies, and stereotypes, prejudices, and implicit biases towards marginalized groups.
5. Locate and assess information from relevant and reliable information sources, and critically analyze and interpret information to determine relevance for evidence-based practice.

Clinical Trials Administration and Practice additional learning outcomes:

C1. Understand the research process, quantitative and qualitative methods of research, ethical principles for research, and evidence-based practice in healthcare.
C2. Articulate the importance of community engagement in health research and understand the types and strategies of community engagement to improve health research relevance, dissemination, and impact on health equity.
C3. Understand and be able to utilize best practices for research data management.
C4. Gain familiarity with clinical trial administration and good clinical practices (GCPs).
C5. Understand health informatics and the use of health information to improve health outcomes.
C6. Gain hands-on experience working in a research setting.

Speech Language Pathology Assistant additional learning outcomes:

S1. Acquire knowledge of the principles of speech-language pathology required for national examination for certification as a SLPA
S2. Develop clinical skills required of a practicing speech-language pathology assistant, required for national examination for certification as a SLPA
S3. Gain sufficient hours in practice to meet requirements to sit for national certification exam

Therapeutic Recreation in Aging additional learning outcomes:

T1. Understand the leisure related needs of the aging population;
T2. Have knowledge and experience in facilitating group and individual leisure activities;
T3. Be familiar with the documentation associated with working in a skilled nursing facility;
T4. Understand the role of assessment in planning leisure related goals.

Assessment of Learning Outcomes

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

Learning outcomes will be assessed through exams, written assignments, presentations, and group projects.

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours

ALL CONCENTRATIONS			
HLS 100 – Introduction to Healthcare Professions [Modified]	1	none	3
HLS 180 – Introduction to Research and Writing for Healthcare [New]	2,5	none	1
HLS 210 – Principles of Patient Centered Healthcare	1,2,4	none	3
HLS 220 – Healthcare Communication [New]	2	none	3
HLS 260 – Medical Terminology of Body Systems and Diseases [New] OR PCH 265 – Illness and Disease AND HLS 101 Essentials of Medical Terminology	2, 3	none	3
HLS 310 – Electronic Health Information [Modified]	2, 3	none	3
HLS 315 – Healthcare Systems and Policy [Modified]	2, 3	none	3
HLS 330 – Case Studies in Healthcare Ethics or PHI 325 Bio-Medical Ethics	2, 4	none	3
HLS 410 – Medical Insurance and Billing [New]	3	none	3
FOR GENERAL CONCENTRATION			
HLS 440 – Research Methods for Evidence-Based Healthcare	2, 5	none	3
Choose two: HLS 150 – Introduction to Aging Studies HLS 350 – Interventions and Support in Dementia Care HLS 370 – Perspectives in LGBTQ+ Healthcare Practices HLS 380 – Cultural Humility for the Healthcare Professional PCH 320 – Health Disparities and Social Justice REC 307 – Disabilities in Society	2, 3, 4	none	6
MAT 107 Elementary Statistics OR HLS 240 Statistics for Health and Clinical Sciences	5	MAT 100P	3
HLS 490 – Career Skills for the Health Professional OR HLS 497 – Internship in Healthcare Studies	1, 2, 4	None	3
Healthcare Studies electives: choose 2		none	6
Required General Education courses			
PSY 100 – Intro to Psychology	2	none	3
BIO 100 – General Zoology or BIO 200 Human Anatomy & Physiology	5	none	3
Cognate/Electives			
PSY 219 Lifespan Psychology	2	PSY 100	3
Two additional courses outside HLS		varies	6
FOR CLINICAL TRIALS ADMINISTRATION AND PRACTICE CONCENTRATION			
HLS 440 – Research Methods for Evidence-Based Healthcare	2, 5	none	3
Choose one: HLS 150 – Introduction to Aging Studies HLS 350 - Interventions and Support in Dementia Care HLS 370 – Perspectives in LGBTQ+ Healthcare Practices HLS 380 – Cultural Humility for the Healthcare Professional	2,3,4		3
Healthcare Studies electives: choose 1		None	3
HLS 230 – Introduction to Clinical Trials [new]	C1, C3, C4		3
HLS 240 – Statistics for Health and Clinical Sciences	C1, C5	LEP Quant Reasoning	3
HLS 317 – Community Engagement in Health Research	C2		3
HLS 427 – Research Data Management	C3	HLS 240	3

HLS 437 – Clinical Trial Administration and Good Clinical Practice	C4	HLS 240	3
HLS 497– Internship in Healthcare Studies	C6		3
Required General Education courses			
PSY 100 – Intro to Psychology	2	none	3
BIO 100 – General Zoology or BIO 200 Human Anatomy & Physiology	5	none	3
Cognate/Electives			
PSY 219 Lifespan Psychology	2	PSY 100	3
Two additional courses outside HLS		varies	6
FOR SPEECH LANGUAGE PATHOLOGY ASSISTANT CONCENTRATION			
HLS 260, HLS 310, HLS 315, HLS 330, HLS 410: **choose 3 of 5 (**instead of all 5)	2, 3		
MAT 107 Elementary Statistics OR HLS 240 Statistics for Health and Clinical Sciences	5	MAT 100P	3
Choose one: HLS 370 – Perspectives in LGBTQ+ Healthcare Practices OR HLS 380 – Cultural Humility for the Healthcare Professional	2,3,4		3
CMD 200 – Introduction to Developmental Communication Disorders	S1		3
CMD 203 – Phonetics and Phonological Systems	S1		3
CMD 317 – Anatomy and Physiology of the Speech Mechanism	S1		3
CMD 319 – Language Development: Ages Birth to Five	S1		3
CMD 419 – Language Acquisition: School Age: Adolescence	S1		3
CMD 462 – Clinical Practicum for the Speech Language Pathology Assistant	S2		3
CMD 463 – Speech Language Pathology Assistant Practicum	S2, S3		3
Required General Education courses			
PSY 100 – Intro to Psychology	2	none	3
BIO 100 – General Zoology or BIO 200 Human Anatomy & Physiology	5	none	3
Cognate/Electives			
PSY 210 Infant and Child Development	2	PSY 100	3
PSY 215 Adolescent Psychology OR PSY 219 Lifespan Development	S1	PSY 100	3
EDU 200 – Teachers, Schools, and Society OR EDU 206 – Principles of Early Childhood Education	S1		3
One of: MUT 100 – Introduction to Music Therapy REC 307 – Disabilities and Society REC 312 – Therapeutic Play	S1, S2		3
FOR THERAPEUTIC RECREATION IN AGING CONCENTRATION			
HLS 150 – Introduction to Aging Studies OR HLS 350 - Interventions and Support in Dementia Care	T1		3
REC 210 – Activity Development and Leadership	T2		3
REC 231 – Foundations of Therapeutic Recreation	T2, T4		3
REC 300 – Practicum	T2, T3, T4		3
REC 303 – Functional Interventions for Optimal Aging	T2, T3		3
REC 307 – Disabilities in Society	T1		3

REC 391 – Interventions and Facilitation Techniques in Therapeutic Recreation	T2, T3, T4		3
PCH 348 – Death, Dying and Bereavement OR HLS 450 – Organization of Long-Term Care Facilities	T1		3
Cognate/Electives			
PSY 100 Intro Psychology	2		3
PSY 219 Lifespan Development	2	PSY 100	3
BIO 200 – Human Anatomy and Physiology OR HMS 280– Survey of Anatomy and Physiology	5		3
Open Electives (*Indicate number of credits of open electives*)			23
Total Program Credits:			120

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

No other modifications are required

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; changes to the program shift teaching responsibilities of current faculty.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: http://www.southernct.edu/academics/hsi

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

Provide estimated cost of program (tuition and fees): $0 OR url for link to tuition/fee information: https://inside.southernct.edu/onestop/bill-payment/tuition-fees

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The graduation requirements are listed below. In addition, students select free electives to reach 120 credits overall required for the degree. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers: https://www.southernct.edu/academics/hsi/programs

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-9111 Medical and Health Services Managers

13-1041 Compliance Officers

19-4061 Social Science Research Assistants

29-2072 Medical Records Specialists

29-9021 Health Information Technologists and Medical Registrars

31-9094 Medical Transcriptionists

43-6013 Medical Secretaries and Administrative Assistants

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

Source: US Bureau of Labor Statistics, State Occupational and Wage Estimates, Connecticut (2022)

11-9111 Medical and Health Services Managers $110,000

13-1041 Compliance Officers $81,000
19-4061 Social Science Research Assistants $45,000
29-2072 Medical Records Specialists $60,000
29-9021 Health Information Technologists and Medical Registrars $44,000
31-9094 Medical Transcriptionists $52,000
43-6013 Medical Secretaries and Administrative Assistants $46,000

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):
621 Ambulatory Health Care Services
622 Hospitals
623 Nursing and Residential Care Facilities
541715 Health/Medical Research

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Larry Brancazio, brancazioL1@southernct.edu, 203-392-5111

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 4

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 12

Admissions Requirements

What are the admissions requirements for the program? None beyond general SCSU admissions. See https://www.southernct.edu/admissions

Graduation Requirements

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

Program Work Experiences

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

Prospective Students

Describe the prospective students for the program: Prospective students include individuals with a general interest in healthcare professions. Specific subgroups include: Healthcare professionals with AS degree pursing career-relevant BS; individuals interested in healthcare administration; individuals interested in clinical trials and clinical research, speech-language pathology assistant roles, long-term care administration.

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

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: January 18, 2024 Submission to CSCU Office of the Provost for Academic Council: 2.21.24

Most Recent NECHE Institutional Accreditation Action and Date: Continued approval granted in 2022

Parent Program

Name of Program: Psychology, BS, concentration: pathway to Applied Behavior Analysis MS

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **BS**

OHE #: 663

CIP Code Number: 42.2799 Title of CIP Code: Research and Experimental Psychology, Other

Proposed Program Characteristics

Name of Option/Track/Concentration/Specialization: BS in Psychology (pathway to Applied Behavior Analysis MS)

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

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

Program website: https://www.southernct.edu/academics/psychology

Program Type *(e.g., Bachelor Degree Option)*: **BS**

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Spring 2029 (bachelor's portion)

Total # Credits in Program: 120

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

Provide estimated cost of program (tuition and fees): $ 0 OR url for link to tuition/fee information:
https://inside.southernct.edu/onestop/bill-payment/tuition-fees

CIP Code Number: 42.2799 Title of CIP Code: Research and Experimental Psychology, Other

Department where program is housed: Psychology

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

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

Provide the intended catalog description for this program:

The B.S. in Psychology (Concentration: Pathway to Applied Behavior Analysis MS) provides high-achieving students with the opportunity to complete foundational graduate coursework during their senior year of undergraduate study in order to accelerate graduate degree completion. This competitive program allows admitted students the opportunity to complete their B.S. in Psychology and the M.S. in Applied Behavior Analysis in five years at Southern Connecticut State University.

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

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

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Dr. Robert Prezant	Title: Provost/VPAA	Tel.: 203.392.5350 e-mail: PrezantR1@southernct.edu

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

This program provides greater access to Applied Behavior Analysis training for PSY majors who came into the major undecided as to their ultimate pathway. A challenge in psychology generally is that majors arrive without a clear idea of all the possible careers. This pathway to MS program is ideal for students who realize in their sophomore or junior year that a career in Applied Behavior Analysis Therapy is their ideal path. This program incorporates job training in advance of the BCBA certification that the master's program prepares them for – students can be trained as a registered behavior technician as part of their required internship, and as board certified assistant behavior analysts after they complete their cognate coursework (the BCaBA minor)

Addressing Identified Needs

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

  Annual demand for individuals holding the U.G. level Board-Certified Assistant Behavior Analyst (BCaBA®) certification and the M.S. level Board Certified Behavior Analyst (BCBA) certification have increased by 995% and 800%, respectively in the past 7 years, with increases projected to continue at this rate past 2024 (Behavior Analyst Certification Board, 2018). Particular to Connecticut, there is a signficant shortage of certificants, leading to vulerable populations going without important services each and every day. Southern has programs to aid in closing said gaps in services and offering students a pathway to gainful employment; however, many students are unaware of this program when entering university. Becoming a Board-Certified Behavior Analyst is a valuable career opportunity for Psychology majors, and the advantage of this program is that it not only speeds completion of their master's degree, it gives them training for lower-level positions in this area of work, like the U.G. level BCaBA certification. They can therefore begin to work in their chosen field in their junior or senior year and continue this work as their complete their masters training.

  The program will embed 9 credits of SED graduate work into the senior year of the BS program. Students will also take the BCaBA minor requirements as their cognate, starting in their sophomore year.

  *Please note that this request is only for the B.S. in Psychology (Concentration: Pathway to Applied Behavior Analysis MS) and will not change the degree requirements for the B.S. in Psychology alone, or the Concentration: B.S. to M.A. in Psychology program or the Concentration: MS in Recreation Therapy Accelerated Track.**

- 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?

  Embedding graduate coursework in the senior year of undergraduate programs has become increasingly popular as universities seek to attract high-achieving student populations, retain and reward currently matriculated students, attend to the professional needs of career-oriented graduates, and provide more directed guidance through the student's

academic pathway. The B.S. in Psychology (Concentration: Pathway to Applied Behavior Analysis MS) 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 cost savings by embedding graduate coursework in the undergraduate degree. The department is confident that these substitutions: do not have a negative impact on the integrity or academic rigor of the degree, align with the required learning objectives, and will support our internal advising models on student progression.

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

      We will be tracking transfer of students from the BS to intended MS program and their completion of the MS to determine retention and completion rates. The program recruitment will be done across the university. The demographics of the enrollment, GPA, retention, and completion will be tracked and compared in relation to the best performers among SCSU peers.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

      This program will decrease the cost of career training by allowing PSY majors to track into a SED ABA Therapy MS already being employable in the field as behavior technicians and/or BCaBAs. PSY 100 and 300 are used as informational gateways to help them find this path. They will be able to complete three graduate courses at the undergraduate cost in their senior year. By using existing and staffed classes, students will be assured of progressing through the program without unnecessary delays. By using the Transfer Ticket, community college students can transfer to SCSU in Year 3 and have an M.S. at the end of Year 5.
    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

      Depending on what is detected, the program and curriculum will be modified to address inequities. We will make use of existing recruitment and DEI structures at SCSU to address issues that arise in those areas.
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate)*

  Students transferring to SCSU from any of the existing TAP pathways can enter this program.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided:

  We are not aware of a similar program in the system.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

This new pathway does not create any additional programmatic needs or costs (all of the courses are already being offered)– it simply streamlines the path for PSY majors to enter the SED Applied Behavior Analysis MS program.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

N/A

Student Recruitment / Student Engagement

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

The program will be showcased to all first year and transfer students. In addition, recruitment will be done through the College of Arts and Sciences and by targeting students enrolled in relevant courses. Finally, the program will be showcased within the broader events (e.g. Undergraduate and Graduate Open Houses, Admitted Students Day).

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

We will encourage students to join the existing PSY club and Psi Chi in addition to our general student retention strategies.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 29-1129. Therapists, all other

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? 59,830 (post-BS); 85,765 (post-MS)

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 621330 Offices of Mental Health Practitioners (except Physicians)

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: the SED Applied Behavior Analysis MS program ☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Students will learn to investigate questions in psychology using the scientific method, particularly around gathering data to assess treatment outcomes
2. Students will learn to apply psychology to real problems, specifically the application of the principles of learning to address client needs
3. Students will learn to apply quantitative reasoning to psychological questions.
4. Students will learn to use and value critical thinking in the discipline.
5. Students will learn to write effectively in the discipline.
6. Students will gain the entry level skills required for a position as a board-certified assistant behavior analyst

Assessment of Learning Outcomes

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

Students will eventually sit a certification test for their RBT and BCaBA qualification. They will additionally be assessed in the broader outcomes as a part of their regular coursework and required to earn a C or higher in all PSY courses (as are all PSY undergraduates).

Program Administration

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

- Name: Dr. Michael Nizhnikov
- Email: nizhnikovn1@southernct.edu Phone: 203-392-6292

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

Nizhnikov: Associate professor of Psychology, 9 credits release time in position as department chair

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 19 from PSY, 4 from SED

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2 as needed based on enrollment growth

What percentage of program credits will be taught by adjunct faculty? Less than 15%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Masters and additional career training, or PhD level qualifications. The addition of this program will not create any additional staffing needs.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
PSY Faculty			
Jo Ann Abe	Ph.D., University of Delaware	Clinical/Developmental	
Kristine Anthis	Ph.D., University of Nebraska-Lincoln	Developmental	
Gayle Bessenoff	Ph.D., Northwestern University	Social	
Kelly Bordner	Ph.D., Binghamton University	Behavioral Neuroscience	BS Program Director
Christopher J. Budnick	Ph.D., Northern Illinois University	Industrial/Organizational	BA Mental Health Concentration Program Director
Kevin Colwell	Ph.D., Sam Houston State University	Clinical	Director of the Office of Psychological Assessment
Cheryl Durwin	Ph.D., University of Massachusetts	Cognitive Developmental	
Jerry W. Hauselt	Ph.D., University of Kentucky	Cognitive	
Julia Irwin	Ph.D., University of Connecticut	Developmental	Interim Dean of Graduate and Continuing Education
John R. Jacobs	Ph.D., City University of New York	Clinical	
Patricia E. Kahlbaugh	Ph.D., Rutgers, The State University of New Jersey	Developmental	Assistant Chair
Katherine Marsland	Ph.D., Yale University	Developmental	
Dina L Moore	Ph.D., University of Connecticut	Developmental	
Michael Nizhnikov	Ph.D., Binghamton University	Behavioral Neuroscience	Department Chair
Claire Novosad	Ph.D., University of Connecticut	Developmental/Biobehavioral	
Kelly Stiver	Ph.D., McMaster University		Graduate Coordinator
Jessica Suckle-Nelson	Ph.D., University of Rhode Island	Social	
Kenneth Walters	Ph.D., University of Nebraska, Lincoln	Clinical	
SED Faculty			
Meghan Brahm Gleeson	Ph.D., National University of Ireland, Galway	Psychology, Behavior Analysis	Minor advisor, ABA. ABA course instructor.
Mark Groskreutz	Ph.D., Utah State University	Disability Disciplines, ABA Specialization	ABA course instructor.
Kristy Hynes	Ph.D., University of Northern Colorado	ABA, Special Education	ABA course instructor.
John Molteni	Ph.D.,	ABA	ABA course instructor.

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
Take two required courses: PSY 100 – Introduction to Psychology PSY 300 – The Psychology Major: Curriculum and Careers	1-5	No prereq Sophomore status and at least two PSY courses at the 200-level or higher with a grade of 'C' or better.	4
Take two required courses: PSY 259 – Statistics in Psychology PSY 393 – Research Methods in Psychology	1-5	PSY 100, LEP QR PSY 259	7
Individual and Social System Choose one of: PSY 227 – Social Psychology PSY 228 – Personality	1,2,4,5		3
Development AND/OR Applied. Choose one of: PSY 210 – Infant and Child Development PSY 215 – Adolescent Development PSY 219 – Lifespan Development PSY 315 – Adulthood and Aging PSY 322 – Early Developmental Disability And two of: PSY 210 – Infant and Child Development PSY 215 – Adolescent Development PSY 219 – Lifespan Development PSY 315 – Adulthood and Aging PSY 318 – Emotional and Social PSY 322 – Early Developmental Disability PSY 220 – Introduction to the Mental Health Field PSY 320 – Abnormal Child Psychology PSY 321 – Abnormal Psychology PSY 361 – Psychology of the Workplace PSY 366 – Health Psychology PSY 370/371 – Educational Psychology/For Early Education Majors	1,2,4,5	PSY 100 PSY 100 and 3 credits in PSY at the 200 level	9
Basic Processes Take one required course (also part of the minor/cognate sequence): SED 210 – Principles of Learning and Behavior And choose one of: PSY 303 – Perception PSY 313 – Cognition PSY 332 – Human Emotions PSY 383 – Brain and Behavior	1,2,4,5,6	PSY 300 and a 'C' or better in PSY 259. (322 requires PSY 100 and 3 credits in psychology at the 200 level)	6
Seminars and Advanced Scientific Inquiry, BS to ABA MS subset Choose two of: PSY 406 – Language PSY 415 – Topics in Development	1-5	PSY 300, C or better in 3 additional PSY courses at 300-level of above (some courses also have course-specific prereqs)	6

PSY 431 – Tests and Measurements PSY 461 – Data Gathering Techniques: Assessment PSY 462 – Data Gathering Techniques: Instrumentation PSY 466 – Clinical Psychology PSY 474 – Seminar in Behavior Theory and Practice			
Seminars and Advanced Scientific Inquiry Choose one of: PSY 401 – History and Systems of Psychology PSY 402 – Community Psychology PSY 406 – Language PSY 412 – Psychology of Gender PSY 414 – Psychology of Spirituality PSY 415 – Topics in Development PSY 427 – Seminar in Close Relationships PSY 431 – Tests and Measurements PSY 461 – Data Gathering Techniques: Assessment PSY 462 – Data Gathering Techniques: Instrumentation PSY 465 – Seminar in Psychological Counseling and Therapy PSY 466 – Clinical Psychology PSY 474 – Seminar in Behavior Theory and Practice PSY 484 – Comparative Animal Behavior PSY 487 – Psychopharmacology PSY 490 – Seminar for Psychology Majors PSY 492 – Psychology and Law PSY 494 – Seminar in the Human Nervous System and Behavior	1-5	PSY 300, C or better in 3 additional PSY courses at 300-level of above (some courses also have course-specific prereqs)	3
Experiential Learning Choose one of: PSY 463 – Field practicum in psychological research or applied translation PSY 467 – Laboratory Practicum in Psychological Research	1-6	PSY 393	3
Graduate Coursework. Take three required courses: SED 689 - Philosophical Underpinnings of ABA SED 690 - Principles of ABA SED 691 - Single Subject Research Methods	1-6	Registration in program, 3.0 GPA in senior year	6
COGNATE REQUIREMENTS Completion of the Applied Behavior Analysis Minor (3 credits also count above) SED 210 - Principles of Learning and Behavior (also fulfills 3 credits for PSY Basic Processes grouping) SED 250 - Data-Based Decision-Making SED 310 - Introduction to Assessment in ABA SED 350 - Introduction to Intervention in ABA SED 351 - Introduction to Behavior Analytic Practices SED 405 - Introduction to ABA Ethics SED 404 - Introduction to Program Implementation, Supervision and Management	1-4,6	Course-specific pre-reqs	15
Open Electives (Indicate number of credits of open electives)			21
Total Program Credits:			120

What are the admissions requirements for the program?

Students must have a 3.0 in their senior year to complete the required graduate courses as part of their bachelor's program.
Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No If yes, describe:
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No If yes, describe and attach copies of the contracts or other documents ensuring program support: Students in the BS portion of the degree have the option to complete an internship with an SCSU faculty member, or an externship for their program practicum requirement.
Describe the prospective students for the program: Any psychology majors who are interested in a career directly working with clients.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Artificial Intelligence Program (CIP Code: 11.0102, OHE# TBD) leading to a Masters 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:

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Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

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

Name of Institution	Western Connecticut State University	
Name of Program	Artificial Intelligence	
CIP Code	11.0102	
OHE# (Leave blank for new programs)		
Degree Level	Master of Science	
Number of Collegiate Credits	33	
Date of Action (Anticipated)	05/23/2024	
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _ On Ground X Hybrid _ HyFlex _ Online
Effective Term	August 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

The Master of Science in Artificial Intelligence provides students with a broad and deep knowledge of both practical and theoretical aspects of this modern discipline. Students may complete the program's 10 courses, totaling 33 credit hours, in one year. After acquiring a solid mathematical and computational foundation in artificial intelligence, students will complete advanced courses in neural networks and deep learning, reinforcement learning and autonomous systems. They will learn the latest techniques in natural language processing, and the ethical and safety considerations of artificial intelligence. Upon successful completion of the first 30 credits of course work, students will either write an original thesis, or complete a final project or approved internship.

ABET Computing Accreditation is expected by February 2027.

Many of the most prestigious institutions in the field of computer science now offer MS degrees in artificial intelligence, including Carnegie-Mellon University, Cornell University, Columbia

University, the University of Pennsylvania, and the University of Southern California. Western's MS in Artificial Intelligence aligns with these program trends in the number and type of pre-requisite courses, the number of required credit hours and courses, and content.

Western's proximity to New York City allows access to internship and employment opportunities in that high-density interest center for AI and this graduate program is unique within a one-hour commuting radius of the city. Western's public program tuition is competitively lower than the nearest similar programs at private schools, such as Columbia University.

MS in Artificial Intelligence will be attractive to international students because it is a US Department of Homeland Security-designated Degree Program and is completable within two to three semesters. Western's MS in AI will also strengthen undergraduate STEM enrollments at the university. Students with Western undergraduate Computer Science and Mathematics degrees will be able to complete the program in two semesters. Students with other Western STEM degrees should be able to complete the MS in AI in two to three semesters, depending on their preparation.

IDENTIFIED NEEDS

According to the U.S. Bureau of Labor Statistics (BLS), artificial intelligence is a lucrative, fast-growing employment sector for which WCSU and Connecticut are positioned in a high-density interest corridor comprised of New York, New Jersey, Boston, Rhode Island, and Nashua, NH. Situated in the center of this corridor, the Connecticut market for jobs in AI is on pace with regional earnings potentials.

Furthermore, Connecticut's recent state-level task force and legislation on AI, combined with high-level research and development (R&D) grants with partnership potential at Yale and the University of Connecticut make the state a ripe center for AI growth across industry, educational, and government sectors. Western's Computer Science Department Chair, Dr. Daniel Coffman, was a member of Governor Lamont's task force convened to address the shortage of computer science professionals being trained at Connecticut universities. This body identified about 250 computer science Bachelor's degree graduates per year statewide compared to over 1,000 entry level positions at leading companies.

No existing program within CSCU covers the areas needed by developers working the field of artificial intelligence. Western's already-strong enrollments in its existing ABET-accredited undergraduate BS in Computer Science, as well as in its BA in Applied Computing, would be enhanced as they could function as 4+1 pipelines into the MS. The joint MS in AI could also bolster undergraduate mathematics enrollments via 4+1 opportunities for the BS in Applied and Computational Mathematics and the BA in Math. Finally, similar 4+1 pipeline opportunities in other Western STEM undergraduate disciplines could boost those enrollments.

PRO FORMA

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this new program. CSCU Academic and Student Affairs concurs with this recommendation.

03/8/2024 – BOR - Academic and Student Affairs Committee
03/21/2024 – Board of Regents

CSCU Academic & Student Affairs

Application for **New Program Approval**

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: January 24, 2024

Institution: Western Connecticut State University (WCSU)

Most Recent NECHE Institutional Accreditation Action and Date: Comprehensive Evaluation Visit, October 2023

Program Characteristics

Name of Program: Master of Science in Artificial Intelligence

Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Masters, MS, Master of Science

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

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

Anticipated Program Initiation Date: August 2024

Anticipated Date of First Graduation: August 2025

Total # Credits in Program: 33

Credits in General Education: 0

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1

CIP Code Number: 11.0102 Title of CIP Code: Artificial Intelligence

Department where program is housed: Computer Science (joint program with Mathematics)

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

Provide estimated cost of program (tuition and fees): $ 15,039 for two graduate semesters OR URL for link to tuition/fee information: https://www.wcsu.edu/cashiers/fy25-tuition-and-fees/.

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

Program website: https://www.wcsu.edu/cs/

Provide the intended catalog description for this program: The Master of Science in Artificial Intelligence provides students with a broad and deep knowledge of both practical and theoretical aspects of this modern discipline. Students may complete the program's 10 courses, totaling 33 credit hours, in one year. After acquiring a solid mathematical and computational foundation in artificial intelligence, students will complete advanced courses in neural networks and deep learning, reinforcement learning and autonomous systems. They will learn the latest techniques in natural language processing, and the also-important ethical and safety considerations of artificial intelligence. Upon successful completion of the first 30 credits of course work, students will either write an original thesis, or complete a final project or approved internship.

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: ABET Computing Accreditation Commission (all other Computer Science Department programs accredited as of October 1, 2020):
  - Earliest eligibility for ABET accreditation application: August 2025 (after it has graduated at least one student, assuming a Fall 2024 start and one-year completion).
  - Estimated ABET accreditation award: February 2027 (18-month accreditation process may be shorter for programs in institutions with other ABET-accredited programs).

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

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

Institutional Contact for this Proposal

Name: Michelle Brown

Title: Dean of the Macricostas School of Arts and Sciences

Phone: (203) 837-9400

Email: BrownnML@wcsu.edu

When was the program approved by (insert date in mm/dd/yyyy format):

- College/School: 11/27/2023: Macricostas School of Arts and Sciences Program Review Committee
- Curriculum committee: 12/11/2023: Graduate Council
- Faculty Senate: 12/22/2023
- Institutional president: 12/22/2023: WCSU Provost and Vice President for Academic Affairs

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., SCSU DataSci MS 101 New Program Application) and submit your completed application to CSCU-ACandASASub@ct.edu by the posted deadlines (https://www.ct.edu/academics/approval)
- All applications to establish a new program will be considered for both Licensure and Accreditation by the BOR
- New programs include: degrees, degrees with option(s), degrees with certificates(s), stand-alone credit bearing certificates
- Use Form 102 *New Academic Offering – Below Threshold Report* for new:
  - degree minors, concentrations, or specializations
  - undergraduate certificates or programs ≤ 30 credits within an approved program
  - undergraduate certificates ≤ 15 credits
  - graduate certificates ≤ 12 credits
  - non-credit bearing certificates
  - programs that do not qualify students to become eligible for federal financial aid

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

In this section, provide an overview of the purpose and goals of the proposed program. Your narrative should include the following:

- clear statement of the program's purpose
- statement describing how the program meets students' educational goals and career objectives
- description of relevant national or local educational trends and connection of these to the program
- discussion of relevant faculty expertise and commitment with respect to the program
- description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
- the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
- the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
- the potential quality of the proposed program in relation to comparable programs within and outside CSCU

Program Purpose: Western's MS in Artificial Intelligence (AI) provides students with the skills they need to become practitioners in this fast-growing field. They will acquire knowledge and experience in both the theory and practice of AI via a solid mathematical and computational foundation, accompanied by a rich experience of AI in its current form.

Importantly, the program also provides training in the ethics of AI which is itself an area of increasing importance and development, as evidenced in governmental inquiries at both the state and federal levels.

Program Achievement of Students' Education and Career Objectives: Advertised certificate programs provide some understanding of how AI applications may be used in, say, corporate settings. However, Western's MS in Artificial Intelligence program prepares students for more challenging and rewarding positions by enabling them to demonstrate a much deeper understanding of not only how AI applications may be applied, but also:

- Details of the algorithms, and mathematical techniques upon which they rely,
- How the several models in common use were developed,
- Their strengths and potential shortcomings, and
- Most importantly—how the next generation of applications may be created.

Program Connection to Relevant National/Local Trends: Many of the most prestigious institutions in the field of computer science now offer MS degrees in artificial intelligence. These include Carnegie-Mellon University, Cornell University, Columbia University, the University of Pennsylvania, and the University of Southern California. Western's MS in Artificial Intelligence aligns with these program trends in the number and type of pre-requisite courses, the number of required credit hours and courses, and content.

