



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, June 7, 2024 @ 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at:

<https://youtube.com/live/QuRfvAjlGB0?feature=share>

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. May 10, 2024 – *Page 1*
3. Discussion of Board Enrollment Report **Information Only**
4. General Education Transfer Credit Alignment Policy, Dr. Aynsley Diamond, AVP of Academic Affairs, and Stephen Marcellinas, Director, Office of Transfer and Articulation, CSCU – Page 10 **Vote Needed**
5. Recognition of Betsey Doane Award Recipients – Dr. Tamara O’Day Stevens, Interim Associate Vice President of Enrollment Management and Student Success, CSCU – Page 26 **Information Only**
6. Charter Oak State College – Dr. David Ferreira, Provost and Edward Klonoski, President
 - a. Academic Updates
 - b. Strategic Plan and Updated Mission Statement – *Page 27* **Vote Needed**
7. Southern Connecticut State University – Dr. Robert Prezant, Provost
 - a. Academic Updates
 - b. Modifications
 - i. Recreation and Leisure – BS – Name Change – *Page 41* **Vote Needed**
 - ii. Recreation and Leisure – BS – CIP – *Page 45* **Vote Needed**
 - iii. Doctorate in Business Administration – CIP – *Page 46* **Vote Needed**
 - c. Behavioral Neuroscience – BS – Start Date Correction – *Page 49* **Information Only**
 - d. **Below Threshold** **Information Only**
 - i. Recreation and Leisure – Modification – *Page 66*
8. CT State Community College – Dr. Karen Hynick, Interim Provost
 - a. Academic Updates
 - b. **Below Threshold** **Information Only**
 - i. Interior Design Career Program – AAS – Modification – *Page 72*
9. Central Connecticut State University – Dr. Kimberly Kostelis, Provost
 - a. Academic Updates
 - b. New Programs
 - i. Climate Change Studies – BA – *Page 81* **Vote Needed**
 - ii. Climate Change Studies – BS – *Page 97* **Vote Needed**
 - iii. Nursing – Accelerated Bachelor of Nursing – *Page 116* **Vote Needed**
 - c. Modification

- i. Modern Languages – MS – Name Change – *Page 143*
 - d. **Below Threshold**
 - i. Climate Studies – Minor – *Page 146*
 - ii. Computer Science BA-BS to Computer Information Tech – MS – New Accelerated Track – *Page 150*
 - iii. Computer Science BA-BS to Software Engineering – MS – New Accelerated Track – *Page 156*
 - iv. Cybersecurity BS to Software Engineering MS – New Accelerated Track – *Page 162*
- Vote Needed
Information Only**
10. Eastern Connecticut State University – Dr. Benjamin Pauley, Interim Provost
- a. Academic Updates
 - b. New Program
 - i. Computer Science – BA – *Page 168*
 - c. Modification
 - i. Spanish – BA – Modification – *Page 192*
- Vote Needed
Vote Needed**
11. Western Connecticut State University – Dr. Stephen Hegedus, Interim Provost
- a. Academic Updates
 - b. Discontinuation
 - i. Nutrition – MS – *Page 211*
 - c. Modification
 - i. Criminal Justice, Criminology, and Law – BS – Name Change – *Page 215*
 - d. **Below Threshold**
 - i. Cybersecurity – New Minor – *Page 218*
 - ii. Literacy and Language – MSED – Modification – *Page 223*
 - iii. Management – Minor – Modification – *Page 228*
 - iv. Special Education – MSED – Modification – *Page 233*
- Vote Needed
Vote Needed
Information Only**
12. Sabbatical Leave
- a. Western CT State University – *Page 239*
- Information Only**

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.



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, May 10th, 2024 @ 9:30 a.m.

Regents Present: Committee Chair Ira Bloom, Regent James McCarthy, Regent Richard Porth

Members: Professor Colena Sesanker

Staff Present: Aynsley Diamond, Pamela Heleen, Kaylah Davis

Other Attendees: Brad Baker (CT State), Jess Boronico (SCSU), Levy Brown (CT State), Rebecca Busch Adams (CT State), Keith Carter (CT State), David Ferreira (COSC), James Gentile (CT State), Stephen Hegedus (WCSU), Karen Hynick (CT State), Miriah Kelly (SCSU), Kimberly Kostelis (CCSU), Lynn Kwak (SCSU), Laurel Larsen (WCSU), Mark Martone (CT State), Trudy Milburn (SCSU), Susan Morison (CT State), Kristen Morgan (ECSU), James Mulrooney (CCSU), Niti Pandey (ECSU), William Salka (ECSU), John Schafer (CT State), Michael Stefanowicz (CT State), Brian Vernon (WCSU), Robert Wolff (CCSU)

The meeting was called to order at 9:33 a.m. by Committee Chair Ira Bloom.

1. Call to Order: Declare Quorum

2. Approval of Minutes

a. April 10, 2024

Committee Chair Ira Bloom asked for a motion to approve the April 10th, 2024, minutes. On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the minutes were approved unanimously.

3. Western Connecticut State University – Dr. Stephen Hegedus, Interim Provost

a. Academic Updates

Provost Stephen Hegedus provided an academic update. WCSU recently received and celebrated earning Hispanic Serving Institution (HSI) designation from the US Department of Education, which provides the opportunity to expand opportunities for academic programming and funding. WCSU's recent NECHE review summary has been provided to the Regents. The NECHE board stated that WCSU is achieving its mission and follows standards for accreditation. They noted three items to address to ensure the standards are met in the future; these are organization and governance, institutional resources, and educational effectiveness. Planning will occur over the summer to operationalize this framework and administration will work with colleagues to collaborate on goal setting, plans, and regular review. They are focused on a comprehensive retention plan, stabilizing enrollment, smooth transfer pathways, furthering their team advising model, and articulating pathways for regional high schools. Chancellor Cheng and Regent McCarthy were involved in the NECHE meeting, in which Provost Hegedus highlighted three key areas – their strategic plan is in final draft form and wrapping up this month; they are developing a comprehensive institutional effectiveness framework with stakeholder input and are working on curriculum development, and recruitment of international students and flexible graduate programs, such as 4+1. WCSU's commencement is on Sunday.

Committee Chair Ira Bloom inquired if the next NECHE engagement is scheduled for 2025. Provost Hegedus confirmed that it is, and WCSU will submit response on progress at the end of next summer.

Regent James McCarthy thanked Dr. Hegedus for the report and was pleased about the planning for critical issues, for the work done and the steps being taken to move forward.

Regent Richard Porth inquired about how the report and visit was received by the WCSU community. Provost Hegedus advised the campus is aware, and that he will regularly be attending their Senate meetings to provide updates.

b. Modification – Music – MS to MM

Provost Hegedus, Dean Brian Vernon, and Dr. Laurel Larson presented. Western CT State University requested approval for the modification of the Master in Science in Music program. This is a program reconfiguration, and the transition will be appealing to performing musicians and music educators. This was a deliberative three-year process to reimagine the MS to MM. The Master of Music is a coveted degree and blends specializations. Music educators are required to complete a masters degree within 5 years of earning their bachelors degree. This program was designed with equity and enrollment in mind, as it accommodates the teaching schedules of current music educators by being offered 75% online. The in-person courses are intensive summer sessions, and other practical pedagogical classes also happen during summer. All music programs are accredited by NASM.

Regent James McCarthy added that he is impressed with the 75% online and 25% on ground model, as it keeps student needs in mind.

Regent Richard Porth seconded Regent McCarthy's comment and added hopes that this may serve as a model across the system.

Committee Chair Ira Bloom confirmed that the program is consistent with budget mitigation plans.

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

4. Southern Connecticut State University – Dr. Robert Prezant, Provost

a. Academic Updates

Dr. Trudy Milburn, AVP of Academic Affairs provided an academic update. SCSU's MBA Program Director and Professor of Finance, Dr. Benjamin Abugri was appointed as a faculty innovation fellow for the BHEF inaugural program. Associate Vice President for Strategic Initiatives and Outreach, Colleen Bielitz participated in a coffee talk discussion at the Connecticut Science Center, discussing details on the 'blue economy'.

b. New Programs

i. Coastal Resilience – MS

Dr. Trudy Milburn and Dr. Miriah Kelly presented. Southern CT State University requested approval of a new Master of Science program in Coastal Resilience. SCSU will be the first university in the region to offer this program. They will address the need for research regarding climate change and the 'blue economy'. This was previously approved about three years ago. More recently, they decided to revive the program and offer this in lieu of the current environmental studies program.

Regent James McCarthy added that this program is needed to meet the demands of the state.

Regent Richard Porth agreed with the timeliness and need for the program.

Committee Chair Ira Bloom inquired about its second iteration. It was confirmed that this current cohort of faculty are poised to attract in-state and out of state talent.

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.

ii. Doctorate in Business Administration

Dr. Trudy Milburn, Dr. Jess Boronico, and Dr. Lynn Kwak presented. Southern CT State University requested approval of a new Doctorate in Business Administration program.

Following the opening of the new business building and successful AABSC accreditation, the

DBA program was designed to enhance SCSU's reputation by providing valuable regional and global business competencies. This program has been under development for 18 months and has used internal and external input to address prevailing needs, moves beyond sustainability, and moves forward to resiliency. This program addresses a gap by offering a degree at the highest level. There are opportunities to recruit globally and includes a list of over 20 schools that have interest in the program's student and cohort capacity. It is a 39-credit program, with additional 12 credits available to students who may not have requisite skills. The program will uncover opportunities for global collaboration and attract high caliber faculty.

Regent Richard Porth advised that there appears to be a demand, and inquired on the type of work that graduates with this degree will do. Dean Boronico advised that students in this program will have career opportunities throughout corporations, including leadership in executive branches.

Regent Richard Porth inquired if they expect interest from those students that are mid-career. Dean Boronico advised that this is a mid-career type of program and is suited for students that have careers and master's degrees and are looking to move up in their field.

Committee Chair Ira Bloom commented that the program is a DBA, not a PhD. Dean Boronico confirmed that this DBA program is project based, as opposed to thesis.

Committee Chair Ira Bloom inquired on the program's enrollment projections. Dean Boronico advised that they anticipate projections will be met, and have a goal to exceed projections, adding that no new faculty are required, and any faculty costs will be at the adjunct level.

Committee Chair Ira Bloom inquired on how potential employers of DBA graduates will view the degree. Dean Boronico advised that they have spoken with numerous executives to understand how this program would serve needs of the workforce, as well as student needs nationally and globally, adding that industry executives have expressed the need for this type of degree program.

Committee Chair Ira Bloom inquired if this will be reviewed by AACSB. Dean Boronico confirmed that the program has been created using AACSB standards and has already been vetted by a team of accreditors.

Regent Richard Porth inquired if it is possible for a mid-career applicant to take one part of the curriculum and earn a certificate. Dean Boronico advised that to engage students that do not wish to earn a degree, their career credential academy offers stackable micro credentials.

Regent Richard Porth inquired on the delivery of the program as they hope to interest students from the state, nationally, and globally. Dean Boronico advised that they are starting with on ground delivery, and actively recruiting students from India and China, where students from those areas would come to SCSU on ground for two years. In the future, they are looking to explore online options.

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

5. Charter Oak State College – Dr. David Ferreira, Provost

a. Academic Updates

Provost David Ferreira provided an academic update. COSC is continuing their academic program planning process and will continue work on it over the summer. They are using predictive analytics to provide an overview of performance in programs, which will also aid in determining new programs to bring forward, likely in Fall 2024. They are finalizing their AI governance and are reviewing how and where proposed recommendations fit into academic integrity, and what kind of AI usage is acceptable within courses. Over the summer, COSC academic leadership and faculty will work together to determine future of curriculum, as a learner in the 20th century has different skills. For this, they will use the four skill categories from McKinsey's list, cognitive, interpersonal, self-leadership, and digital, to scaffold into the curriculum.

b. No Action Items for May 2024

6. CT State Community College – Dr. Levy Brown, Provost

- a. Academic Updates

Dr. Levy Brown, Provost, Academic Affairs

Provost Levy Brown shared an academic update. CT State is gearing up for about 4,000 students to graduate in the inaugural CT State Commencement ceremonies. The first ceremony will be the Norwalk campus, and the last will be the Three Rivers campus. He expressed pride in the first graduating class and the opportunity to recognize graduating students.
- b. New Programs
 - i. Plastic Injection Molding Technology – AS
 - ii. Plastic Injection Molding Technology – Certificate Three

Provost Levy Brown and Keith Carter presented. CT State requested approval for a new associate degree and Certificate program in Plastic Injection Molding. These programs were designed to address the needs of the workforce and with industry partner collaboration. This would be one of the first-degree programs of its kind in the state. Workforce and industry partners have also helped to provide necessary equipment, conduct trainings, and aid in the development of curriculum.