Relevant Faculty Expertise and Program Commitment: Western's interdisciplinary joint MS degree in AI will rely primarily on faculty expertise in the Computer Science and Mathematics Departments, with contributions from faculty ethicists from two humanities departments: History, Philosophy, and World Perspectives; and English and Interdisciplinary Studies.

The Computer Science Department is nationally accredited through ABET. Its faculty have considerable experience in artificial intelligence as both theorists and practitioners. The following Computer Science faculty will contribute to the MS in Artificial Intelligence program:

- Dr. Shahab Band has years of experience working in the field of artificial intelligence. In addition, he brings detailed knowledge of the related field of cyber security, the area of his doctoral research.
- Dr. Dan Coffman was for more than 10 years a member of the human speech research group in the research division of IBM Corporation; he is highly knowledgeable in the field of natural language processing.
- Dr. Gancho Ganchev has been teaching and performing research in computer science for decades; he has expertise in programming languages, pedagogy, and program assessment.
- Dr. Henry Wu, a new faculty member beginning at Western in fall of 2024, is an expert in cyber security, computer networks, and computer architecture.

Western's Mathematics faculty have considerable experience in both applied and theoretical mathematics. The Department already has a BS in Applied and Computational Mathematics which features advanced courses in machine learning, of which artificial intelligence is one application, as well as in data and actuarial sciences. The following Mathematics faculty will contribute courses in mathematical foundations and applications to the MS in Artificial Intelligence program:

- Dr. David Burns specializes in analysis, advanced calculus, and geometry.
- Dr. Stavros Christofi co-authored the BS in Applied and Computational Math. He also specializes in optimization, machine learning.
- Dr. Charles Rocca specializes in abstract algebra, cryptography, discrete mathematics, and teaches courses already required by both Computer Science and Mathematics undergraduate degrees.
- Dr. Michael Shoushani co-authored the BS in Applied and Computational Math. He also has expertise in statistics, and numerical methods for partial differential equations.

- Dr. Xiaodi Wang co-authored the BS in Applied and Computational Math. He also specializes in Wavelet Analysis, Harmonics Analysis, and Machine Learning

Finally, two Western departments have full-time faculty with specializations in ethics who will alternate teaching the ethics and safety of Artificial Intelligence:

- Dr. Anna Malavisi specializes in ethics and philosophy. She is appointed in the Department of History, Philosophy, and World Perspectives.
- Dr. D.L. Stephenson specializes in ethics, media, rhetoric, and communication. She is appointed in the Department of English and Interdisciplinary Studies.

Other Relevant Institutional Strengths and/or Distinctive Attributes: First, Western's proximity to New York City allows access to internship and employment opportunities in that high-density interest center for AI. Second, this graduate program is unique within a one-hour commuting radius of the city. Finally, Western's public program tuition is competitively lower than the nearest similar programs at private schools, such as Columbia University.

Program Relationship to WCSU and CSCU Missions and Strategic Priorities: Western's MS in Artificial Intelligence aligns with the university's mission of "providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society" because AI is cutting-edge, rapidly evolving technology that has already shown impacts across academic disciplines and in government, industry, media, medicine, and more. This degree also aligns with the university's current strategic priority of becoming a regional hub of advanced technological teaching and research. Finally, in these ways, the program also supports CSCU's mission to "contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs."

Program Impact on WCSU and its Existing Programs: Western's MS in Artificial Intelligence will be attractive to international students because it is a US Department of Homeland Security-designated Degree Program and is completable within two to three semesters. Western's MS in AI will also strengthen undergraduate STEM enrollments at the university. Students with Western undergraduate Computer Science and Mathematics degrees will be able to complete the program in two semesters. Students with other Western STEM degrees should be able to complete the MS in AI in two to three semesters, depending on their preparation.

WCSU Feeder Programs	**Other CSCU Feeder Programs (due to being ABET accredited)**
BA in Applied Computing BS in Computer Science BA in Mathematics BS in Applied and Computational Mathematics BS in Biology* BS in Chemistry*	BS in Computer Science at CCSU BS in Computer Science at SCSU

* With completed prerequisites

Potential Quality of the Proposed Program Relative to Comparable CSCU and External Programs: The MS in AI degree at WCSU will complement those degrees offered at other institutions within CSCU. It will not directly compete with any other program for students since the MS in AI content is both quite specialized and graduate level. That is precisely the reason that our program is needed, so that the AI material will be presented on its own, in the needed depth and breadth to train program graduates for advanced work in the field.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

How the Program Addresses CT Workforce Needs/Community Wellbeing: According to the U.S. Bureau of Labor Statistics (BLS), artificial intelligence is a lucrative, fast-growing employment sector for which WCSU and Connecticut are positioned in a high-density interest corridor comprised of New York, New Jersey, Boston, Rhode Island, and Nashua, NH. Situated in the center of this corridor, the Connecticut market for jobs in AI is apace with regional earnings potentials. Furthermore, Connecticut's recent state-level task force and legislation on AI, combined with high-level research and development (R&D) grants with partnership potential at Yale and the University of Connecticut make the state a ripe center for AI growth across industry, educational, and government sectors. Western's Computer Science Department Chair, Dr. Daniel Coffman, was a member of Governor Lamont's task force convened to address the shortage of computer science professionals being trained at Connecticut universities. This body identified about 250 computer science Bachelors degree graduates per year statewide compared to over 1,000 entry level positions at leading companies. The next section of this proposal explains that the number of positions for Connecticut graduates with advanced degrees is expected to continue growing rapidly.

Additionally, Connecticut is a commutable hub to jobs in NY, NJ, MA, and RI, which could also benefit CT residents. According to the BLS latest reported data, artificial intelligence work falls under the occupational category Computer and Information Research Scientists, and Rhode Island enjoyed the highest employment concentration of jobs in that category in 2022. The numbers of such jobs in the NY-NJ and Boston-Cambridge metropolitan areas were second only to California and Northern Virginia. (*Occupational Outlook Handbook*, Computer and Information Research Scientists, bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm). On the national scale, the BLS list of "Fastest Growing Occupations, 2022 and Projected 2023" indicates that computer and information research scientist jobs are expected to increase by 22.7% nationally in the decade from 2022 and 2032. In 2022, this job category's median annual wage was $136,620 (Table 1.3, bls.gov/emp/tables.htm).

Evidence of Employment Prospects for Western's MS in Artificial Intelligence Graduates: According to the BLS, the May 2022 median pay for computer and information research scientists was $136,620 per year, with the highest-earning 10% in that category earning salaries over $232,010. At that time, the highest median wage jobs for computer and information research scientists in the top industry employment sectors were:

Industry	Median Pay	Percentage of all Jobs for Computer and Information Research Scientists
Software publishers	$186,280	3%
Research and development in the physical, engineering, and life sciences	$160,310	17%
Computer systems design and related services	$142,430	28%
Federal government (excluding postal service)	$115,400	28%
Colleges, universities, and professional schools	$84,440	5%

The typical entry-level education requirement for a computer and information research scientist is a Masters degree. In 2022, the US had 36,500 jobs in this category. The BLS projects 3,400 new openings each year until 2032. The BLS characterizes this projected 23% growth as "much faster than the average for all occupations" which is 3%. Moreover, the growth rate for computer and information research scientist jobs is projected to nearly double that for all computer occupations, which is 14%. The US's so-called retirement cliff will account for many of these openings. In industry, however, as the twin needs for data collection and cybersecurity increase, employer demand will also increase for computer and information scientists who can create technologies – and technological applications -- to accomplish these and other emerging tasks. The BLS identifies highly skilled AI practitioners as part of this projected high-need employment group. (*Occupational Outlook Handbook*, Computer and Information Research Scientists, bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm).

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
15-1220	Computer and Information Research Scientists	$156,000
15-1252	Software Developer	$133,000

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide the NAICS code(s) and title(s) in the table below. Add rows as needed.

NAICS Code	NAICS Title
541511	Computer program or software development, custom

Career/Program Pathways

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

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:
  WCSU has no similar graduate programs. However, two undergraduate programs share a CIP code: BS in Computer Science; and BA in Applied Computing.
- ***Include enrollment and completion data for the past 5 years for each of these programs as an Appendix***
  See Appendix A: WCSU Computer Sciences Five-Year Enrollment and Completion Data.
- How will the proposed program impact enrollment and completion in these existing programs? The ability to complete the MS in Artificial Intelligence in one year could increase pipeline enrollments in the BS and BA.
- Are there plans to discontinue any of the existing similar programs? No
- What is the value added of the proposed program in relation to the existing programs? The rapidly expanding knowledge base, developmental pace of, and breadth of disciplinary applications for artificial intelligence are attractive to increasing numbers of students in multiple STEM disciplines, as evidenced by the growing variety of jobs and academic programs

in AI. Thus, the potential to complete a BS/BA and MS in 5 years, and the addition of graduate students to the already-supportive Computer Science and Mathematics Department communities, will both benefit both students and faculty in the existing programs.

- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): The joint MS in Artificial Intelligence will deploy four Mathematics faculty members, one ethics faculty member, and four Computer Science faculty members. Western is adequately staffed in both Mathematics and Ethics faculty coverage. Looking forward, if the projected enrollment target is met in Year 2, then we will need to hire one Computer Science faculty member to start in Year 3 for coverage, advising, and to maintain adequate staffing for ABET accreditation. With more than 100 undergraduate Computer Science majors, ABET accreditors noted that any enrollment growth would constitute a staffing concern. We project 15 enrollees in Year 1 of the new MS in AI, for which the faculty load is 50 credit hours per year. We project 20 new enrollees each in Year 2, and 25 in Year 3. **We have planned for no new full-time faculty hires in Years 1 or 2**. However, the proposed budget includes one new full-time faculty position (equivalent to 48 credit hours per year) starting in Year 3 if the following enrollment target is met:

  Year 1: Target: 15 new enrollees; **New Full-time Faculty Hire:** 0
  Year 2: Target: 20 new enrollees; **New Full-time Faculty Hire:** 0
  Year 3: Target: 25 new enrollees; **New Full-time Faculty Hire:** 1 (after Year 2 enrollment target is met)

  During Years 1 and 2, with no new hires, current FT computer science faculty will teach all new graduate courses, with increased adjunct usage to cover their previous undergraduate course assignments. After a new FT computer science faculty member is hired (projected to start in Year 3 if enrollment targets are met), then the new faculty member will teach both graduate and undergraduate courses as well, thus freeing up existing FT faculty to continue teaching fewer graduate courses and regain some of the undergraduate courses taught by adjuncts in Years 1 and 2.

No new facilities are needed.

Finally, the pre-requisite structure for the new program has been carefully structured to incorporate courses that are already in rotation within the Mathematics and Computer Science Departments.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: No other institution within CSCU offers a MS in Artificial Intelligence. The table below lists the other CSCU programs offered in computer science and mathematics:

Program Area	Undergraduate Programs	Minors	Graduate Programs
Computer Science	CCSU – BS ECSU – BS SCSU - BS	CCSU ESCU SCSU	SCSU - Graduate Certificate: Computing Foundations
Computer Engineering and Technology	CCSU – BS Computer Engineering Technology CCSU – BS Technology Management		CCSU – MS Technology Management
Computer Information	SCSU - BS Computer Science Concentration: Information Systems		CCSU - MS Computer Information Technology

Software Development and Engineering	CCSU - Official Certificate: Software Engineering		CCSU – MS Software Engineering SCSU – MS Computer Science Concentration: Software Development
Data Science	CCSU - Official Certificate ECSU - BA, BS SCSU - BS	SCSU	CCSU – MS
Cybersecurity	CCSU – BS SCSU - BS Computer Science Concentration	CCSU - Cybersecurity Technology	SCSU - MS Computer Science Concentration
Mathematics	CCSU - BA or BS Concentration: Mathematical Structures & Applications SCSU - BS Concentration: Applied Math		CCSU - MA Computer Science Specialization

- ***Attach supplement 101a for each CSCU institution that has one or more similar programs***.
- How is the new program distinct from these existing programs? No existing CSU program – graduate or undergraduate - focuses on Artificial Intelligence. Instead, they all focus on different areas of computer science and/or mathematics.
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: As noted above, no existing program within CSCU covers the areas needed by developers working the field of artificial intelligence. Interest in the field of artificial intelligence has exploded during the last two years across numerous R&D, government, and industry sectors, yet there remains a dearth of training positions in this field. This current and projected rapid growth need for specialized AI training in both theory and practical application bodes well for enrollment in Western's new MS in Artificial Intelligence. In addition, Western's already-strong enrollments in its existing ABET-accredited undergraduate BS in Computer Science, as well as in its BA in Applied Computing, would be enhanced as they could function as 4+1 pipelines into the MS. The joint MS in AI could also bolster undergraduate mathematics enrollments via 4+1 opportunities for the BS in Applied and Computational Mathematics and the BA in Math. Finally, similar 4+1 pipeline opportunities in other Western STEM undergraduate disciplines could boost those enrollments.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

We expect to enroll 15 students during the first year of the program, with the number rising to 20 then 25 during the second and third years. These projections are based on employment projections discussed previously in this proposal, and on realistic projections obtained from international recruiters who identified graduate degrees in STEM, and particularly in artificial intelligence, as one of the top attractors of international students who come to the US to study. As a result, we project that many of the students enrolled in Western's MS in Artificial Intelligence will enter from outside the CSCU system, with a number from outside the US. In addition, the MS in AI program is carefully crafted so that WCSU Computer Science and Mathematics graduates may enroll in it after completing their undergraduate degrees. We also expect the same potential for graduating undergraduates in computer science and mathematics from other CSCU institutions. This is especially true of computer science students from Central and Southern CSUs, whose programs are also accredited by ABET. As is standard for graduate STEM degree programs, entering students must complete (or have completed) equivalents of the necessary pre-requisite courses. Thus, students desiring to enter the new program from

another degree program within the STEM umbrella should be able to complete the needed pre-requisites within one or two semesters of additional study.

Prospective Students

Describe the prospective students for the program *(this information will be provided to OHE and become publicly available; your response can help market your program and recruit students)*: The prospective students for this program will be those with undergraduate degrees in computer science or applied mathematics with the appropriate preparation as reflected in the pre-requisite courses. Students with degrees in other STEM disciplines would also be welcome in this program after they complete the needed pre-requisites.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: We will market the program in the trade and other professional press. In addition, Western will work with agencies that have experience in recruiting international students.
- What student engagement strategies will be employed to advance student retention and completion in program? Since the program consists of only two semesters of course work, we will work closely with the students to make sure that they have no difficulties completing the required courses. In addition, both the Computer Science and Mathematics Departments offer discipline-specific tutoring and group problem-solving help centers with graduate students could access.

Admission Requirements

Does this program have special admission requirements (i.e., beyond those required for the institution as a whole)?

☒ Yes ☐ No

If yes, describe the selection process, including all criteria: This is an MS degree, so successful completion of an undergraduate degree will be necessary. In addition, the following courses will be required as pre-requisites (course numbers from the WCSU course catalog):

- MAT 141: Foundational Discrete Mathematics
- MAT 181: Calculus I
- MAT 182: Calculus II
- MAT 207: Proofs or MAT 304: Discrete Mathematics for Computer Science
- MAT 222: Introduction to Statistics
- MAT 272: Linear Algebra
- CS 140: Introduction to Programming
- CS 172: Intermediate Java Programming or CS 170: Language C++
- CS 250: Introduction to Data Structures, Algorithms, and Complexity, or CS 221: Object Oriented Programing and Data Structures together with CS 315: Design and Analysis of Algorithms
- One of CS 305, 350, or 360, all of which discuss software engineering
- CS 285: Artificial Intelligence

Graduation Requirements

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

If yes, describe: The successful student will complete a thesis or final project. They may also complete this requirement by participating in an internship program with faculty approval.

Experiential Learning Requirements

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

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

SECTION 5: CURRICULUM & ASSESSMENT

Learning Outcomes - L.O.

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

1. Identify problems to which artificial intelligence techniques are applicable.
2. Understand a wide variety of learning algorithms.
3. Implement and evaluate neural network models generated from data.
4. Apply contemporary techniques for deep machine learning, reinforcement learning, natural language processing and algorithmic robotics, judge applicability of the techniques.
5. Participate in the design and implementation of systems that act intelligently and learn from experience.
6. Demonstrate an understanding and judgement of the philosophical, humanitarian, ethical and safety aspects of artificial intelligence and apply these aspects when making design and implementation decisions.

Assessment of Learning Outcomes

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

Assessment activities related to this new program will be incorporated into the existing assessment plans of the participating departments. We use 3-year and a 6-year assessment plans. All program learning outcomes are assessed during the first three years of a 6-year period collecting materials from selected courses. The recommendations are implemented in the second three years and the learning outcomes are assessed again. We use direct and indirect assessment methods including specifically designed tests for assessment, evaluating artifacts produced during courses using assessment rubrics, student portfolios, exit interviews and surveys, feedback from employers and internship supervisors, and other methods as appropriate.

Curriculum

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
MAT 5xx: Multivariate Mathematics for Machine Learning*	2, 4		3
MAT 5xx: Probability and Statistics for Machine Learning*	2, 4		3
CS 5xx: Foundations of Artificial Intelligence*	1, 2, 4		3
CS 5xx: Neural Networks and Deep Learning*	3, 4		4
MAT 5xx: Analysis and Optimization*	2, 4		3
CS 5xx: Reinforcement Learning*	1, 2, 4, 5		4
CS 5xx: Natural Language Processing*	1, 2, 4		4
CS 5xx: Autonomous Systems*	1, 2, 4, 5		3
PHI/HUM 5xx: Philosophy, Ethics, and Safety of Artificial Intelligence*	6		3
CS 5xx: Final project or thesis or approved internship	3, 4, 5, 6		3
General Education Courses			
Not applicable			
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits (must match number of credits reported on page 1)**:**			33

CSCU Transfer Pathways

Application for **New Program Approval**

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

CSU/COSC Bachelor's Degree Programs: Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program: N/A
  - ☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.
  - ☐ Transfer Ticket, specify:
  - ☐ Other pre-program or transfer track, specify:

- With respect to this CT State degree program, which of the following is true? N/A
  - ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
  - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
  - ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☒ No, please explain: N/A

Credit Summary	
CSU/COSC Proposed Program total credits:	credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	credits
CSU/COSC program credits remaining after transfer	credits
Excess credit hours for CT State transfer students who have completed an associate degree	credits

CT State Community College Associate Degrees: As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system (https://www.ct.edu/files/policies/1.13%20Policy_Statement_on_Associate_Degrees.pdf). With few exceptions, transfer associate degrees should be designed for transfer to any and all CSCU four-year institutions that offer the corresponding four-year degree. Associate degrees designed for transfer to CSU/COSC will follow Transfer and Articulation Policy (TAP) guidelines and processes (https://www.ct.edu/tap). CSCU Pathway Articulation forms are available through the Academic and Student Affairs forms website. Completion of the form(s) must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

- What is the primary purpose of the proposed degree? ☐ Career ☐ Transfer ☐ Both career and transfer
- Does the proposed degree include the Framework30? ☐ Yes ☐ No, please explain:
- Following completion of a CT State transfer degree, students should be able to transfer to a CSU/COSC program that would require they complete no more than 60 credits following transfer. Identify all such four-year degree programs in the table below. Include the number of credits remaining to complete the four-year degree.

Institution	Program	# of credits remaining (if > 60, provide explanation)

- If the proposed degree also transfers to non-CSCU institutions, add the relevant information for those institutions to the table above and attach the corresponding articulation agreements to this proposal. N/A

Internal Stackable Pathways

Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.):

Potential 4+1 of the:

- BS Computer Science + MS in Artificial Intelligence
- BA in Applied Computing + MS in Artificial Intelligence
- BS in Applied and Computational Mathematics + MS in Artificial Intelligence
- BA in Mathematics + MS in Artificial Intelligence

Potential 4+1.5 of the:

- BS in Biology + MS in Artificial Intelligence
- BS in Chemistry + MS in Artificial Intelligence

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above: N/A

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:

Assessment activities related to this new program will be incorporated into the existing assessment plans of the participating departments. We use a 3-year and a 6-year assessment plans. All program learning outcomes are assessed during the first 3 years of a 6-year period collecting materials from selected courses. The recommendations are implemented in the second 3 years and the learning outcomes are assessed again. We use direct and indirect assessment methods including specifically designed tests for assessment, evaluating artifacts produced during courses using assessment rubrics, student portfolios, exit interviews and surveys, feedback from employers and internship supervisors, and other methods as appropriate.

Assuring Equitable Outcomes

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? The Office of Institutional Diversity, Office of Institutional Effectiveness and Planning, Dean of the

Macricostas School of Arts and Sciences, Computer Science Department, and Mathematics Department will collect and analyze data on program enrollments, retention, and completion based on the demographics listed above.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. In tandem with international student recruiting, Western leadership is committed to providing English language and belonging support. In addition, Western will seek graduate student research external grant funding and partnerships with industry partners interested in AI research and development.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Where disparities are discovered, we will expand recruitment, student support services, and mentoring and advising to mitigate disparities in preparation, retention, and completion. We will pay especial attention to diversity, retention, and completion of student populations that have been historically underrepresented in computer science and mathematics.

SECTION 6: COST EFFECTIVENESS AND RESOURCES

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

Cost Effectiveness and Availability of Adequate Resources

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

WCSU has adequate physical resources to accommodate the new program. The Department of Mathematics is sufficiently staffed to contribute to the MS in AI. The Department of Computer Science, however, will need to hire one additional faculty member after the enrollment target is met in order to adequately staff the program and to maintain its ABET accreditation. We project 15 enrollees in Year 1 of the new MS in AI, for which the faculty load is 50 credit hours per year. We project 20 new enrollees each in Year 2, and 25 in Year 3. **We have planned for no new full-time faculty hires in Years 1 or 2**. However, the proposed budget includes one new full-time faculty position (equivalent to 48 credit hours per year) starting in Year 3 if the following enrollment target is met:

Year 1: Target: 15 new enrollees; **New Full-time Faculty Hire:** 0
Year 2: Target: 20 new enrollees; **New Full-time Faculty Hire:** 0
Year 3: Target: 25 new enrollees; **New Full-time Faculty Hire:** 1 (after Year 2 enrollment target is met)

During Years 1 and 2, with no new hires, current FT computer science faculty will teach all new graduate courses, with increased adjunct usage to cover their previous undergraduate course assignments. After a new FT computer science faculty member is hired (projected to start in Year 3 if enrollment targets are met), then the new faculty member will teach both graduate and undergraduate courses as well, thus freeing up existing FT faculty to continue teaching fewer graduate courses and regain some of the undergraduate courses taught by adjuncts in Years 1 and 2.

Special Resources

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

No special resources are required.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Daniel Coffman, coffmand@wcsu.edu, (203) 837-8746.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. The joint program's coordinator is currently the Chair the Computer Science Department and Associate Professor of Computer Science at WCSU. His FTE load is 12 credit hours per semester.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 1 new computer scientist hire to start in Year 3, if Year 2 enrollment target is met and to maintain adequate staffing level compliance for ABET accreditation

If any new full-time hires, what percentage of program credits will they teach? 50 per cent

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 10 (4 existing computer scientists + 4 mathematicians + 1 new computer scientist hire to start in Year 3, if Year 2 enrollment target is met + 1 ethicist)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) approximately 13 credit hours per semester, until enrollment target is met and a new full-time faculty member is hired

What percentage of program credits will be taught by adjunct faculty? Up to 39%, until enrollment target is met and a new full-time faculty member is hired

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

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

Faculty Name and Title*	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Daniel Coffman, Associate Professor of Computer Science	PhD, California Institute of Technology	Distributed computing, quantum computing, natural language processing	Chair, Department of Computer Science
Shahab Band, Assistant Professor of Computer Science	PhD, University of Malaya, Malaysia	Artificial Intelligence, cyber security	
New hire to start in Year 3 if Year 2 enrollment target is met	PhD, TBD	Computer science or artificial intelligence or closely related discipline	
David Burns, Professor of Mathematics	PhD, North Dakota State University	Analysis, advanced calculus, topology	Chair, Department of Mathematics
Stavros Christofi, Professor of Mathematics	PhD, Brown University	Optimization, machine learning	
Charles Rocca, Professor of Mathematics	PhD, University of Albany, SUNY	Abstract algebra, cryptography, discrete mathematics	
Michael Shoushani, Associate Professor of Mathematics	PhD, University of Delaware	Statistics, numerical methods for partial differential equations	
Dr. Xiaodi Wang, Professor of Mathematics	PhD, Michigan State University	Wavelet analysis, harmonics analysis, and machine learning	
Anna Malavisi, Professor of Philosophy	PhD, Michigan State University	Ethics	Co-Chair, Department of History, Philosophy and World Perspectives
D.L. Stephenson, Professor of Humanistic Studies	PhD, University of Massachusetts, Amherst	Ethics	

**Dr. Gancho Ganchev and Dr. Henry Wu will not teach in the MS in Artificial Intelligence during Year 1 due to coverage needs elsewhere in the Computer Science Department.*

***Reminder:** Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

Completed forms should be submitted to CSCU Academic and Student Affairs office by email (CSCU-ACandASASub@ct.edu)

Appendix A: WCSU Computer Sciences Five-Year Enrollment and Completion Data

WCSU Enrollment by Program, 2019-2023

WCSU Enrollment, Third Week Census		Fall 2019		Fall 2020		Fall 2021		Fall 2022		Fall 2023	
Department	**Program**	**Heads**	*FTE*	**Heads**	*FTE*	**Heads**	*FTE*	**Heads**	*FTE*	**Heads**	*FTE*
Computer Science	BA Applied Computing	**8**	*8.2*	**11**	*10.0*	**6**	*5.3*	**5**	*4.4*	**6**	*5.5*
Computer Science	BS Computer Science	**127**	*116.2*	**105**	*97.0*	**108**	*98.7*	**102**	*93.3*	**108**	*97.0*

Source: WCSU Institutional Research

WCSU Degrees Awarded by Program, 2019-2023

WCSU Degrees Conferred		*Degrees for Year Ending June 30*				
Dept./Division	**Degree/Certificate Program**	**2019**	2020	**2021**	2022	**2023**
Computer Science	BA Applied Computing	3	2	9	2	2
Computer Science	BS Computer Science	12	16	15	8	9
TOTAL DEGREES AWARDED		**15**	**18**	**24**	**10**	**11**

Source: WCSU Institutional Research

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

*APPLICATION FOR **NEW PROGRAM APPROVAL — SUPPLEMENT B***

PRO FORMA BUDGET

Institution: WCSU Program: MS in Artificial Intelligence

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year: 2024-2025						Second Year: 2025-2026						Third Year: 2026-2027					
	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) [a]	15						20						25					
Continuing Students progressing to credential[b]			14		14				18		18				23		23	
Headcount Enrollment	15	0	14	0	14	0	20	0	18	0	18	0	25	0	23	0	23	0
Total Estimated FTE per Year[1]						42						56						70
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]	119,097[c]		111,593		29,403[d]		165,800		148,098		40,380		222,120		203,888		51,989	
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue						$260,093						$354,278						$477,997

PROJECTED Program Expenditures[3]	First Year FY25	Second Year FY26	Third Year FY27
Administration (Chair or Coordinator)[4]	6,947[e]	6,947	6,947
Faculty (Full-time, total for program) [4]	-[f]	-	141,268
Faculty (Part-time, total for program) [4]	30,102[g]	30,102	18,524
Support Staff (lab or grad assist, tutor)	-	-	-

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

Library Resources Program	-	-	-	[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 Costs might include such expenses as student services, operations, and maintenance.
Equipment (List in narrative)	-	-	-	
Other[5]	14,000[h]	20,000	40,000	
Estimated Indirect Costs[6]	-	-	-	
Total Expenditures per Year	51,048	57,048	206,739	

*Projected Room & Board Revenue	46,842	80,412	165,649	*WCSU added a revenue projection for Full-time international resident students with NEBHE rate. The housing is assumed at double occupancy room.

Endnotes:

[a] Enrollment projection: Year 1 - 3 international and 12 in-state students, Year 2 - 5 international and 15 in-state students, Year 3 - 10 international and 15 in-state students.
[b] Projected attrition rate of 10% between fall and spring semester.
[c] FY2023-24 Full-time Graduate NEBHE Tuition & Fee rate - $18,469 per year ($9,234.50 per semester), approved by BOR. FY2024-25 (BOR approved a 5% rate increase) and assuming 3% increase for Year 2 and 3.
[d] FY2024-25 summer extension graduate rate is $726 per credit - BOR approval. Assuming 3% rate increase for Year 2 and 3.
[e] Assigning 3 credits of reassigned time equivalent of 3 credits adjunct cost for Program Administrative assignment. Assuming flat rate for Year 1-3.
[f] In Years 1 and 2, the program will hire 0 new FT faculty. In Year 2, if enrollment meets the projected target and to ensure continued ABET staffing compliance, we will approve 1 FT faculty at the Assistant Professor rank to start in Year 3. The FY24 AAUP maximum amount for Assistant Professor rank is $94,306.00 ($94,306). Assuming flat FT wages for Year 1 - 3.
[g] In Years 1 and 2, 13 credits will be taught by PT faculty. In Year 3, if a FT faculty is hired based on meeting enrollment targets and to ensure continue ABET staffing compliance, 8 credits will be taught by PT faculty. FY24 PT Adjunct median per credit rate = $2,105.00. Assuming flat rate for PT wages for Year 1 - 3. FY24 FT fringe is 35%; assuming 5% increase for FY25 and flat rate for FY26 & FY27. FY24 PT fringe is 10%; assuming flat rate for Year 1 - 3.
[h] Agency cost to recruit students included “Other” and projection based on the following pricing scale: 1-5 student = $3,000 per students, 6 and above students = $3500 per student. This expenditure includes both recruiting and marketing costs. Also, added $5,000 per year for new software and licensing associated expenses for the program.

*Be sure the document name includes the names (or abbreviations) of your institution and program when you submit this document.

From: Manohar Singh
To: Diamond, Aynsley J
Cc: Hegedus, Stephen (WCSU); Davis, Kaylah
Subject: Re: Presidential approval of new academic program
Date: Monday, March 25, 2024 7:01:29 PM

Dear Aynsley,
This is to confirm that WCSU's proposed MS in Artificial Intelligence is in alignment with our Deficit Mitigation plan as this program is expected to increase our STEM program offerings and boost our enrollments.
Thanks,
Manohar

On Mar 25, 2024, at 4:38 PM, Diamond, Aynsley J wrote:

Dear President Singh,

I hope that the remaining weeks of your semester are going well. As per instructions from BOR-ASA Committee Chair, I am requesting you to confirm that the following new programs (to be presented to BOR-ASA on April 5th, 2024) are in alignment with WCSU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

1. New Programs
   a. WCSU- MS – Artificial Intelligence

Your response to this email will be added to the BOR-ASA Minutes of the Meeting as evidence of alignment with the Deficit Mitigation Plan, only if someone asks this question during the meeting.

Thank you for your response.