Regent Richard Porth commented that this is an exciting new program.

Committee Chair Ira Bloom asked for a motion to approve the new programs. On a motion by Regent James McCarthy, second by Regent Richard Porth, a vote was taken, and the new programs were approved unanimously.
 - iii. Professional Writing – Certificate Two

Dr. James Gentile, Rebecca Busch Adams, and Dr. Brad Baker presented. CT State requested approval for a new certificate in Professional Writing. They have engaged in a series of business round table events and met with industry workforce representatives to determine needs and employment retention. Industry partners identified the need for more effective writers to create platforms and social media. In this program, students will develop skills for a career in writing and improve their skillset for any professional career. This program offers stackable and standalone credentials for those seeking professional development and career advancement.

Regent Richard Porth added that this is an exciting program.

Committee Chair Ira Bloom inquired if this program provides students with skills and knowledge on how to represent their employer on social media. It was confirmed that students will obtain this information.

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.
- c. Discontinuation
 - i. New Media Production: Web Design & Development – AS and Certificate

John Schafer presented. CT State requested approval for the discontinuations of the associate degree and certificate programs in New Media Production: Web Design and Development. These programs are identical in requirements and have low enrollment. Removing the programs allows students to move into a flourishing multimedia degree or certificate program.

Committee Chair Ira Bloom asked for a motion to approve the discontinuation. On a motion by Regent James McCarthy, second by Regent Richard Porth, a vote was taken, and the discontinuations were approved unanimously.
- d. Below Threshold
 - i. Radiography – AS – Modification of Credits

7. Central Connecticut State University – Dr. Kimberly Kostelis, Provost

- a. Academic Updates

Dr. Kimberly Kostelis provided an academic update. CCSU's commencement ceremony is tomorrow (May 11). Additionally, CCSU will be celebrating their 175th birthday this summer, with a celebration gala during homecoming in the Fall. Their AI corridor has officially moved to their new location, and they are excited for the research that will take place. Their new College of Health and

Rehabilitation Science is ‘starting’ on July 1st and will have an inauguration ceremony. Their student-run community health education clinic has been running since October and is open to the community every Wednesday.

b. New Program

i. Social Work – MSW

Dr. Kimberly Kostelis and Dr. James Mulrooney presented. Central CT State University requested approval for a new Master of Social Work (MSW) program. A market analysis was done prior to the COVID-19 pandemic and completed again recently to confirm that this program is needed. CCSU received funds from a Health Horizons grant to provide scholarships to students for this program. Additionally, a program director and clinical director are in place, which was a requirement for accreditation. CT House Bill 5290 was amended and allows students to receive their licensure while a program is going through the process of accreditation. This program serves the needs of the state and focuses on clinical social work with an emphasis on trauma. Regent James McCarthy inquired if students in the MSW program will also work in the community clinic. It was confirmed that it is part of their curriculum, and that this is an opportunity for students to obtain experience on campus before they move on to their clinical rotations.

Committee Chair Ira Bloom inquired if this program is consistent with budget mitigation plans. Provost Kim Kostelis confirmed it is.

Committee Chair Ira Bloom inquired if students that were not social work majors at the undergraduate level can be admitted. Provost Kim Kostelis confirmed that for students who did not complete their BSW at CCSU or are coming from another program, they can still enroll with an additional coursework to build their social work foundation. They anticipate students with psychology backgrounds to also show interest.

Committee Chair Ira Bloom inquired on enrollment projects. Provost Kim Kostelis and Dr. James Mulrooney confirmed that the numbers provided on the proposal are conservative, and they expect higher enrollment. They are basing the higher enrollment expectation on the success of their BSW students. The program is a cohort model and they do not anticipate issues with retention.

Regent Richard Porth inquired if supervision will be a feature of the program. It was confirmed yes, especially as this program focuses on clinical social work with an emphasis on trauma.

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.

c. Modification

i. Computer Science – BA – Name Change

Provost Kimberly Kostelis and Dr. James Mulrooney presented. Central CT State University requested approval for the name change modification for the Bachelor of Arts in Computer Science program. This need was discovered when entering programs into the OHE system. Currently, two programs in computer science exist, one is an honors track and the other is an alternative track. Both programs were entered into the OHE system, with no way to distinguish between them. In effort to make each program distinguishable, the Alternative program will become a BA in Computer Science, and the honors will remain a BS in Computer Science. The BS is accredited by ABET, whereas the BA is not.

Committee Chair Ira Bloom inquired about the career options for students from the BA program. Dr. James Mulrooney advised that students can complete either program and have similar career options. Students in the BA program can also have a sub-discipline if they choose. The BS program offers more math and science courses, whereas the BA is an interdisciplinary approach. Committee Chair Ira Bloom inquired about how the program will adjust with AI in the forefront of the field. Dr. James Mulrooney advised that CCSU has their AI corridor and have computer rooms on separate networks so that they can run without disruption. He added that the faculty in this area continue to stay up to date on AI, and it is a continually growing subject.

Committee Chair Ira Bloom inquired on the retention outlook in these programs. Dr. James Mulrooney advised that math can be a hurdle for some students, but students will find that the

BA has a lesser math demand than the BS program. He advised that overall, retention is healthy. Provost Kimberly Kostelis added that the computer science department provides support for their students, including having their own tutors, in addition to the already available university resources.

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

d. Endowed Chair Appointment

i. Recommendation to Appoint Aimee Crawford to the Robert C. Vance Endowed Chair in Journalism and Mass Communication

Dr. Kimberly Kostelis presented. Central CT State University requested approval to appoint Aimee Crawford to the Robert C. Vance Endowed Chair in Journalism and Mass Communication. Ms. Crawford received her bachelor's degree in journalism and French from Oklahoma State University, and holds a master's degree in Journalism and Magazine Publishing from Northwestern University. Her career and industry experience includes journalism, writing, and editing. She has worked for ESPN, and currently works as an Assistant Professor of Journalism.

Committee Chair Ira Bloom inquired if this is a one-year renewable appointment, and if the appointment will go year-by-year. Provost Kim Kostelis confirmed that this is a one-year renewable appointment, and hope that Ms. Crawford can continue.

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

e. Below Threshold

- i. Business Analytics – BS to MBA – Accelerated New Track
- ii. Business – BS to MBA – Accelerated New Track
- iii. Cybersecurity – BS to Computer Information Technology MS – Accelerated New Track
- iv. Database Management – New UG Certificate
- v. Deaf Studies – New UG Certificate
- vi. Game Studies – New Minor
- vii. Marketing – New Minor
- viii. Physics – BS to MBA – Accelerated New Track
- ix. Project Management – New UG Certificate
- x. Sports Management – MBA – New Track

Provost Kimberly Kostelis commented that the below threshold items are exciting and responsive to student needs. They are looking to see how the Deaf Studies certificate may couple with the Teacher Certification. She added that upon market analysis, they have paired the MBA program and Sports Management track.

8. Eastern Connecticut State University – Dr. William Salka, Provost

a. Academic Updates

Provost William Salka provided an academic update. ECSU received an almost \$300,000 Davis Foundation Grant, which will aid in funding faculty professional development. They are also celebrating Nurses Week, which includes celebrating their new nursing program, and the Hartford Healthcare Partnership. Another celebration is their upcoming commencement ceremony on Tuesday.

b. Modifications

i. Theatre – BA

Provost William Salka, Dr. Kristen Morgan, and Dr. Niti Pandey presented. Eastern CT State University requested approval for modification to the Bachelor of Arts in Theatre program. In connection to the modification of the Theatre program, they will discontinue their New Media Studies and Communications programs. This revision is anticipated to attract more students and will be a cost saving measure as it relies less heavily on adjunct faculty. Additionally, by moving students to the professional studies school, they will have greater access to alumni

resources. Dr. Morgan added that the pandemic has changed the entertainment and digital media design fields. They have had requests to move from majors from arts and sciences to professional studies, as many majors already participate in both areas. This modification immerses theatre into the professional studies area. The program also has a focus on employability, as 100 and 400 courses ingrain this into their work, and they host an entertainment employability day, which includes those from CT organizations such as Mohegan Sun, the Yard Goats, and ESPN.

Committee Chair Ira Bloom commented regarding the substantial changes occurring for the modification and subsequent discontinuations. Provost William Salka advised that the discontinued programs become integrated into the existing Theatre program.

Committee Chair Ira Bloom added that in the future, we need to consider how to tackle situations with a comprehensive set of changes.

Committee Chair Ira Bloom asked for a motion to approve the modification.

On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the modification was approved unanimously.

c. Discontinuations

i. BS in Communications and BA in New Media Studies

Dr. Kristen Morgan, Dr. Niti Pandey, and Provost William Salka presented. Eastern CT State University requested approval for the discontinuation of the Bachelor of Science in Communications and Bachelor of Arts in New Media Studies. The programs will no longer exist, as they have been immersed into the Theatre program.

Committee Chair Ira Bloom asked for a motion to approve the discontinuations.

On a motion by Regent Porth, second by Regent McCarthy, a vote was taken, and the discontinuations were approved unanimously.

ii. BS in Labor Relations and Human Resources Management

Dr. Niti Pandey presented. Eastern CT State University requested approval for the discontinuation of the Bachelor of Science in Labor Relations and Human Resources Management program. The program has seen consistent decline over the years, and in response, faculty have tailored an HRM minor option housed within Business Administration program. In discontinuing the major and offering it as a minor, a wider range of students can be served.

Committee Chair Ira Bloom inquired if students interested in this area will have options within the program. It was confirmed that they can pursue the minor.

Committee Chair Ira Bloom asked for a motion to approve the discontinuation.

On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the discontinuation was approved unanimously.

9. Board of Regents Faculty Awards

Committee Chair Ira Bloom asked for a motion to approve the BOR Faculty Awards. On a motion by Regent James McCarthy, and second by Regent Richard Porth, a vote was taken, and the awards were approved unanimously.

Regent Richard Porth expressed that he is proud to recognize the excellence of faculty.

10. Faculty Research Grants

- a. Central CT State University
- b. Eastern CT State University
- c. Southern CT State University
- d. Western Connecticut State University

Committee Chair Ira Bloom called for a motion to approve the Faculty Research Grants. On a motion by Regent Richard Porth, and second by Regent James McCarthy, a vote was taken, and the Faculty Research Grants were approved unanimously.

11. Recognizing the CSCU Phi Theta Kappa (PTK) All-Connecticut Academic Team

Committee Chair Ira Bloom called for a motion to recognize CSCU Phi Theta Kappa All Connecticut Academic Team. On motion by Regent Richard Porth, and second by Regent James McCarthy, a vote was taken, and the CSCU Phi Theta Kappa All Connecticut Academic Team were recognized.

Regent Richard Porth commented that the students are impressive, and he is proud to be connected to CSCU.

12. Recognizing 2024 Henry Barnard Award Recipients

Chair Ira Bloom called for a motion to recognize the students representing the Connecticut State Colleges and Universities who have received the 2024 Henry Barnard Award. On a motion by Regent Richard Porth, and second by Regent James McCarthy, a vote was taken, and the 2024 Henry Barnard Award recipients were recognized.

13. CSU Promotions and Tenures

- a. Central CT State University
- b. Eastern CT State University
- c. Southern CT State University
- d. Western Connecticut State University

Committee Chair Ira Bloom called for a motion to approve the CSU Promotions and Tenures. On a motion by Regent Richard Porth, and second by Regent James McCarthy, a vote was taken, and the CSU Promotion and Tenures were approved.

14. Preliminary Overview – Annual Report on Projected Versus Actual Enrollment

Committee Chair Ira Bloom advised that the members of the committee received a preliminary report. As per the resolution, the report was due in May. A broader conversation will occur at the June committee meeting, when those that are presenting this information are able to attend.

Committee Chair Ira Bloom called for a motion to move the report discussion to the June 7th, 2024, BOR-ASA Meeting. On a motion by Regent Richard Porth, and second by Regent James McCarthy, a vote was taken, and all agreed to move the report discussion to the June 7th, 2024 Meeting, adding that this will be a discussion at the top of the agenda.