Kind regards,
Aynsley Diamond

Aynsley Diamond, Ed.D. (she, her, hers)
Associate Vice President of Academic Affairs
Connecticut State Colleges and Universities
www.ct.edu

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CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BS – American Sign Language

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Science American Sign Language program at Charter Oak State College effective May 2024.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Bachelor of Science in American Sign Language at Charter Oak State College

BACKGROUND AND RATIONALE

The BS in Interpreting American Sign Language/English was approved by the Board of Regents on June 24, 2021 (BR 21-106). Since that time, no students have been enrolled in the program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Interpreting ASL/English**

BOR Accreditation Date: **6/24/2021**

OHE #: **20289**

CIP Code Number: **16.1603** Title of CIP Code: **Sign Language Interpretation and Translation**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS**

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

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

Phase Out / Teach Out Period: N/A

Expected Dates of Program Termination

- Date for final enrollment of new students:
- Date for final award of credential:

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

This program was approved by the Board of Regents

Phase Out/Teach Out Strategy

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

Not needed. We never enrolled students into this program.

SECTION 3: RESOURCES

Close Out Costs

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

None.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Better determine a clear pipeline of students prior to looking to create a new program. Moving forward, all programs will undergo a market analysis of student and workforce demands.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Associate of Arts in General Studies
and
Discontinuation of Bachelor of Arts in General Studies

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Associate of Arts in General Studies program (OHE# 01805 and CIP Code 24010) and the Bachelor of Arts in General Studies program (OHE# 01805 and CIP Code 240101) at Charter Oak State College effective Spring 2026.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Associate of Arts in General Studies program and the Bachelor of Arts in General Studies program at Charter Oak State College effective Spring 2026.

BACKGROUND AND RATIONALE

The Associate of Arts Degree and the Bachelor of Arts Degree enrollments are in the single digits, and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Associate of Science (AS) or Bachelor of Science (BS) degree in General Studies that has a much more viable enrollment of over 100 students. The only difference between the AA and AS or the BA and BS of General Studies is the liberal arts threshold. No impact is anticipated on current or future students.

TEACH OUT STRATEGY

Students will have the opportunity to graduate in their current degree between now and spring 2026 or transition to the Associate of Science or Bachelor of Science program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Associate in Arts, General Studies**

BOR Accreditation Date **7/6/1976**

OHE #: **01805**

CIP Code Number: **24.010** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **AA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Degree only has 3 students enrolled and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Associate of Science (AS) degree in General Studies that has a much more viable enrollment of 33 students. The only difference between the AA and AS of General Studies is the liberal arts threshold. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Associate of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

The two programs are very similar in nature and appeal to the same student audience. Programs that appeal to very similar or same student audience should be consolidated to improve overall efficiency of limited human resources.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Bachelor of Arts, General Studies**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **240101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BA, Bachelor of Arts**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The Bachelor of Arts Degree enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies that has a much more viable enrollment of over 100 students. The only difference between the BA and BS of General Studies is the liberal arts threshold. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

The two programs are very similar in nature and appeal to the same student audience. Programs that appeal to very similar or same student audience should be consolidated to improve overall efficiency of limited human resources.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BS and BA
General Studies Concentrations
Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Science and Bachelor of Arts program in General Studies (OHE# 01805 and CIP Code 240101) for the following concentrations at Charter Oak State College effective Spring 2026:

General Studies – American Studies Concentration
General Studies – Communication Concentration
General Studies – Computer Science Studies Concentration
General Studies – English Concentration
General Studies – Foreign Language Concentration
General Studies – Health Studies Concentration
General Studies – History Concentration
General Studies – Information Systems Studies Concentration
General Studies – Paralegal Studies Concentration
General Studies – Political Science Concentration
General Studies – Public Administration Concentration

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of Bachelor of Science/Bachelor of Arts in General Studies for the following Concentrations at Charter Oak State College:

General Studies – American Studies Concentration
General Studies – Communication Concentration
General Studies – Computer Science Studies Concentration
General Studies – English Concentration
General Studies – Foreign Language Concentration
General Studies – Health Studies Concentration
General Studies – History Concentration
General Studies – Information Systems Studies Concentration
General Studies – Paralegal Studies Concentration
General Studies – Political Science Concentration
General Studies – Public Administration Concentration

BACKGROUND AND RATIONALE

This evolution at Charter Oak has been taking place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, Charter Oak is able to give more attention to programs with higher enrollment potential.

Program enrollment is in the single digits, and this is part of Charter Oak's Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft a course within the American Studies Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

TEACH OUT STRATEGY

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this discontinuation. CSCU Academic and Student Affairs concurs with this recommendation.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: American Studies Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **24.0101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the American Studies Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an evolution of Charter Oak that has been taken place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, we are able to give more attention to programs with higher enrollment potential.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Communication Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **240101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the Communication Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an evolution of Charter Oak that has been taken place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, we are able to give more attention to programs with higher enrollment potential.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Computer Science Studies Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: 2**40101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the Computer Science Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an evolution of Charter Oak that has been taken place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, we are able to give more attention to programs with higher enrollment potential.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies : English Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **240101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the English Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an evolution of Charter Oak that has been taken place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, we are able to give more attention to programs with higher enrollment potential.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Foreign Language Concentration**

BOR Accreditation Date:

OHE #: **01805**

CIP Code Number: **24.0101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the Foreign Language Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: History Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **24.0101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the History Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an evolution of Charter Oak that has been taken place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, we are able to give more attention to programs with higher enrollment potential.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Information Systems Studies Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **240101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment has been healthy, and we have created the Software Development major as a response. Students are able to enroll in the Bachelor of Science (BS) degree in Software Development or have until spring 2026 to complete their concentration.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science Software Development program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog where we have a major that serves the same student population.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an example of moving a concentration to a major when student demand is shown within a concentration.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Health Studies Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **24.0101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the Health Studies Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an evolution of Charter Oak that has been taken place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, we are able to give more attention to programs with higher enrollment potential.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Paralegal Studies Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **240101** Title of CIP Code: **240101 Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the Paralegal Studies Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an evolution of Charter Oak that has been taken place recently. The college is moving away from concentrations in favor of viable majors. By focusing on majors that have high student demand, we are able to give more attention to programs with higher enrollment potential.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Political Science Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #: **01805**

CIP Code Number: **240101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the Political Science Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **General Studies: Public Administration Concentration**

BOR Accreditation Date: **7/6/1976**

OHE #:**01805**

CIP Code Number: **240101** Title of CIP Code: **Liberal Arts and Science/Liberal Studies**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS & BA**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment in the single digits and this is part of our Academic Program Planning (APP) process. Students are able to enroll in the Bachelor of Science (BS) degree in General Studies – Individualized Studies that has a much more viable enrollment of over 100 students. Students may still be able to craft course within the Public Administration Concentration in the Individualized Studies plan of study. No impact is anticipated on current or future students.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

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CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Discontinuations of Three (3) Certificates

Connecticut Director Credential (Initial)
Connecticut Director Credential (Master)
Connecticut Director Credential (Standard)

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective December 2025.

Connecticut Director Credential (Initial)	CIP Code: 190708	OHE#: 17057
Connecticut Director Credential (Master)	CIP Code: 190708	OHE#: 18077
Connecticut Director Credential (Standard)	CIP Code: 190708	OHE#: 18075

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of Three (3) Certificates - Connecticut Director Credential (Initial), Connecticut Director Credential (Master), Connecticut Director Credential (Standard) at Charter Oak State College

BACKGROUND AND RATIONALE

The CT Director Credential –Standard was developed by Charter Oak State College in partnership with CT Charts-A-Course (CCAC), a professional development agency for the early childhood workforce prior to the inception of the Office of Early Childhood (OEC). When OEC was started, the work of CCAC was merged into the OEC as a new division. Charter Oak State College maintained the credential, which OEC has continued to support. However, over time the credential has become outdated. Enrollment is low, and the requirements for the credential no longer match what is needed for early childhood program directors to qualify as administrators for early childhood program accreditation. COSC has communicated with OEC to determine whether or not to maintain the credential. COSC has provided OEC with data on the enrollment trends over the past five years, and as a result, OEC and Charter Oak State College have jointly agreed to eliminate the credential, effective 30 June 2024.

There are three levels of the CDC Credential- Initial, Standard, Master. All three levels will be eliminated on June 30, 2024.

PHASE OUT/TEACH OUT STRATEGY

There are currently ten students enrolled in the CDC program. All students will be notified of the elimination of the program and will have one year from their date of enrollment to complete the requirements of the program. This is consistent with the existing requirement since the program can be completed in one year. It requires no more than 15 credits to complete.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **CT Director Credential - Initial**

BOR Accreditation Date: 6/21/2012

OHE #: 17057

CIP Code Number: 190708 Title of CIP Code: Childcare and Support Services Management

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **Certificate/Credential, Undergraduate**

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

Locality of Program: **X** ☐ **On Campus** ☐ Off Campus ☐ Both

Phase Out / Teach Out Period: Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: June 30, 2024
- Date for final award of credential: August, 2025

Department where program is housed: Early Childhood Education

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Rationale for Discontinuation

The CT Director Credential – Initial was developed by Charter Oak State College in partnership with CT Charts-A-Course (CCAC), a professional development agency for the early childhood workforce prior to the inception of the Office of Early Childhood (OEC). When OEC was started, the work of CCAC was merged into the OEC as a new division. Charter Oak State College maintained the credential, which OEC has continued to support. However, over time the credential has become outdated. Enrollment is low, and the requirements for the credential no longer match what is needed for early childhood program directors to qualify as administrators for early childhood program accreditation. COSC has communicated with OEC to determine whether or not to maintain the credential. COSC has provided OEC with data on the enrollment trends over the past five years, and as a result, OEC and Charter Oak State College have jointly agreed to eliminate the credential, effective 30 June 2024.

There are three levels of the CDC Credential- Initial, Standard, Master. All three levels will be eliminated on June 30, 2024.

Phase Out/Teach Out Strategy

There are currently ten students enrolled in the CDC program. All students will be notified of the elimination of the program and will have one year from their date of enrollment to complete the requirements of the program. This is consistent with the existing requirement, since the program can be completed in one year. It requires no more than 15 credits to complete.

SECTION 3: RESOURCES

Close Out Costs

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

N/A

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

This concentration is being eliminated due to changes in NAEYC program accreditation requirements. The program was successful in training ECE program directors for over ten years. However, requirements have now changed. No specific lessons learned.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **CT Director Credential - Masters**

BOR Accreditation Date: 6/21/2012

OHE #: 18077

CIP Code Number: 190708 Title of CIP Code: Childcare and Support Services Management

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **Certificate/Credential, Undergraduate**

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

Locality of Program: **X☐ On Campus** ☐ Off Campus ☐ Both

Phase Out / Teach Out Period: Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: June 30, 2024
- Date for final award of credential: August, 2025

Department where program is housed: Early Childhood Education

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Rationale for Discontinuation

The CT Director Credential –Masters was developed by Charter Oak State College in partnership with CT Charts-A-Course (CCAC), a professional development agency for the early childhood workforce prior to the inception of the Office of Early Childhood (OEC). When OEC was started, the work of CCAC was merged into the OEC as a new division. Charter Oak State College maintained the credential, which OEC has continued to support. However, over time the credential has become outdated. Enrollment is low, and the requirements for the credential no longer match what is needed for early childhood program directors to qualify as administrators for early childhood program accreditation. COSC has communicated with OEC to determine whether or not to maintain the credential. COSC has provided OEC with data on the enrollment trends over the past five years, and as a result, OEC and Charter Oak State College have jointly agreed to eliminate the credential, effective 30 June 2024.

There are three levels of the CDC Credential- Initial, Standard, Master. All three levels will be eliminated on June 30, 2024.

Phase Out/Teach Out Strategy

There are currently ten students enrolled in the CDC program. All students will be notified of the elimination of the program and will have one year from their date of enrollment to complete the requirements of the program. This is consistent with the existing requirement, since the program can be completed in one year. It requires no more than 15 credits to complete.

SECTION 3: RESOURCES

Close Out Costs

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

N/A

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

This concentration is being eliminated due to changes in NAEYC program accreditation requirements. The program was successful in training ECE program directors for over ten years. However, requirements have now changed. No specific lessons learned.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **CT Director Credential - Standard**

BOR Accreditation Date: 6/21/2012

OHE #: 18075

CIP Code Number: 190708 Title of CIP Code: Childcare and Support Services Management

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **Certificate/Credential, Undergraduate**

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

Locality of Program: ☐ **X On Campus** ☐ Off Campus ☐ Both

Phase Out / Teach Out Period: Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: June 30, 2024
- Date for final award of credential: August, 2025

Department where program is housed: Early Childhood Education

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Rationale for Discontinuation

The CT Director Credential –Standard was developed by Charter Oak State College in partnership with CT Charts-A-Course (CCAC), a professional development agency for the early childhood workforce prior to the inception of the Office of Early Childhood (OEC). When OEC was started, the work of CCAC was merged into the OEC as a new division. Charter Oak State College maintained the credential, which OEC has continued to support. However, over time the credential has become outdated. Enrollment is low, and the requirements for the credential no longer match what is needed for early childhood program directors to qualify as administrators for early childhood program accreditation. COSC has communicated with OEC to determine whether or not to maintain the credential. COSC has provided OEC with data on the enrollment trends over the past five years, and as a result, OEC and Charter Oak State College have jointly agreed to eliminate the credential, effective 30 June 2024.

There are three levels of the CDC Credential- Initial, Standard, Master. All three levels will be eliminated on June 30, 2024.

Phase Out/Teach Out Strategy

There are currently ten students enrolled in the CDC program. All students will be notified of the elimination of the program and will have one year from their date of enrollment to complete the requirements of the program. This is consistent with the existing requirement, since the program can be completed in one year. It requires no more than 15 credits to complete.

SECTION 3: RESOURCES

Close Out Costs

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

N/A

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

This concentration is being eliminated due to changes in NAEYC program accreditation requirements. The program was successful in training ECE program directors for over ten years. However, requirements have now changed. No specific lessons learned.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Five (5) Undergraduate Certificates

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective Spring 2026:

Cyber Security Investigation	CIP Code: 430404	OHE#: 18916
Security Strategies Application	CIP Code: 430404	OHE#: 18915
Technical Security Administration	CIP Code: 430404	OHE#: 18917
Paralegal	CIP Code: 220302	OHE#: 15444
Victim Advocacy	CIP Code: 430199	OHE#: 19445

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of five (5) undergraduate certificates at Charter Oak State College effective Spring 2026:

- Cyber Security Investigation
- Security Strategies Application
- Technical Security Administration
- Paralegal
- Victim Advocacy

BACKGROUND AND RATIONALE

The Certificates have not had any enrollment or low single-digit enrollment for the past five years. The certificate is not connected to any industry-recognized credential thus not creating a clear value or connection to a student audience.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Cyber Security Investigation**

BOR Accreditation Date: **6/6/2016**

OHE #: **18916**

CIP Code Number: **430404** Title of CIP Code: **Cybersecurity Defense Strategy/Policy**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate enrollment has been in the low single digits for the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

Students will have until 2026 to complete the program. Due to the short-term nature of this certificate, it would allow students more than sufficient time to complete the certificate and/or enroll in the Bachelor of Science in Cybersecurity degree.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Security Strategies Application**

BOR Accreditation Date: **6/6/2016**

OHE #: **18915**

CIP Code Number: **430404** Title of CIP Code: **Cybersecurity Defense Strategy/Policy**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate has not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

N/A. No students in the program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Technical Security Administration**

BOR Accreditation Date: **6/6/2016**

OHE #: **18917**

CIP Code Number: **430404** Title of CIP Code: **Cybersecurity Defense Strategy/Policy**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate has not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

N/A. No students in the program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Paralegal**

BOR Accreditation Date: **10/14/2009**

OHE #: **15444**

CIP Code Number: **220302** Title of CIP Code: **Legal Assistant/Paralegal**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate enrollment has been in the low single digits for the past five years. The certificate is not connected to any industry recognized credential or American Bar Association, thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

Students will have until 2026 to complete the program. Due to the short-term nature of this certificate, it would allow students more than sufficient time to complete the certificate and/or enroll in the Bachelor of Science in Individualized Studies degree.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Victim Advocacy**

BOR Accreditation Date: **11/17/2017**

OHE #: **19445**

CIP Code Number: **430199** Title of CIP Code: ***Corrections and* Criminal *Justice, Other***

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate has not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

N/A. No students in the program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Discontinuation of Cyber Security Fundamentals
An Undergraduate Certificate

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificate at Charter Oak State College effective Spring 2026:

Cyber Security Fundamentals CIP Code: 430404 OHE#: 18914

A True Copy:

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Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of an undergraduate certificate at Charter Oak State College effective Spring 2026:

- Cyber Security Fundamentals

BACKGROUND AND RATIONALE

Certificate enrollment has been in the low single digits for the past five years. The certificate is not connected to any industry-recognized credential, thus not creating a clear value or connection to a student audience. With the cancellation of this certificate, Charter Oak will add a new certificate that does lead to the CompTIA Security+ Industry Certification (See Below Threshold Item – Fundamentals of Cyber Security).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Cyber Security Fundamental**

BOR Accreditation Date: **6/6/2016**

OHE #: **18914**

CIP Code Number: **430404** Title of CIP Code: **Cybersecurity Defense Strategy/Policy**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate enrollment has been in the low single digits for the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience. With the cancellation of this certificate, we will add a new certificate that does lead to the CompTIA Security+ Industry Certification.

Phase Out/Teach Out Strategy

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

Students will have until 2026 to complete the program. Due to the short-term nature of this certificate, it would allow students more than sufficient time to complete the certificate and/or enroll in the Bachelor of Science in Cybersecurity degree.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Two (2) Undergraduate Certificates

Long-Term Care
Long-Term Care (Elder Care)

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective Spring 2026:

Long Term Care Certificate for Direct Care Workers
CIP Code: 513902 OHE#:017209

Long Term Care Certificate for Direct Care Workers-Specialty Skills in Elder Care
CIP Code: 513902 OHE#: 17210

A True Copy:

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of two (2) undergraduate certificates at Charter Oak State College effective Spring 2026:

- Long Term Care Certificate for Direct Care Workers
- Long Term Care Certificate for Direct Care Workers-Specialty Skills in Elder Care

BACKGROUND AND RATIONALE

The Certificates have not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Long Term Care Certificate for Direct Care Workers-Specialty Skills in Elder Care**

BOR Accreditation Date: 10/18/2012

OHE #: 17210

CIP Code Number: 513902 Title of CIP Code: Nursing Assistant/Aide and Patient Care Assistant/Aide

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate has not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

N/A. No students in the program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Long Term Care Certificate for Direct Care Workers**

BOR Accreditation Date: 10/18/2012

OHE #: 17209

CIP Code Number: 513902 Title of CIP Code: Nursing Assistant/Aide and Patient Care Assistant/Aide

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate has not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

N/A. No students in the program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Two (2) Undergraduate Public Safety Certificates

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following undergraduate certificates at Charter Oak State College effective Spring 2026:

Public Safety Administration Level 1	CIP Code: 430103	OHE#: 15455
Public Safety Administration Level 2	CIP Code: 430103	OHE#: 15446

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of two (2) undergraduate certificates at Charter Oak State College effective Spring 2026:

- Public Safety Administration Level 1
- Public Safety Administration Level 2

BACKGROUND AND RATIONALE

The Certificates have not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Public Safety Administration Level 1**

BOR Accreditation Date: **10/14/2019**

OHE #: **15455**

CIP Code Number: **430103** Title of CIP Code: **Criminal Justice/Law Enforcement Administration**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate has not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

N/A. No students in the program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Public Safety Administration Level 2**

BOR Accreditation Date: **10/14/2019**

OHE #: **15446**

CIP Code Number: **430103** Title of CIP Code: **Criminal Justice/Law Enforcement Administration**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Undergraduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Certificate has not had any enrollment in the past five years. The certificate is not connected to any industry recognized credential thus not creating a clear value or connection to a student audience.

Phase Out/Teach Out Strategy

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

N/A. No students in the program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

Any undergraduate certificate moving forward will need to be connected to an industry recognized credential and stackable into a bachelor's degree. Short-term certificates or micro-credentials that may have student demand but do not meet the criteria listed in the last sentence can be better served on our non-credit Workforce Development division.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuations of Two (2) Graduate Certificates

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following graduate certificates at Charter Oak State College effective Spring 2026:

Leadership	CIP Code: 520213	OHE#: 19529
Organizational Development	CIP Code: 520213	OHE#: 19531

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuations of two (2) graduate certificates at Charter Oak State College effective Spring 2026:

- Leadership
- Organizational Development

RATIONALE AND TEACH OUT STRATEGY

Enrollment in the certificates is in the low single digits and has been consistently at that amount for the past five years.

Students will have until spring 2026 to complete the certificate program. Due to the low credit nature of the program, that would give more than sufficient time to complete the program and/or enroll in the full Master's degree program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Leadership**

BOR Accreditation Date: **9/20/2018**

OHE #: **19529**

CIP Code Number: **520213** Title of CIP Code: **Organizational Leadership**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Graduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Enrollment in the certificate is in the low single digits and has been consistently at that amount for the past five years.

Phase Out/Teach Out Strategy

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

Students will have until spring 2026 to complete the certificate program. Due to the low credit nature of the program, that would give more than sufficient time to complete the program and/or enroll in the full Master's degree program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

In the graduate marketplace (post-baccalaureate), students are looking not necessarily for a graduate certificate but rather a targeted short-term upskilling. Charter Oak State College now has a non-credit Workforce Development division that it did not have at the time of the creation of the graduate certificate. Prospective students can be better served for this short-term upskilling through this division and at a price point that is competitive with other short-term upskilling institutions.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Organizational Development**

BOR Accreditation Date: **9/20/20218**

OHE #: **19531**

CIP Code Number: **520213** Title of CIP Code: **Organizational Leadership**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Graduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Enrollment in the certificate is in the low single digits and has been consistently at that amount for the past five years.

Phase Out/Teach Out Strategy

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

Students will have until spring 2026 to complete the certificate program. Due to the low credit nature of the program, that would give more than sufficient time to complete the program and/or enroll in the full Master's degree program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

In the graduate marketplace (post-baccalaureate), students are looking not necessarily for a graduate certificate but rather a targeted short-term upskilling. Charter Oak State College now has a non-credit Workforce Development division that it did not have at the time of the creation of the graduate certificate. Prospective students can be better served for this short-term upskilling through this division and at a price point that is competitive with other short-term upskilling institutions.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Discontinuation of Nonprofit Leadership
A Graduate Certificate

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following graduate certificate at Charter Oak State College effective Spring 2026:

Nonprofit Leadership CIP Code: 520213 OHE#: 19530

A True Copy:

_____
Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Discontinuation of a graduate certificate at Charter Oak State College effective Spring 2026:

- Nonprofit Leadership

RATIONALE AND TEACHOUT STRATEGY

Enrollment in the certificate is in the low single digits and has been consistently at that amount for the past five years.

The M. S. in Organizational Leadership offers two tracks, one in Business and the other in Nonprofit. There are no changes to the Business track of this degree; there is a Below Threshold modification to the Nonprofit track option (1 of 3 courses). Nonprofits rely on multiple fundraising strategies to maximize the volume and quality of their offerings to the community that they serve. One critical fundraising strategy that is not addressed in the current program is Grant Writing. Not only is such a knowledge base critical from a strategic perspective, but it is also a skill set increasingly in demand by those who work in nonprofit organizations.

Students will have until spring 2026 to complete the certificate program. Due to the low credit nature of the program, that would give more than sufficient time to complete the program and/or enroll in the full Master's degree program.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve these discontinuations. CSCU Academic and Student Affairs concurs with this recommendation.

4/5/2024 – BOR - Academic and Student Affairs Committee
5//2023 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Nonprofit Leadership**

BOR Accreditation Date: **9/20/2018**

OHE #: **19530**

CIP Code Number: **520213** Title of CIP Code: **Organizational Leadership**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **CT, Graduate Certificate**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Enrollment in the certificate is in the low single digits and has been consistently at that amount for the past five years.

Phase Out/Teach Out Strategy

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

Students will have until spring 2026 to complete the certificate program. Due to the low credit nature of the program, that would give more than sufficient time to complete the program and/or enroll in the full Master's degree program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog and other systems with such low enrollment. This will allow Charter Oak to then focus human resources on programs that have higher student demand to improve overall efficiency of the institution

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

In the graduate marketplace (post-baccalaureate), students are looking not necessarily for a graduate certificate but rather a targeted short-term upskilling. Charter Oak State College now has a non-credit Workforce Development division that it did not have at the time of the creation of the graduate certificate. Prospective students can be better served for this short-term upskilling through this division and at a price point that is competitive with other short-term upskilling institutions.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Business Administration
Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Business Administration (CIP Code: 520201/ OHE# 17955), specifically a significant modification of courses/course substitutions at Charter Oak State College.

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Program Concentrations

Business Administration: Human Resources - Bachelor of Science
Business Administration: Organizational Management – Bachelor of Science
Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of a two program concentrations (CIP Code: 520201 and OHE#17955) at Charter Oak State College:

Business Administration: Human Resources - Bachelor of Science
Business Administration: Organizational Management – Bachelor of Science

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to BS in Business Administration, specifically a significant modification of courses/course substitutions and discontinuation of two existing concentrations in the BS in Business Administration - Human Resources Management and Organizational Management at Charter Oak State College

JUSTIFICATION/PROPOSED CHANGE

These proposals are intended to:

- Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors.
- Facilitate potential future business program accreditation.
- Facilitate assessment and continuous improvement processes.
- Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
- Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.

Proposed modifications to the program are as follows:

1) BS in Business Administration
   - Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.
   - Terminate two existing concentrations in Human Resources Management and Organizational Management.
   - Modify three concentrations including Entrepreneurship (originally Small Business), General Business, and Project Management
2) Fast Track Program:
   - For those students qualified and interested in accelerating completion of a graduate degree, replace specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

The total number of courses and course credits to be modified by this change is 10 - 13 courses (30 - 39credits).

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Type of Program Modification Approval Being Sought (mark all that apply):

X Significant Modification of Courses/Course Substitutions*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **10 -13 courses depending on concentration chosen, 30-39 credits**

* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form 206 *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form 202 *Application to Modify Instructional Modality*
- If only modifying program name, use form 203 *Application for Name Change*
- If only modifying CIP code, use form 204 *Application to Change CIP Code*

Original Program Characteristics

Name of Program: BS in Business Administration
OHE #: 17955
Modality of Program *(check all that apply)*: ☐ On ground X Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Bachelor of Science (BS)
Date Program was Initiated: 10/16/2014
Total # Credits in Program: 120
Credits in General Education: 40
CIP Code Number: 520201 Title of CIP Code: Business Administration and Management, General

Modified Program Characteristics

Name of Program: BS in Business Administration
Modality of Program *(check all that apply)*: ☐ On ground X Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Bachelor of Science (BS)
Initiation Date for Modified Program: 7/1/24
Anticipated Date of First Graduation: 5/31/2025
Total # Credits in Program: 120
Credits in General Education: 40

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

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

CIP Code Number: 520201 Title of CIP Code: Business Administration and Management, General		
Department where program is housed: Business & Technology Location Offering the Program *(e.g., main campus)*: 185 Main Street, New Britain, CT 06051		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No		
Other Program Accreditation: • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, o identify credential: o confirm NC-SARA requirements met: ☐ Yes ☐ No *(As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)*		
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost & VP of Academic Affairs	Tel.: 860-515-3727 Email: dferreira@charteroak.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

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

1) BS in Business Administration
   a. Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.
   b. Terminate two existing concentrations in Human Resources Management and Organizational Management.
   c. Modify three concentrations including Entrepreneurship (originally Small Business), General Business, and Project Management
2) Fast Track Program:
   a. For those students qualified and interested in accelerating completion of a graduate degree, replaces specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

Background and Rationale

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

1) Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors. The common business core is listed on page 4 of this document.
2) Facilitate potential future business program accreditation.
3) Facilitate assessment and continuous improvement processes.
4) Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
5) Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.
6) Align to IACBE accreditation standards that we plan to pursue

Addressing Identified Needs

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

1) These proposals are modifications of an existing program. The curriculum changes promote soft skill sets demanded in the workforce including problem-solving / critical thinking, communications, working within and leadership of cross-functional and self-directed work teams, project management, and process change, in addition to enhancing a well-rounded disciplinary knowledge set. Students may earn professional certifications while in the degree program or put themselves in a position to earn professional certifications upon graduation combined with appropriate time of workforce experience.
2) Fast Track: Upper managerial / leadership positions in many organizations require an advanced degree. The Fast Track program will allow COSC students to shorten the time of degree and lower total cost of completing a graduate degree by completing graduate-level courses as part of their undergraduate degree requirements.
    a. Fast-Track programs offer Charter Oak students the opportunity to earn a master's degree while at Charter Oak in as little as one year after receiving their bachelor's degree by completing four graduate courses at the undergraduate level.
    b. Undergraduate Charter Oak students can identify as part of the Fast-Track program by meeting with their respective academic advisor and following the Fast-Track academic advising path in select undergraduate programs. Fast-Track undergraduate students must have - and maintain - a minimum undergraduate Charter Oak GPA of 3.0 and completed at least 90 credits towards their bachelor's degree prior to taking their first graduate course.
    c. Only one graduate course can be taken in each 8-week term. The graduate courses taken at the undergraduate level can only be internally transferred to the student's graduate record if the students earn a final grade of B- or higher. That grade will then be transcribed as 'P' on the graduate record and will not be calculated in the graduate GPA.
3) The traditional path of study for students who are not pursuing a Master's Degree at this time or who do not qualify for the Fast-Track option will remain in place.

- How does the modified program make use of the strengths of the institution (e.g., curriculum, faculty, resources) and of its distinctive character and/or location?
    - Except for the creation of a few courses, the proposed curriculum utilizes existing courses and resources. Current and new adjunct faculty will be utilized to instruct courses in this program. The current LMS (Blackboard) will be utilized in all course instruction. The program actively support and promotes the College's policy on the use of no cost, low cost instructional materials.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
        - Charter Oak's program review template requires programs under review to assess recruitment, retention, enrollment and completion for both SES and race/ethnicity.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.
        - 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). The community college tuition match program at Charter Oak State college affords any graduate of CT State that matriculates at Charter Oak within 12 months of graduation the ability to pay the same tuition rate as CT State of that given year. With the current Pell allotment, that means a fully Pell student has the opportunity for a debt-free bachelor's degree between PACT and the CC Tuition Match.
    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
        - Equity gaps within the program via the program review process are required to develop an action plan for correction. Typically, this would require a redesign of targeted courses that contain any statistically significant equity gaps. Strategies include inclusive design principles and universal design of learning (UDL).
- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate)
    - Degree program allows for maximization of credit transfer of students through CT State TAP, transfer of credit from other institutions, employment of Credit for Prior Learning, pathway exams, credential evaluation, portfolio program, and CT Credit Assessment Program (CCAP).

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
  - N/A. This is an existing program at Charter Oak State College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
		Business Core (Common across all concentrations)	
ACC101 Principles of Accounting	3	ACC101 Principles of Accounting	3
ACC102 Managerial Accounting	3	ACC102 Managerial Accounting	3
BUS120 Business Law	3	BUS120 Business Law	3
		BUS250 International Business	3
FIN210 Managerial Finance	3	FIN210 Managerial Finance	3
MGT101 Principles of Management	3	MGT101 Principles of Management	3
MGT315 Organizational Behavior	3	MGT315 Organizational Behavior	3
MGT 220 Principles of Marketing	3	MGT 220 Principles of Marketing	3
ITE 101 Management Information Systems	3		
ECO104 Microeconomics (co-requisite)	3	**Business Administration Major Courses (common across all concentrations)**	
ECO103 Macroeconomics (co-requisite)	3	ECO103 Macroeconomics or ECO104 Microeconomics	3
		MGT330 Diversity, Equity, & Inclusion in the Workplace	3
		PHL485 Business Ethics & Individual Values	3
		MGT460 Project Management	3
BUS201 Business Statistics or MAT105 Statistics (corequisite)	3	BUS201 Business Statistics or MAT105 Statistics or PSY216 Stats Behav Sci	3
		MGT 4XX Strategic Management	3
BUS499 Business Administration Capstone	3	BUS499 Business Administration Capstone	3
Business Concentration chosen from: Small Business Mgt, Organizational Management, Project Management, Human Resources, or General Business (designed with Advisor) See below for details	9	**Business Concentration chosen from: General Business, Project Management, Entrepreneurship.**	15-24
Total Major Credits (36 Core + 9 concentration)	**45**	**Total Major Credits (24 Core + 21 Major + 12-21 concentration)**	**57-66**
Select one concentration from below			
<u>Organizational Management Concentration</u> Choose 3 courses from: COM 326 Organizational Communication MGT 325 Org/Group Dynamics MGT 326 Organizational Theory MGT327 Organizational Change MGT 370 Operations Management	9	Organizational Management Concentration discontinued	

MGT 371 Logistics/Supply Chain MGT 450 Leadership MGT 451 Team Leadership			
Human Resources Concentration Choose 3 courses from: HRM 310 Human Res Mgt HRM 311 Managing Ppl Global Economy HRM 312 Employment Law MGT 330 Diversity & Inclusion Wkplace MGT 425 Union & Labor Relations MGT 431 Compensation and Benefits MGT 467 Training and Development	9	Human Resources concentration discontinued (is now a separate Major)	
Small Business Management Concentration Choose 3 courses from: MGT350 Entrepreneurship MGT351 Managing a Growing Business MGT352 Financing Entrepreneurial Ventures MGT353 Evaluating New Business Opportunities MGT360 Small Business Management MGT 365 Non-Profit Management MKT 310 International Marketing	**9**	**Entrepreneurship Concentration** (name changed from Small Business Management) MGT350 Entrepreneurship MGT351 Managing a Growing Business MGT352 Financing Entrepreneurial Ventures MGT353 Evaluating New Business Opportunities MGT360 Small Business Management MGT4XX Advanced Entrepreneurship Plus one course from: MGT327 Organizational Change or MGT3XX Lean Management or MGT3XX Agile Development or OEL530 Organizational Dev (Fast Track Students)	21
General Business Concentration Choose 3 Upper level courses from BUS, MGT, MKT, COM, HRM, or other related approved area in consultation with Advisor.	9	**General Business Concentration** HRM310 Human Resources Management MGT350 Entrepreneurship Plus one course from: MGT325 Organizational & Group Dynamics or OEL525 Team Dynamics and Processes in Modern Work Teams (Fast Track) And one course from: MGT327 Organizational Change or MGT3XX Lean Management or MGT3XX Agile Development or OEL530 Organizational Development (Fast Track)	12
Project Management Concentration All 3 required: MGT 460 Project Management MGT462 Effective Project Management MGT464 Mastering Project Management	9	**Project Management Concentration** MGT462 Effective Project Management MGT464 Mastering Project Management MGT3XX Lean Management MGT3XX Agile Development & Management Plus one course from: MGT327 Organizational Change or OEL530 Organizational Development (Fast Track) And one course from:	18

		MGT451 Team Leadership or OEL525 Team Dynamics & Processes in Modern Work Teams (Fast Track)	
Overall Degree Electives (Free and Upper Level)	45	Overall Degree Electives (Free and Upper Level)	15-24
Total Credits Original Program	**120**	**Total Credits Modified Program**	**120**

Learning Outcomes - L.O.

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

Broad Based Student Learning Outcomes

1. Students will acquire the relevant ethical and disciplinary knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the global environments in which business operates.
3. Students will be able to demonstrate and apply critical thinking and decision-support tools and apply them to management decision making.
4. Students will be able to demonstrate well-developed, professional oral and written communication skills

Intended Student Learning Outcomes- BS in Business Administration

1. Students will apply the concepts, theories, and relationships among the functional areas of an organization, including the ability to explain the nature and construct of an organization; assess the information technology needs of an organization; explain the process of resource allocation within an organization; identify and satisfy the needs of the consumer; and create strategic processes and measurements necessary for a successful organization.
2. Students will be able to explain the global environment of business including the political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life.
3. Students will understand and demonstrate professional business behavior, social responsibility, and ethical decision making and conduct.
4. Students will be able to demonstrate well-developed and effective critical thinking, decision making, problem solving, organizational leadership, teamwork; oral and written communication skills utilizing tools such as the internet, research databases, and other tools as required.

Assessment of Learning Outcomes

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

Direct Measures:

1. MGT4## Strategic Management
2. BUS499 Business Administration Capstone

Indirect Measures:

1. End of Course Surveys
2. Program Exit Surveys

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
Business Core (Common across all concentrations)			
ACC101 Principles of Accounting	1	None	3
ACC102 Managerial Accounting	1	ACC101	3
BUS120 Business Law	1	None	3
BUS250 International Business	1,2	None	3

FIN210 Managerial Finance	1	ACC101, ACC102, and either ECO103 or ECO104	3
MGT101 Principles of Management	1	None	3
MGT315 Organizational Behavior	1	ENG101, ENG102, MGT101	3
MGT 220 Principles of Marketing	1	None	3
Business Administration Major Courses (common across all concentrations)			
BUS201 Managerial Statistics or MAT105 Statistics or *PSY216 Stats Behav Sci	4	*PSY101 or SOC101	3
ECO103 Macroeconomics or ECO104 Microeconomics	1,2	None	3
MGT330 Diversity, Equity, & Inclusion in the Workplace	1-3	ENG101, ENG102	3
MGT460 Project Management	1,4	ENG101, ENG102	3
PHL485 Business Ethics & Individual Values	1,4	ENG101, ENG102	3
MGT4## Strategic Management (New Course)	1-4	ACC101, ACC102, BUS120, BUS250, ECO103 or ECO104, ENG101, ENG102, FIN210, MGT101, MGT315, MKT220. This course must be taken at COSC.	3
BUS499 Business Administration Capstone	1,4	Taken within the final two terms of the student's degree program, ENG101, ENG102, ACC 101, FIN 210, MGT 101, MGT 315, BUS 120, MKT 220	3
Entrepreneurship concentration			
MGT350 Entrepreneurship	1,4	ENG101, ENG102	3
MGT351 Managing a Growing Business	1,4	ENG101, ENG102, MGT350, MKT220	3
MGT352 Financing Entrepreneurial Ventures	1,4	ENG101, ENG102, MGT350	3
MGT353 Evaluating New Business Opportunities	1,4	ENG101, ENG102, MGT350	3
MGT360 Small Business Management	1,4	ENG101, ENG102, MGT 101, MGT350	3
MGT327 Organizational Change or MGT3## Lean Management (New Course) or MGT3## Agile Development & Management (New Course) or *OEL530 Organizational Development (Fast Track Students)	1,4	ENG101, ENG102, MGT 101 *Fast Track qualifications per COSC catalog, OEL501	3
MGT4## Advanced Entrepreneurship	1,4	ENG101, ENG102, MGT350	3
General Business Concentration			
HRM310 Human Resources Management	1,4	ENG101, ENG102	3

MGT325 Organizational & Group Dynamics OR *OEL525 Team Dynamics and Processes in Modern Work Teams (Fast Track students)	1,4	ENG101, ENG102 *Fast Track qualifications per COSC catalog, OEL501	3
MGT327 Organizational Change or MGT3## Lean Management (New Course) or MGT3## Agile Development & Management (New Course) or *OEL530 Organizational Development (Fast Track Students)	1,4	ENG101, ENG102. MGT 101 *Fast Track qualifications per COSC catalog, OEL501	3
MGT350 Entrepreneurship	1,4	ENG101, ENG102	3
Project Management Concentration			
Project Management Major Requirements			
MGT462 Effective Project Management	1,4	ENG101, ENG102, MGT460	3
MGT464 Mastering Project Management	1,4	ENG101, ENG102, MGT460, MGT462	3
MGT3## Lean Management	1,4	ENG101, ENG102	3
MGT3## Agile Development & Management	1,4	ENG101, ENG102	3
MGT327 Organizational Change or *OEL530 Organizational Development (Fast Track Students)	1,4	ENG101, ENG102, MGT 101 *Fast Track qualifications per COSC catalog, OEL501	3
MGT451 Team Leadership or *OEL525 Team Dynamics & Processes in Modern Work Teams	1,4	ENG101, ENG102 *Fast Track qualifications per COSC catalog, OEL501	3
Open Electives (*Indicate number of credits of open electives*)			Varies by Concentration 15-24
Total Program Credits:			120

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

- N/A

Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

- Resources required including course developers, instructional designer for Blackboard implementation and course reviewer for new courses to be developed. No additional resources will be required.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2021		Fall Term, Year 2022		Fall Term, Year 2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	13	26	19	37	26	41

New Students	1	2	0	0	1	3
Returning Students	37	91	31	85	62	72
Actual Headcount Enrollment	51	119	50	122	89	116
Fall FTE accounted for by Program Majors	**FT + PT / 3 = 90.7**		**FT + PT / 3 = 90.7**		**FT + PT / 3 = 127.7**	
Size of Credentialed Group(s) for Given Year	**Completions FY21 = 87**		**Completions FY22 = 56**		**Completions FY23 = 54**	

Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion

- Anticipate increased student enrollment and degree completion given ability to better market program goals and curriculum to workforce requirements.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

- N/A

SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

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

PROJECTED Program Revenue	Fall 2023	Fall 2024	Fall 2025
Tuition (do not include internal transfers)	938,948	1,023,454	1,115,564
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	938,948	1,023,454	1,115,564
PROJECTED Program Expenditures*	Fall 2023	Fall 2024	Fall 2025
Administration (Chair or Coordinator)	67,250	67,250	67,250
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	197,760	215,558	234,958
Support Staff			
Library Resources Program	7,000	7,000	7,000
Equipment (List as needed)			
Other (e.g., student services)	20,600	22,454	24,474
Estimated Indirect Costs (e.g., student services, operations, maintenance)	25,000	25,000	25,000
Total Estimated Program Expenditures	317,610	337,262	358,638

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

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

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

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

Program website: https://www.charteroak.edu/catalog/current/undergraduate-programs-bachelors/business_administration.php

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

Provide estimated cost of program (tuition and fees): $ N/A OR url for link to tuition/fee information: https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/undergraduate-current-fees.php

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

Catalog Description

- Students completing the Bachelor of Science in Business Administration will have an understanding of the global and business environment and the construct of an organization and how each interacts with government policies. Additionally, for those choosing a concentration, students will develop the disciplinary skill sets required with the specific concentration. They will also understand allocation of resources and the application of information technology. Students will acquire decision-making, leadership, teamwork and motivational skills to become managers with an awareness of differences related to culture, communications style and gender.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11.3012 Administrative Services Managers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $103,330

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative Management

Career/Program Pathways

Does this program prepare students for another program? X Yes, specify program: Graduate school ☐ No

Program Administration and Faculty

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

- Dr. Thomas A. Barron, Jr., Ed.D., tbarron@charteroak.edu; (860)515-3838

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Approximately 15-20

Admissions Requirements

What are the admissions requirements for the program? Standard COSC entrance requirements.

- See https://www.charteroak.edu/catalog/current/ug_admissions/

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? X Yes ☐ No
If yes, describe:

- Capstone Report

Program Work Experiences

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

Prospective Students

Describe the prospective students for the program:

- Adult learners currently in or separated from the workforce, college transfers, community college transfers, and other students who previously started a degree program and stopped or are seeking to pursue a business-focused degree program utilizing an online modality.

Addendum: New Courses

MGT3## Lean Management

This course introduces students to fundamentals of six sigma, lean manufacturing, methodology and tools along with change management and other important strategies to improve the performance of business processes. Topics covered will include six sigma improvement methodology and tools, lean thinking tools and cultural approach, dashboards, process mapping, applied statistics, and other business improvement techniques. Students will be able to sit for a Six Sigma Green Belt certification exam upon completion of this course. Prerequisites: ENG101, ENG102.

MGT3## Agile Development and Management

In this course, students learn the theories and methods behind agile or adaptive project life cycles and agile tools, techniques, and skills. The course introduces the principles and best practices of the Scrum agile product development framework. Class discussions cover how agile methods for determining requirements, estimating, and enabling self-managing teams to build products can help to better control today's high-demand, ever-changing project environments. Students will be able to sit for a Scrum Master certification exam upon completion of this course. Prerequisites: ENG101, ENG102.

MGT4## Strategic Management

This course examines the role of a company's executive team in defining its long-term competitive direction. Special emphasis is placed on the strategic management process and tools utilized in formulating and implementing the organization's mission, goals, strategies, and plans. Students should be of senior year status and this course must be taken at Charter Oak State College. Prerequisites: ACC101, ACC102, BUS120, BUS250, ECO103 or ECO104, ENG101, ENG102, FIN210, MGT101, MGT315, MKT220.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Business Administration: Human Resources Concentration**

BOR Accreditation Date: **10/16/2014**

OHE #: **17955**

CIP Code Number: **520201** Title of CIP Code: **Business Administration and Management, General**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment has been healthy, and we have created the Human Resources major as a response. Students are able to enroll in the Bachelor of Science (BS) degree in Human Resources or have until spring 2026 to complete their concentration.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to the Bachelor of Science Human Resources program.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog where we have a major that serves the same student population.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an example of moving a concentration to a major when student demand is shown within a concentration.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Program Characteristics

Name of Program: **Business Administration: Organizational Management Concentration**

BOR Accreditation Date: **10/16/2014**

OHE #: **17955**

CIP Code Number: **520201** Title of CIP Code: **Business Administration and Management, General**

Program Type *(include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science)*: **BS**

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

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

Phase Out / Teach Out Period: Spring 2024-Spring 2026

Expected Dates of Program Termination

- Date for final enrollment of new students: Spring 2024
- Date for final award of credential: Spring 2026

Department where program is housed: Academics

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

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

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

Program enrollment has been healthy, and we have created the a number of majors within Business as a response. Students have until spring 2026 to complete their concentration.

Phase Out/Teach Out Strategy

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

Students will have the opportunity to graduate in the current degree between now and spring 2026 or transition to one of the Bachelor of Science of Business Administration majors.

SECTION 3: RESOURCES

Close Out Costs

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

None. Human resource savings will be realized by not having to maintain a program in the catalog where we have a major that serves the same student population.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

This is an example of moving a concentration to a major when student demand is shown within a concentration.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of Two Programs

Bachelor of Science in Organizational Leadership
Bachelor of Science in Human Resource Management

Charter Oak State College

May 23, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of two programs, specifically a significant modification of courses/course substitutions at Charter Oak State College.

BS in Organizational Leadership (CIP Code: 520213/ OHE# 19937)

BS in Human Resource Management (CIP Code: 521005/ OHE# 19936)

A True Copy:

_____

Pamela A. Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Modification to BS in Organizational Leadership and BS in Human Resources Management, specifically a significant modification of courses/course substitutions at Charter Oak State College

JUSTIFICATION/PROPOSED CHANGE

This proposal is intended to:

- Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors.
- Facilitate potential future business program accreditation.
- Facilitate assessment and continuous improvement processes.
- Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
- Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.

The curriculum changes promote soft skill sets demanded in the workforce including problem-solving, critical thinking, communications, working within and leadership of cross-functional and self-directed work teams, project management, and process change, in addition to enhancing a well-rounded disciplinary knowledge set. Students may earn professional certifications while in the degree program or put themselves in a position to earn professional certifications upon graduation combined with appropriate time of workforce experience.

Proposed modifications to the program are as follows:

1) BS in Organizational Leadership and Human Resources Management
   - Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.
2) Fast Track Program:
   - For those students qualified and interested in accelerating completion of a graduate degree, replace specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

RECOMMENDATION

Following its review and deliberative process, it is the recommendation of the Academic & Student Affairs Committee that the Board of Regents approve this modification. CSCU Academic and Student Affairs concurs with this recommendation.

04/5/2024 – BOR - Academic and Student Affairs Committee
05/23/2024 – Board of Regents

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Type of Program Modification Approval Being Sought (mark all that apply):

X Significant Modification of Courses/Course Substitutions*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **13 courses, 39 credits**

* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form 206 *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form 202 *Application to Modify Instructional Modality*
- If only modifying program name, use form 203 *Application for Name Change*
- If only modifying CIP code, use form 204 *Application to Change CIP Code*

Original Program Characteristics

Name of Program: BS in Human Resources Management

OHE #: 19936

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

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

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

Date Program was Initiated: 4/3/2020

Total # Credits in Program: 120

Credits in General Education: 40

CIP Code Number: 52.1005 Title of CIP Code: Human Resources Development

Modified Program Characteristics

Name of Program: BS in Human Resources Management

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

Locality of Program: ☒ On Campus Off Campus ☐ Both

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

Initiation Date for Modified Program: 7/1/24

Anticipated Date of First Graduation: 5/31/2025

Total # Credits in Program: 120

Credits in General Education: 40

CIP Code Number: 52.1005 Title of CIP Code: Human Resources Development

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

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

Department where program is housed: Business & Technology
Location Offering the Program *(e.g., main campus)*: 185 Main Street, New Britain, CT 06051

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

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

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

Institutional Contact for this Proposal:	Title:	Tel.: 860-515-3727
Dr. David Ferreira	Provost & VP of Academic Affairs	Email: dferreira@charteroak.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

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

1) BS in Human Resources Management
   a. Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.
2) Fast Track Program:
   a. For those students qualified and interested in accelerating completion of a graduate degree, replaces specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

Background and Rationale

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

1) Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors. The common business core is listed on page 4 of this document.
2) Facilitate potential future business program accreditation.
3) Facilitate assessment and continuous improvement processes.
4) Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
5) Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.
6) Align to IACBE accreditation standards that we plan to pursue

Addressing Identified Needs

- How does the modified program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this modified program. (Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)
  1) These proposals are modifications of an existing program. The curriculum changes promote soft skill sets demanded in the workforce including problem-solving, critical thinking, communications, working within and leadership of cross-functional and self-directed work teams, project management, and process change, in addition to enhancing a well-rounded disciplinary knowledge set. Students may earn professional certifications while in the degree program or put themselves in a position to earn professional certifications upon graduation combined with appropriate time of workforce experience.

2) Fast Track: Upper managerial / leadership positions in many organizations require an advanced degree. The Fast Track program will allow COSC students to shorten the time of degree and lower total cost of completing a graduate degree by completing graduate-level courses as part of their undergraduate degree requirements.
    a. Fast-Track programs offer Charter Oak students the opportunity to earn a master's degree while at Charter Oak in as little as one year after receiving their bachelor's degree by completing four graduate courses at the undergraduate level.
    b. Undergraduate Charter Oak students can identify as part of the Fast-Track program by meeting with their respective academic advisor and following the Fast-Track academic advising path in select undergraduate programs. Fast-Track undergraduate students must have - and maintain - a minimum undergraduate Charter Oak GPA of 3.0 and completed at least 90 credits towards their bachelor's degree prior to taking their first graduate course.
    c. Only one graduate course can be taken in each 8-week term. The graduate courses taken at the undergraduate level can only be internally transferred to the student's graduate record if the students earn a final grade of B- or higher. That grade will then be transcribed as 'P' on the graduate record and will not be calculated in the graduate GPA.
3) The traditional path of study for students who are not pursuing a Master's Degree at this time or who do not qualify for the Fast-Track option will remain in place.

- How does the modified program make use of the strengths of the institution (e.g., curriculum, faculty, resources) and of its distinctive character and/or location?
    - Except for the creation of a few courses, the proposed curriculum utilizes existing courses and resources. Current and new adjunct faculty will be utilized to instruct courses in this program. The current LMS (Blackboard) will be utilized in all course instruction. The program actively support and promotes the College's policy on the use of no cost, low cost instructional materials.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
        - Charter Oak's program review template requires programs under review to assess recruitment, retention, enrollment and completion for both SES and race/ethnicity.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.
        - 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). The community college tuition match program at Charter Oak State college affords any graduate of CT State that matriculates at Charter Oak within 12 months of graduation the ability to pay the same tuition rate as CT State of that given year. With the current Pell allotment, that means a fully Pell student has the opportunity for a debt-free bachelor's degree between PACT and the CC Tuition Match.
    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
        - Equity gaps within the program via the program review process are required to develop an action plan for correction. Typically, this would require a redesign of targeted courses that contain any statistically significant equity gaps. Strategies include inclusive design principles and universal design of learning (UDL).
- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate)
    - Degree program allows for maximization of credit transfer of students through CT State TAP, transfer of credit from other institutions, employment of Credit for Prior Learning, pathway exams, credential evaluation, portfolio program, and CT Credit Assessment Program (CCAP).
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
    - N/A. This is an existing program at Charter Oak State College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
Business Core			
ACC101 Principles of Accounting	3	ACC101 Principles of Accounting	3
		ACC102 Managerial Accounting	3
		BUS120 Business Law	3
		BUS250 International Business	3
		FIN210 Managerial Finance	3
MGT101 Principles of Management	3	MGT101 Principles of Management	3
MGT315 Organizational Behavior	3	MGT315 Organizational Behavior	3
		MGT 220 Principles of Marketing	3
Major Requirements			
Major Pre-requisite: BUS201 Managerial Statistics or MAT105 Statistics or PSY 216 Stats Behav Science	3	BUS201 Managerial Statistics or MAT105 Statistics or PSY216 Stats Behav Science	3
Major Pre-requisite: ECO103 Macroeconomics	3	ECO103 Macroeconomics or ECO104 Microeconomics	3
MGT330 Diversity, Equity, & Inclusion in the Workplace	3	MGT330 Diversity, Equity, & Inclusion in the Workplace	3
HRM310 Human Resource Management	3	HRM310 Human Resources Management	3
HRM312 Employment Law	3	HRM312 Employment Law	3
MGT431 Performance, Compensation, & Benefits	3	MGT431 Performance, Compensation, & Benefits	3
MGT467 Training & Development	3	MGT467 Training & Development	3
COM326 Organizational Communication	3		
HRM311 Managing People in a Global Economy	3		
MGT425 Union & Labor Relations	3		
MGT450 Leadership	3		
HRM495 Human Resources Capstone	3	HRM495 Human Resources Management Capstone	3
Major Pre-requisite: ECO104 Microeconomics	3		
		MGT4## Strategic Management	3
		MGT327 Organizational Change or MGT3## Lean Management or MGT3##Agile Development & Management or OEL530 Organizational Development (Fast Track students)	3
		MGT460 Fundamentals of Project Management	3
		PHL485 Business Ethics & Individual Value	3
Original Major credits	**48**	**Modified Major credits**	**60**
Total Credits Original Program	**120**	**Total Credits Modified Program**	**120**

Learning Outcomes - L.O.

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

Broad Based Student Learning Outcomes

1. Students will acquire the relevant ethical and disciplinary knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the global environments in which business operates.
3. Students will be able to demonstrate and apply critical thinking and decision-support tools and apply them to management decision making.
4. Students will be able to demonstrate well-developed, professional oral and written communication skills

Intended Student Learning Outcomes- BS in Human Resources Management

1. Students will demonstrate an understanding of the concepts and theories related to the impact of labor relations; employment law; develop compensation, benefits, and reward packages; develop hiring and performance appraisal processes; articulate human resources outcomes as they relate to the bottom line; and explain the role of human resources within an organization.
2. Students will be able to explain the global environment of business including the political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life.
3. Students will understand and demonstrate professional business behavior, social responsibility, and ethical decision making and conduct.
4. Students will be able to demonstrate well-developed and effective critical thinking, decision making, problem solving, organizational leadership, teamwork; oral and written communication skills utilizing tools such as the internet, research databases, and other tools as required.

Assessment of Learning Outcomes

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

Direct Measures:

1. MGT4## Strategic Management
2. HRM495 Human Resources Management Capstone

Indirect Measures:

1. End of Course Surveys
2. Program Exit Surveys

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
Business Core			
ACC101 Principles of Accounting	1	None	3
ACC102 Managerial Accounting	1	ACC101	3
BUS120 Business Law	1	None	3
BUS250 International Business	1,2	None	3
FIN210 Managerial Finance	1	ACC101, ACC102, and either ECO103 or ECO104	3
MGT101 Principles of Management	1	None	3
MGT315 Organizational Behavior	1	ENG101, ENG102	3
MGT 220 Principles of Marketing	1	None	3

Major Requirements			
BUS201 Managerial Statistics or MAT105 Statistics or *PSY216 Stats for Behavioral Sci	4	*PSY101 or SOC101	3
ECO103 Macroeconomics or ECO104 Microeconomics	1,2	None	3
MGT330 Diversity, Equity, & Inclusion in the Workplace	1-3	ENG101, ENG102	3
HRM310 Human Resources Management	1,4	ENG101, ENG102	3
HRM312 Employment Law	1,4	ENG101, ENG102	3
MGT431 Performance, Compensation, & Benefits	1,4	ENG101, ENG102, MGT101	3
MGT327 Organizational Change or MGT3## Lean Management or MGT3##Agile Development & Management or *OEL530 Organizational Development (Fast Track students)	1,4	ENG101, ENG102, MGT 101 *Fast Track qualifications per COSC catalog, OEL501	3
MGT460 Fundamentals of Project Management	4	ENG101, ENG102	3
MGT467 Training & Development	1,4	ENG101, ENG102	3
MGT4## Strategic Management	1-4	ACC101, ACC102, BUS120, BUS250, ECO103 or ECO104, ENG101, ENG102, FIN210, MGT101, MGT315, MKT220. This course must be taken at COSC.	3
PHL485 Business Ethics & Individual Value	3	ENG101, ENG102	3
HRM495 Human Resources Management Capstone	1,4	Taken within the final two terms of the student's degree program, ENG101, ENG102	3
Open Electives (*Indicate number of credits of open electives*)			20
Total Program Credits:			120

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

- N/A

Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

- Resources required including course developers, instructional designer for Blackboard implementation and course reviewer for new courses to be developed. No additional resources will be required.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2021		Fall Term, Year 2022		Fall Term, Year 2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	1	4	4	8	8	9
New Students	0	0	0	0	0	0

Returning Students	7	4	10	9	12	10
Actual Headcount Enrollment	8	8	14	17	20	19
Fall FTE accounted for by Program Majors	**FT + PT / 3 = 10.7**		**FT + PT / 3 = 19.7**		**FT + PT / 3 = 26.3**	
Size of Credentialed Group(s) for Given Year	**Completions FY21 = 0**		**Completions FY22 = 1**		**Completions FY23 = 8**	

Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion

- Anticipate increased student enrollment and degree completion given ability to better market program goals and curriculum to workforce requirements.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

- N/A

SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

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

PROJECTED Program Revenue	Fall 2023	Fall 2024	Fall 2025
Tuition (do not include internal transfers)	186,878	203,697	222,029
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
Total Estimated Program Revenue	186,878	203,697	222,029
PROJECTED Program Expenditures*	Fall 2023	Fall 2024	Fall 2025
Administration (Chair or Coordinator)	26,900	26,900	26,900
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	39,360	42,902	46,763
Support Staff			
Library Resources Program	7,000	7,000	7,000
Equipment (List as needed)			
Other (e.g., student services)	4,100	4,469	4,871
Estimated Indirect Costs (e.g., student services, operations, maintenance)	25,000	25,000	25,000
Total Estimated Program Expenditures	102,360	106,271	110,534

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

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

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.charteroak.edu/catalog/current/undergraduate-programs-bachelors/hum_res_mgt_major.php

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

Provide estimated cost of program (tuition and fees): $ N/A OR url for link to tuition/fee information:
https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/undergraduate-current-fees.php

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

Catalog Description

Students completing the Bachelor of Science in Human Resources Management will acquire the knowledge and skill sets to serve in various human resources professional and management roles in the business, government, and the nonprofit sectors. Human capital has been and will continue to be the most important organizational asset in 21st century organizations and the highly competitive and changing global environment they operate within. The strategic partnership role of human resources professionals will be paramount in the recruitment, development, and retention of this critical asset. Emphasis is placed on human resources operations, employment law, employee relations, training and development, performance and compensation systems that drive organizational performance in a dynamic global environment.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11.3121 Human Resources Managers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $130,000

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541612 Human Resources Consulting Services

Career/Program Pathways

Does this program prepare students for another program? X Yes, specify program: Graduate school ☐ No

Program Administration and Faculty

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

- Dr. Thomas A. Barron, Jr., Ed.D., tbarron@charteroak.edu; (860)515-3838

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Approximately 15

Admissions Requirements

What are the admissions requirements for the program? Standard COSC entrance requirements.

- See https://www.charteroak.edu/catalog/current/ug_admissions/

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? X Yes ☐ No
If yes, describe:

- Capstone Report

Program Work Experiences

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

Prospective Students

Describe the prospective students for the program:

- Adult learners currently in or separated from the workforce, college transfers, community college transfers, and other students who previously started a degree program and stopped or are seeking to pursue a business-focused degree program utilizing an online modality.

Addendum: New Courses

MGT3## Lean Management

This course introduces students to fundamentals of six sigma, lean manufacturing, methodology and tools along with change management and other important strategies to improve the performance of business processes. Topics covered will include six sigma improvement methodology and tools, lean thinking tools and cultural approach, dashboards, process mapping, applied statistics, and other business improvement techniques. Students will be able to sit for a Six Sigma Green Belt certification exam upon completion of this course. Prerequisites: ENG101, ENG102.

MGT3## Agile Development and Management

In this course, students learn the theories and methods behind agile or adaptive project life cycles and agile tools, techniques, and skills. The course introduces the principles and best practices of the Scrum agile product development framework. Class discussions cover how agile methods for determining requirements, estimating, and enabling self-managing teams to build products can help to better control today's high-demand, ever-changing project environments. Students will be able to sit for a Scrum Master certification exam upon completion of this course. Prerequisites: ENG101, ENG102.

MGT4## Strategic Management

This course examines the role of a company's executive team in defining its long-term competitive direction. Special emphasis is placed on the strategic management process and tools utilized in formulating and implementing the organization's mission, goals, strategies, and plans. Students should be of senior year status and this course must be taken at Charter Oak State College. Prerequisites: ACC101, ACC102, BUS120, BUS250, ECO103 or ECO104, ENG101, ENG102, FIN210, ITE101, MGT101, MGT315, MKT220.