15. Preliminary Overview – General Education Transfer Credit Alignment Policy Draft – Dr. Aynsley Diamond, AVP of Academic Affairs, CSCU

Dr. Aynsley Diamond presented a preliminary overview on the General Education Transfer Credit Alignment Draft. This will be brought as an action item at the June Committee and full Board Meetings. The discussion in June will include the Director of Transfer and Articulation, Stephen Marcelynas, and have more details regarding the competencies and course by course review. The overview included the socialization and feedback process of the draft policy. This ensures that the policy was written with student success and integrity at its core. In November, the campuses were asked to map their general education courses to the Framework 30. They were also asked which faculty were involved in the process and for additional feedback and questions. The feedback received was that the campuses did not have enough time to adequately go through the process. This feedback was taken into consideration and the plans were adapted to include appropriate feedback timelines. The draft policy included in the packet was sent to the provosts to share accordingly and were asked to provide feedback by May 3rd. COSC and CCSU responded confirming they have already adopted. Feedback received by faculty were thoughtful and constructive, and work is currently being done to address all questions. The draft in June will include the feedback received. This draft policy solidifies the work already being done at the campuses, provides clarity and guidance to advisors who currently support different procedures at each campus, and protects students. A lengthy presentation in June will detail competencies, as well as the faculty groups that advised and gave structure on the processes and plans for further data collection.

Committee Chair Ira Bloom commented that the policy's purpose is to create a seamless process in which students will be assured that courses at CT State will be accepted as general education requirements at the universities and added that this is an important step in being a system.

Regent James McCarthy elaborated and advised that this is a critical component to student success. Adding that there are several students that reverse and lateral transfer amongst the CSUs and CT State. The review stage with advisors and faculty is critical and advised that answering questions and accommodating feedback

continue as much as possible. Dr. Diamond added that the focus on faculty voice is important, as they are so connected to curriculum, and that the provosts have been crucial in providing critical feedback and support. Professor Colena Sesanker inquired about the developmental portion of the Framework 30, as CSUs are not open enrollment institutions and CT state is. She added that there is an additional step needed to ensure requirements are met, and inquired if that is part of the conversation. Dr. Diamond commented that this overview is primarily on socialization and feedback, but that, the Transfer Council and FIRC committee are a part of the process. Dr. Diamond added that if there are questions to be addressed in upcoming presentation or seperately, please share. For this, faculty at all levels are represented and are working on alignment of courses and the specific scaffolding of courses. Professor Colena Sesanker added that there must be a conversation about the ability to comply with PA 1240, ensuring that students are not lost in the shuffle and have that as part of the conversation. Dr. Diamond confirmed that she has worked directly on PA 1240 and can discuss further.

Regent Richard Porth added his thanks for the work being done, adding that this is a crucial piece regarding the commitment to our students.

Dr. Diamond suggested that we can discuss the feedback and updated draft at the beginning of the June meeting.

16. Community College Promotion and Tenures

17. Sabbatical Leaves

- a. Central CT State University
- b. Eastern CT State University
- c. Southern CT State University
- d. CT State Community College

18. Emeritus Awards

- a. Eastern CT State University
- b. Southern CT State University
- c. CT State Community College

Committee Chair Ira Bloom called for a motion to adjourn. On a motion by Regent Richard Porth, and second by Regent James McCarthy, a vote was taken, and the meeting adjourned at 11:43 a.m.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION RESOLUTION

Concerning

Adoption of CSCU General Education Transfer Credit Alignment Policy

June 27, 2024

WHEREAS, the Board of Regents for Higher Education (“Board of Regents”) pursuant to its statutory authority in Connecticut General Statutes Section 10a-6(1) shall “establish policies and guidelines” for the Connecticut State University System, CT State Community College (formerly, the regional community-technical college system) and Charter Oak State College (collectively, “Connecticut State Colleges and Universities” or “CSCU”); and

WHEREAS, the Board of Regents pursuant to its statutory authority in Connecticut General Statutes Section 10a-6(13) shall “coordinate programs and services” among the Connecticut State University System, CT State Community College and Charter Oak State College; and

WHEREAS, the Board of Regents and Connecticut State Colleges and Universities are committed to facilitating a smooth and efficient academic transition for students transferring from CT State Community College to any CSCU four-year institution; and

WHEREAS, the CSCU General Education Transfer Credit Alignment Policy is designed to standardize the process of transferring general education credits; and

WHEREAS, by establishing a clear framework based on broad competency categories, this Policy aims to enhance academic flexibility, minimize barriers to credit transfer and general education satisfaction, and support the overarching goal of student success within CSCU and facilitate the fulfilment of the State’s higher education strategic master plan objectives; now let it be

RESOLVED, that the Board of Regents formally adopts the CSCU General Education Transfer Credit Alignment Policy; and be it further

RESOLVED, that the CSCU General Education Transfer Credit Alignment Policy shall be enacted with immediate effect across all CSCU institutions; and be it further

RESOLVED, that a dedicated Advisory Committee, a standing subcommittee of the CSCU Transfer Council comprised of faculty and staff representatives nominated from CT State Community College and each CSCU four-year institution, will provide oversight, coordination, and ensure compliance with the CSCU General Education Transfer Credit

Alignment Policy across CSCU and will regularly report on the policy implementation progress to the Board of Regents Academic & Student Affairs Committee, as appropriate.

A True Copy:

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

Policy #	Policy Name	Reso #	Date Approved
	CSCU General Education Transfer Credit Alignment		

ITEM

The intent of the CSCU General Education Transfer Credit Alignment Policy is to eliminate transfer barriers and increase transfer student success within CSCU institutions. This is in alignment with the Board of Regents for Higher Education’s (“BOR”) Strategic Goal 1: Student Success, which includes:

- a) Improve access to CSCU’s certificate and degree programs at the undergraduate and graduate levels for various targeted populations (under-represented, nontraditional, out-of-state, international, some college no degree, veterans, employee upskilling, high school dual credit, etc.)
- b) Improve retention, transfer, and completion to ensure that all students get the reward of their educational efforts
- c) Research, understand and address the opportunity gaps experienced by our students and from different ethnic/racial, economic and gender groups and revise policies and practices that have a disparate impact on those students.

The CSCU General Education Transfer Credit Alignment Policy will assist in retaining students within CSCU System institutions, decrease the risk of excess credits hours, and simplify academic planning from CT State to CSCU four-year institutions. The CSCU General Education Transfer Credit Alignment Policy will provide transparency and clear guidance on application of general education requirements regardless of when a student decides to transfer. By providing consistent practices and increasing transparency throughout the CSCU System, this policy will guide students toward academic success regardless of where they start their journey.

RECOMMENDED MOTION FOR FULL BOARD

Resolved: That the Board of Regents for Higher Education formally adopts the CSCU General Education Transfer Credit Alignment Policy.

EXECUTIVE SUMMARY

This staff report:

- Describes how current practice for application of general education credits from CT State to CSCU four-year institutions is complicated and time intensive.
- Explains how current practice is not inclusive of a majority of vertical transfer students.
- Demonstrates how the policy will not change each institution’s method for adhering to NECHE standards for general education requirements.
- Describes how this policy will reduce the risk of lost credit and eliminate variances associated with course transferability and application toward a degree.
- Provides examples of the work accomplished to date and how the courses are currently being adopted and seamlessly integrated into the CSU and COSC general education curriculum.
- Documents the process by which the CSCU General Education Transfer Credit Alignment Policy was created.

STAFF REPORT **ACADEMIC AND STUDENT AFFAIRS COMMITTEE**
CSCU GENERAL EDUCATION TRANSFER CREDIT ALIGNMENT

Current practice:

Academic Planning and Advising:

Current practice for students completing general education requirements for the purpose of transfer is complicated and labor intensive for both students and advisors. Each institution has its own method of meeting [NECHE's standard for General Education](#). This creates discrepancies that are difficult to navigate if a student is unsure of their transfer destination. Faculty and Staff advising students do not have appropriate resources required to assist with guiding students toward courses that will be accepted and applied toward degree completion. This results in time lost in researching course equivalents rather than discussing student success.

Limited Application of Guarantee:

Currently, students must complete a Transfer Ticket, pathway associate degree, to be granted any guarantees for application of general education courses to the receiving institutions program. According to the Fall 2021 Where did they go report, only 42% of students who transferred from a CSCU Community College matriculated to a CSCU four-year institution. Of those students, 76% did so without the completion of an Associate Degree.

As a best practice for transfer, students will continue to be encouraged to earn a credential that provides the best pathway to the completion of a bachelor's degree. We must also recognize students that are taking courses for the purpose of transfer and do not intend to earn an associate degree. This policy is inclusive of both populations and reduces the risk of lost credits for all transfer students.

Oversight:

Currently, the Framework Implementation and Review Committee (FIRC) has been charged with the oversight and assessment of the FW30. This was needed at the time to create a consistent general education requirement for all transfer degrees for all 12 independent institutions. Starting in Fall 2023, CT State has adopted 21 to 31 credits of the Framework30 as the general education requirement for all degrees. A General Education Committee has recently been added to the governance structure at CT State and will be responsible for assessment and oversight of general education for their institution.

Value Proposition:

Reducing Confusion:

The CSCU General Education Transfer Credit Alignment Policy will provide transparency on how CT State General Education requirements will be applied to a CSCU four-year institutions degree. Each course that a student uses to complete a General Education requirement at CT State will be applied to meet a General Education requirement at the receiving institution (or, in rare cases, progress a student toward completion). By mapping CT State General Education categories directly to General Education requirements at the CSCU four-year institutions will eliminate any guess work associated with course transferability and application toward a degree. Allowing any course in a particular FW30 category to meet the requirement of the reciprocal category at the receiving institution will simplify advising and reduce risk of lost credits. CT State Faculty and Staff can be assured while assisting students that they are not guiding them toward excess credit hours.

Simplifying Academic Planning:

Category-to-Category alignment based on similar outcomes will provide students, faculty, and staff the information necessary to select courses that meet general education requirements throughout the CSCU System. Based on Student Learning Outcomes (SLOs), each Framework30 (FW30) Category will be evaluated to identify similarities and be paired with a comparable category at the CSCU four-year institutions. Therefore, all courses vetted for a particular FW30 category and will seamlessly transfer to its associated category at the receiving CSCU four-year institution. Mapping will also demonstrate how courses

from the CSCU four-year institution may be applied in a reciprocal approach to the FW30.

Upon implementation of this policy, students, faculty, and staff will be provided flexibility in creating academic plans while providing more time for students to determine a CSCU transfer destination. With the variation in general education throughout the system, advising is based on a particular transfer destination. If a student changes their transfer plans, this may have an impact on the coursework completed and how it will be applied to other institutions. This policy will allow students, faculty, and staff to provide advising based on general education requirements that will keep students on track to graduation, regardless of where they decide to transfer to within the CSCU system.

Continued Faculty Oversight:

A standing body of faculty with the sole purpose of addressing issues related to transfer of general education requirements will not only ensure the success of the CSCU General Education Transfer Credit Alignment Policy, but will also allow provide a method to address other issues related to concerns regarding this area of curriculum.

This committee of faculty from all CSCU institutions will be responsible for, but not limited to, the following:

1. Develop a comprehensive implementation guide that includes procedures for the continuous review and adjustment of General Education requirements across CSCU institutions, ensuring alignment with this Policy and adherence to relevant accreditation standards. This encompasses updates to General Education Core categories, SLOs, and the roster of approved courses.
2. Regularly report on Policy implementation progress to the CSCU Provost or other designee, CSCU Transfer Council, and the Board of Regents Academic and Student Affairs Committee, as appropriate.
3. Maintain records of current General Education categories and approved courses throughout all CSCU institutions, promoting transparency and accessibility, including, but not limited to, making any revisions to the CSCU General Education Category-to-Category Alignment Template (Exhibit A) as needed.
4. Convene routinely to deliberate on matters related to credit transfer in accordance with this Policy.
5. Promptly identify and report to the Transfer Council and the CSCU Provost or other designee any deviations from the Policy, ensuring swift resolution and compliance.

Policy Creation Process

Safe Course Task Force

- Charged: Spring of 2022, the Safe Course Task Force was charged by CSCU Provost and Senior VP of Academic and Student Affairs
- Convened April 2022 to March 2023
- Submitted Recommendation to CSCU Provost March 2023
Action by CSCU Provost
- Recommendation submitted to CSCU four-year institution Provosts for initial review and feedback: Sent Monday, October 23
- Request the submission of “CSCU General Education Transfer Credit Alignment Provost Report” by Friday, November 10, 2023
- Summary of Feedback:
 - Charter Oak: Resolved that the Charter Oak State College Academic Council approves the CSCU General Education Transfer Credit Alignment with the edit in Appendix B noted above.