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

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

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Type of Program Modification Approval Being Sought (mark all that apply):

X Significant Modification of Courses/Course Substitutions*

Offering of Program at Off-Campus Location (specify new location)

Offering of Program Using an Alternate Modality (e.g., from on ground to online)

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **8 courses, 24 credits**

* **Significant** is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (*Program Modification – Below Threshold Report*)

For the singular changes noted below, alternate forms are available:

- If only adding auxiliary site, use form 206 *Application for Adding an Auxiliary Instructional Site*
- If only modifying modality, use form 202 *Application to Modify Instructional Modality*
- If only modifying program name, use form 203 *Application for Name Change*
- If only modifying CIP code, use form 204 *Application to Change CIP Code*

Original Program Characteristics

Name of Program: BS in Organizational Leadership
OHE #: 19937
Modality of Program *(check all that apply)*: ☐ On ground X Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science:* Bachelor of Science (BS)
Date Program was Initiated: 4/3/2020
Total # Credits in Program: 120
Credits in General Education: 40
CIP Code Number: 52.0213 Title of CIP Code: Organizational Leadership

Modified Program Characteristics

Name of Program: BS in Organizational Leadership
Modality of Program *(check all that apply)*: ☐ On ground X Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Bachelor of Science (BS)
Initiation Date for Modified Program: 7/1/24
Anticipated Date of First Graduation: 5/31/2025
Total # Credits in Program: 120
Credits in General Education: 40
CIP Code Number: 52.0213 Title of CIP Code: Organizational Leadership

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

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

Department where program is housed: Business & Technology
Location Offering the Program *(e.g., main campus)*: 185 Main Street, New Britain, CT 06051

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Other Program Accreditation:

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

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

Institutional Contact for this Proposal:	Title:	Tel.: 860-515-3727
Dr. David Ferreira	Provost & VP of Academic Affairs	Email: dferreira@charteroak.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Summary of Modifications

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

1) BS in Organizational Leadership
   a. Modify degree program to meet new common Program Level Outcomes, and degree-level Student Learning Outcomes. Consist of curriculum changes to General Education, Business Core, Major Requirements and Free Electives.
2) Fast Track Program:
   a. For those students qualified and interested in accelerating completion of a graduate degree, replaces specific undergraduate Major Requirements and Free Electives with four (4) prescribed MS in Organizational Leadership courses.

Background and Rationale

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

1) Create a unified business program with common Program Level Outcomes, Consolidated degree-level Student Learning Outcomes, create a Common Business Core across all business majors. The common business core is listed on page 4 of this document.
2) Facilitate potential future business program accreditation.
3) Facilitate assessment and continuous improvement processes.
4) Increase individual class course enrollment, by reducing number of unique courses in the business program, reducing overall costs, and reducing student degree time to completion due to cancellation of low enrollment courses.
5) Reduce total student cost and shorten time to degree completion for those COSC students who wish to pursue a graduate degree.
6) Align to IACBE accreditation standards that we plan to pursue

Addressing Identified Needs

- How does the modified program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this modified program. (Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)
  1) These proposals are modifications of an existing program. The curriculum changes promote soft skill sets demanded in the workforce including problem-solving, critical thinking, communications, working within and leadership of cross-functional and self-directed work teams, project management, and process change in addition to enhancing a well-rounded disciplinary knowledge set. Students may earn professional certifications while in the degree program or put themselves in a position to earn professional certifications upon graduation combined with appropriate time of workforce experience.

2) Fast Track: Upper managerial / leadership positions in many organizations require an advanced degree. The Fast Track program will allow COSC students to shorten the time of degree and lower total cost of completing a graduate degree by completing graduate-level courses as part of their undergraduate degree requirements.
    a. Fast-Track programs offer Charter Oak students the opportunity to earn a master's degree while at Charter Oak in as little as one year after receiving their bachelor's degree by completing four graduate courses at the undergraduate level.
    b. Undergraduate Charter Oak students can identify as part of the Fast-Track program by meeting with their respective academic advisor and following the Fast-Track academic advising path in select undergraduate programs. Fast-Track undergraduate students must have - and maintain - a minimum undergraduate Charter Oak GPA of 3.0 and completed at least 90 credits towards their bachelor's degree prior to taking their first graduate course.
    c. Only one graduate course can be taken in each 8-week term. The graduate courses taken at the undergraduate level can only be internally transferred to the student's graduate record if the students earn a final grade of B- or higher. That grade will then be transcribed as 'P' on the graduate record and will not be calculated in the graduate GPA.
3) The traditional path of study for students who are not pursuing a Master's Degree at this time or who do not qualify for the Fast-Track option will remain in place.

- How does the modified program make use of the strengths of the institution (e.g., curriculum, faculty, resources) and of its distinctive character and/or location?
    - Except for the creation of a few courses, the proposed curriculum utilizes existing courses and resources. Current and new adjunct faculty will be utilized to instruct courses in this program. The current LMS (Blackboard) will be utilized in all course instruction. The program actively support and promotes the College's policy on the use of no cost, low cost instructional materials.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
    - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
        - Charter Oak's program review template requires programs under review to assess recruitment, retention, enrollment, and completion for both SES and race/ethnicity.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.
        - 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). The community college tuition match program at Charter Oak State college affords any graduate of CT State that matriculates at Charter Oak within 12 months of graduation the ability to pay the same tuition rate as CT State of that given year. With the current Pell allotment, that means a fully Pell student has the opportunity for a debt-free bachelor's degree between PACT and the CC Tuition Match.
    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
        - Equity gaps within the program via the program review process are required to develop an action plan for correction. Typically, this would require a redesign of targeted courses that contain any statistically significant equity gaps. Strategies include inclusive design principles and universal design of learning (UDL).
- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate)
    - Degree program allows for maximization of credit transfer of students through CT State TAP, transfer of credit from other institutions, employment of Credit for Prior Learning, pathway exams, credential evaluation, portfolio program, and CT Credit Assessment Program (CCAP).
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
    - N/A

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
Business Core			
		ACC101 Principles of Accounting	3
		ACC102 Managerial Accounting	3
		BUS120 Business Law	3
		BUS250 International Business	3
		FIN210 Managerial Finance	3
MGT101 Principles of Management	3	MGT101 Principles of Management	3
MGT315 Organizational Behavior	3	MGT315 Organizational Behavior	3
MGT220 Principles of Marketing	3	MGT220 Principles of Marketing	3
Major Requirements			
MGT330 Diversity, Equity, & Inclusion in the Workplace	3	MGT330 Diversity, Equity, & Inclusion in the Workplace	3
MGT326 Organizational Theory or MGT327 Organizational Change	3	MGT326 Organizational Theory	3
MGT450 Leadership Practices	3	MGT450 Leadership Practices or OEL520 Executive Leadership & Influence in the 21st Century (Fast Track students)	3
MGT451 Team Leadership	3	MGT451 Team Leadership or OEL525 Team Dynamics and Processes in Modern Work Teams (Fast Track students)	3
HRM310 Human Resource Management	3		
COM 326 Organizational Communication	3		
Major Pre-requisite: ITE 101 Management Information Systems	3		
Major prerequisite: ECO103 Macroeconomics or ECO104 Microeconomics	3	ECO103 Macroeconomics or ECO104 Microeconomics	3
		BUS201 Managerial Statistics or MAT105 Statistics or PSY216 Stats for Behav Sci	3
		MGT3## Lean Management (New Course) or MGT3## Agile Development & Management (New Course)	3
		MGT467 Training & Development	3
PHL485 Business Ethics & Individual Values	3	PHL485 Business Ethics & Individual Values	3

Choose one of the following electives: MGT350 Entrepreneurship MGT360 Small Business Management MGT460 Project Management MGT467 Training & Development	3	MGT460 Fundamentals of Project Management	3
		MGT327 Organizational Change or OEL530 Organizational Development (Fast Track students)	3
		MGT4## Strategic Management (New course)	3
LDR495 Organizational Leadership Capstone	3	LDR495 Organizational Leadership Capstone	3
Total Major Credits Original Program	**42**	**Total Major Credits modified Program:**	**63**
Electives in Degree	**38**	**Electives in Degree**	**17**
Total Credits Original Program	**120**	**Total Credits Modified Program**	**120**

Learning Outcomes - L.O.

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

Broad Based Student Learning Outcomes

1. Students will acquire the relevant ethical and disciplinary knowledge and competencies appropriate to their programs of study.
2. Students will be able to demonstrate knowledge of the global environments in which business operates.
3. Students will be able to demonstrate and apply critical thinking and decision-support tools and apply them to management decision making.
4. Students will be able to demonstrate well-developed, professional oral and written communication skills

Intended Student Learning Outcomes- BS in Organizational leadership

1. Students will demonstrate and utilize the concepts, theories, and relationships across the various leadership disciplines and practices including leadership theory, motivation theory, group dynamics, team building, organization theory, strategic management, and change management theory and practices.
2. Students will be able to explain the global environment of business including the political, social, and intercultural sensitivities that exist in society that are important to the development of meaningful relationships and success in business and in life.
3. Students will understand and demonstrate professional business behavior, social responsibility, and ethical decision making and conduct.
4. Students will be able to demonstrate well-developed and effective critical thinking, decision making, problem solving, organizational leadership, teamwork; oral and written communication skills utilizing tools such as the internet, research databases, and other tools as required.

Assessment of Learning Outcomes

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

Direct Measures:

1. MGT4## Strategic Management
2. LDR495 Leadership Capstone

Indirect Measures:

1. End of Course Surveys
2. Program Exit Surveys

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
Business Core			
ACC101 Principles of Accounting	1	None	3
ACC102 Managerial Accounting	1	ACC101	3
BUS120 Business Law	1	None	3
BUS250 International Business	1,2	None	3
FIN210 Managerial Finance	1	ACC101, ACC102, and either ECO103 or ECO104	3
MGT101 Principles of Management	1	None	3
MGT315 Organizational Behavior	1	ENG101, ENG102	3
MGT 220 Principles of Marketing	1	None	3
Major Requirements:			
BUS201 Managerial Statistics or MAT105 Statistics or *PSY216 Stats for Behav Sci	4	*PSY101 or SOC101	3
ECO103 Macroeconomics or ECO104 Microeconomics	1,2	None	3
MGT330 Diversity & Inclusion in the Workplace	1-3	ENG101, ENG102	3
MGT326 Organizational Theory	1,4	ENG101, ENG102	3
MGT327 Organizational Change or *OEL530 Organizational Development (Fast Track students)	1,4	ENG101, ENG102, MGT 101 *Fast Track qualifications per COSC catalog, OEL501	3
MGT450 Leadership Practices or OEL520 Executive Leadership & Influence in the 21st Century (Fast Track students)	1-4	ENG101, ENG102 Fast Track qualifications per COSC catalog, OEL501	3
MGT451 Team Leadership or *OEL525 Team Dynamics and Processes in Modern Work Teams (Fast Track students)	1,4	ENG101, ENG102 *Fast Track qualifications per COSC catalog, OEL501	3
MGT3## Lean Management (New Course) or MGT3## Agile Development & Management (New Course)	1,4	ENG101, ENG102	3
MGT460 Fundamentals of Project Management	1,4	ENG101, ENG102	3
MGT467 Training & Development	1,4	ENG101, ENG102	3
MGT4## Strategic Management (New course)	1-4	ACC101, ACC102, BUS120, BUS250, ECO103 or ECO104, ENG101, ENG102, FIN210, MGT101, MGT315, MKT220. This course must be taken at COSC.	3

PHL485 Business Ethics & Individual Values	3	ENG101, ENG102	3
LDR495 Organizational Leadership Capstone	1,4	Taken within the final two terms of the student's degree program, ENG101, ENG102	3
Open Electives (*Indicate number of credits of open electives*)			17
Total Program Credits:			120

Description of Related Modification(s)

Provide a summary of other changes necessitated by curricular modification such as admissions or graduation requirements

- N/A

Description of Resources Needed

As appropriate please summarize faculty and administrative resources, library holdings, specialized equipment, etc. Details to be provided in Section 3 (Resources and Financial Considerations), as appropriate.

- Resources required including course developers, instructional designer for Blackboard implementation and course reviewer for new courses to be developed. No additional resources will be required.

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2021		Fall Term, Year 2022		Fall Term, Year 2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	2	6	5	4	3	4
New Students	0	1	0	1	0	1
Returning Students	8	16	8	18	9	22
Actual Headcount Enrollment	10	23	13	23	12	27
Fall FTE accounted for by Program Majors	**FT + PT / 3 = 17.7**		**FT + PT / 3 = 20.7**		**FT + PT / 3 = 21.0**	
Size of Credentialed Group(s) for Given Year	**Completions FY21 = 9**		**Completions FY22 = 9**		**Completions FY23 = 7**	

Impact of Modification on Enrollment and Completion

Describe the anticipated impact of the modification(s) on future enrollment and completion

- Anticipate increased student enrollment and degree completion given ability to better market program goals and curriculum to workforce requirements.

Other Considerations

If applicable, note any other considerations relevant to the proposed modification(s)

- N/A

SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS

Cost Effectiveness and Availability of Adequate Resources

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

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

PROJECTED Program Revenue	Fall 2023	Fall 2024	Fall 2025
Tuition (do not include internal transfers)	173,204	188,792	205,784
Program-Specific Fees			
Other Revenue (Annotate in narrative)			

Total Estimated Program Revenue	173,204	188,792	205,784
PROJECTED Program Expenditures*	Fall 2023	Fall 2024	Fall 2025
Administration (Chair or Coordinator)	26,900	26,900	26,900
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	36,480	39,763	43,341
Support Staff			
Library Resources Program	7,000	7,000	7,000
Equipment (List as needed)			
Other (e.g., student services)	3,800	4,142	4,514
Estimated Indirect Costs (e.g., student services, operations, maintenance)	25,000	25,000	25,000
Total Estimated Program Expenditures	99,180	102,805	106,756
*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.			
This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.			

SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.charteroak.edu/catalog/current/undergraduate-programs-bachelors/org_leadership.php

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

Provide estimated cost of program (tuition and fees): $ N/A OR url for link to tuition/fee information:
https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/undergraduate-current-fees.php

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):

- Students completing the Bachelor of Science in Organizational Leadership will acquire the knowledge and skill sets to serve in various leadership and management roles in the business, government, and the nonprofit sectors. Organizations in the 21st century require leaders who demonstrate a broad knowledge base of varied business disciplines and leadership skill sets, utilized for purposes of achieving the organization's mission in a highly competitive and changing global environment. This requires leaders to be able to drive high levels of performance at the individual, team, and organizational levels. Particular emphasis is placed on understanding individual and team motivation, team dynamics, ethical behavior, and organizational change processes.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11.3012 Administrative Services Managers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $103,330

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative Management

Career/Program Pathways

Does this program prepare students for another program? X Yes, specify program: Graduate school ☐ No

Program Administration and Faculty

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

- Dr. Thomas A. Barron, Jr., Ed.D., tbarron@charteroak.edu; (860)515-3838

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 15-20

Admissions Requirements

What are the admissions requirements for the program?

- See https://www.charteroak.edu/catalog/current/ug_admissions/

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? X Yes ☐ No
If yes, describe:

- Capstone Report

Program Work Experiences

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

Prospective Students

Describe the prospective students for the program:

- Adult learners currently in or separated from the workforce, college transfers, community college transfers, and other students who previously started a degree program and stopped or are seeking to pursue a business-focused degree program utilizing an online modality.

Addendum: New Courses

MGT3## Lean Management
This course introduces students to fundamentals of six sigma, lean manufacturing, methodology and tools along with change management and other important strategies to improve the performance of business processes. Topics covered will include six sigma improvement methodology and tools, lean thinking tools and cultural approach, dashboards, process mapping, applied statistics, and other business improvement techniques. Students will be able to sit for a Six Sigma Green Belt certification exam upon completion of this course. Prerequisites: ENG101, ENG102.

MGT3## Agile Development and Management
In this course, students learn the theories and methods behind agile or adaptive project life cycles and agile tools, techniques, and skills. The course introduces the principles and best practices of the Scrum agile product development framework. Class discussions cover how agile methods for determining requirements, estimating, and enabling self-managing teams to build products can help to better control today's high-demand, ever-changing project environments. Students will be able to sit for a Scrum Master certification exam upon completion of this course. Prerequisites: ENG101, ENG102.

MGT4## Strategic Management
This course examines the role of a company's executive team in defining its long-term competitive direction. Special emphasis is placed on the strategic management process and tools utilized in formulating and implementing the organization's mission, goals, strategies, and plans. Students should be of senior year status and this course must be taken at Charter Oak State College. Prerequisites: ACC101, ACC102, BUS120, BUS250, ECO103 or ECO104, ENG101, ENG102, FIN210, MGT101, MGT315, MKT220.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Reinstatement of the Undergraduate Certificate
Speech and Language Pathology Assistant Studies

May 23, 2024

WHEREAS: The Board of Regents suspended the Speech and Language Pathology Assistant (SPLA) Studies Certificate at Charter Oak State College in October, 2022 (BR 22-90) as a result of a cancelled agreement between Charter Oak State College and Capital Region Educational Council (CREC); and

WHEREAS: The Speech and Language Pathology Assistant Studies Certificate has been redesigned to included courses written and owned by Charter Oak State College and to include the appropriate advisement and support structures for students; and

WHEREAS: The Speech and Language Pathology certification area remains one where there are shortages and SPLAs help to service the needs of students in Connecticut schools; and now therefore be it

RESOLVED: That the Board of Regents for Higher Education approve the reinstatement of the Speech and Language Pathology Assistant Studies Certificate (CIP Code: 510816, OHE# 16819) at Charter Oak State College effective May 23, 2024.

A True Copy:

_____

Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

STAFF REPORT **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

ITEM

Reinstatement of the Speech and Language Pathology Assistant (SLPA) Studies Certificate at Charter Oak State College.

BACKGROUND

The SLPA program was suspended because of an agreement Charter Oak State College had with CREC (Capital Region Educational Council). Charter Oak State College previously contracted with CREC to write the SLPS courses and deliver the instruction to students. However, CREC employees were hired by Charter Oak State College to teach the courses. There was no clear delineation of who was to advise the students and support students when challenges ensued.

As a result, Charter Oak State College cancelled the agreement with CREC and suspended the program to allow time for a teach-out and redevelopment of the courses so that they are owned by the college.

There still remains a need for SLPA's in schools. The SLP certification area remains one where there are shortages, and SLPA's help to service the needs of students in CT schools by working under the guidance of the SLP.

PROPOSED CHANGES

New courses are being developed so that the college is not using any of the content previously owned by CREC. The faculty member who was hired to teach-out the courses to students enrolled in the program is a Charter Oak State College Adjunct Faculty Member. She is a trained Speech and Language Pathology with a proven record of developing speech and language courses at prior institutions. The program is now aligned to prepare students to sit for the Speech-Language Pathology Assistants Certification (C-SLPA) exam.

RECOMMENDATION

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

4/5/2024 – BOR - Academic and Student Affairs Committee
5/23/2024 – Board of Regents

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

APPLICATION TO ***REINSTATE DISCONTINUED OR SUSPENDED ACADEMIC PROGRAM***

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Program Characteristics

Name of Program: Speech and Language Pathology Assistant Studies

OHE #: 16819

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

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

Program website: Finish your Degree Online | Charter Oak State College

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

Anticipated Program Reinstatement Date: 1/1/25

Anticipated Date of First Graduation: 12/31/25

Total # Credits in Program: 24

Credits in General Education:

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1 year

Provide estimated cost of program (tuition and fees): $ or url for link to tuition/fee information: https://www.charteroak.edu/prospective/tuition/

CIP Code Number: 510816 Title of CIP Code: Speech-Language Pathology Assistant

Department where program is housed: Education

Location Offering the Program *(e.g., main campus)*: 185 Main Street, New Britain CT 06053

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

Provide the intended catalog description for this program: The Speech and Language Pathology Assistant Studies Certificate is designed to support the SLPA (Speech and Language Pathology Assistant) in acquiring the knowledge, skills, an competencies to support Speech and Language Pathologists in addressing the language, communication, social/emotional and creative needs of young children. Students must complete a complete a 120-hour practicum at the end of the program and must work under the guidance of a Speech and Language Pathologist. All courses in this certificate program must be taken at Charter Oak State College. CT residents only.

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

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

NOTES:

- All applications to reinstate a new program will be considered for both Licensure and Accreditation by the BOR

SECTION 2: PROGRAM PLANNING ASSESSMENT

Rationale for Reinstatement

- **Describe the reasons why the program was previously suspended or discontinued:**
  The SLPS program was suspended because of an agreement Charter Oak State College had with CREC (Capital Region Educational Council). Charter Oak State College previously contracted with CREC to write the SLPS courses and deliver the instruction to students. However, CREC employees were hired by Charter Oak State College to teach the courses. There was no clear delineation of who was to advise the students and support students when challenges ensued. As a result, Charter Oak State College cancelled the agreement with CREC and suspended the program to allow time for a teach-out and redevelopment of the courses so that they are owned by the college.
- **Describe the rationale for reinstating the program:**
  Charter Oak State College cancelled the agreement with CREC when the faculty from CREC no longer wanted to teach for Charter Oak State College. Yet, there were students enrolled in the program and there remains a need for SLPA's in schools. The SLP certification area remains one where there are shortages, and SLPA's help to service the needs of students in CT schools by working under the guidance of the SLP.
- **Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:**
  - New courses are developed so that the college is not using any of the content previously owned by CREC.
  - The faculty member who was hired to teach out the courses to students enrolled in the program is a Charter Oak State College Adjunct Faculty Member. She is a trained Speech and Language Pathology with prover record of developing speech and language courses at prior institutions.
  - Upon completion, program is now aligned to prepare students to sit for the Speech-Language Pathology Assistants Certification (C-SLPA) exam.

Alignment of Program with Institutional Mission, Role, and Scope

How does the reinstated program align with the institutional mission? ***(Provide a concise statement)*** Charter Oak State College seeks to support adults in returning to school to earn certificates and degrees that can help them to advance their professional qualifications. This program aligns with the college mission because it allows paraeducators from CT Public Schools to earn a certificate to advance the work that they do in schools.

Addressing Identified Needs

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

  CT State Department of Education (CSDE) lists Speech and Language Pathologists (SLP's) as a high teacher shortage area. Teacher shortage areas are determined by a combination of supply and demand, where educator preparation programs do not produce enough graduates to meet the needs of Connecticut's PreK-12 student population. As a result of this shortage, CSDE has developed a guide for the training, use and supervision of SLPA's in schools. These SLPA's work under the guidance of SLP's to assist them in meeting the demands of the many students in need of support services.

  The reinstatement of this program will meet CT workforce needs by allowing those with an associate degree to work in public schools while also providing them with career advancement opportunities, should they desire to continue their

education to become certified Speech and Language Pathologists. By earning a certificate in Speech and Language Pathology Studies, graduates earn education and experience to support SLP's and students in our public schools.

Additionally, in CT, there is a 6% projected growth for SLPA's between now and 2030, with approximately 130 annual job openings in CT. As the only online college to offer a certificate program in SLPS in CT, we are filling a market need. https://www.onetonline.org/link/summary/31-9099.01

https://portal.ct.gov/-/media/SDE/Performance/Research-Library/ConnecticutTeacherShortage-Areas-Report-2020-21.pdf?la=en

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

  The college suspended the original program because of a contract held with Capitol Education Regional Council (CREC). With this contract, Charter Oak State College did not own the courses. This reinstatement will allow the college to use strengths of the institution that could not be used in the prior of the program. These strengths include:
  - Hiring its own faculty to rewrite the courses.
  - Developing its own policies and procedures for admissions, field experiences and practicum requirements.
  - Using the instructional design team to ensure that all courses meet accessibility requirements.

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

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

    The program will develop annual recruitment, enrollment, retention, and completion goals and will track its success within the Power BI system that the college uses for data and assessment. Since students in the SPLS program have (in the past) often worked in CT Public Schools, the college will actively recruit from its public schools for paraeducators to enroll in this program. Paraeducator positions are often held by those without a college degree, so recruiting paraeducators into this program facilitates consideration of those who already have ability, ethnicity/race or race disparities. Though disparities within gender may not exist from the paraeducator workforce, the college will continue to support those who apply to the school and want to work as SLPA's, regardless of gender. The college will also recruit graduates from CT State who earn the Associate Degree and may want to work in CT Public Schools.

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

    The American Speech and Hearing Association (ASHA) listed SPA's as 93.7% Not Hispanic or Latino and 6.3% as Hispanic or Latino. There is no demographic listed for SLP's in CT of other ethnicities. This data reflects disparities in equity in this field. As a result, the college will assign each student an admissions counselor who will be responsible for addressing the student readiness for enrollment in the program, as well as an academic advisor who will be responsible for ensuring that the students know of the available supports. These supports include Brainfuse, the college 24/7 tutoring service available to students, which also offers tutoring specific to dual-language learners.

ASHA 2021 Member and Affiliate Profile

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

  The Education Department at the college consistently reviews data from each course to assess student growth and development, as well as the degree to which instruction has been effective in helping students to meet the learning outcomes. As course data is analyzed, the college will use the information to address any inequities that may be found by meeting with faculty and students, and addressing the issues in a way that supports the development of the student.

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

  Students with a certificate in Speech and Language Pathology Studies will be eligible to apply to any of the 4-year universities to earn a Bachelor of Science degree in Communication Disorders. Prior graduates of the certificate program have applied to and/or been accepted to Southern CT State University (SCSU)and University of New Haven.

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

There are no other online, public, SLPS certificate programs in CT.

Cost Effectiveness and Availability of Adequate Resources

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

Special Resources

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

No additional resources are required. All courses will include videos for students to watch but all will be available on the free web. Accessibility requirements will be met and monitored by the instructional design team at the college.

Student Recruitment / Student Engagement

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

The college admissions department hosts monthly virtual open houses, where applicants will be recruited from CT State and CT Public Schools, as well as from the general community. The Education Department also sends out monthly emails to the various school districts in CT. These initiatives have been successful in helping the college to meet is enrollment goals.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Academic Advising support to each student. Also, one the faculty SLP's has been assigned to meet with new students and provide supports to them when required. Supports are sometimes needed for advice, to locate practicum sites, or for guidance on applying to Bachelor degree programs. The SLP faculty lead will be available to support students where necessary.

Careers/Professions and Earnings

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

31-9099.01 - Speech-Language Pathology Assistants (onetonline.org).

Careers/Job Titles include: Communication Assistant, Speech Assistant, Speech Paraeducator, Speech Pathology Assistant, Speech Therapy Assistant, Speech-Language Technician.

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $54,732.00 (national average)
https://www.bing.com/search?q=average+salary+of+speech+and+language+pathology+assistants&qs=ds&form=CONVAJ&showconv=1

How To Become a Speech-Language Pathology Assistant | Copilot (bing.com)

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 61- Educational Services

61-1710- Educational Support Services

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, (Bachelor of Science degree- Communication Studies (Not offered at Charter Oak State College), Individualized Studies or Child Studies (offered at Charter Oak State College)
☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

Students who graduate with the certificate in Speech and Language Pathology Studies (SLPS) will be able to:

1. Understand and articulate how speech and language develops.
2. Describe speech/language and hearing disorders.
3. Use and explain evidence-based intervention techniques to evoke and sustain communication behaviors.
4. Explain environmental factors that can support or erode the efficacy of treatment.
5. Explain the role of the SLPA in supporting the SLP.

6. Explain the role of the SLPA in serving on a multi-disciplinary team within a comprehensive service delivery system and the importance of that role.
7. Utilize best practices in establishing and sustaining a culturally and linguistically responsive environment.
8. Demonstrate proficiency in the technical skills required of a speech and language pathology assistant.

Assessment of Learning Outcomes

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

Students will participate in graded online discussions related to course SLO's, assignments, projects, and the final practicum experience where they will be evaluated for competencies.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Maureen Hogan, mhogan@charteroak.edu, 860-515-3882

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. .1 of FTE load. Minimum master's degree in related field.

Program Faculty

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

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

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 4

What percentage of program credits will be taught by adjunct faculty? 100%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Faculty hired to develop courses and teach must hold certification as a Speech and Language Pathologist in CT.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
COM 102- Intro to Language and Communication Development	1, 2,7		3
COM 103- Standards and Practices for SLPA's	5,6,7		3

COM 2XX_ Anatomy and Physiology of Speech and Hearing Mechanism	1, 4, 7	COM 102	3
COM 206-Methods of Intervention for Speech Disorders	3,4,7	COM 102	3
COM 306- Methods of Intervention for Language Disorders	3,4,7	COM 102	3
COM 307- Language and Literacy Development	1, 2,7		3
COM 308- Language and Communication Development in Autism	2,4,7		3
COM 399- Speech and Language Pathology Assistant Practicum	1,2,3,4,5, 6,7,8	COM 102, COM 103, COM 206, COM 306	3
General Education Courses			
N/A			
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			**24**

What are the admissions requirements for the program? Students must have an Associate degree or is pursuing a Bachelor's degree in any major to be admitted into the program. They must also be residents of Connecticut. Students must take all 24 credits of this certificate at Charter Oak.

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

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

Since Charter Oak State College is a fully online college, students find their own practicum sites and submit the information on school contacts to us for approval. Once the school SLP agrees to work with the Charter Oak State College student, we develop an MOU with each respective district.

Describe the prospective students for the program:

- Graduates of CT State who desire to work in schools to support the work of the SLP.
- Paraeducators working in CT public or private schools.

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

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

APPLICATION TO ***REINSTATE DISCONTINUED OR SUSPENDED ACADEMIC PROGRAM***

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	10	5	10			6	12	6	12			7	13	7	13		
Continuing Students progressing to credential								6		6				8		8		
Headcount Enrollment	5	10	5	10			6	18	6	18			7	21	7	21		
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]																		
Tuition from Internal Transfer[2]																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue																		

PROJECTED Program Expenditures[3]	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]			
Faculty (Full-time, total for program)[4]			
Faculty (Part-time, total for program)[4]			
Support Staff (lab or grad assist, tutor)			
Library Resources Program			
Equipment (List in narrative)			
Other[5]			
Estimated Indirect Costs[6]			
Total Expenditures per Year			

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

[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 Costs might include such expenses as student services, operations, and maintenance.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: **5 courses & 15 credits**

For the singular changes noted below, alternate forms are available:

- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*
- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*

Original Program Characteristics

Name of Program: **Cyber Security**
OHE #: 17361
Modality of Program *(check all that apply)*: ☐ On ground ☒ X Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus X ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **BS**
Date Program was Initiated: 9/19/2013
Total # Credits in Program: 120
Credits in General Education: 40
CIP Code Number: 430404 Title of CIP Code: Cybersecurity Defense Strategy/Policy

Modified Program Characteristics

Name of Program: **Cyber Security**
Modality of Program *(check all that apply)*: ☐ On ground X☒ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ **X** On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **BS**
Initiation Date for Modified Program: Fall 2024
Anticipated Date of First Graduation: Spring 2026
Total # Credits in Program: 120
Credits in General Education: 40
CIP Code Number: 430404 Title of CIP Code: Cybersecurity Defense Strategy/Policy

Department where program is housed: Business and Technology
Location Offering the Program *(e.g., main campus)*: Online

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

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

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

As part of our Tech Talent Accelerator Grant, we are redesigning the first 4 courses of the program to build a stackable micro-credential and prepare students for the CompTIA Security+ certification early in their studies. Two of the courses will be new and will replace courses currently in the program. The other two foundational courses will keep their name and title but will be redesigned to prepare students for the certification.

We are also allowing the ability for a student to complete an internship in Cybersecurity and receive college credit. Since Travelers as part of the Tech Talent grant would look to interview our students, we should give them the opportunity for an internship not currently afforded in the degree. As part of Tech Talent, Travelers is meeting monthly with Charter Oak to align the curriculum to ensure students are prepared to apply for their internship program. Travelers has agreed to interview all those that move through the first 4 courses of this Bachelor's degree.