- Central Connecticut State University
- Eastern Connecticut State University: Due to the upcoming changes in the Liberal Arts requirements at Eastern, the fall 2023 equivalencies will become an outdated equivalency tool. Beginning fall 2024, students will move forward with Eastern's Liberal Arts Core (ELAC), which will fully replace the Liberal Arts Core (LAC) that is currently in place. Thus, at this time, it does not make sense for governance bodies like the Liberal Arts Program Committee, Curriculum Committee, or Academic Affairs Committee to review how Framework 30 equivalencies align with a curriculum that will soon be superseded.
- Southern Connecticut State University: This request was received at SCSU on Oct. 23rd and assigned to Dr. Carrigan Oct. 25th. This allowed for less than 12 working days to collect feedback. Dr. Carrigan was the co-chairperson of the Safe Course Task Force and Attorney Badr was co-chairperson of TAP-FIRC. Dr. Carrigan and Atty. Badr had already begun communicating these ideas in appropriate subcommittees at the beginning of the fall semester. Even with that head start, this is an untenable timeline to fully educate faculty of a proposal of this magnitude and collect meaningful feedback. **This report is therefore incomplete, and we request more time, as we do not yet accept the language used above or within either Appendix.**
- Western Connecticut State University: We affirm that the map to the current general education curriculum is accurate and that the pending general education revision is as described (though not yet approved through governance at WCSU). Most importantly, students will have 30 credits from the CC applied to Gen Ed
- Edits to the Draft Policy based on CSCU four-year institution's feedback
 - More detail was provided to the charge of the oversight committee that will be charged to include:
 - *To ensure sustained adherence to this Policy and to manage its ongoing evaluation, a dedicated Oversight Committee ("Committee") will be established as a standing subcommittee of the CSCU Transfer Council. The Committee will be comprised of faculty and staff representatives from CT State Community College and each CSCU Four-Year Institution. Appointed by and reporting directly to the CSCU Provost or other designee, the Committee will:*
 - *Develop a comprehensive implementation guide that includes procedures for the continuous review and adjustment of General Education requirements across CSCU institutions, ensuring alignment with this Policy and adherence to relevant accreditation standards. This encompasses updates to General Education Core categories, SLOs, and the roster of approved courses.*
 - *Regularly report on Policy implementation progress to the CSCU Provost or other designee, CSCU Transfer Council, and the Board of Regents Academic and Student Affairs Committee, as appropriate.*
 - *Maintain records of current General Education categories and approved courses throughout all CSCU institutions, promoting transparency and accessibility, including, but not limited to, making any revisions to the CSCU General Education Category-to-Category Alignment Template (Exhibit A) as needed.*
 - *Convene routinely to deliberate on matters related to credit transfer in accordance with this Policy.*
 - *Promptly identify and report to the Transfer Council and the CSCU Provost or other designee any deviations from the Policy, ensuring swift resolution and compliance.*

Safe Course Task Force Recommendation:

In Spring of 2022, the Safe Course Task Force was charged by CSCU Provost and Senior VP of Academic and Student Affairs. The Task Force was charged to:

The Safe Course Task Force (SCTF) will work to increase transparency and reduce barriers in respect to course and credit transfer associated with general education requirements. A “safe course” list based on similar general education category to category orientation will provide students, faculty, and staff the information necessary to select courses that meet general education requirements throughout the CSCU System. Based on Student Learning Outcomes (SLOs), each Framework30 (FW30) and Additional General Education Category will be evaluated to identify similarities and opportunity to be paired with a comparable category at the CSUs/CO. For example, identify courses in Social and Behavioral Sciences (Framework30) that meet the requirements for SA II Social Science (CCSU), T1 Social Sciences (ECSU), Social Structure, Conflict and Consensus (SCSU), Gen Ed Elective/Exploration (WCSU), Social/Behavioral Science (COSC). The “safe course” list will consist of FW30 vetted courses that will transfer seamlessly to its associated category at the receiving CSCU institution. The SCTF will also recommend how courses from the CSUs/CO may be applied in a reciprocal approach to the FW30 and Additional General Education categories. The committee will be supported by the CSCU Office of Transfer and Articulation.

The SCTF will be tasked with:

- Comparing current General Education models and SLOs at the CSUs, CO, and proposed requirements for the FW30 and Additional General Education Categories
- Matching parallel categories within the FW30 and Additional General Education Categories
- Identifying courses in each FW30 and Additional General Education category that can meet a specific general education requirement at each CSU/CO. For example, identify courses in Social and Behavioral Sciences (Framework30) that meet the requirements for SA II Social Science (CCSU), T1 Social Sciences (ECSU), Social Structure, Conflict and Consensus (SCSU), Gen Ed Elective/Exploration (WCSU), Social/Behavioral Science (COSC).
- Identify how students transferring from the CSUs/CO can apply general education courses from categories included in the safe course list to the FW30 and Additional General Education categories
- Exploring transfer based on outcome rather than course for course equivalency
- Communicating the progress of the Safe Course Task Force with constituencies on their perspective campus and relaying questions and concerns from their campus to the Safe Course Task Force
- Creating an implementation plan to execute and promote recommendations
- Providing recommendations for governance and oversight of the outcomes submitted by this Task Force

Proposed Membership:

- Co-Chair: 2yr (selected from membership below; one Co-Chair must be Faculty)
- Co-Chair: 4yr (selected from membership below; one Co-Chair must be Faculty)
- 3 CC Faculty (one from each region)

- 1 CC FIRC Representative
- 1 CSCC General Education Task Force Member
 - 5 CSU/CO Faculty (one from each institution and actively involved with transfer and general education)
- 2 Registrars (one from 2yr and one from 4yr)
- 4 Advisors (two from 2yr and two from 4yr)
- 1 Member of the Institutional Research Council
- Student participation to be determined by the Task Force at the First meeting
- Non-voting: Director of the Office of Transfer and Articulation
 - 1 Staff member with expertise in Banner Transfer Bank functions

Participating Group Members:

- Sarah Selke (Faculty, TRCC, Co-Chair); Braxton Carrigan (Faculty, SCSU, Co-Chair); Joseph Berenguel (Faculty, ACC); Steve Mendes (Staff, NCC); Justine Gamache (Staff, CCSU); Kristina Kosnoff (Staff, MCC); Lindsay O'Grady (Staff, COSC); Edward Moore (Faculty, CCSU); Mark Lynch (Faculty, GCC); Amy Royal (Faculty, NVCC); Christopher Paulin (Faculty, MCC); Jeffery Buskey (Staff, ECSU); Kelly Pittman (Staff, TXCC); Francine Rosselli-Navarra (CSCU); Steve Marcelynas (CSCU)

Scope of work:

From April 2022 to March 2023, the Task Force convened eight times to discuss the following:

- A. *Alignment of Connecticut State Community College Framework30 (FW30) categories with general education requirements at the CSCU four-year institutions based on learning outcomes.*
- B. *Documented verification of the completion of the Framework30 posted on students' transcripts.*
- C. *Automatic Acceptance to any four-year CSCU institution with the completion of the Framework30 and an overall GPA of 2.5 or higher.*
- D. *A sub-committee of the CSCU Transfer Council should be created to provide oversight of CSCU General Education alignment*

In March of 2023, the Task Force voted to send a recommendation to the CSCU Provost. The recommendation was then reviewed by the CSCU Provost and distributed to all institutional Provosts for review. In November of 2023, each Provost was asked to submit a Provost's Report for the CSCU General Education Transfer Credit Alignment Policy. The intent of the report was to solicit feedback from a small group of subject matter experts from each institution. The feedback from that report would then be used to further edit the recommendation into a draft policy.

Proposed Changes:

Improving Academic Planning and Advising:

Category-to-Category alignment based on similar general education outcomes will provide students, faculty, and staff the information necessary to select courses that meet general education requirements throughout the CSCU System. Based on Student Learning Outcomes (SLOs), each Framework30 (FW30) Category will be evaluated to identify similarities and opportunity to be paired with a comparable category at the CSCU four-year institutions. For example, based on the SLOs for Social and Behavioral Sciences (Framework30) all courses vetted for that category will

STAFF REPORT

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

meet the requirement for SA II Social Science or SA III Behavioral Sciences (CCSU), T1 Social Sciences (ECSU), Social Structure, Conflict and Consensus (SCSU), Gen Ed Elective/Exploration (WCSU), Social/Behavioral Science (COSC). Therefore, all courses vetted for that particular FW30 category and will seamlessly transfer to its associated category at the receiving CSCU four-year institution. Mapping will also demonstrate how courses from the CSCU four-year institution may be applied in a reciprocal approach to the FW30.

Each Institution will be required to complete a CSCU General Education Category-to-Category Alignment Template. The template will document how each course in the FW30 will be received and applied to the CSCU four-year institution’s general education requirements.

Framework30	Credits	[CSCU 4yr Institution]	Credits
Written Comm I	3		
Written Comm II	3		
Arts and Humanities ¹	3-4		
Social and Behavioral Sciences	3		
Historical Knowledge	3		
Scientific Reasoning ²	4		
Scientific Knowledge and Understanding ²	3-4		
Oral Communication	3		
Continued Learning and Information Literacy	3		
Quantitative Reasoning ³	3		

Continuing with Faculty Oversight:

With the sunset of FIRC, there will need to be a new process for sharing information on general education requirements to include, but not limited to; student learning outcomes, course information, and assessment data. Information related to general education should be reviewed by Faculty and Faculty will be responsible to ensure compliance of the CSCU General Education Transfer Credit Alignment Policy.

New requirements:

By July 2024, each CSU and COSC Provost will be required to complete and submit the CSCU General Education Category-to-Category Alignment Template to the CSCU Provost.

Each institution will be required to accept all courses in the designated FW30 category to the reciprocal category as designated by the CSCU General Education Category-to-Category Alignment Template. Courses in the FW30 categories will be coded (i.e. course-to-course equivalency or assigned attribute) to meet the requirement for the general education category at the CSU or COSC.

A standing body of CT State and CSCU four-year institution Faculty will be charged to provide oversight, coordination, and compliance to the CSCU General Education Transfer Credit Alignment Policy. This group will be charged by the CSCU Provost to, but not limited to:

- Report to the CSCU Transfer Council

STAFF REPORT**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

- Meet regularly to discuss transfer as related to the CSCU General Education Transfer Credit Policy
- Develop an implementation guide for practices on, but not limited to, how to:
 - Review any changes to a CSCU institutions' general education requirements to include; but not limited to; category changes, student learning outcomes, and vetted courses to ensure compliance with the CSCU General Education Transfer Credit Alignment Policy
 - Maintain an accurate list of general education categories and vetted courses within each general education category at the CSCU institutions
 - Report any issues of non-compliance to the CSCU Provost

RECOMMENDATION

It is the recommendation of the System Provost and Senior Vice President of Academic and Student Affairs that the Board of Regents consider the adoption of the proposed CSCU General Education Transfer Credit Alignment.

SOURCES**POLICY****[Board of Regents Transfer and Articulation Policy](#)**

Comprehensive policy describing the parameters for pathways to transfer from the community colleges to the state universities and Charter Oak State College within the CSCU system.

[Board of Regents Policy Statement on Associate Degrees](#)

Description of the types of associate degrees at the community colleges – career, transfer, and general – within the CSCU system based on system mission and state statute. Requires clear information be provided about the purpose of each associate degree.

[Transfer and Articulation name and local status of pathway transfer degrees](#)

Describes the name of the TAP degrees; addresses management of these degrees at each college. TAP transfer degrees can be combined with existing career degrees or aggregated with other TAP degrees for purposes of viability and/or review.

[Framework for Community College Designated Transfer Degree Program Requirements \(Framework30\)](#)

Agreed upon framework for 30 credits of general education required of all TAP degrees specifying eight required categories (section A, 24 credits) and two categories (section B, 6 credits) that are chosen from a specified list by each college. This framework will be revisited as part of the consolidation of the community colleges into a single community college.

APPENDIX**[Framework 30 Student Learning Outcome Categories](#)****[Composite Common Packages](#)****[Appendix A](#)****[Appendix B](#)****[Transfer Council](#)****[FIRC Information](#)****[Fall 2021, Where did they go report DSIR](#)****[Safe Course Task Force Charge](#)****[Safe Course Task Force Recommendation](#)****[All Provost Recommendation Reports](#)**

CSCU General Education Transfer Credit Alignment Policy

BOARD OF REGENTS

[Policy Number & Title]

Policy Title:

CSCU General Education Transfer Credit Alignment Policy

Policy Owner:

CSCU Office of Academic and Student Affairs

Applies to:

CT State Community College students transferring to any CSCU Four-Year Institution, as well as faculty and staff involved in transfer processes, advisement, and curriculum development across all CSCU institutions.

Institution Applicability: All CSCU institutions

Contact(s): CSCU Director for the Office of Transfer and Articulation

Effective Date: *TBD*

I. Purpose

Connecticut State Colleges and Universities (“CSCU”) is committed to facilitating a smooth and efficient academic transition for students transferring from CT State Community College to any CSCU four-year institution (collectively, “CSCU Institutions”). The CSCU General Education Transfer Credit Alignment Policy (hereinafter referred to as “the Policy”) is designed to standardize the process of transferring general education credits. By establishing a clear framework based on broad competency categories, this Policy aims to enhance academic flexibility, minimize barriers to credit transfer and general education satisfaction, and support the overarching goal of student success within the CSCU System.

II. Definitions

- A. **“CSCU Four-Year Institution(s)”** refers collectively and individually to Central Connecticut State University, Eastern Connecticut State University, Southern Connecticut State University, Western Connecticut State University, and Charter Oak State College.
- B. **“General Education”** is defined by the New England Commission of Higher Education, is a program that is a fundamental component that reflects the institution's mission and values, embodying the institution's vision of an educated individual. This program is designed to be coherent and substantial, ensuring that students are well-prepared for the diverse world they will inhabit. The general education framework is crafted with the

intent to provide a comprehensive educational experience, encompassing a balanced integration of arts and humanities, sciences including mathematics, and social sciences. This integration fosters a holistic understanding of the primary domains of knowledge and their interconnections. The general education requirements mandate that undergraduate students complete a minimum of 40 semester credits in bachelor's degree programs, or 20 semester credits in associate degree programs, thereby ensuring an adequate breadth of knowledge across various disciplines.

- C. **“General Education Core”** is a curated collection of courses within each CSCU institution's general education program that represents the essential academic competencies every student is required to attain. It emphasizes foundational skills in critical thinking, effective communication, quantitative reasoning, and scientific and cultural literacy. This core is strategically designed to support students' personal and intellectual growth, laying the groundwork for specialized study in their chosen fields and preparing them for responsible, informed citizenship in a global society.
- D. **“Framework 30”** or **“FW30”** is a categorically structured General Education curriculum specifically developed for associate degree programs designed for transfer within the CSCU system. The FW30 encompasses the following categories:
- Written Communications I
 - Written Communications II
 - Historical Knowledge
 - Social and Behavioral Sciences
 - Arts and Humanities
 - Scientific Reasoning
 - Scientific Knowledge and Understanding
 - Oral Communication
 - Continued Learning and Information Literacy
 - Quantitative Reasoning

These categories are curated to ensure that students gain proficiency in critical thinking, effective communication, and a broad spectrum of knowledge areas that are crucial for academic success and personal growth.

III. Policy

A. *Credit Acceptance and Alignment*

1. Each CSCU Four-Year Institution will accept and apply to its General Education Core requirements all courses that students have successfully completed within the General Education Core at CT State Community College, provided (i) these courses have been appropriately mapped to the corresponding categories in the Framework 30, as outlined in the CSCU General Education Category-to-Category Alignment Template (Exhibit A) and, (ii) any specific grade requirements for the acceptance of transfer credits set by the receiving institution are satisfied.
2. Courses categorized within the FW30 will be coded (e.g., through course-to-course equivalency or assigned attributes) to fulfill the General Education Core requirements at the CSCU Four-Year Institution to which the student is transferring.

B. *Category Alignment*

Provost DRAFT General Education Transfer Credit Alignment Policy March 26, 2024

1. Each CSCU institution will align its General Education Core categories with the competency categories established in the Framework 30, utilizing the CSCU General Education Category-to-Category Alignment Template.
2. The alignment will be based on comparable Student Learning Outcomes (“SLOs”), providing essential information to students, faculty, and staff for selecting courses that satisfy General Education requirements across the CSCU System.
3. The General Education Core categories covered in this Policy do not set aside specific major or programmatic requirements. Transfer courses that fall under this policy will be applied to the program the same as they would for a non-transfer student.

C. Institutional Autonomy

Nothing within this Policy shall be construed to limit the autonomy of CSCU institutions in developing its General Education Core courses and offering a diverse curriculum tailored to meet the specific SLOs of each General Education category.

IV. Appeal Process

Each CSCU Four-Year Institution will provide a process for students to appeal decisions related to the transfer of General Education credits from CT State Community College to the CSCU Four-Year Institution.

V. Implementation and Oversight

A. Implementation

This Policy shall be enacted with immediate effect across all CSCU institutions, with ongoing support provided by the CSCU System Office .

B. Oversight and Compliance

To ensure sustained adherence to and consistent application of this Policy and to manage its ongoing evaluation, a dedicated Advisory Committee (“Committee”) will be established as a standing sub-committee of the CSCU Transfer Council. The Committee will be comprised of faculty and staff representatives nominated from CT State Community College and each CSCU Four-Year Institution. Charged by the CSCU Provost and reporting directly to the CSCU Transfer Council, the Committee will:

1. Develop a comprehensive implementation guide that includes procedures for the continuous review and adjustment of General Education requirements across CSCU institutions, ensuring alignment with this Policy and adherence to relevant accreditation standards. This encompasses updates to General Education Core categories, SLOs, and the roster of approved courses.
2. Regularly report on Policy implementation progress to the CSCU Provost or other designee, CSCU Transfer Council, and the Board of Regents Academic and Student Affairs Committee, as appropriate.
3. Maintain records of current General Education categories and approved courses throughout all CSCU institutions, promoting transparency and accessibility,

including, but not limited to, making any revisions to the CSCU General Education Category-to-Category Alignment Template (Exhibit A) as needed.

4. Convene routinely to deliberate on matters related to credit transfer in accordance with this Policy.
5. Promptly identify and report to the Transfer Council and the CSCU Provost or other designee any deviations from the Policy, ensuring swift resolution and compliance.

C. Related Documents and Forms

CSCU General Education Category-to-Category Alignment Template

D. Related Policies

BOR Policy [1-05 Transfer and Articulation Policy \(TAP\)](#)

EXHIBIT A
CSCU GENERAL EDUCATION
CATEGORY-TO-CATEGORY ALIGNMENT TEMPLATE
Framework30
CATEGORY-TO-CATEGORY MAPPING

Framework30	Credits	[CSCU Institution]	Credits
Written Comm I	3		
Written Comm II	3		
Arts and Humanities ¹	3-4		
Social and Behavioral Sciences	3		
Historical Knowledge	3		
Scientific Reasoning ²	4		
Scientific Knowledge and Understanding ²	3-4		
Oral Communication	3		
Continued Learning and Information Literacy	3		
Quantitative Reasoning ³	3		
		Remaining Courses/Categories:	

1. **Arts and Humanities:** Most of the courses within Arts and Humanities category will be considered fall under the CSCU General Education Transfer Credit Alignment Policy, with the exception of Elementary I World Languages and ESL level 4 & 5 courses. While these courses remain in the category for the purposes of fulfilling a FW30 category, these courses will not suffice for credit in the general education of all CSCU institutions. Therefore, we recommend that each course be clearly indicated as such and GPAs advise students accordingly.
2. **Scientific Reasoning / Scientific Knowledge and Understanding:**
 Unless specified by the receiving institution’s academic program:
 - a. Students who have completed **one four-credit lab science course and one three-credit non lab course or two four-credit lab science courses**, will have met the science general education requirements at the receiving institution
 - b. Students who have completed one three credit science will be required to take **one four-credit lab science course** at the receiving institution
 - c. Students who have one four-credit lab science course will be required to take **one three-credit non lab course or one four-credit lab science course** at the receiving institution
 - d. It is strongly suggested and will be advised that students take courses from different academic disciplines, but a student will not be asked to take additional courses if they have not done so
3. **Quantitative Reasoning:** Math requirements are typically dictated by specific program requirements and would be difficult to guarantee without knowing a student’s intended major. Therefore, we recommend that this category be completed with the guidance of a student’s Guided Pathway Advisor or Faculty Advisor.

 Provost Signature

 Date



Betsey Doane Award: CSCU Accessibility Innovators Program 2024

This award program is sponsored by the CSCU Accessibility Council and designed to recognize faculty and staff who have implemented innovative approaches to make digital learning experiences more accessible and inclusive.

Betsey Doane Overview

The CSCU Accessibility Council is honored to have Betsey Doane as a council member and proud to name this recognition award after her. Betsey has been teaching mathematics for Housatonic Community College since 1970. Over the past 50 years, Betsey has been an inspirational advocate for accessibility and an educational innovator for blind and visually impaired students. In 2018, the Housatonic Community College Foundation presented Betsey with their Lifetime Achievement award highlighting how she has been on "the cutting edge of major industry advancements in teaching techniques for the visually impaired".

Award Winners

- **Aiswarya Vincent**, Assistant Professor and Coordinator of the ASL Interpreter Training Program and the Deaf Studies program at CT State - Northwestern campus.
- **Deborah Kosior and Michele Castiola**, Office of Disability and Accessibility Services, CT State Tunxis
- **Colleen Richard**, Ph.D., MSW, Professor Emerita, CT State Tunxis
- **Gill Gage**, IT Department Charter Oak State College
- **Sarah Ellis Murray**, Director of Accessibility Services, Charter Oak State College

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Mission of Charter Oak State College

June 27, 2024

WHEREAS: Section 10a-1c of the Connecticut General Statutes requires the Board of Regents to develop and implement distinct missions for the constituent units of the Connecticut State Colleges and Universities System (CSCU); and

WHEREAS: New England Commission of Higher Education (NECHE), CSCU's accrediting body, states in Standard 1.2 that an institution's mission statement must be formally adopted by the governing board and appears in appropriate printed and digital institutional publications; and

WHEREAS: Charter Oak State College's new Fall 2023 – Spring 2028 Strategic Plan requires modification to Charter Oak's mission statement to highlight and reinforce student demographics, industry-relevant workforce focus, and their ability to offer non-credit offerings; and

WHEREAS: Adoption of this new mission statement aligns with NECHE Standard 1.2 and will provide evidence of achieving that standard for Charter Oak's NECHE site visit in fall 2026; now, therefore be it

RESOLVED: That the Board of Regents adopt the following mission statement for Charter Oak State College:

The Charter Oak State College Mission

Charter Oak State College fosters the potential of current and future working professionals by providing dynamic and industry-relevant online education to advance success in a global society through affordability, collaboration, and learning experiences that can occur inside and outside the virtual classroom.