Curriculum

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

Original Program		**Proposed Modified Program**	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
ITE 102: Introduction to Computer Science ***or*** ***ITE 101: Management Information Systems***	**3**	***CSS 1XX: Cybersecurity Fundamentals***	***3***
ITE 145: Fundamentals of Information Systems Security	***3***	***CSS 2XX: Operating Systems and Asset Security***	***3***
ITE 220: Networking and Data Communications	3	ITE 220: Networking and Data Communications	3
CSS 146: Legal Issues in Information Security	3	CSS 146: Legal Issues in Information Security	3
CSS 230: Managing Risk in Information Systems	***3***	***CSS 2XX: Incident Response***	***3***
CSS 245: Security Policies & Implementation	***3***	***ITE 1XX: Program Logic and Design with Python***	***3***
CSS 345: Auditing IT Infrastructure for Compliance	3	CSS 345: Auditing IT Infrastructure for Compliance	3
CSS 346: Access Controls, Authentication and PKI	3	CSS 346: Access Controls, Authentication and PKI	3
CSS 435: Fundamentals of Network Security	3	CSS 435: Fundamentals of Network Security	3
CSS 436: Systems Forensics, Investigations and Response	3	CSS 436: Systems Forensics, Investigations and Response	3
CSS 437: Hacker Techniques, Tools and Incident Handling	3	CSS 437: Hacker Techniques, Tools and Incident Handling	3
CSS 438: Security Strategies for Web Apps and Social Networking	3	CSS 438: Security Strategies for Web Apps and Social Networking	3
Please choose two of the following: CSS 347: Security Strategies in Windows OS/Applications CSS 348: Security Strategies in Linux OS/Applications CSS 448: Cyberwarfare	6	Please choose two of the following: CSS 347: Security Strategies in Windows OS/Applications CSS 348: Security Strategies in Linux OS/Applications CSS 448: Cyberwarfare ***CSS 4XX: Cyber Security Internship***	6
CSS 490: Capstone	3	CSS 490: Capstone	3

Total Credits Original Program	**45**	**Total Credits Modified Program**	**45**

Learning Outcomes - L.O.

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

1. Explain the landscape, key terms, and concepts related to the many layers of information systems security.
2. Explore and explain the fields in digital forensics and cyber policy analysis.
3. Create policies and standard operating procedures for organizations that are ethically, morally, and legally sound while recognizing ethical dilemmas and social responsibilities.
4. Identify and critically assess issues and concepts related to the protection of information and information systems.
5. Use risk management principles to assess threats, vulnerabilities, countermeasures and impact contributions at risk in information systems.
6. Illustrate and explain fundamental architectures of networks and the Internet, as well as their underlying principles.

Assessment of Learning Outcomes

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

The number and percentage of students that take and successfully pass the CompTIA Security+ industry certification the first time.

The number and percentage of students that choose to take and successfully pass the CompTIA A+ along the way the first time.

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
Major Requirements			
CSS 1XX: Cybersecurity Fundamentals (new)	1	none	3
CSS 2XX: Operating Systems and Asset Security (new)	1, 2	CSS 1XX Cybersecurity Fund	3
ITE 220: Networking and Data Communications	3, 6	None	3
CSS 2XX: Incident Response (new)	4, 5	CSS 1XX Cybersecurity Fund	3
ITE 1XX: Program Logic and Design with Python	1	none	3
CSS 146: Legal Issues in Information Security	3,4	ITE 145 or CSS 2XX Operating Systems and Asset Security	3
CSS 345: Auditing IT Infrastructure for Compliance	2,4	ITE 145 or CSS 2XX Operating Systems and Asset Security, ITE 220 Networking	3
CSS 346: Access Controls, Authentication and PKI	5	ITE 145 or CSS 2XX Operating Systems and Asset Security	3
CSS 435: Fundamentals of Network Security	6	ITE 145 or CSS 2XX Operating Systems and Asset Security	3

CSS 436: Systems Forensics, Investigations and Response	1, 4, 6	ITE 145 or CSS 2XX Operating Systems and Asset Security	3
CSS 437: Hacker Techniques, Tools and Incident Handling	2, 3	ITE 145 or CSS 2XX Operating Systems and Asset Security	3
CSS 438: Security Strategies for Web Apps and Social Networking	4, 5	ITE 145 or CSS 2XX Operating Systems and Asset Security	3
Choose Two of the following			6
CSS 347: Security Strategies in Windows OS/Applications CSS 348: Security Strategies in Linux OS/Applications CSS 448: Cyberwarfare CSS 4XX: Cyber Security Internship (new)	varies	ITE 145 or CSS 2XX Operating Systems and Asset Security	
CSS 490: Capstone	1-6	ITE 145 or CSS 2XX Operating Systems and Asset Security And CSS 435 or CSS 436 or CSS 437	3
Open Electives (*Indicate number of credits of open electives*)			35
Total Program Credits:			120

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

None

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. Secured through Tech Talent Grant funds for redesign work.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.charteroak.edu/cybersecurity/

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

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/undergraduate-current-fees.php

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): Our Cyber Security major's curriculum prepares students for success in IT Security, Cyber Security, Information Assurance, and Information Systems Security. It is designed for students with some background in computers.

The field of Cyber Security offers many opportunities for workforce employment and career advancement. A description of the various Cyber Security-related job roles, descriptions and competencies can help you select which courses are right for you and assist you in charting your career in this growing field.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 15-1212 Information Security Analysts

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $112,000

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 561620 - Security Systems Services

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Thomas Barron, tbarron@charteroak.edu , (860) 515-3838

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 7

Admissions Requirements

What are the admissions requirements for the program? None

Graduation Requirements

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

If yes, describe: Capstone course.

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: Students that have at least basic computer literacy skills that is interested in computer networking and cybersecurity services. Students should be comfortable with taking courses in an online asynchronous format and have a strong enough computer to complete online activities such as simulations and cyber ranges.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: N/A Review by Provosts Council: N/A Final approval by institution: 2/23/2024 Submission of this form to the CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Program Characteristics

Name of Program: Fundamentals of Cyber Security

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

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

Program website: https://www.charteroak.edu/certificates/

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **C1**

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Spring 2025

Total # Credits in Program: 12

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1 year

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.charteroak.edu/prospective/tuition/

CIP Code Number: 11.1003 Title of CIP Code: Computer and Information Systems Security

Department where program is housed: Business and Technology

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

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

Provide the intended catalog description for this program: The Fundamentals of Cyber Security certificate is designed for students who want to pursue a career in cybersecurity. This certificate will provide learners with the essential skills and knowledge to protect networks, systems, and data from cyber threats. Students will learn about the principles and practices of cybersecurity, such as threat analysis, risk mitigation, security operations, and incident response. Learners will also gain hands-on experience with various security tools and technologies, such as encryption, firewalls, penetration testing, and digital forensics. Upon completion of this certificate, students will be prepared to take the CompTIA Security+ certification exam, which is a globally recognized credential for cybersecurity professionals. Students will also be ready to apply for entry-level internships in the cybersecurity field, where you can further develop your skills and advance your career.

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

Program Discontinued: Cyber Security Fundamental Certificate CIP: 43.0404 OHE#: 18914 BOR Accreditation Date: 6/6/2016

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

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

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates ≤ 15 credits
  - Graduate certificates ≤ 12 credits
  - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* Current certificate programs does not align to any industry certification and that is the reason for discontinuation of those programs. As part of our Tech Talent Accelerator Grant, we are redesigning the first 4 courses of the program to build a stackable micro-credential and prepare students for the CompTIA Security+ certification early in their studies. Only 4 courses are needed to align to the industry recognized credential and that would be the curriculum for this new below threshold certificate. Because the changes are significant between this proposed certificate and the discontinued fundamental certificate, it was best to do a discontinuation and then addition.

Addressing Identified Needs

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

Lightcast data showed 158 unique job postings from January through May 2023 (update) in Connecticut that require the CompTIA Security+ certification. Students who complete this program could be prepared for entry-level, in-demand cybersecurity jobs such as cybersecurity analyst, security analyst, security operations center (SOC) analyst, information security analyst, IT security analyst, and cyber defense analyst. These jobs provide family-sustaining wages. According to ZipRecruiter, as of Dec 29, 2023, the average annual pay for an Entry Level Cyber Security Analyst in Connecticut is $88,227 a year, that works out to be approximately $42/ hour.

The current job postings show a median job posting duration of 46 days compared to a regional average of 30 days. A little less than half of these job postings require less than a bachelor's degree or do not list a minimum educational level, and roughly half of the postings require little (three years or fewer) to no experience. In short, the data suggests there is demand for this industry-recognized credential. Jobs can be available for new talent or those with little experience looking to upskill in a cybersecurity career. Employers in Connecticut are finding it challenging to identify and hire talent as the median posting days are 1.5 times higher than the national average.

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

  This program takes advantage of the tech talent grant awarded to Charter Oak State College to build a stackable credential pathway in our Cyber Security program. 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.

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

      Charter Oak's program review template requires programs under review to assess recruitment, retention, enrollment and completion for both SES and race/ethnicity.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

      By having a focus on recruiting students that are unemployed and/or underemployed, Charter Oak is in a strong position to recruit students with low socio-economic status (SES). The program is also available to entry-level employees not making a livable wage, a chance to upskill into a career with a higher income trajectory.
    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

      Equity gaps within the program via the program review process are required to develop an action plan for correction. Typically, this would require a redesign of targeted courses that contain any statistically significant equity gaps. Strategies include inclusive design principles and universal design of learning (UDL).
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate)*

  This program is designed to be a stackable program within our BS in Cyber Security. The goal is to allow students the ability to gain practical work and/or internship experience while in the program.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided No duplication exists where an online certificate program prepares students for this particular industry recognized credential.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

Charter Oak recently became the first (and only) public college or university as a Coursera Career Academy partner. This partnership will grant Charter Oak Access to the Google Cybersecurity Curriculum and other industry created content as the basis of this curriculum. In essence, this material will become our textbook and software available to students at no additional cost than our tuition and fees. The instructor will then use the Blackboard classroom to facilitate/reinforce learning and confirm acquisition of critical skills based off of the material.

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.

As mentioned, Charter Oak has access to all the necessary course material through our Coursera Career Academy partnership.

Student Recruitment / Student Engagement

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

It is anticipated that students who obtain the CompTIA Security+ credential after completing the Google Cybersecurity Curriculum will help an employer hire new talent and upskill incumbent workers. For example, an employer may wish to have their IT help desk employee complete this program to move up into their cybersecurity division. Upskilling current staff is desirable to employers since it eliminates recruitment and onboarding costs, especially for hard-to-find cybersecurity employees. Employers can then "back-fill" IT help desk positions with those currently taking the Google IT Support available through other grants in CT.If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Advertising and promotion of Charter Oak's tech talent grant will also assist in recruiting students. Charter Oak is working with our regional workforce partners about other grant opportunities to help recruit students into this program.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 15-1241 Computer Network Architects

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? Students who complete this program could be prepared for entry-level, in-demand cybersecurity jobs such as cybersecurity analyst, security analyst, security operations center (SOC) analyst, information security analyst, IT security analyst, and cyber defense analyst. These jobs provide family-sustaining wages. According to ZipRecruiter, as of Dec 29, 2023, the average annual pay for an Entry Level Cyber Security Analyst in Connecticut is $88,227 a year, that works out to be approximately $42/ hour.

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541519 Other Computer Related Services

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: BS Cyber Security ☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Identify and explain the key concepts and principles of cybersecurity, such as confidentiality, integrity, availability, authentication, authorization, and encryption.
2. Apply appropriate security tools and techniques to protect networks, systems, and data from cyber threats, such as malware, phishing, denial-of-service, and unauthorized access.
3. Analyze and evaluate the security posture and vulnerabilities of a given network or system, using methods such as risk assessment, penetration testing, and security auditing.
4. Demonstrate the ability to communicate effectively and ethically with various stakeholders in the cybersecurity field, such as clients, managers, colleagues, and users, using oral, written, and graphical modes.
5. Prepare for the CompTIA Security+ certification exam by reviewing the exam objectives, format, and sample questions.

Assessment of Learning Outcomes

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

To assess the learning outcomes of a cybersecurity fundamentals certificate program, we use a combination of formative and summative assessments that align with the program objectives and the course outcomes. Formative assessments are

ongoing and provide feedback to students and instructors on the progress and gaps in learning, such as quizzes, assignments, projects, and peer reviews. Summative assessments are final and measure the achievement of learning outcomes at the end of a course or a program, such as exams, capstone projects, portfolios, and certifications. We design the assessments to cover the knowledge, skills, and abilities that are expected of cybersecurity graduates, such as securing systems, analyzing risks, applying cryptography, designing secure software, responding to attacks, and adhering to ethical and professional standards. we also use rubrics, criteria, and benchmarks to evaluate the students' performance and provide constructive feedback. Additionally, we collect and analyze data from the assessments to monitor the quality and effectiveness of the program and make improvements as needed.

Program Administration

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

- Name: Dr. Thomas Barron
- Email: tbarron@charteroak.edu Phone: 8605153838

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: There are no full-time faculty in this program. The program director of Business and Technology will assume day-to-day operations of this certificate.

Program Faculty

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

If any new full-time hires, what percentage of program credits will they teach? 0

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 0

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

What percentage of program credits will be taught by adjunct faculty? 100

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's in Cybersecurity. Experience in industry. Prefer experience teaching in an online setting.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
CSS 1XX: Cybersecurity Fundamentals	1,2	none	3
CSS 2XX: Operating Systems and Asset Security	2,3	CSS 1XX	3

ITE 220: Networking and Data Communications	3,4	None	3
CSS 2XX: Incident Response	4,5	CSS 1XX	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			12

What are the admissions requirements for the program? None. Students will be advised to have a functioning computer (not Chromebook) with access to reliable Wifi. Recommended that students have fundamental computer literacy skills (office, computer navigation) prior to enrolling in the program. Minimum residency of 6 credits must be taken at Charter Oak State College.

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

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

Describe the prospective students for the program: A student interested in the Cyber Security area but wants to earn a short-term credential to ensure it is the proper plan of study for them. Also, students looking to upskill or re-skill from another career. Employees that are currently already IT help desk workers would particularly thrive in this program.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: 4 Courses / 12 Credits

For the singular changes noted below, alternate forms are available:

- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*
- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*

Original Program Characteristics

Name of Program: **Health Care Administration**
OHE #: 17310
Modality of Program *(check all that apply)*: ☐ On ground X☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: **x**☐ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: B.S.
Date Program was Initiated: 2013
Total # Credits in Program: 120
Credits in General Education: 40
CIP Code Number: 51.0701 Title of CIP Code: Health/Health Care Administration/Management

Modified Program Characteristics

Name of Program: Health Care Administration
Modality of Program *(check all that apply)*: ☐ On ground X☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: **X**☐ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: B.S.
Initiation Date for Modified Program: Fall 2024
Anticipated Date of First Graduation: Spring 2026
Total # Credits in Program: 120
Credits in General Education: 40
CIP Code Number: 51.0701 Title of CIP Code: Health/Health Care Administration/Management

Department where program is housed: Health Science & Technology (HST) Department
Location Offering the Program *(e.g., main campus)*: Online Main Campus

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

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

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

These program changes offer approved students the ability to pursue graduate courses while still enrolled at the undergraduate level by completing four graduate courses (up to 12 credits) at the undergraduate level. This will provide a feeder into the MS in Health Care Administration by providing the ability to finish the MS one year upon graduation from the BS degree (if going full-time).

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
HCA101 Health Care Systems and Administration	3	HCA101 Health Care Systems and Administration	3
ACC101 Financial Accounting	3	ACC101 Financial Accounting	3
HCA311 Economics of Health and Health Care	3	HCA311 Economics of Health and Health Care	3
HRM310 Human Resource Management	3	HRM310 Human Resource Management	3
One of the Following: HIM305 Health Information Services Management and Leadership OR HCA450 Leadership in Health Care Administration OR MGT450 Leadership Practices OR MGT451 Team Leadership	3	One of the Following: HIM305 Health Information Services Management and Leadership OR HCA450 Leadership in Health Care Administration OR MGT450 Leadership Practices OR MGT451 Team Leadership	3
Electives in Business, Management (e.g. MGT315, MGT365), MIS, Informatics, Health Care (e.g. HCA325, HCA330, HCA350, HCA411) or in an approved related field	6	Electives in Business, Management (e.g. MGT315, MGT365), MIS, Informatics, Health Care (e.g. HCA325, HCA330, HCA350, HCA411) or in an approved related field	6
HCA499 Capstone	3	HCA499 Capstone	3
MAT105 Co-requisite: Statistics OR BUS201 Business Statistics	3	MAT105 Co-requisite: Statistics OR BUS201 Business Statistics	3
HCA105 Co-requisite: Medical Terminology	3	HCA105 Co-requisite: Medical Terminology	3

HCA301 Contemporary Ethical Issues in HCA	**3**	**HCA301 Contemporary Ethical Issues in HCA OR HCA505 Legal & Ethical Issues in Healthcare**	**3**
HCA211 Health Care Finance	**3**	**HCA211 Health Care Finance OR HCA510 Advanced Healthcare Finance**	**3**
HCA401 Regulatory and Accrediting Agencies Requirements for Health Care Organizations	**3**	**HCA401 Regulatory and Accrediting Agencies Requirements for Health Care Organizations OR HCA610 Policy and Regulatory Strategies in Healthcare**	**3**
HCA201 Health Care Quality Concepts and Principles	**3**	**HCA201 Health Care Quality Concepts and Principles OR HCA620 Healthcare Performance Improvement & Quality Management**	**3**
Total Credits Original Program	**42**	**Total Credits Modified Program**	**42**

Learning Outcomes - L.O.

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

1. Describe the different types of healthcare delivery systems and services by comparing past, present, and anticipated changes.
2. Discuss human resource management, behaviors, diversity, and policies and procedures.
3. Review legal and ethical responsibilities in the healthcare organization as they relate to patient/client rights.
4. Demonstrate an understanding of how healthcare quality is delivered, measured, and monitored using research methods to assess customer service and client satisfaction.
5. Describe economic factors and payment sources that influence healthcare decisions of the population served.
6. Explain financial risk and risk to the organization through evaluation and interpretation of appropriate data and performance reports.
7. Identify regulatory and voluntary accrediting standards, process improvement concepts and principles and application to healthcare.
8. Recognize the value of clinical informatics in making informed care decisions.
9. Demonstrate communication, teamwork, leadership skills and competencies.
10. Discuss global factors affecting the healthcare industry.
11. Identify and apply strategic management principles and concepts.

Assessment of Learning Outcomes

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

All courses are mapped to curricular competencies. The assignments associated with each course curricular competency is identified at its Bloom's Taxonomy Level.

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
HCA101 Health Care Systems and Administration	1, 10	None	3
ACC101 Financial Accounting	6	None	3
HCA311 Economics of Health and Health Care	1, 5	ENG 101, ENG 102	3
HRM310 Human Resource Management	2, 9	ENG 101, ENG 102	3
One of the Following: **HCA450 Leadership in Health Care Administration** **OR** **MGT450 Leadership Practices** **OR** **MGT451 Team Leadership**	9, 11	ENG 101, ENG 102	3
Electives in Business, Management (e.g. MGT315, MGT365), MIS, Informatics, Health Care (e.g. HCA325, HCA330, HCA350, HCA411) or in an approved related field	8, 10, 11	May vary	6
HCA499 Capstone	9	ENG 101, ENG 102	3
MAT105 Co-requisite: Statistics		None	3
HCA105 Co-requisite: Medical Terminology		None	3
HCA301 Contemporary Ethical Issues in HCA **OR** **HCA505 Legal & Ethical Issues in Healthcare***	3	ENG 101, ENG 102 OR **Approval of Program Director*	3
HCA211 Health Care Finance **OR** **HCA510 Advanced Healthcare Finance***	5, 6	ACC 101 OR **Approval of Program Director*	3
HCA401 Regulatory and Accrediting Agencies Requirements for Health Care Organizations **OR** **HCA610 Policy and Regulatory Strategies in Healthcare***	3, 7	ENG 101, ENG 102 OR **Approval of Program Director*	3

HCA201 Health Care Quality Concepts and Principles **OR** **HCA620 Healthcare Performance Improvement & Quality Management***	4	ENG 101, ENG 102 OR **Approval of Program Director*	3
Open Electives (*Indicate number of credits of open electives*)			38
Total Program Credits:			**120**

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

The new graduate course options will be offered to B.S. HCA qualifying students. These undergraduate students must have, and maintain, a minimum undergraduate Charter Oak GPA of 3.0 and completed at least 90 credits towards their bachelor's degree prior to taking their first graduate course.

Only one graduate course can be taken in each 8-week term. The graduate courses taken at the undergraduate level can only be internally transferred to the student's graduate record if the students earn a final grade of B- or higher. That grade will then be transcribed as 'P' on the graduate record and will not be calculated in the graduate GPA.

Not all B.S. HCA students will qualify or opt for the graduate course options. This will be evident if the student is approved to take the courses referenced in the chart above.

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.

HST Fulltime staff, or COSC Advising staff, will advise all B.S. HCA students pursuing M.S. HCA approved courses. A process within the registrar's system will track students who take graduate courses.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: B.S. HCA Program Website: https://www.charteroak.edu/health-care-administration/

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: The grad course option will provide an opportunity for the B.S. HCA student to graduate the B.S. Program in 4-years and the M.S. HCA Program in 1-year (compared to the typical 2-years following a B.S. HIM Degree).

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.charteroak.edu/prospective/tuition/

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):

The Bachelor of Science in Healthcare Administration is designed to provide professionals working in the healthcare industry with the knowledge required to create, implement and efficiently administer programs and services delivered by health care organizations.

Students may be subject to a criminal background check and drug screening prior to being placed in any internship. Furthermore, anyone convicted of a felony and even some misdemeanors will not be able to complete most certification and licensing exams, nor find gainful employment in most healthcare settings.

All major requirements must be completed with a grade of 'C' or higher.This major requires a minimum of 36 credits.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-9111 Medical and Health Services Managers

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

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	137,410	2.46	$ 67.06	$ 139,490
Offices of Physicians	61,740	2.22	$ 60.68	$ 126,210
Outpatient Care Centers	36,350	3.55	$ 59.07	$ 122,870
Nursing Care Facilities (Skilled Nursing Facilities)	26,120	1.94	$ 49.91	$ 103,800
Home Health Care Services	23,520	1.53	$ 50.11	$ 104,220

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative Management; Sector 62 – Health Care – HCA professionals work in any of the designated fields (hospital, Nursing Care, Physician Office, etc.).

Career/Program Pathways

Does this program prepare students for another program? X☐ Yes, specify program: B.S. HCA prepares for M.S. HCA Program ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): The fulltime HST Program Directors will advise and work together with students in the B.S. HCA to M.S. HCA Pathway. These include B.S. HIM Program Director Cindy Edgerton, B.S. HCA Director – Interim, Stacey Walraven and HST Chair and M.S. HCA and M.S. HI Program Director, Brooke Palkie

Cindy Edgerton: cedgerton@charteroak.edu 860-515-3833

Stacey Walraven: swalraven@charteroak.edu 860-515-3723

Brooke Palkie: bpalkie@charteroak.edu 860-515-3819

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1-3 (Cindy, Stacey, Brooke)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? B.S. HCA = , M.S. HCA = 12

Admissions Requirements

What are the admissions requirements for the program?

The application for admission is completed **online**. Official transcripts and test scores of all previous attempted academic work must be requested by the applicant and sent directly to the College. Once all official transcripts have been received by the College, and it has been determined that the applicant has met minimum admissions

requirements, notification of acceptance decision is sent via email. The College will provide the accepted applicant with a user name and password to be used to access the **MyCharterOak**, student portal. An applicant's file is kept active for six months from the date of application.

A summary of the applicant's transferable credit and access to the advising worksheet is provided to the applicant by their assigned admissions counselor. They will receive initial academic advisement from their admissions counselor. An accepted applicant is expected to confirm the decision to enroll in the college by paying the non-refundable deposit . The deposit signifies a commitment to pursuing degree completion and positions the student to receive important student services such as orientation, tutorials and academic advisement. The deposit will be applied to tuition/fees. Should a student not be able to start in the intended term, the deposit may be deferred to the next eligibile term start, typically the next 8-week term.

Graduation Requirements

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

If yes, describe Capstone Course

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program:

Charter Oak's online bachelor's degree in Health Care Administration is designed to provide professionals working in the healthcare industry, or a healthcare related industry such as insurance, with the knowledge required to create, implement and efficiently administer programs and services delivered by healthcare and healthcare related organizations.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: 2 Courses 6 Credits

For the singular changes noted below, alternate forms are available:

- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*
- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*

Original Program Characteristics

Name of Program: Health Care Administration
OHE #: 019349
Modality of Program *(check all that apply)*: ☐ On ground **x**☐ **Online** ☐ Hybrid, % of fully online courses
Locality of Program: **x**☐ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **MS**
Date Program was Initiated: 06/20/2013
Total # Credits in Program: 36
Credits in General Education:
CIP Code Number: 510701 Title of CIP Code: Health/ Health Care Administration/Management

Modified Program Characteristics

Name of Program: Health Care Administration
Modality of Program *(check all that apply)*: ☐ On ground X☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: **X**☐ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: M.S.
Initiation Date for Modified Program: August 2024
Anticipated Date of First Graduation: August 2025
Total # Credits in Program: 30
Credits in General Education: 0
CIP Code Number: 510701 Title of CIP Code: Health/ Health Care Administration/Management

Department where program is housed: Health Science and Technology (HST) Department
Location Offering the Program *(e.g., main campus)*:

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

It has been identified that the M.S. HCA Program is 36 credits, and that other M.S. HCA Programs are typically 30 credits. This credit difference makes the COSC M.S. HCA Program not competitive with other M.S. HCA Programs due to the extra time to complete the degree program. The recommendation to scale back six credits so the M.S. HCA Program is 30 credits which is in line with other M.S. HCA Programs. SLO's critical for the program from HCA 535 and HCA 520 are being infused into the other courses in this program.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
HCA 515 Leadership and Strategic Planning in Healthcare	3	HCA 515 Leadership and Strategic Planning in Healthcare	3
HCHA 505 Legal and Ethical Issues in Healthcare	3	HCHA 505 Legal and Ethical Issues in Healthcare	3
HCA 510 Advanced Healthcare Finance	3	HCA 510 Advanced Healthcare Finance	3
HCA 525 Epidemiology and Population Health Informatics	3	HCA 525 Epidemiology and Population Health Informatics	3
HIF 530 Intro to Health Informatics and Hot Topics	3	HIF 530 Intro to Health Informatics and Hot Topics	3
HCA 610 Policy and Regulatory Strategy in Healthcare	3	HCA 610 Policy and Regulatory Strategy in Healthcare	3
HCA 620 Healthcare Performance Improvement and Quality Management	3	HCA 620 Healthcare Performance Improvement and Quality Management	3
HCA 605 Management and Supervision in Healthcare	3	HCA 605 Management and Supervision in Healthcare	3
HCA 640 Applied Statistics Research in Health Science	3	HCA 640 Applied Statistics Research in Health Science	3
HCA 695 Health Administration Masters Capstone	3	HCA 695 Health Administration Masters Capstone	3
HCA 535 Healthcare Information Governance (removing)	3		
HCA 520 Healthcare Marketing (removing)	3		
Total Credits Original Program	**36**	**Total Credits Modified Program**	**30**

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Learning Outcomes - L.O.

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

1. Create strategic plans for health care organizations or entire systems.
2. Explain how to recruit, hire, lead and manage a diverse group of staff.
3. Explain the role of the administrator to uphold legal and ethical responsibilities in the healthcare organization as they relate to patient/client rights.
4. Develop health care delivery goals and standards to lead organizations in quality care initiatives.
5. Assess customer service and client satisfaction for continuous performance improvement.
6. Assess economic factors and payment sources that influence health care decisions of the population served.
7. Prepare and analyze departmental and organizational budgets.
8. Manage financial endeavors for the healthcare organization, including explaining financial and accounting information and the use of that information for short and long-term investment decisions.
9. Explain the connection between regulatory and voluntary accrediting standards and healthcare policies and procedures.
10. Use and analyze clinical informatics efforts to improve clinical performance.
11. Analyze what communication, teamwork, and leadership skills make an effective healthcare organization and develop an implementation plan.
12. Analyze global factors affecting the health care industry.
13. Use marketing data analysis to develop a plan for growing an organization and creating brand recognition.

Assessment of Learning Outcomes

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

All courses are mapped to curricular competencies. The assignments associated with each course curricular competency is identified at its Bloom's Taxonomy Level. These competencies correlate to the M.S. courses as listed above.

Additionally, programs go through the regular cycle of the required comprehensive Internal Review and the External Review as required through NECHE. The M.S. HCA program was reviewed in the previous academic cycle (2022-2023 academic year).

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
HCA 515 Leadership and Strategic Planning in Healthcare	1,2,4,11,13		3

HCA 505 Legal and Ethical Issues in Healthcare	3,12		3
HCA 510 Advanced Healthcare Finance	6,7,8		3
HCA 525 Epidemiology and Population Health Informatics	4,12		3
HIF 530 Intro to Health Informatics and Hot Topics	10		3
HCA 610 Policy and Regulatory Strategy in Healthcare	4,6,9		3
HCA 620 Healthcare Performance Improvement and Quality Management	4,5,10		3
HCA 605 Management and Supervision in Healthcare	1,2,4,11		3
HCA 640 Applied Statistics Research in Health Science	10		3
HCA 695 Health Administration Masters Capstone	All	HCA640	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			30

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

The recommendation is to remove the following two courses: HCA 535 Healthcare Information Governance (3 credits) and HCA 520 Healthcare Marketing (3 credits) from the M.S. HCA Core Courses. The competencies that are identified within the two courses will be absorbed within the program. Changing the total credits from 36 to 30 aligns with other M.S. HCA 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.

Removal of the courses. Internal staff and faculty will complete the changes. No additional cost will be acquired with the change.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.charteroak.edu/masters/health-care-administration/

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 2 years

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.charteroak.edu/prospective/tuition/

Request for SAA Approval for Veterans Benefits? ☐ **X Yes** ☐ No

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): The comprehensive Master of Health Care Administration curriculum focuses on leadership and strategic management trends, quality and performance improvement, leadership skills, community health planning and advocacy, organizational theory, finance, health law and research methods in health services administration.

The philosophy underlying the program's curriculum is to provide students the tools and knowledge needed in high quality healthcare management positions. The goal is to set the foundation for future healthcare decision makers and to expand the leadership skills of current leaders.

The mission of the program is to prepare a diverse group of highly skilled leaders that utilize evidence-based strategies to develop, manage, and improve various health service programs and health related organizations.