A True Copy:

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

ITEM

Charter Oak State College 2024 Mission Statement

[STRATEGIC PLAN AND MISSION STATEMENT UPDATE](#)

[CHARTER OAK STATE COLLEGE STRATEGIC PLAN](#)

RECOMMENDATION

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

06/7/2024 – BOR - Academic and Student Affairs Committee

06/27/2024 – Board of Regents



CharterOak
STATE COLLEGE
A Higher Degree of Online Learning

Strategic Plan

FALL 2023 - SPRING 2028

**Becoming a Premier Online
Workforce College**

Overview of Charter Oak State College

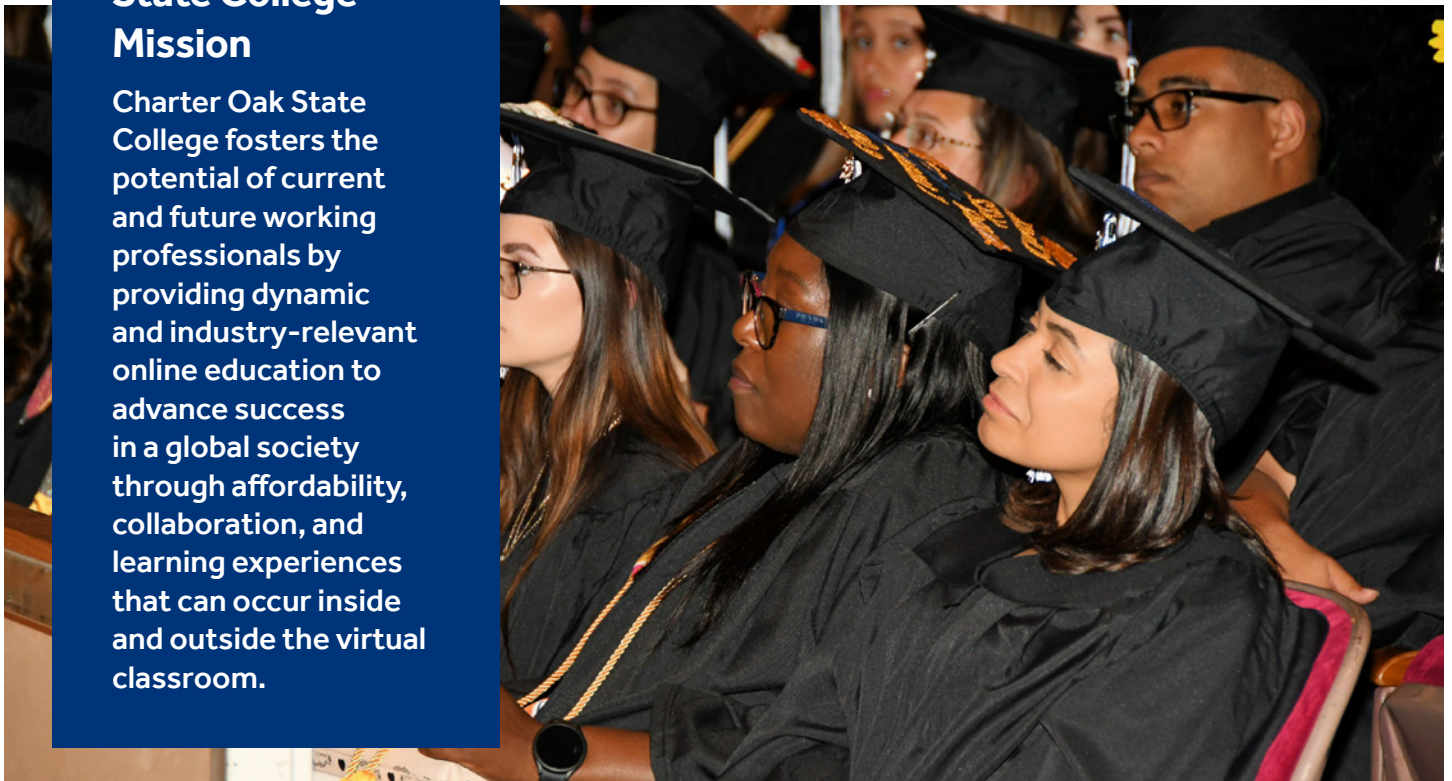
The Connecticut General Assembly created the Board of State Academic Awards in 1973. In 1980, the Board received legislative authorization to designate its degree program as a college. The name chosen, “Charter Oak College,” commemorated an early success in Connecticut’s struggle for self-governance and was particularly suited to a public institution in what is popularly known as the Constitution State. In 1992, the name was changed to Charter Oak State College to facilitate recognition that the College was part of the state system of public higher education. In 2009, the State statute was changed to grant Charter Oak State College authority to offer master’s degrees.

In 2011, it became part of the Connecticut State College and Universities system (CSCU), along with the 12 community colleges and four state universities. The President of Charter Oak reports to the President of the system office. The Board of Regents is the board for all the institutions in the CSCU system.

COSC is unique by having 100% of the courses taught in an online asynchronous format and an average student age of 37. It has evolved from an aggregator of credits to video-based courses to online learning, now offering over 430 unduplicated online courses, 15 undergraduate majors, and three master’s degrees as of the fall 2023 semester.

Charter Oak State College Mission

Charter Oak State College fosters the potential of current and future working professionals by providing dynamic and industry-relevant online education to advance success in a global society through affordability, collaboration, and learning experiences that can occur inside and outside the virtual classroom.





Charter Oak State College Educational Philosophy

The Charter Oak State College educational philosophy asserts that:

- college level learning can be acquired anywhere, anytime, and in many ways;
- such learning can be assessed;
- when assessed, it should be accredited via appropriate means;
- learning is effectively enhanced via collaborative interaction with faculty and peers; and
- advisement and academic support is critical to student success.



Higher Education Environment

ACADEMIC

The adult education, and all higher education, academic environment is changing rapidly as a result of the global pandemic. Academic programs are increasingly being measured against links to workplace requirements and student demand. Post-bachelor's degrees, certificate programs, and micro-credentials are gaining acceptance and importance. Within this changing context, assessment with a focus on equity will play a more central role in the emerging educational processes. Students will expect a more engaging learning environment that facilitates personalization and mobility.

MARKET CONDITIONS

The market of adult higher education learners continues to grow. [EAB](#) projects a 21 percent increase in the number of students aged 25-34 by 2022, with more than twice as much growth in master's degree enrollment than bachelors. According to the [National Student Clearinghouse Research Center](#) in 2019, thirty-six (36) million Americans in the NSC database today hold some postsecondary education and training but no completion and are no longer enrolled, also known as the Some College, No Degree population. That number has increased to over forty (40) million nationally according to a [2023 Gallup and Lumina Foundation study](#). In Connecticut, that number is about 400 thousand. Nationally, ten (10) percent of this population are "potential completers" who have already made at least two years' worth of academic progress up until their last enrollment. Potential completers were found more likely than other former students to re-enroll and finish college.

The pandemic has altered the student views on online classes. According to the [Digital Learning Pulse](#) survey in 2021, the majority of students, 73 percent, "somewhat" or "strongly" (46 percent) agreed that they would like to take some fully online courses in the future. Students and faculty members both reported that their attitudes toward online learning had significantly improved in the past year. A majority of students, 57 percent, said they felt more positive about online learning now than before the pandemic.

With this increase demand comes increased market saturation. Even prior to the pandemic, market saturation was increasing but has only accelerated. For example, one recent analysis by the [National Center for Education Statistics](#) reports a 226% increase in cost-per-click for online graduate programs

from 2009-2014. Market saturation and increased marketing costs puts a huge premium on market analytics, campaign metrics, and ROI.

CAREER MOTIVATIONS

According to [Strada and Gallup](#), 58% reporting job and career outcomes as their primary motivation and this data point cuts across all higher education pathways and demographic subgroups. Only 23% report a general motivation to learn more and gain knowledge without linking it to work or career aspirations. For those that indicate a general motivation rather than career motivation, those students are less likely to complete college. In essence, career motivated students are more likely to complete.

DEMOGRAPHICS

According to the U.S. Census Bureau, blacks, Asians, Hispanics and other racial minorities will make up a majority of the population by the year 2050. A new [Pew Research Center](#) analysis of Census Bureau data finds that a majority of 6- to 21-year-olds (52%) called “post-Millennials” are non-Hispanic whites. Non-Hispanic whites are expected to be a minority of the overall U.S. population within the next 20-25 years.

The same post-Millennials are enrolling in college at a significantly higher rate than Millennials were at a comparable age before the pandemic. One of the large drivers of educational attainment are due to the shift by post-Millennial Hispanics. They tend to be second generation Hispanics and a recent [Institute of Educational Sciences](#) (IES) study has shown that second generation Hispanics are much more likely to enroll in college as compared to their foreign-born counterparts. Higher education institutions must shift their policies and practices to coincide with the demographic shift currently underway to create a more inclusive environment for a more diverse student population.

In Connecticut, the overall population is projected to remain between 3.5-3.6 million over the next two decades according to the [University of Virginia Weldon Cooper Center, Demographics Research Group](#). Our northeastern neighbors are expected to have an overall stagnant population (New York, Rhode Island, Vermont, New Hampshire, and Maine) or minor growth (Massachusetts) over the next two decades. Amongst our target age group of 20-44-year-olds, Connecticut’s population will remain around 1.1 million over the next two decades. Similar to the overall population, 20-44-year-olds are expected to remain stagnant in other northeastern states with modest growth only in Massachusetts projected over the next two decades.



Charter Oak Strategic Planning Process

The college's strategic planning process began in spring 2022. The Strategic Planning Committee was charged by President Klonoski and included representation of administrators, faculty, staff, students, alumni, and key external partners. The first task was to research and analyze the current national and local higher education environment. The group also examined current data such as accreditation reports, graduation surveys, new student surveys, cumulative course evaluations scores, and market research studies. Based upon that analysis and institutional knowledge, the college developed 5 (five) pillars for the strategic plan.

- **Academic Quality** – Become a model for our innovation, value, and high-quality workforce oriented online offerings by focusing on our faculty and academic programs.
- **Cultivate and Improve Strategic Partnerships** – Leverage Charter Oak's inherent strengths and become recognized by our expanding list of community & workforce stakeholders as the most responsive and nimble college in Connecticut and beyond.
- **Inclusive Excellence** - Build on our culture of Diversity, Equity, and Inclusion (DEI) to eliminate equity gaps, refine our policy and practices through a DEI lens, and become a workforce that is more reflective of our student population.
- **Growth** - Increase enrollment in credit courses, expand program offerings that meet employer/student demands, and enhance avenues to diversify our revenue sources.
- **Student Experience & Success** – Reimagine our policies, practices, and use of technology to produce the highest quality student experience and increase our student success rates while maintaining access through affordability.

The Strategic Planning Committee then divided into subgroups that correlated to each pillar. The subgroups then solicited input and feedback from an expanded list of stakeholders including all faculty, all staff, employers, legislators, alumni, business organizations, and other key stakeholders. The Strategic Planning Committee also contracted with a 3rd party research firm (Corona Insights) to conduct quantitative and qualitative feedback from prospect students that did not enroll at Charter Oak, current Charter Oak students, and students that stopped out of Charter Oak. This comprehensive feedback then guided the detailed development of high-level strategies and assessment measures.

Charter Oak Strategic Plan Committee Members

Dave Ferreira
Provost

Michael Moriarty
CFO

Jen Washington
Registrar

Andrew Selig
Enrollment Management

Kegan Samuel
Academic Council Rep &
Dean of Faculty

Donna Wagoner
Student Representative

Iwona Szydlak
Assistant Bursar

Brooke Palkie
Graduate Academics

Susana Orozco
Undergraduate
Academics

Wanda Warshauer
Student Services

Amy Feest
AVP of Curriculum at
Connecticut State
Community College

Michael Broderick
Office of Institutional
Research

Carolyn Hebert
Director of Marketing &
Communications

COSC Strategic Planning Fall 2023 to Spring 2028

Strategic Direction #1

Strategic Direction #1: Academic Quality

Intent: Become a model for our innovation, value, and high-quality workforce oriented online offerings by focusing on our faculty and academic programs.

1.1 Enhance the Learning Management System to ensure students and faculty are working within a convenient and flexible digital teaching environment.

Success Measures:

- Implementation of Blackboard Ultra or newer LMS by Fall 2025
- Increase course evaluation response rate to at least 50% by Fall 2024

1.2 Redevelop digital classroom standards that promote fluid and effective communication between Faculty, Students and Administrators.

Success Measures:

- Implementation of a system that identifies “red flags” with faculty behavior such as timing of grading and faculty participation in the classroom, and provide structured support for remediation of faculty, by Fall 2025
- The top 75 highest enrolled courses will incorporate UDL approaches within the online classroom by Fall 2025

1.3 Continuously improve program content and instruction diversity to align students with career channels along with program feasibility.

Success Measures:

- Routinely measure the placement rates or promotional opportunities of graduates in their field of study by Fall 2024
- Implement a “theory to practice” micro-lecture initiative in targeted courses to contextualize relevant content
- Conduct a feasibility study for all degree programs based on ROI and other program outcome measures and take appropriate actions (invest, close, etc.)

COSC Strategic Planning Fall 2023 to Spring 2028

Strategic Direction #2

Strategic Direction #2: Cultivate and Improve Strategic Partnerships

Intent: Leverage Charter Oak's inherent strengths and become recognized by our expanding list of community & workforce stakeholders as the most responsive and nimble college in Connecticut and beyond.

2.1 Partner with CSCU to have Charter Oak develop Online Program Experience (OPX) opportunities that benefit Charter Oak and other CSCU institutions.

Success Measures:

- Increase the human resource capacity of Charter Oak's instructional design department by at least 2 FTEs by Fall 2025 to benefit Charter Oak and CSCU online course developments
- Increase the capacity for strategic CCAP and Credential Reviews by 50% by Fall 2025

2.2 Enhance new and current program offerings that meet employer and student demand using a stackable credential model where applicable.

Success Measures:

- Develop at least 3 micro-credentials each year that can be either embedded/stacked into degree programs or stand-alone upskilling opportunities between Academic Year 23/24 and Academic Year 27/28
- Increase offerings and enrollment in new non-credit Workforce Development division to a level of fiscal sustainability by Spring 2025

2.3 Strengthen partnerships & academic pathways with CT State Community College, alumni, employers, professional organizations, and non-collegiate training providers.

Success Measures:

- A 10% increase in the number of students utilizing Credit Recommendations at the point of admissions into Charter Oak academic programs by Fall 2025
- Develop at least 5 employer engagements utilizing a tuition disbursement model for student recruitment by Fall 2026
- The number of students enrolling in graduate programs using the alumni discount

COSC Strategic Planning Fall 2023 to Spring 2028

Strategic Direction #3

Strategic Direction #3: Inclusive Excellence

Intent: Create a culture of Diversity, Equity, and Inclusion (DEI) to eliminate equity gaps, refine our policy and practices through a DEI lens, and become a workforce that is more reflective of our student population.

3.1 Develop culturally responsive and accessibility-focused onboarding, training, and professional development opportunities for faculty and staff.

Success Measures:

- Provide DEI training for faculty and staff to be mindful and alert of different populations outside of obvious (i.e. age, culture, IT skills, home support, disabled, etc.)
- Utilize possible DEI grant opportunities to develop and implement a DEI framework that may cover topics such as Professional Development training to staff using DEI principles, and reviewing policies and procedures through a DEI lens.

3.2 Develop and maintain a DEI or Inclusive Excellence webpage for Charter Oak State College.

Success Measures:

- Completed the new webpage, Diversity, Equity, Inclusion at Charter Oak State College <https://www.charteroak.edu/aboutus/dei/>
- Develop a DEI Website taskforce who will oversee the webpage with providing DEI calendar events.

3.3 Perform a critical assessment of public facing materials, academic offerings, and human resources from a DEI lens.

Success Measures:

- Assess hiring trends in alignment with our student population trends.
- Bring in experts to assist Charter Oak in development of DEI goals.
- COSC Strategic Planning Fall 2023 to Spring 2028 – Strategic Direction #4

COSC Strategic Planning Fall 2023 to Spring 2028

Strategic Direction #4

Strategic Direction #4: Growth

Intent: Grow enrollment to produce more workforce-ready adults and assist the college in fiscal sustainability. Growth requires increasing the number of programs to attract new students and increasing the persistence rate of existing matriculants.

4.1. Grow the top of the admissions funnel (prospects and applicants) by generating qualified lead volume, prioritizing high gross programs, and identifying expanded market opportunities.

Success Measures:

- Sustain or improve the number of applicants in existing markets.
- Year-over-year gains in applicants in new markets.

4.2. Increase the number of deposits who matriculate and the number of continuing students who successfully enroll in courses by improving services and reducing barriers.

Success Measures:

- Year-over-year gains in the number of new and readmitted students.
- Year-over-year gains in the number of continuing students.

4.3. Identify new populations to recruit based on market research in-state and nationally.

Success Measures:

- Initiate at least 1 new bachelor's degree program offering each year by Fall 2026.
- Year-over-year gains in prospects and applicants from targeted markets.

COSC Strategic Planning Fall 2023 to Spring 2028

Strategic Direction #5

Strategic Direction #5: Student Experience and Success

Intent: Provide continuous improvement for a quality digital learning experience to maximize student support and success for online learning.

5.1 Establish a Center for Academic Excellence to improve course and instructional quality and maintain a consistent student experience.

Success Measures:

- Increase faculty/program director support for onboarding and training on best practices for online teaching.
- Review and modify course expectations and faculty responsibilities for a consistent student experience.

5.2 Provide career-relevant and contextualized course content with sources, webpages, and data from recent societal/historical events.

Success Measures:

- Increase student success in gateway courses.
- Increase course evaluation satisfaction (very good) to an average of 75% in course surveys by Fall 2024.

5.3 Enhance Career Service offerings for students.

Success Measures:

- Track student usage of career service offerings at the college and see an increase year over year
- Establish baseline data for career services student satisfaction.

Strategic Plan Alignment With CSCU Board of Regents Key Areas of Focus & Goals

STRATEGIC DIRECTION & OBJECTIVES

	Student Success	Innovation and Economic Growth	Affordability and Sustainability	Systemness
Direction #1: Academic Quality				
1.1 Enhance the Learning Management System to ensure students and faculty are working within a convenient and flexible digital teaching environment.	✓	✓	✓	
1.2 Redevelop digital classroom standards that promote fluid and effective communication between Faculty, Students and Administrators.	✓	✓		
1.3 Continuously improve program content and instruction diversity to align students with career channels along with program feasibility.	✓	✓	✓	
Direction #2: Cultivate and Enhance Strategic Partnerships				
2.1 Partner with CSCU to have Charter Oak develop Online Program Experience (OPX) opportunities that benefit Charter Oak and other CSCU institutions.	✓		✓	✓
2.2 Enhance new and current program offerings that meet employer and student demand using a stackable credential model where applicable.		✓		✓
2.3 Strengthen partnerships & academic pathways with CT State Community College, alumni, employers, professional organizations, and non-collegiate training providers.		✓	✓	✓
Direction #3: Inclusive Excellence				
3.1 Develop culturally responsive and accessibility-focused onboarding, training, and professional development opportunities for faculty and staff.	✓	✓		
3.2 Develop and maintain a DEI or Inclusive Excellence webpage for Charter Oak State College.		✓		
3.3 Perform a critical assessment of public facing materials, academic offerings, and human resources from a DEI lens.	✓	✓		
Direction #4: Growth				
4.1. Grow the top of the admissions funnel (prospects and applicants) by generating qualified lead volume, prioritizing high gross programs, and identifying expanded market opportunities.		✓	✓	
4.2. Increase the number of deposits who matriculate and the number of continuing students who successfully enroll in courses by improving services and reducing barriers.	✓	✓	✓	
4.3. Identify new populations to recruit based on market research in-state and nationally.		✓	✓	✓
Direction #5: Student Experience & Success				
5.1 Establish a Center for Academic Excellence to improve course and instructional quality and maintain a consistent student experience.	✓	✓		
5.2 Provide career-relevant and contextualized course content with sources, webpages, and data from recent societal/historical events.	✓	✓		
5.3 Enhance Career Service offerings for students.	✓			

CharterOak
STATE COLLEGE
A Higher Degree of Online Learning

Strategic Plan

FALL 2023 - SPRING 2028

**Becoming a Premier Online
Workforce College**

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Recreation & Leisure Studies
Southern Connecticut State University

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Recreation & Leisure Studies, specifically a name change and CIP Code change at Southern Connecticut State University.

A True Copy:

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

ITEM

Name Change for BS in Recreation & Leisure Studies at Southern Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

The current title of the degree program reflects a general park and recreation or recreation and leisure curriculum. There are two primary concentration/specialization areas offered within the degree program – park and recreation management, and therapeutic recreation/recreational therapy. Student demand and interest for the major is based primarily on the specialization area. Currently, 80 percent of the students in the recreation and leisure studies major are in the therapeutic recreation/recreational therapy concentration. This has been a consistent trend over the past 5+ years.

The proposed new name of the program will be “Recreational Therapy.” In addition, approval of this request will necessitate changing the CIP Code from *310301 -Parks, Recreation, and Leisure Facilities Management, General* to *51.2309 – Recreational Therapy/Therapeutic Recreation*, which more accurately reflects the program of study for most students.

Southern anticipates an overall positive impact on the institution and its current and prospective 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.

6/7/2024 – BOR - Academic and Student Affairs Committee
6/27/2024 – Board of Regents

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST	
Institution: SCSU	Please enter the following dates: Final approval by institution: April 1, 2024 Submission to CSCU Office of the Provost for Academic Council: April 2024
NOTE: Use this form if modifying only the name of the program.	
Current Program Characteristics Name of Program: Recreation & Leisure Studies OHE #: 654 Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science Date Program was Initiated: 1974 Total # Credits in Program: 120 # Credits in General Education: 46 <u>CIP Code Number:</u> 31.0301 Title of CIP Code: <u>Parks, Recreation, and Leisure Facilities Management, General.</u> Department where program is housed: Recreation, Tourism, & Sport Management Location Offering the Program (<i>e.g., main campus</i>): main campus	
Proposed New Name of Program: Recreational Therapy	
Proposed Date Name Change Becomes Effective: 8/26/2025	
Explanation / Justification <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> <p>The current title of the degree program reflects a general park and recreation or recreation and leisure curriculum. There are two primary concentration/specialization areas offered within the degree program – park and recreation management, and therapeutic recreation/recreational therapy. Student demand and interest for the major is based primarily on the specialization area. Currently, 80 percent of the students in the recreation and leisure studies major are in the therapeutic recreation/recreational therapy concentration. This has been a consistent trend over the past 5-plus years. In addition, approval of this request will necessitate changing the CIP Code to 51.2309 – Recreational Therapy/Therapeutic Recreation, which more accurately reflects the program of study for most students (see separate form 205).</p> <p>We anticipate an overall positive impact on the institution, its current and prospective students.</p>	
Programmatic Changes <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> Program changes have already been submitted and approved by the University Undergraduate Curriculum Forum (UCF). Program changes included the elimination of three (3) general recreation courses from the core required courses. Pending the approval of this request, department faculty plan to submit to UCF a plan that will include 1). the addition of a new concentration to the BS sport management program – park and recreation management, and 2). a discontinuation request for the park and recreation management concentration/specialization in the BS recreation and leisure studies program (Recreational Therapy).	
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> N/A	

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

Institutional Contact for this Proposal: Robert Prezant	Title: Provost & VPAA	Tel.: 25350 e-mail: prezant1@southernct.edu
--	-----------------------	--

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

*APPLICATION TO MODIFY CIP CODE –
MODIFICATION OF ACCREDITED PROGRAM*

MODIFICATION OF CIP CODE		
Institution: SCSU	Please enter the following dates: Final approval by institution: April 2024 Submission to CSCU Office of the Provost for Academic Council: May 2024	
NOTE: Use this form if modifying <i>only the program CIP code</i> . [Note: Southern submitted a name change and modification to an accredited program to correspond with this change in April 2024]		
Program Characteristics		
Name of Program: Therapeutic Recreation/Recreational Therapy		
OHE #: 654		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS		
Total # Credits in Program: 120		
Department where program is housed: Recreation, Tourism, & Sport Management		
Location Offering the Program (<i>e.g., main campus</i>): main campus		
Current CIP Code Number: 31.0301 Title of CIP Code: Park, Recreation & Leisure Facility Management, General		
New Proposed CIP Code Number: 51.2309 Title of CIP Code: Therapeutic Recreation/Recreational Therapy		
Explanation / Justification		
<i>Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i>		
The current title for the degree program reflects a general park and recreation or recreation and leisure curriculum. There are two primary concentrations/specializations offered within the current degree program – Park and Recreation Management, and Therapeutic Recreation. Student demand and interest for the major is based primarily on concentration/specialization area. Currently, 80% of students in the Recreation & Leisure Studies major are in the Therapeutic Recreation concentration/specialization. This has been a consistent trend for the past 5-plus years. The CIP Code that most directly corresponds to the newly proposed degree title, and recently approved program changes is 51.2309 – Therapeutic Recreation/Recreational Therapy.		
Institutional Contact for this Proposal: Jim MacGregor	Title: Professor and Chair	Tel.: 26385 e-mail: macgregorj1@southernct.edu

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Doctorate in Business Administration
Southern Connecticut State University

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Doctorate in Business Administration, specifically a correction to CIP Code, at Southern Connecticut State University.

A True Copy:

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

ITEM

CIP Code Correction for Doctorate in Business Administration at Southern Connecticut State University.

RATIONALE

This resolution is to document the correction to the CIP code previously approved at the May 2024 Board of Regents meeting.

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. CSU Academic and Student Affairs concurs with this recommendation.