The vision of the program is to be to be a transformational catalyst in creating future health care leaders with the values pertaining to:

- Leadership: high standards and ethical behavior
- Knowledge: evidence based and inter-professional
- Innovation: technology and data driven
- Diversity: inclusive and respectful
- Quality: environment for excellence in quality and improvement

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-9111 Medical and Health Services Managers

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

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	137,410	2.46	$ 67.06	$ 139,490
Offices of Physicians	61,740	2.22	$ 60.68	$ 126,210
Outpatient Care Centers	36,350	3.55	$ 59.07	$ 122,870
Nursing Care Facilities (Skilled Nursing Facilities)	26,120	1.94	$ 49.91	$ 103,800
Home Health Care Services	23,520	1.53	$ 50.11	$ 104,220

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative Management; Sector 62 – Health Care – HCA professionals work in any of the designated fields (hospital, Nursing Care, Physician Office, etc.).

Career/Program Pathways

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

Program Administration and Faculty

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 2-3 full-time faculty

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 8-10

Admissions Requirements

What are the admissions requirements for the program?

Applicants must have an earned bachelor's degree from a regionally accredited institution, or international institution equivalent to a U.S. regionally accredited institution, with a grade point average of 3.0 or better. Applicants with GPAs between 2.7 and 3.0 will be considered. Their acceptance will be based upon their academic background, essay and experience. If accepted, they will need to earn grades of B or better in their first two courses to continue in the program.

Applicants will be required to submit:

- An essay, 500 words in length, describing the applicant's specific career goals and objectives and motivation to pursue an advanced degree.
- A professional resume.

Graduation Requirements

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

If yes, describe: Yes, Capstone

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program:

Careers in health care administration cannot be summarized with just a few job titles. There is a very wide variety of possible employment opportunities that could be classified as health care administration. In fact, a manager at any level in the health care industry could be labeled as a health care administrator. Health care administrators need to have knowledge of finances and budgeting, regulatory and legal compliance, public relations, human resources, health care technology, leadership and supervision, marketing, and public health. The most common and obvious career paths for graduates of a health care administration are physician office managers, hospital administrators, health care business office managers, and nursing home administrators. However, these types of positions also require a substantial level of health care experience. For entry-level graduates, there are many opportunities as the supervisor, manager or director of specific departments within health care organizations such as: 1. Lab Manager 2. Nursing manager 3. Health Information Manager 4. Business Office Manager 5. Medical Staff Credentialing Manager 6. Health IT Manager 7. Clinic Manager This is only a short list of the many available job opportunities. Those who are interested in health care administration should be aware of job opportunities with healthcare suppliers, consulting firms, pharmaceutical companies, medical equipment providers and health insurance organizations. Health policy organizations also hire health care administrations at the state or federal level. The Centers for Disease Control and the Center for Medicare and Medicaid Services are examples of such organizations.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: 4 Courses / 12 Credits

For the singular changes noted below, alternate forms are available:

- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*
- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*

Original Program Characteristics

Name of Program: **Health Information Management**
OHE #: 16963
Modality of Program *(check all that apply)*: ☐ On ground X☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: X☐ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: B.S.
Date Program was Initiated: 2012
Total # Credits in Program: 120
Credits in General Education: 43
CIP Code Number: 51.0706 Title of CIP Code: Health Information/Medical Records Administration/Administrator

Modified Program Characteristics

Name of Program: Health Information Management
Modality of Program *(check all that apply)*: ☐ On ground X☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: X☐ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: B.S.
Initiation Date for Modified Program: Fall 2024
Anticipated Date of First Graduation: Spring 2026
Total # Credits in Program: 120
Credits in General Education: 43
CIP Code Number: 51.0706 Title of CIP Code: Health Information/Medical Records Administration/Administrator

Department where program is housed: Health Science & Technology (HST) Department
Location Offering the Program *(e.g., main campus)*: Online Main Campus

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

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

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

These program changes offer approved students the ability to pursue graduate courses while still enrolled at the undergraduate level by completing four graduate courses (up to 12 credits) at the undergraduate level. This will provide a feeder into the MS in Health Informatics by providing the ability to finish the MS one year upon graduation from the BS HIM degree (if going full-time).

Curriculum Notes: Prior to the General Education changes in Fall 2023, HIM students had the following prescribed General Education requirements: HCA 301, HCA 350, BIO 130, BIO 212, BIO 215. Students starting in the Fall 2023 and thereafter are no longer required to take HCA 301 and HCA 350. They are still required to take BIO 130, BIO 212, and BIO 215. The passing grade for these courses is C or better.

In the Health Information Management program, 21 credits must be earned via COSC HIM courses or faculty-approved Credential Evaluation (licenses, credentials, etc.) and this will not be changing with the modification.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
HCA 101 Health Care Systems and Administration	3	HCA 101 Health Care Systems and Administration	3
HCA 105 Medical Terminology	3	HCA 105 Medical Terminology	3
HIM 115 Principles of Health Information Management	3	HIM 115 Principles of Health Information Management	3
HIM 205 Reimbursement Methodologies	3	HIM 205 Reimbursement Methodologies	3
HIM 210 Clinical Classification Systems I	3	HIM 210 Clinical Classification Systems I	3
HIM 211 Clinical Classification Systems II	3	HIM 211 Clinical Classification Systems II	3
HIM 305 Health Information Services Management and Leadership	3	HIM 305 Health Information Services Management and Leadership	3
HIM 315 Healthcare Statistics	3	HIM 315 Healthcare Statistics	3
HIM 320 Electronic Health Records and Health Information Exchange	3	HIM 320 Electronic Health Records and Health Information Exchange	3
HIM 405 Health Care Information Law, Privacy, and Security	3	HIM 405 Health Care Information Law, Privacy, and Security	3
HIM 420 Health Care Research and Quality	3	HIM 420 Health Care Research and Quality	3

HIM 498 Health Information Management Practicum	**3**	**HIM 498 Health Information Management Practicum**	**3**
HIM 499 Health Information Management Capstone	**3**	**HIM 499 Health Information Management Capstone**	**3**
HIM200 Health Information Systems and Databases	**3**	**HIM200 Health Information Systems and Databases OR HIF530 Introduction to Health Informatics and Hot Topics**	**3**
HIM300 Medical Vocabularies and Classification Systems	**3**	**HIM300 Medical Vocabularies and Classification Systems OR HIF540 Health Data Vocabularies and Standards**	**3**
HIM435 Health Care Data Analytics and Information Governance	**3**	**HIM435 Health Care Data Analytics and Information Governance OR HIF535 Healthcare Data Analytics**	**3**
MGT460 Project Management	**3**	**MGT460 Project Management OR HIF615 Information Technology Project Management**	**3**
Total Credits Original Program	**51**	**Total Credits Modified Program**	**51**

Learning Outcomes - L.O.

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

1. Demonstrate an understanding of the different fields of medical science, information technology, and business management applicable in health information management.
2. Demonstrate a fundamental knowledge of facts, terms, and concepts important to the processing of health information.
3. Apply information acquisition skills to the processing, maintenance, and security of health information.
4. Demonstrate an ability to do the coding and billing important in the processing of health information.
5. Understand database information technology and apply it to modern electronic medical records management.
6. Understand and use quantitative and qualitative research methodologies in health information management
7. Demonstrate an understanding of the importance of maintaining quality management techniques in health information management.
8. Demonstrate an understanding of the importance of the maintenance of staff development in health information management.
9. Understand and use project management techniques and their application to modern business management.

Assessment of Learning Outcomes

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

All courses are mapped to curricular competencies. The assignments associated with each course curricular competency is identified at its Bloom's Taxonomy Level.

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
HCA 101 Health Care Systems and Administration	1,2	IDS 101	3
HCA 105 Medical Terminology	1,2	IDS 101	3
HIM 115 Principles of Health Information Management	1,2	IDS 101, ENG 101	3
HIM 205 Reimbursement Methodologies	2,4	IDS 101, ENG 101	3
HIM 210 Clinical Classification Systems I	1,4	BIO 130, BIO 212, BIO 215, HCA 105	3
HIM 211 Clinical Classification Systems II	1,4	BIO 130, BIO 212, BIO 215, HCA 105	3
HIM 305 Health Information Services Management and Leadership	8	IDS 101, ENG 101, ENG 102	3
HIM 315 Healthcare Statistics	6	IDS 101, ENG 101, ENG 102, MAT 105	3
HIM 320 Electronic Health Records and Health Information Exchange	2,5	IDS 101, ENG 101, ENG 102	3
HIM 405 Health Care Information Law, Privacy, and Security	3	IDS 101, ENG 101, ENG 102	3
HIM 420 Health Care Research and Quality	7	IDS 101, ENG 101, ENG 102, HIM 115, HIM 315	3
HIM 498 Health Information Management Practicum	1-9	IDS 101, ENG 101, ENG 102 Must be taken in final semester	3
HIM 499 Health Information Management Capstone	1-9	IDS 101, ENG 101, ENG 102, HIM 498 Must be taken in final semester	3
HIM200 Health Information Systems and Databases **OR** ***HIF530 Introduction to Health Informatics and Hot Topics**	3,9	IDS 101 OR **Approval of Program Director*	3
HIM300 Medical Vocabularies and Classification Systems **OR**	2,5	IDS 101, ENG 101, ENG 102, HCA 105 OR	3

***HIF540 Health Data Vocabularies and Standards**		**Approval of Program Director*	
HIM435 Health Care Data Analytics and Information Governance OR *HIF535 Healthcare Data Analytics	5	IDS 101, ENG 101, ENG 102, HIM 115, HIM 200, HIM 315 OR **Approval of Program Director*	3
MGT460 Project Management OR *HIF615 Information Technology Project Management	9	IDS 101, ENG 101, ENG 102 OR **Approval of Program Director*	3
Open Electives (*Indicate number of credits of open electives*)			33
Total Program Credits:			**51**

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

The new graduate course options will be offered to B.S. HIM qualifying students who want to a fast-track option to earn the M.S. Degree. These undergraduate students must have, and maintain, a minimum undergraduate Charter Oak GPA of 3.0 and completed at least 90 credits towards their bachelor's degree prior to taking their first graduate course.

Only one graduate course can be taken in each 8-week term. The graduate courses taken at the undergraduate level can only be internally transferred to the student's graduate record if the students earn a final grade of B- or higher. That grade will then be transcribed as 'P' on the graduate record and will not be calculated in the graduate GPA.

Not all B.S. HIM students will qualify or opt for the fast track option. This will be evident if the student is approved to take the courses referenced in the chart above.

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.

HST Fulltime staff, or COSC Advising staff, will advise all B.S. HCA students pursuing M.S. HCA approved courses. A process within the registrar's system will track students who take graduate courses.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: B.S. HIM Program Website: https://www.charteroak.edu/health-information-management/

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: The grad course option will provide an opportunity for the B.S. HCA student to graduate the B.S. Program in 4-years and the M.S. HCA Program in 1-year (compared to the typical 2-years following a B.S. HIM Degree).

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.charteroak.edu/prospective/tuition/

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):

The Bachelor of Science in Health Information Management provides students with an understanding of medical science, patient information management, information technology and business management that make up this allied healthcare profession. The program prepares student for the electronic management of patient health information and health care organization revenue cycles. The program is structured to provide a professional education with a comprehensive curriculum and is guided by the principle of quality health care through quality information.

Student's may be subject to a criminal background check and drug screening prior to being placed in any internship. Furthermore, anyone convicted of a felony and even some misdemeanors will not be able to complete most certification and licensing exams, nor find gainful employment in most health care settings. All foundation and major requirements must be completed with a grade of 'C' or higher.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-9111 Medical and Health Services Managers

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

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
General Medical and Surgical Hospitals	17,270	0.31	$ 30.49	$ 63,430
Management of Companies and Enterprises	2,910	0.11	$ 35.74	$ 74,350
Offices of Physicians	2,800	0.10	$ 26.19	$ 54,480
Outpatient Care Centers	1,410	0.14	$ 30.61	$ 63,670
Office Administrative Services	990	0.19	$ 38.65	$ 80,390

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541611 Administrative Management; Sector 62 – Health Care – HCA professionals work in any of the designated fields (hospital, Nursing Care, Physician Office, etc.).

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program X ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): The fulltime HST Program Directors will advise and work together with students in the B.S. HCA to M.S. HCA Pathway. These include B.S. HIM Program Director Cindy Edgerton, B.S. HCA Program Director – Interim, Stacey Walraven and HST Chair and M.S. HCA and M.S. HI Program Director, Brooke Palkie

Cindy Edgerton: cedgerton@charteroak.edu 860-515-3833

Stacey Walraven: swalraven@charteroak.edu 860-515-3723

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Brooke Palkie: bpalkie@charteroak.edu 860-515-3819

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1-3 (Cindy, Stacey, Brooke)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? B.S. HIM = 9, M.S. HI = 9

Admissions Requirements

What are the admissions requirements for the program

Charter Oak State College seeks to serve all persons regardless of race, religion, creed, sex, sexual orientation, age, marital status, national or ethnic origin, or disability in the administration of its educational policies, admissions policies and employment policies as well as in the policies governing all programs that it offers or administers.

The requirements for admission as a degree candidate are that the applicant:

- be sixteen years of age or older;
- has earned at least nine college-level credits from a regionally accredited college or university, in the armed services, by evaluation of non-collegiate sponsored instruction, or by completing standardized college-level proficiency examinations with a score that is acceptable for credit toward a Charter Oak State College degree. OR
- has earned a high school diploma or its equivalency
- is able to speak and write standard English.

Graduation Requirements

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

If yes, describe: Capstone Course.

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: For those who wish to have the skills and knowledge needed to manage patient data and work with electronic health records in today's healthcare environments. The program is guided by the principle of quality healthcare through quality information.

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: 01/2023 Review by Provosts Council: 01/2023 Final approval by institution: 2/23/2024 Submission of this form to the CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Program Characteristics

Name of Program: IT Support Professional Certificate

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

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

Program website: https://www.charteroak.edu/certificates/

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **C1**

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Spring 2025

Total # Credits in Program: 12

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 1 year

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.charteroak.edu/prospective/tuition/

CIP Code Number: 11.1006 Title of CIP Code: Computer Support Specialist

Department where program is housed: Business and Technology

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

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

Provide the intended catalog description for this program: This program provides learners with the essential skills and knowledge to troubleshoot, repair, and maintain computers and networks. Students will also prepare for the CompTIA A+ certification exam, which is recognized as the industry standard for entry-level IT professionals. This program is ideal for anyone who wants to pursue a career in the fast-growing and dynamic field of information technology. Upon completion of this program, learners will be ready to work as a help desk technician, computer support specialist, or IT support analyst.

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

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

NOTES:

NEW CERTIFICATE – BELOW THRESHOLD REPORT

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates ≤ 15 credits
  - Graduate certificates ≤ 12 credits
  - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* As part of our mission to provide workforce relevant academic programs. This program will provide students the ability to stack an industry recognized credential into a Bachelor's degree while providing the foundational knowledge to advance within the major.

Addressing Identified Needs

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

  The certificate is meant to prepare beginner-level learners for an entry-level role in IT Support in about six months. This hands-on online training is developed exclusively by Google and hosted on Coursera. As part of the Governor's Workforce Council. The Google Career Certificates program will be offered to the more than 66,000 students in the CSCU system who attend the state's community college, four regional universities and online Charter Oak State College. The certificate can be completed 100% online using faculty who are experts in the field and certified by Google. Charter Oak is the first public college or university to become a Coursera Career Academy Partner. The course names and credits mostly follow the Google IT Support Professional Certificate ACE recommendations.

  The certificate is stackable as foundational courses into the recently passed Bachelor of Science in Software Development. This program also prepares you for the CompTIA A+ exams, the industry standard certification for IT—you'll earn a dual credential when you complete both.

  According to Burning Glass Insight, There are 340,500 U.S. job openings in IT and a $50,800 average entry-level salary in IT support. Since the IT Support Certificate launched in 2018, 82% of graduates have reported a positive career outcome like a new job, promotion, or raise within 6 months. This is according to the Coursera Learner
- How does the program make use of the strengths of the institution (*e.g., curriculum, faculty, resources)* and of its distinctive character and/or location?

This program takes advantage of the Charter Oak State College partnership with Coursera Career Academy content that allows the college to build a stackable credential pathway in our BS Software Development program. 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.

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

  Charter Oak's program review template requires programs under review to assess recruitment, retention, enrollment and completion for both SES and race/ethnicity.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

  By having a focus on recruiting students that are unemployed and/or underemployed, Charter Oak is in a strong position to recruit students with low socio-economic status (SES). The program is also available to entry-level employees not making a livable wage, a chance to upskill into a career with a higher income trajectory.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

  Equity gaps within the program via the program review process are required to develop an action plan for correction. Typically, this would require a redesign of targeted courses that contain any statistically significant equity gaps. Strategies include inclusive design principles and universal design of learning (UDL).
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (*Include additional details in the Quality Assessment portion of this application, as appropriate)*

  This program is designed to be a stackable program within our BS in Software Development. The goal is to allow students the ability to gain practical work as an entry-level IT Help Desk Worker while in the Software Development program (or if they choose to go into our BS in Cybersecurity program).
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided There are no online credit programs at this time within CSCU. There may be some non-credit offerings from CT State as part of the OWS Career ConneCT grant. Students that complete that program and achieve the CompTIA A+ certification would receive these credits at Charter Oak and can stack into the Software Development bachelor's degree.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

Charter Oak recently became the first (and only) public college or university as a Coursera Career Academy partner. This partnership will grant Charter Oak Access to the Google IT User Support Professional Curriculum and other industry created content as the basis of this curriculum. In essence, this material will become our textbook and software available to students at no additional cost than our tuition and fees. The instructor will then use the Blackboard classroom to facilitate/reinforce learning and confirm acquisition of critical skills based off of the material.

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.

As mentioned, Charter Oak has access to all the necessary course material through our Coursera Career Academy partnership.

Student Recruitment / Student Engagement

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

One area of recruitment are our American Jobs Centers. They receive many CT residents looking to upskill to create a pathway towards a sustainable income. We plan to market this program to all American Jobs Centers in CT.

Upskilling current staff of our corporate partners is desirable to employers since it eliminates recruitment and onboarding costs, especially for hard-to-find cybersecurity employees. Employers can then "back-fill" IT help desk positions with those currently taking the Google IT Support available through other grants in CT.If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Charter Oak is working with our regional workforce partners about other grant opportunities to help recruit students into this program.

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

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 15-1232 Computer User Support Specialists

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $50,800 average entry-level salary in IT support.

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541519 Other Computer Related Services

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: BS Software Development ☐ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Assemble a computer from scratch and install an operating system.
2. Build a network layer and compile the five-layer network model.
3. Explain the components of the Windows and Linux operating systems and through a series of hands-on labs, perform critical tasks like managing software and users, working with system logs and remote connection tools, and configuring hardware.
4. Describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service.
5. Prepare for the CompTIA A+ certification exam by reviewing the exam objectives, format, and sample questions.

Assessment of Learning Outcomes

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

To assess the learning outcomes of a cybersecurity fundamentals certificate program, we use a combination of formative and summative assessments that align with the program objectives and the course outcomes. Formative assessments are ongoing and provide feedback to students and instructors on the progress and gaps in learning, such as quizzes, assignments, projects, and peer reviews. Summative assessments are final and measure the achievement of learning outcomes at the end of a course or a program, such as exams, capstone projects, portfolios, and certifications. We design the assessments to cover the knowledge, skills, and abilities that are expected of cybersecurity graduates, such as securing systems, analyzing risks, applying cryptography, designing secure software, responding to attacks, and adhering to ethical and professional standards. we also use rubrics, criteria, and benchmarks to evaluate the students' performance and provide constructive feedback. Additionally, we collect and analyze data from the assessments to monitor the quality and effectiveness of the program and make improvements as needed.

Program Administration

NEW CERTIFICATE – BELOW THRESHOLD REPORT

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

- Name: Dr. Thomas Barron
- Email: tbarron@charteroak.edu Phone: 8605153838

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: There are no full-time faculty in this program. The program director of Business and Technology will assume day-to-day operations of this certificate.

Program Faculty

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

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

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

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

What percentage of program credits will be taught by adjunct faculty? 100%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's in Computer Science or related field. Experience in industry. Prefer experience teaching in an online setting.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
ITE 1XX: Computer Information Systems	1,4		3
ITE 1XX: Integrated IT Systems and Emerging Technologies	3, 4, 5	ITE 1XX: Computer Information Systems	3
CSS 1XX: Cybersecurity Fundamentals	2,3		3
ITE 220: Computer Networking	2, 3, 4		3
Open Electives (*Indicate number of credits of open electives*)			
Total Program Credits:			12

What are the admissions requirements for the program? None. Students will be advised to have a functioning computer (not Chromebook) with access to reliable Wifi. Recommended that students have fundamental computer literacy skills (office, computer navigation) prior to enrolling in the program. Minimum residency of 6 credits must be taken at Charter Oak State College.

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No If yes, describe:
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No If yes, describe and attach copies of the contracts or other documents ensuring program support:
Describe the prospective students for the program: A student interested in the technology area but looking for a quick pathway into an entry-level job in technology. The student can then through the coursework decide if the Software Development Route or Cyber Security route best meets their career interests.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 2/23/2024 Submission to CSCU Office of the Provost for Academic Council: 2/23/2024

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: 1 Course / 3 credits

For the singular changes noted below, alternate forms are available:

- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*
- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*

Original Program Characteristics

Name of Program: M.S. in Organizational Leadership (Nonprofit Track)
OHE #: 18066
Modality of Program *(check all that apply)*: ☐ On ground ☒ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Master of Science (M.S.)
Date Program was Initiated: 05/21/15
Total # Credits in Program: 33
Credits in General Education: N/A
CIP Code Number: 520213 Title of CIP Code: Organizational Leadership

Modified Program Characteristics

Name of Program: M. S. in Organizational Leadership (Nonprofit Track)
Modality of Program *(check all that apply)*: ☐ On ground ☒ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: Master of Science (M.S.)
Initiation Date for Modified Program: 5/21/15
Anticipated Date of First Graduation: Spring 2026
Total # Credits in Program: 33
Credits in General Education: N/A
CIP Code Number: 520213 Title of CIP Code: Organizational Leadership

Department where program is housed: Business & Technology Department
Location Offering the Program *(e.g., main campus)*: 185 Main Street, New Britain, CT 06051

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost & VP of Academic Affairs	Tel.: 860-515-3727 Email: dferreira@charteroak.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

The M. S. in Organizational Leadership offers two tracks, one in Business and the other in Nonprofit. **There are no changes to the Business track of this degree, only to the Nonprofit track option (1 of 3 courses)**. Nonprofits rely on multiple fundraising strategies to maximize the volume and quality of their offerings to the community that they serve. One critical fundraising strategy that is not addressed in the current program is Grant Writing. Not only is such a knowledge base critical from a strategic perspective, but it is also a skill set increasingly in demand by those who work in nonprofit organizations.

The proposed program modification better prepares our graduates with a strategic and high demand skill set that is not provided in the current curriculum.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
Core Courses:		**Core Courses:**	
OEL501 Driving Organizational Adaptability through Learning Organizations	3	OEL501 Driving Organizational Adaptability through Learning Organizations	3
OEL520 Executive Leadership & Influence in the 21st Century	3	OEL520 Executive Leadership & Influence in the 21st Century	3
OEL525 Team Dynamics & Processes in Modern Work Teams	3	OEL525 Team Dynamics & Processes in Modern Work Teams	3
OEL530 Organizational Development	3	OEL530 Organizational Development	3
OEL610 Leading Diverse, Multicultural, & Global Organizations	3	OEL610 Leading Diverse, Multicultural, & Global Organizations	3
OEL615 Maximizing the Performance of Organizational Talent through Coaching & Mentoring	3	OEL615 Maximizing the Performance of Organizational Talent through Coaching & Mentoring	3
Track: Nonprofit		Track Nonprofit	
OEL 553 Nonprofit Strategic & Operations Mgt	3	OEL 553 Nonprofit Strategic & Operations Mgt	3
OEL554 Nonprofit Financial Resource Management & Fundraising	3	OEL554 Nonprofit Financial Resource Management & Fundraising	3
OEL655 Roles of Nonprofits in Fostering Social Change (remove this course)	3	OEL6## Grant Writing for Nonprofit Managers (replace with new course)	3
Research and Capstone:		Research and Capstone:	
OEL690 Research Methodologies	3	OEL690 Research Methodologies	3
OEL695 Capstone Seminar	3	OEL695 Capstone Seminar	3
Total Credits Original Program	**33**	**Total Credits Modified Program**	**33**

Learning Outcomes - L.O.

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

All current program student learning outcomes remain the same. Only the course OEL655 Roles of Nonprofits in Fostering Social Change will be replaced with OEL6## Grant Writing for Nonprofit Managers.

Current MSOL Student Learning Outcomes:

1. Students will be able to formulate policies and practices that integrate the knowledge gained in the functional areas of leadership and management following ethical standards, and incorporating diversity, intercultural, and global dimensions of business.
2. Students will be able to integrate leadership theory, styles and practices that promote and achieve an organization vision and mission.
3. Students will be able to create organizational design and change strategies employing the appropriate knowledge, tools, and models to promote organizational efficiency, effectiveness, and adaptability in a complex business environment.
4. Students will be able to design a research project proposal and create a comprehensive research report and deliver a presentation that clearly defines a problem, identifies a project objective or research question, formulates an appropriate research design; analyzes and synthesizes collected data, and proposes recommended actions.

The new OEL6## Grant Writing for Nonprofit Managers course outcomes will support SLOs 1 and 2 detailed above.

OEL6## Grant Writing for Nonprofit Managers Course Description:

This course empowers nonprofit leaders with the knowledge, strategies, and practical skills to develop successful grant proposals. Students will learn to navigate the complexities of grant acquisition, from identifying potential funders to creating compelling narratives. The curriculum includes understanding funder perspectives, aligning projects with funding guidelines, mastering budget details, and techniques for impactful storytelling. Students will also learn about effective and efficient grant writing best practices, ensuring participants can craft persuasive applications, secure funding, and advance their non-profit missions.

OEL6## Grant Writing for Nonprofit Managers Course Outcomes:

Upon successful completion of the course, students will be able to:

1. Analyze funding opportunities to determine alignment with your non-profit's goals and capacities, ensuring time is spent on viable grant prospects.
2. Evaluate potential funders' guidelines and priorities to tailor grant applications effectively to their criteria.
3. Create a comprehensive grant proposal that articulates a compelling need, a clear plan of action, and a detailed budget with justifications.
4. Apply critical thinking to assess and refine your grant narratives, using feedback to enhance the persuasive impact of your submission.
5. Synthesize the knowledge gained to develop a strategic approach for long-term grant acquisition, including relationship building with funders and collaborative partnerships.

Assessment of Learning Outcomes

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

In the MSOL Program, the final assignment/project in every course that is comprehensive in nature, is used to assess student learning outcomes. Rubric categories have been added to the standard assignment rubrics that evaluate the student's performance as compared to the SLOs applicable to that course. The proposed OEL6## course will continue to follow that same established practice.

Detailed Curriculum for Modified Program

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

Core Courses (Required of all students, no changes to the core courses):

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
OEL501 Driving Organizational Adaptability through Learning Organizations	1-3	N/A	3
OEL520 Executive Leadership & Influence in the 21st Century	1-3	OEL501	3
OEL525 Team Dynamics & Processes in Modern Work Teams	1-3	OEL501	3
OEL530 Organizational Development	1-3	OEL501	3
OEL610 Leading Diverse, Multicultural, & Global Organizations	1-3	OEL501	3
OEL615 Maximizing the Performance of Organizational Talent through Coaching & Mentoring	1-3	OEL501	3
OEL690 Research Methodologies	4	OEL501	3
OEL695 Capstone Seminar	1-4	OEL690	3
Concentration Option 2-Nonprofit (This modification request applies to this Track only).			
OEL 553 Nonprofit Strategic & Operations Management	1-3	OEL501	3
OEL554 Nonprofit Financial Resource Management & Fundraising		OEL501	3
OEL 6## Grant Writing for Nonprofit Managers	1-3	OEL501	3
Open Electives (*Indicate number of credits of open electives*)	0		
Total Program Credits:	**33**		

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

No other changes are required.

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.

- Course designer (Adjunct faculty), instructional designer, and course reviewer. Current internal Instructional Design and Course Reviewer Resources will be utilized. Only the cost of the Course Designer (Adjunct faculty) is an incremental cost.

No other incremental increase in resources are required.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.charteroak.edu/masters/organizational-leadership/

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*:
Full-time student time to degree completion: 14 months

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information:
https://www.charteroak.edu/prospective/tuition/

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):

The program allows students seeking an advanced degree to assess their own personal leadership style, critically examine organizational challenges and analyze the various aspects of organizational interactions at all levels (individual, group and organizational) to gain the professional competencies to effectively lead others and bring about change.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-1021 General and Operations Managers

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? $98,100

Industry	Employment	Percent of industry employment	Hourly mean wage	Annual mean wage
Restaurants and Other Eating Places	142,650	1.37	$ 31.30	$ 65,110
Management, Scientific, and Technical Consulting Services	121,410	6.90	$ 78.41	$ 163,090
Management of Companies and Enterprises	110,830	4.13	$ 89.10	$ 185,320
Computer Systems Design and Related Services	88,490	3.58	$ 75.13	$ 156,270
Merchant Wholesalers, Durable Goods (4232, 4233, 4235, 4236, 4237, and 4239 only)	75,120	5.19	$ 60.47	$ 125,78

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 611430 - Professional and Management Development Training

Career/Program Pathways

Does this program prepare students for another program? X☐ Yes, specify program: B.S. HCA prepares for M.S. HCA Program ☐ No

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Program Administration and Faculty

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

Dr. Thomas A. Barron, Jr.- Chair-Business & Technology Department

Email: tbarron@charteroak.edu Phone: 860-5615-3838

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 6-8

Admissions Requirements

Standard graduate admissions requirements:

https://www.charteroak.edu/masters/organizational-leadership/

Graduation Requirements

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

If yes, describe:

- Capstone Project

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program:

All individuals who have successfully completed a baccalaureate degree seeking to earn a graduate business degree focused in the area of leadership and organizational change. This degree is applicable to all industry segments and is not limited to students that have a prior business education or experience.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central CT State University | Date of Submission to CSCU Office of the Provost:

Most Recent NECHE Institutional Accreditation Action and Date: Continued accreditation, 4/12/19

Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: 5 credits

For the singular changes noted below, alternate forms are available:

- If only modifying modality, use form XXX *Application to Modify Instructional Modality*
- If only modifying program name, use form XXX *Application for Name Change*
- If only modifying CIP code, use form XXX *Application to Change CIP Code*
- If only adding auxiliary site, use form XXX *Application for Adding an Auxiliary Instructional Site*

Original Program Characteristics

Name of Program: **Theatre with Specialization in Performance, BFA**
OHE #: **00111**
Modality of Program *(check all that apply)*: ☒ **On ground** ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ **On Campus** ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Bachelor of Fine Arts**
Date Program was Initiated: 1973
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501 Title of CIP Code: Drama and Dramatics/Theatre Arts

Modified Program Characteristics

Name of Program: Theatre with Specialization in Performance, BFA
Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program Type *(degree type, abbreviation, name, e.g., Associates, AS, Associate of Science)*: **Bachelor of Fine Arts**
Initiation Date for Modified Program: Fall 2024
Anticipated Date of First Graduation: Spring 2028
Total # Credits in Program: 120
Credits in General Education: 44-45
CIP Code Number: 500501 Title of CIP Code: Drama and Dramatics/Theatre Arts

Department where program is housed: Theatre
Location Offering the Program *(e.g., main campus)*: Main Campus

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: CIP: OHE#: BOR Accreditation Date:
Phase Out Period Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☐ No

Institutional Contact for this Proposal: Christie Maturo	Title: Chair and Associate Prof.	Tel.: 860-832-3155 e-mail: cmaturo@ccsu.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

These changes align the BFA in Performance with the BFA in Design, Technology, and Production (BFA DTP). Our goal is to create unity and equity across our Theatre BFA degrees. The BFA DTP has long been set at 65 credits. By moving 3 courses from the Elective list and adding them to Required BFA Performance list, while dropping the elective requirements by 5 credits, would align the two degrees at 65 credits. Nearly all the BFA in Performance students are taking the courses we are proposing to move from Elective to Required to meet their 120 credit total.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	**Credits**	**Course Name & Number**	**Credits**
Core (27 Credits)		**Core (28 Credits)**	
TH 111 Stagecraft	3	TH 111 Stagecraft	3
TH 115 Play Production (1 credit course must be taken 3x)	1-2	TH 115 Play Production (1 credit course must be taken 4x)	1-2
TH 117 Lighting or TH 121 Costuming	3	TH 117 Lighting or TH 121 Costuming	3
TH 145 Acting I	3	TH 145 Acting I	3
TH 147 Theatre Design Fundamentals	3	TH 147 Theatre Design Fundamentals	3
TH 253 Script Analysis for the Theatre	3	TH 253 Script Analysis for the Theatre	3
TH 260 Directing for the Stage	3	TH 260 Directing for the Stage	3
TH 375 History of Theatre I	3	TH 375 History of Theatre I	3
TH 376 History of Theatre II	3	TH 376 History of Theatre II	3
BFA Core (21 Credits)	Crs.	**BFA Core (30 Credits)**	Crs.
TH 126 Makeup I	3	TH 126 Makeup I	3
TH 135 Speaking Voice I	3	TH 135 Speaking Voice I	3
TH 143 Improvisation and Ensemble	3	TH 143 Improvisation and Ensemble	3
TH 235 Movement for Actors I	3	TH 235 Movement for Actors I	3
TH 246 Acting II	3	TH 246 Acting II	3
TH 347 Acting III: Scene Study	3	TH 338 Speaking Voice II	3
TH 488 Thesis Project in Acting or Directing	3	TH 347 Acting III: Scene Study	3
		TH 435 Movement for Actors II	3
		TH 447 Acting IV: Shakespeare	3
		TH 488 Thesis Project in Acting or Directing	3
Guided Electives (12 credits)	12	**Guided Electives (7 credits)**	7
Total Credits Original Program	**60**	**Total Credits Modified Program**	**65**

Learning Outcomes - L.O.

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

1. Analyze the interrelationships of theatrical disciplines in performance or design through constructive critique of classwork, and theatrical production and performance
2. Apply research to an actual or theoretical creation to demonstrate mastery of performance or craft

3. Collaborate effectively with faculty and peers using processes reflective of professional theatre
4. Plan, prepare, and execute aspects of productions that approach professional-level theatre

Assessment of Learning Outcomes

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

1. There is an embedded assignment in TH 253: Script Analysis, which is evaluated by faculty according to a rubric. Students are assessed on the dimensions of analysis of text, synthesizing text, and critique of performance/production.
2. There is an embedded assignment in TH 121: Costuming, which is evaluated by faculty according to a rubric. Students are assessed on costume plot, research images, inspiration board, costume renderings, and design board.
3. This will be assessed in TH 115: Play Production.
4. This will be assessed in TH 4xx: Projects.

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
TH 111: Stagecraft	2, 3, 4		3
TH 115: Play Production	1, 2, 3, 4		4
TH 117: Lighting or TH 121: Costuming	2, 3, 4		3
TH 145: Acting I	1, 2, 3		3
TH 147: Theatre Design Fundamentals	1, 2, 3		3
TH 253: Script Analysis for the Theatre	1, 2, 4		3
TH 260: Directing for the Stage	1, 2, 3, 4	TH 147 and TH 253	3
TH 274: History of Theatre I	1, 2		3
TH 276: History of Theatre II	1, 2		3
TH 126: Makeup I	2, 4		3
TH 135: Speaking Voice I	2, 4		3
TH 143: Improvisation and Ensemble	1, 2		3
TH 235: Movement for Actors I	1, 2		3
TH 246: Acting II	1, 2, 3	TH 143 and TH 145	3
TH 347: Acting III – Scene Study	1, 2, 3	TH 246 and TH 253	3
TH 435 Movement for Actors II	1, 2	TH 235	3
TH 447 Acting IV: Shakespeare	1, 2, 3	TH 246 and TH 253	3
TH 488: Thesis Project in Acting or Directing	1, 2, 3, 4	Instructor Permission	3
Open Electives (*Indicate number of credits of open electives*)			7
Total Program Credits:			65

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements

N/A

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.

There are no additional costs associated with these modifications. Courses are offered in rotations that optimize enrollments over a 2-year cycle.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.ccsu.edu/program/Theatre_BFA/

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

Provide estimated cost of program (tuition and fees): $ ___ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar/

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): In addition to developing a foundation in theatre – its history and the process of creating -- this specialization focuses on training the voice, body, and inner life of the actors so they may live authentically within the imaginary world. Understanding human behavior, relating to the given circumstances, specifying actionable objectives, and justifying motivations are some of the core principles addressed in this specialization.

Careers/Professions and Earnings

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

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

27-2011 Actors -- $31.31 mean hourly wage[1]

27-2012 Producers and Directors -- $101,950 mean annual wage[2]

29-1125 Recreational Therapists (e.g., drama therapists) -- $53,900 mean annual wage[3]

Applicable Industries

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

711510: Actors, independent

711110: Theaters

711310: Theater operators with facilities

711320: Theater operators without facilities

611610: Performing arts schools

711300 - Promoters of Performing Arts, Sports, and Similar Events

622200 - Psychiatric and Substance Abuse Hospitals

623100 - Nursing Care Facilities (Skilled Nursing Facilities)

623300 - Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Master of Fine Arts ☐ No

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Christie Maturo, (860) 832.3155, cmaturo@ccsu.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Admissions Requirements

What are the admissions requirements for the program? Audition required. Students admitted to pre-BFA until audition is successfully completed. Overlap in the Theatre Core and electives of the BA and BFA ensures that any coursework pursued as a BFA is applicable to the BA.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐
If yes, describe: Students complete a senior thesis/capstone project in acting or directing.

Program Work Experiences

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

Prospective Students

Describe the prospective students for the program: The Department of Theatre actively participates in CCSU's Open House and Accepted Students Days. Department members also conduct outreach to local high school theatre programs and offers "shadow days" where students visit campus and attend classes. We also offer matinee performances of 3 mainstage shows where we invite high school theatre programs to a free performance and talkback with CCSU faculty and students. In addition, CCSU is hosting the Kennedy Center American College Theatre Festival for the New England Region for the next 3 years. This will be bring approximately 650 guests to our campus, many of them community college students.

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: n/a Review by Provosts Council: n/a Final approval by institution: 02/12/24 (Faculty Senate) Submission of this form to the CSCU Office of the Provost for Academic Council: 02/21/24

Most Recent NECHE Institutional Accreditation Action and Date:
Continued in accreditation; approved at the Commission's meeting on 4/12/19

Program Characteristics

Name of Program: Systems Engineering

Modality of Program *(check all that apply)*: ☒ On ground ☒ Online ☒ Hybrid, % of fully online courses <=75%

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

Program website: https://www.ccsu.edu/engineering

Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: Graduate Certificate <= 12 credits

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: Spring 2025

Total # Credits in Program: 12

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 0.5

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.ccsu.edu/tuition-aid

CIP Code Number: 14.2701 Title of CIP Code: Systems Engineering

Department where program is housed: Engineering

Location Offering the Program *(e.g., main campus)*: CCSU Main Campus, New Britain

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

Provide the intended catalog description for this program: The Graduate Certificate in Systems Engineering imparts students with the intricacies and artistry of systems engineering. Participants acquire proficiency in utilizing systems engineering tools and skills, enabling them to seamlessly integrate user needs, manage requirements, conduct technological evaluations, and construct intricate system architectures. A key learning outcome involves mastering the application of systems thinking to comprehend the interconnectedness and interdependencies among various components within a system. The courses emphasize the development of knowledge, skills, mindset, and leadership qualities essential for success as a systems engineering leader.

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Steven Minkler	Title: Dean, School of Engineering, Science, and Technology	Tel.: 860-832-2253 e-mail: sminkler@ccsu.edu

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
  - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
  - Undergraduate certificates ≤ 15 credits
  - Graduate certificates ≤ 12 credits
  - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The Systems Engineering Graduate Certificate is intricately aligned with the overarching mission of Central Connecticut State University (CCSU) and the specific mission of the School of Engineering, Science, and Technology (SEST). As a community of learners, CCSU is dedicated to teaching and scholarship that emphasizes the development and application of knowledge and ideas through research and outreach activities. The Systems Engineering Certificate contributes to this mission by equipping students with essential processes and tools for guiding the engineering of large-scale systems.

Systems Engineering is a growing field with numerous job postings in the state. One of Central's Elements of Distinctiveness is WORKFORCE AND STATE ECONOMIC DEVELOPMENT. By offering innovative programs that meet the needs of the state, such as this certificate, Central continues to prepare students to meet the CT workforce needs.

Addressing Identified Needs

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

The Systems Engineering Graduate Certificate is tailored for working professionals, including managers and engineers seeking career advancement. The program aims to empower engineering leaders to effectively oversee systems development across the entire lifecycle — from conceptual development and engineering design to operation and sustainment. Given the dynamic nature of the industry, professionals must stay abreast of evolving technologies, methodologies, and best practices. Therefore, a key focus is on ensuring that the graduate courses are taught by experienced professionals well-versed in practical systems engineering applications. Topics may include but are not limited to systems design, analysis and modeling, risk and trade-off analysis, solving optimization problems, and engineering systems project management. The certificate program can also be geared towards the preparation for the International Council on Systems Engineering Certified Systems Engineering Professional (CSEP) program.

The Systems Engineering Graduate Certificate is intricately aligned with the overarching mission of Central Connecticut State University (CCSU) and the specific mission of the School of Engineering, Science, and Technology (SEST). As a community of learners, CCSU is dedicated to teaching and scholarship that emphasizes the development and application of knowledge and ideas through research and outreach activities. The Systems Engineering Certificate contributes to this mission by equipping students with essential processes and tools for guiding the engineering of large-scale systems.

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

The Systems Engineering Graduate Certificate is poised to significantly address Connecticut's workforce needs by aligning with key industry players and contributing to the well-being of local communities. Students who complete the Certificate will be well-equipped to meet the demands of prominent Connecticut-based companies in the aerospace, defense, manufacturing, and technology sectors, such as Pratt & Whitney, UTC Aerospace, Sikorsky, General Dynamics, Hanwha Aerospace, Trumpf, QuEST Global, and ASML. The university already enjoys close working relationships with these industry leaders who employ our graduates, serve on our industry advisory boards, fund scholarship opportunities and academic enhancements, participate in "Company Day" and career fair activities through the School's "Career Link" initiative, host student interns, and collaborate with faculty to bring "real world" industrial problems and projects as part of capstone projects for senior-year undergraduate and graduate students.

The Connecticut Department of Labor forecasts an 18.5% growth in the general occupational category of "Engineers," with annual earnings exceeding $100,000 for those holding a Bachelor's degree or higher. A recent scan of job postings confirms this, with numerous openings for a "Systems Engineer" – many of which specify educational qualifications that include a degree or coursework in Systems Engineering, and skills that align with the seven ABET Learning Outcomes aligned with this Certificate.

By augmenting students' career skills for employment in these high-profile organizations, the program not only addresses the specific workforce needs of these companies but also contributes to the economic development of Connecticut. As these companies thrive, the ripple effect positively impacts local communities through job creation, innovation, and increased economic activity. Moreover, students who complete the Systems Engineering Graduate Certificate will also be well-positioned to contribute to the CT Department of Transportation and healthcare technology companies like Medtronic, addressing broader community needs and advancing technological solutions that enhance the overall well-being of Connecticut's residents. The program's emphasis on a comprehensive curriculum, including experiential and active learning, ensures that graduates are not only technically proficient but also adaptable and ready to excel in the dynamic and evolving professional landscape of the state.

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

      This program will draw a wide and diverse population of students. The interdisciplinary nature of Systems Engineering, as it is applied to disciplines and applications suggests that students who hold degrees in various STEM majors, with varying skills, will be attracted to this program. The only prerequisite is for students to hold a bachelor's degree in Engineering or Engineering Technology, or a related field.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

      The Office of Institutional Research and Assessment tracks data by program, so we will be able to determine which populations select this program compared to the populations in the existing certificate programs. By disaggregating the student population data, we will discover what interventions may be needed to better serve the population of students who enroll in this program.
    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

      We plan to use retention in the courses and program, as benchmarked with overall retention in the university's STEM graduate programs, to determine where interventions may be needed. Appropriate supports will be developed such as targeted in-person and virtual tutoring based on this need.

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

  This program is a natural continuation for students who have completed an Engineering or Engineering Technology baccalaureate degree at Central or any other accredited institution of higher education. It is also stackable into Master's Degree programs in Systems Engineering, which exist at UConn and other institutions outside the CSCU system. Depending on enrollment demand and the advice of our industry partners, it is possible to scale up this Certificate program to become a full Master's degree program which will incorporate the Certificate as a stackable credential.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.

  No similar programs exist in the CSCU system.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

The primary cost for the program is the compensation to support one full-time faculty member. The university will be repurposing an existing vacancy in the Engineering Department, so there is **no net increase in the number or compensation** of Engineering faculty. If the enrollment in the Certificate increases rapidly, it may be necessary to offer additional sections of the courses which will require hiring part-time instructors. In addition, this program does not require any specialized labs or facilities.

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.

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.

We anticipate no special resource needs based on this program because it leverages resources already in place.

Student Recruitment / Student Engagement

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

The primary audience for this Certificate is new or current students who have (or will soon complete) a baccalaureate degree in an Engineering or Engineering Technology program at an accredited institution of higher education. We will reach potential students through our network which includes industry partners, Chambers of Commerce, and professional associations. Students currently enrolled in a bachelor's degree program will be recruited through academic advising, classroom presentations, open houses, accepted student days, academic information sessions, and "Company Days" featuring industry partners who employ individuals with a Systems Engineering background.

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

As this is a 12-credit Certificate that requires entering students to have a bachelor's degree in an Engineering or Engineering Technology discipline, we expect a very high retention rate. However, to ensure success in this program, we will combine our efforts such as advising, program planning, outreach, faculty engagement, and high impact practices such as the Career Link and Career Accelerator Program events to ensure student engagement, which positively correlates with retention.

Careers/Professions & Estimated Earnings

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

SOC Code	SOC Title	Median Estimated Earnings*
17-2011	Aerospace Engineers	$126,880
17-2031	Bioengineers and Biomedical Engineers	$99,550
17-2041	Chemical Engineers	$106,260
17-2051	Civil Engineers	$89,940
17-2061	Computer Hardware Engineers	$132,360
17-2071	Electrical and Electronics Engineers	$103,320
17-2080	Environmental Engineers	$106,260
17-2112	Industrial Engineers	$96,350
17-2121	Marine Engineers and Naval Architects	$96,910
17-2131	Materials Engineers	$100,140
17-2141	Mechanical Engineers	$96,310
17-2199	Engineers, All Other	$104,600

Median wages 2022 U.S https://www.onetonline.org/find/result?s=business+analytics

Applicable Industries

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

NAICS Code	NAICS Title
541330	Engineering Services
541330	Chemical Engineering Services
541330	Civil Engineering Services
541330	Construction Engineering Services
541330	Consulting Engineers' Offices
541330	Consulting Engineers' Private Practies
541330	Electrical Engineering Services
541330	Engineering Consulting Services
541330	Engineering Design Services
541330	Engineering Services
541330	Engineers' Offices
541330	Engineers' Private Practices
541330	Environmental Engineering Services
541330	Erosion Control Engineering Services
541330	Geological Engineering Services
541330	Geophysical Engineering Services
541330	Industrial Engineering Services
541330	Mechanical Engineering Services
541330	Robotics Automation Engineering Services
541330	Robotice Engineering Design and Integration Services

Career/Program Pathways

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

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

As a graduate certificate (and not a degree), this program will not seek external accreditation. However, since we will recruit students who have completed a bachelor's degree program in Engineering which may be ABET-accredited (including those at Central), we will abide by the learning outcomes established by the Engineering Accreditation Commission of ABET:

1. Enhance graduates' ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. Enhance graduates' ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. Enhance graduates' ability to communicate effectively with a range of audiences in professional and technical settings.
4. Enhance graduates' ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Enhance graduates' ability to demonstrate good interpersonal skills on a team.
6. Enhance graduates' ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. Enhance graduates' ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Assessment of Learning Outcomes

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

Program learning outcomes are assessed directly through assigned cases, papers, exams, and individual or small-group projects that are aligned with the outcomes. Rubrics are aligned with each learning outcome and serve as the instruments through which achievement of the learning outcomes is measured. In addition, we conduct indirect assessment through the use of exit surveys that measure the students' perception of their achievement of the learning objectives.

Program Administration

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

- Name: Dr. Nidal Al-Masoud, Department Chair of Engineering
- Email: almasoudn@ccsu.edu Phone: (860) 832-1825

The university is undertaking a search for a full-time, tenure-track faculty member who will be assigned Program Coordinator responsibilities in addition to a teaching load in Systems Engineering. We expect this position to be filled in time for the Fall 2024 semester.

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

Once hired, the faculty/program coordinator is responsible for 12 load hours per semester. Depending on the semester, 9-11 hours will be assigned to teaching, with 1-3 hours for a combination of program coordinator and research responsibilities.

Qualifications:

Education:

- Ph.D. with a focus in systems engineering or a closely related discipline.

Experience and Training:

- Demonstrated expertise in at least two or more areas of Systems Engineering.
- Demonstrated commitment to pursue independent and externally funded research.
- At least two years of relevant full-time industrial experience in the related areas or equivalent R&D experience in industrial and/or government research labs.
- Teaching experience
- Publication record commensurate with experience
- Evidence of effective communication skills
- Commitment to serving culturally, ethnically and linguistically diverse communities

Preferred Qualifications:

- Two years of industry experience in a systems engineering role, involvement in relevant professional organizations or industry collaborations.
- Experience in curriculum development, including new courses or programs in systems engineering. Ability to contribute to the design of innovative and up-to-date curriculum content.
- Familiarity with integrating modern tools and technologies used in systems engineering. Ability to incorporate cutting-edge technologies into the teaching curriculum.
- A commitment to fostering diversity and inclusion within the academic environment. Experience in supporting students from diverse backgrounds.
- Evidence of ongoing professional development in the field of systems engineering. Participation in conferences, workshops, or training related to advancements in systems engineering.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 1 (one, using a repurposed vacancy)

If any new full-time hires, what percentage of program credits will they teach? 100%

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0 (part-time faculty will be hired only if there is enrollment demand for multiple sections of courses)

What percentage of program credits will be taught by adjunct faculty? 0%

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

- Ph.D. with a focus in systems engineering or a closely related discipline.
- Demonstrated expertise in at least two or more areas of Systems Engineering.
- At least two years of relevant full-time industrial experience in the related areas or equivalent R&D experience in industrial and/or government research labs.

- Teaching experience
- Evidence of effective communication skills
- Commitment to serving culturally, ethnically and linguistically diverse communities

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
To Be Hired			

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
ENGR 501 Systems Engineering Principles and Practices	1, 2, 4, 5, 6	Graduate standing	3
ENGR 502 Systems Design and Integration	1, 2, 3, 4, 5, 6, 7	Graduate standing and ENGR 501	3
ENGR 503 Systems Modeling and Simulation OR	1, 2, 6, 7	Graduate standing and ENGR 501	3
ENGR 400/500: Special Topics in Systems Engineering (cross-listed to serve either the undergraduate minor or graduate certificate)	1, 2, 3, 4, 5, 6, 7	Graduate standing and ENGR 501	
ENGR 404/504 Model-Based Systems Engineering (cross-listed to serve either the undergraduate minor or graduate certificate)	1, 2, 4, 6	Graduate standing and ENGR 501	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			12

What are the admissions requirements for the program?

- A completed online application and supplemental materials (ccsu.edu/apply)
- Current resume (optional)
- Application fee
- Official undergraduate and graduate transcripts from a regionally accredited institution of higher education (GPA of 3.00 or higher)
- Applicants with a GPA of 2.70 to 2.99 may be considered for conditional admission
- Applicants must hold a four-year Bachelor of Science degree in Engineering, Engineering Technology, or a closely related field

• Applicants who hold a four-year Bachelor's degree in a different field must complete the necessary pre-requisite foundation courses • Foundation course subjects include: Mathematics, Chemistry, Physics, Materials, and Engineering • All necessary foundation courses will be specified by the admissions committee after an applicant's credentials are assessed.
Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No If yes, describe:
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☐ Yes ☒ No If yes, describe and attach copies of the contracts or other documents ensuring program support:
Describe the prospective students for the program: The new certificate will attract traditional and adult learners holding baccalaureate degrees who seek to supplement their existing skillset to advance their current career pathway, adult learners looking to learn new skills to explore new jobs and career pathways, and all learners who wish to distinguish themselves and future-proof their career regardless of the career path they choose.

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Central Connecticut State University	Please enter the following dates: Final approval by institution: 02/12/24 (Faculty Senate) Submission to CSCU Office of the Provost for Academic Council: 02/21/24

Most Recent NECHE Institutional Accreditation Action and Date:
Continued in accreditation; approved at the Commission's meeting on 4/12/19

Program Characteristics

Name of Minor: Systems Engineering

Modality of Program *(check all that apply)*: ☒ On ground ☐ Online ☒ Hybrid, % of fully online courses 20%

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

Program website: https://www.ccsu.edu/engineering

Anticipated Program Initiation Date: Fall 2024

Anticipated Date of First Completion: As a minor it varies as students complete their degrees.

Total # Credits in Program: 18

CIP Code Number: 14.2701 Title of CIP Code: Systems Engineering

Department where program is housed: Engineering

Location Offering the Program *(e.g., main campus)*: CCSU Main Campus, New Britain

Provide the intended catalog description for this program: The Minor in Systems Engineering will furnish students with a foundational understanding of designing and managing complex systems effectively. While conventional engineering disciplines often focus on individual aspects (mechanical, electrical, civil, robotics, etc.), systems engineers approach systems holistically, encompassing definition, design, development, integration, and testing. The Systems Engineering minor integrates emerging technologies and forward-thinking applications into the curriculum, preparing students to navigate intricate engineering and societal systems. Prospective students interested in pursuing the systems engineering minor are advised to commence Systems Engineering courses at the onset of their junior year.

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

Program Discontinued: CIP: OHE#: BOR Accreditation Date:

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Institutional Contact for this Proposal: Steven Minkler	Title: Dean, School of Engineering, Science, and Technology	Tel.: 860-832-2253 e-mail: sminkler@ccsu.edu

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings.
- This form should be used only for new degree minors, which are considered Below Threshold and do not require a BOR resolution.

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

The Systems Engineering Minor is designed primarily for students within the university's School of Engineering, Science, and Technology (SEST) who are intrigued by the management of large, complex systems. This minor opens doors to diverse career opportunities in industries such as aerospace, manufacturing, and transportation. Through a comprehensive curriculum, students gain the knowledge and skills necessary to thrive in roles that require a deep understanding of systems engineering principles, preparing them for success in a dynamic and evolving professional landscape. Coursework instills a holistic perspective that complements traditional engineering approaches by focusing on the entirety of a system. This approach ensures efficient and effective operation, aligning with the SEST's commitment to maintaining academic excellence in traditional disciplines and developing innovative disciplines in emerging fields.

The Systems Engineering Minor is intricately aligned with the overarching mission of Central Connecticut State University (CCSU) and the specific mission of the School of Engineering, Science, and Technology (SEST). As a community of learners, CCSU is dedicated to teaching and scholarship that emphasizes the development and application of knowledge and ideas through research and outreach activities. The Systems Engineering Minor contributes to this mission by equipping students with essential processes and tools for guiding the engineering of large-scale systems.

Addressing Identified Needs

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

The Minor in Systems Engineering is poised to significantly address Connecticut's workforce needs by aligning with key industry players and contributing to the well-being of local communities. Graduates from this program will be well-equipped to meet the demands of prominent Connecticut-based companies in the aerospace, defense, manufacturing, and technology sectors, such as Pratt & Whitney, UTC Aerospace, Sikorsky, General Dynamics, Hanwha Aerospace, Trumpf, QuEST Global, and ASML. The university already enjoys close working relationships with these industry leaders who employ our graduates, serve on our industry advisory boards, fund scholarship opportunities and academic enhancements, participate in "Company Day" and career fair activities through the School's "Career Link" initiative, host student interns, and collaborate with faculty to bring "real world" industrial problems and projects as part of capstone projects for senior-year undergraduate and graduate students.

The Connecticut Department of Labor forecasts an 18.5% growth in the general occupational category of "Engineers," with annual earnings exceeding $100,000 for those holding a Bachelor's degree or higher. A recent scan of job postings confirms this, with numerous openings for a "Systems Engineer" – many of which specify educational qualifications that include a degree or coursework in Systems Engineering, and skills that align with the seven ABET Learning Outcomes aligned with this minor.

By preparing students for careers in these high-profile organizations, the program not only addresses the specific workforce needs of these companies but also contributes to the economic development of Connecticut. As these companies thrive, the ripple effect positively impacts local communities through job creation, innovation, and increased economic activity. Moreover, graduates of the Systems Engineering Minor will also be well-positioned to contribute to the CT Department of Transportation and healthcare technology companies like Medtronic, addressing broader community needs and advancing technological solutions that enhance the overall well-being of Connecticut's residents. The program's emphasis on a comprehensive curriculum, including experiential and active learning, ensures that graduates are not only technically proficient but also adaptable and ready to excel in the dynamic and evolving professional landscape of the state.

- 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?

CCSU's institutional strength lies in its robust academic infrastructure with a dedicated focus on science, engineering, and technology. Notably, CCSU stands out within the CSCU system as the sole university offering baccalaureate engineering degrees. This distinctive position underscores the institution's commitment to fostering excellence in engineering education. Capitalizing on its central location near major industry partners, CCSU enhances the Systems Engineering minor by providing students with valuable opportunities for real-world engagement and collaboration.

Considering the growing importance of systems engineering in various industries, CCSU's institutional strength is further amplified by its foresight in including a minor in systems engineering. This strategic addition reflects the university's commitment to staying at the forefront of technological advancements and providing students with a comprehensive and interdisciplinary education that aligns with the evolving needs of the engineering field. Importantly, six credits within the minor can be double-counted toward the student's major, showcasing the institution's commitment to flexibility and efficiency in academic pursuits.

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

      Tracking of demographics of students-as an interdisciplinary program it will draw a wide/diverse population of students. The interdisciplinary nature of Systems Engineering, as it is applied to disciplines and applications suggests that students from various STEM majors, with varying skills, will be attracted to this program. As most of the courses do not have a specific course prerequisite, the program is "open" to all students.
    - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.

      This is a very accessible minor that is tailored for (but not exclusively for) students from Engineering and Engineering Technology programs at the university. The Office of Institutional Research and Assessment tracks data by program, so we will be able to determine which populations select this program compared to the populations in the existing certificate programs. By disaggregating the student population data, we will discover what interventions may be needed to better serve the population of students who enroll in this program.
    - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

      We plan to use retention in the courses and minor, as benchmarked with overall retention in the students' degree programs, to determine where interventions may be needed. Appropriate supports will be developed such as targeted in-person and virtual tutoring based on this need.

Cost Effectiveness and Availability of Adequate Resources

Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources.

The primary cost for the program is the compensation to support one full-time faculty member. The university will be repurposing an existing vacancy in the Engineering Department, so there is **no net increase in the number or compensation** of Engineering faculty. If the enrollment in the minor increases rapidly, it may be necessary to offer additional sections of the courses which will require hiring part-time instructors. In addition, this minor does not require any specialized labs or facilities.

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.

We anticipate no special resource needs based on this program because it leverages resources already in place.

Student Recruitment / Student Engagement

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

The primary audience for this minor is new or current students who are majoring in one of the university's Engineering or Engineering Technology baccalaureate programs. Potential students will be exposed to this minor through academic advising, classroom presentations, open houses, accepted student days, academic information sessions, and "Company Days" featuring industry partners who employ individuals with a Systems Engineering background.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? As this is an 18-credit minor that is aligned with Engineering and Engineering Technology degree programs, we expect a very high retention rate. However, to ensure success in this program, we will combine our efforts such as advising, program planning, outreach, faculty engagement, and high impact practices such as the Career Link and Career Accelerator Program events to ensure student engagement, which positively correlates with retention.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

Students may elect to pursue this minor to complement the bachelor's degree requirements in Engineering programs at Central that are accredited by the Engineering Accreditation Commission of ABET, whose learning outcomes are:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. Demonstrates good interpersonal skills on a team.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Assessment of Learning Outcomes

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

Program learning outcomes are assessed directly through assigned cases, papers, exams, and individual or small-group projects that are aligned with the outcomes. Rubrics are aligned with each learning outcome and serve as the instruments through which achievement of the learning outcomes is measured. In addition, we conduct indirect assessment through the use of exit surveys that measure the students' perception of their achievement of the learning objectives.

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Program Administration

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

- Name: Dr. Nidal Al-Masoud, Department Chair of Engineering
- Email: almasoudn@ccsu.edu Phone: (860) 832-1825

The university is undertaking a search for a full-time, tenure-track faculty member who will be assigned Program Coordinator responsibilities in addition to a teaching load in Systems Engineering. We expect this position to be filled in time for the Fall 2024 semester.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 1 (one, using a repurposed vacancy)

If any new full-time hires, what percentage of program credits will they teach? 100%

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 0 (part-time faculty will be hired only if there is enrollment demand for multiple sections of courses)

What percentage of program credits will be taught by adjunct faculty? 0%

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
SEST 301 Introduction to Systems Engineering	1, 2, 4, 6	Junior standing	3
ENGR 302 Systems Engineering Design and Analysis	1, 2, 3, 4, 6, 7	Junior standing and SEST 301 (may be concurrent)	3
ENGR 303 Systems Simulation and Optimization	1, 2, 6, 7	Junior standing, [STAT 104 or MATH 226 or ME 345], SEST 301, ENGR 302	3
ENGR 400/500 Special Topics in Systems Engineering (cross-listed to serve either the undergraduate minor or graduate certificate)	1, 2, 3, 4, 5, 6, 7	Senior standing and SEST 301	3
ENGR 404/504 Model-Based Systems Engineering (cross-listed to serve either the undergraduate minor or graduate certificate)	1, 2, 4, 6	Senior standing and SEST 301	3
ENGR 405 Decision and Risk Analysis in Systems Engineering	1, 2, 4, 6	Senior standing, STAT 104 or MATH 226 or ME 345, SYS 301, SYSE 302	3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			18

NEW DEGREE MINOR – BELOW THRESHOLD REPORT