6/7/2024 – BOR - Academic and Student Affairs Committee

6/27/2024 – Board of Regents

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

*APPLICATION TO MODIFY CIP CODE –
MODIFICATION OF ACCREDITED PROGRAM*

MODIFICATION OF CIP CODE		
Institution: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 11/20/2023 Submission to CSCU Office of the Provost for Academic Council: 11/22/2023	
NOTE: Use this form if modifying only the program CIP code.		
Program Characteristics Name of Program: Doctorate in Business Administration OHE #: NA Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Doctor of Business (DBA) Total # Credits in Program: 51 Department where program is housed: The School of Business Location Offering the Program (<i>e.g., main campus</i>): Main Campus		
Current CIP Code Number: 52.0201 Title of CIP Code: Business Administration and Management, General		
New Proposed CIP Code Number: 52.1301 Title of CIP Code: Management Science		
Explanation / Justification <i>Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> The DBA program offers students a STEM focus, emphasizing scientific methodologies and data-driven decision-making. The program prioritizes practical learning to bridge theory and practice. This distinguishes the DBA program from traditional Ph.D. programs.		
Institutional Contact for this Proposal: Robert Prezant	Title: Provost & Vice President for Academic Affairs	Tel.: 203-392-5350 e-mail: prezantr1@southernct.edu

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 2025

Anticipated Date of First Graduation: Spring 2029

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 address the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal

Name: Robert Prezant

Title: Provost

Phone: 203-392-5350

Application for New Program Approval

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

Application for New Program Approval

classrooms, roughly $\frac{1}{4}$ 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

Application for New Program Approval

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-site, 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 SCSU:

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."

Application for New Program Approval

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,

Application for New Program Approval

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.

Application for New Program Approval

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.

Application for New Program Approval

- 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.

Application for New Program Approval

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

Application for New Program Approval

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

Application for New Program Approval

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 (<i>Indicate number of credits of open electives</i>)			8-10
Total Program Credits (must match number of credits reported on page 1):			120
Note ^indicates revisions to the prerequisites for BNS majors			

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	
CSCU/COSC Proposed Program total credits:	credits
CT State program total credits:	credits
CT State program credits that can be applied to proposed degree:	credits
CSCU/COSC general education credits remaining after transfer	credits
CSCU/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.

Application for New Program Approval

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.

Application for New Program Approval

- 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.

Application for New Program Approval

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 School

Application for New Program Approval

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 - FY26 (Fall 25 & Spring 26)						Second Year - FY27 (Fall 26 & Spring 27)						Third Year - FY28 (Fall 27 & Spring 28)							
	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 Year¹	1.08						2.08						3.25							
PROJECTED Program Revenue	First Year - FY26 (Fall 25 & Spring 26)						Second Year - FY27 (Fall 26 & Spring 27)						Third Year - FY28 (Fall 27 & Spring 28)							
	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 - FY26 (Fall 25 & Spring 26)	Second Year - FY27 (Fall 26 & Spring 27)	Third Year - FY28 (Fall 27 & Spring 28)	SCSU Assumptions:																
Administration (Chair or Coordinator) ⁴				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.															
Faculty (Full-time, total for program) ⁴				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.															
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	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.															
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																	

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: SCSU	Please enter the following dates: Final approval by institution: April 2024 Submission to CSCU Office of the Provost for Academic Council: April 2024
Most Recent NECHE Institutional Accreditation Action and Date: Continued Accreditation, 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).	
Total Number of courses and course credits to be modified by this application: 3 (9)	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none">• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i>• If only modifying program name, use form XXX <i>Application for Name Change</i>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i>	
Original Program Characteristics Name of Program: Recreation and Leisure Studies - Therapeutic Recreation OHE #: 654 Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science Date Program was Initiated: 1977 Total # Credits in Program: 120 # Credits in General Education: 46 <u>CIP Code Number</u> : 31.0301 Title of CIP Code: <u>Parks, Recreation, and Leisure Facilities Management, General.</u>	
Modified Program Characteristics Name of Program: Recreational Therapy Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science Initiation Date for Modified Program: 8/25/2024 Anticipated Date of First Graduation: 5/2028 Total # Credits in Program: 120 # Credits in General Education: 46 <u>CIP Code Number</u> : 51.2309 Title of CIP Code: Therapeutic Recreation/Recreational Therapy NEW	
Department where program is housed: Recreation, Tourism, & Sport Management Location Offering the Program (<i>e.g., main campus</i>): main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes X No	

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Robert Prezant	Title: Provost & VPAA	Tel.: 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:

Recent (2021) external accreditation by the Commission on Accreditation of Parks, Recreation, Tourism, and Related Disciplines (COAPRT) revealed the fact that core 'general' recreation courses do not need to be included as part of the therapeutic recreation/recreational therapy program accreditation. Therefore, this proposal eliminated nine (9) credits of required general recreation courses, and substitutes in nine (9) credits of elective credits.

It is expected that this revision will:

- Allow current students in the program the flexibility to take courses that relate to a particular area of healthcare, or other courses of general interest.
- Greater ease of transfer for internal students.
- Greater ease of transfer for external students, particularly Connecticut State College students enrolled in human service degree programs.
- Allows for better alignment with and ease of pathway transfer for Connecticut State College students graduating from the AS therapeutic recreation program (MCC).

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
REC 100 – Introduction to Recreation & Leisure Services	3	Elective	3
REC 250 – Leadership & Professional Development in Recreation/Sports	3	Elective	3
REC 420 – Organization & Administration of Leisure Services	3	Elective	3
Total Credits Original Program	9	Total Credits Modified Program	9

Learning Outcomes - L.O.

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

1. Students graduating from the program shall demonstrate entry-level knowledge of the nature and scope of the therapeutic recreation profession and its associated service delivery systems; demonstrate knowledge of techniques and processes used by professionals and workers in the industry; and knowledge of the foundation of the profession in history, science, and philosophy.
2. Students graduating from the program shall demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic recreation services that facilitate targeted outcomes, and that embrace personal and cultural dimensions of diversity.
3. Students graduating from the program shall be able to demonstrate entry-level knowledge about management/administration of therapeutic recreation services.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

4. Students graduating from the program shall demonstrate the sustained ability to apply the therapeutic recreation process; use diverse, structured ways of thinking to solve problems related to different facets of professional practice; engage in advocacy; and stimulate innovation.
5. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 560 clock hours over a minimum of 14 complete weeks, the competencies and potential to succeed as a therapeutic recreation professional.
6. Students graduating from the program will demonstrate effective written and oral communication skills commensurate with professional practice.

Assessment of Learning Outcomes

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

Program is externally accredited by the Council on Accreditation of Recreation, Parks, Tourism and Related Disciplines (COAPRT). Annual report includes measurement of achievement of learning outcomes.

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
REC 210 - Activity Development & Leadership	1	N/A	3
REC 220 - Inclusive Recreation* (meets gen ed req.)	1,2	N/A	3
REC 320 – Program Planning & Management	2	REC 210	3
REC 470 - Evaluation & Research	6	Junior Status + 6-credits REC	3
REC 300 – Internship 1	1,2	Department Chair Permission	3
REC 231 – Foundations of Ther. Rec.	1	N/A	3
REC 314 – Medical Aspects of Ther. Rec.	1,2	REC 231	3
REC 331 – Ther. Rec. Assessment & Individual Program Planning	2	REC 231	3
REC 391 – Interventions & Facilitation Techniques in Ther. Rec.	1,2	REC 231	3
REC 431 – Current Practices in Ther. Rec.	1,4	REC 231	3
REC 441- Design and Administration of Ther. Rec. Services	2,3	REC 231	3
REC 433 – Therapeutic Recreation Internship	5	Department Chair Permission	6
Cognate Electives (2)		Select two (2) from list	6
COGNATE REQUIRED			
PSY 100 – Introduction to Psychology* (meets gen ed req.)		N/A	3

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

HMS 280 – Survey of Anatomy & Physiology		N/A	3
PSY 219 – Lifespan Development		PSY 100	3
PSY 321 – Abnormal Psychology		PSY 100, and 3-credits PSY at 200 level	3
PSY Elective			3
Open Electives (<i>Indicate number of credits of open electives</i>)			20
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
Degree Title Modification (see form 203)

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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 needed

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://inside.southernct.edu/recreation-tourism-sport-management>

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/recreation-tourism-sport-management/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): 29-1125 Recreational Therapist

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$62,300.

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 62139 Offices of All Other Health Practitioners

Career/Program Pathways

Does this program prepare students for another program? Meets national certification/licensure exam requirements 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. Mary Jo Archambault

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? 5

Admissions Requirements

What are the admissions requirements for the program? Minimum GPA of 2.0

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: 14-week 560-hour internship.

The program has affiliation agreements with many CT hospitals and healthcare related agencies that provide therapeutic recreation/recreational therapy services, including and not limited to: Yale-New Haven Hospital, Institute of Living at Hartford Hospital, Hospital for Special Care, Gaylord Rehabilitation Hospital, West Haven Veteran's Affairs Hospital, Bridgeport Hospital, CT State Department of Mental Health and Addiction Services (DMHAS), CT State Department of Children and Family Services (DCF),

Prospective Students

Describe the prospective students for the program:

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Direct admits – Incoming Freshman; Internal transfer students from other programs; external transfer students;
CSC students via an existing formal agreement with CSC (MCC) AS Therapeutic Recreation program

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 4/5/2024 Submission to CSCU Office of the Provost for Academic Council: 4/17/2024
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2024	
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).	
Total Number of courses and course credits to be modified by this application: 9	
Original Program Characteristics Name of Program: Interior Design Career Program (IDCP-AAS) OHE #: 21434 Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 25 Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Applied Science, AAS Date Program was Initiated: 4/21/22 Total # Credits in Program: 61-63 # Credits in General Education: 21-23 <u>CIP Code Number</u> : 50.0408 Title of CIP Code: Interior Design	
Modified Program Characteristics Name of Program: Interior Design Career Program (IDCP-AAS) Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 25 Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Applied Science, AAS Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: December 2024 Total # Credits in Program: 61-63 # Credits in General Education: 21-23 <u>CIP Code Number</u> : 50.0408 Title of CIP Code: Interior Design	
Department where program is housed: School of Arts & Humanities Location Offering the Program (<i>e.g., main campus</i>): Norwalk	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: n/a CIP: n/a OHE#: n/a BOR Accreditation Date: n/a Phase Out Period n/a Date of Program Termination n/a Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contacts for this Proposal: Michael Stefanowicz, Executive Dean, Academic Affairs, 860.612.7039; mstefanowicz@commnet.edu Brad Baker, Dean, School of Arts & Humanities, 860.612.7055, bbaker@commnet.edu	

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Campus Contact for this Proposal: Edmond Yalda, IDCP Program Coordinator, eyalda@norwalk.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:

- 1) The current AAS program does not include CAD 1140 – Architectural CAD, which is needed to properly prepare Interior Design students for success in the subsequent CAD course, CAD 2204 – CAD 3D Architectural. By adding CAD 1140 to the AAS program, we are better-preparing program graduates for career success or academic transfer.
- 2) The current AAS program includes CAD 1330 – 2D CAD as an elective option, which does not properly prepare Interior Design students to meet stated program outcomes. The current AAS program lists two elective options under “Program Courses”: INTD 1201 – Color and Lighting for Design OR CAD 1330 – 2D CAD. By removing CAD 1330 and replacing it with INTD 2090 – Interior Design Internship, we are creating a program with greater flexibility for students. Modifications would also better prepare program graduates for career success or academic transfer.
- 3) The current AAS program includes CAD 2204 – CAD 3D Architectural, which lists CAD 1330 as the required prerequisite. CAD 1330 does not properly prepare Interior Design students for success; however, CAD 1140 does properly prepare students for success in CAD 2204.

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
INTD 2090 – Interior Design Internship (remove as required course and make elective option – see below)	3	CAD 1140 – Architectural CAD	3
INTD 1021 Color and Lighting for Design OR CAD 1330 – 2D CAD	3	INTD 1021 Color and Lighting for Design OR INTD 2090 – Interior Design Internship	3
CAD 2204 – CAD 3D Architectural	3	CAD 2204 – CAD 3D Architectural (Change Prerequisite)	3
Total Credits Original Program	61-63	Total Credits Modified Program	61-63

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 client’s needs, goals, and life safety requirements.
2. Integrate findings with knowledge of interior design.
3. Formulate preliminary design concepts that are aesthetic, appropriate, and functional, and in accordance with codes and standards.
4. Develop and present final design recommendations through appropriate presentation media.
5. Prepare working drawings and specifications for non-load bearing interior construction, reflected ceiling plans, lighting, interior detailing, materials, finishes, space planning, furnishings, fixtures, and equipment in compliance with universal accessibility and

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

sustainability, guidelines, and all applicable codes.

6. Collaborate with the professional services of other licensed practitioners in the technical areas of mechanical, electrical, and load-bearing design as required for regulatory approval.
7. Prepare and administer bids and contract documents as the client’s agent and construction scheduling.
8. Review and evaluate design solutions during implementation and upon completion.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
 Exams, quizzes, presentations, graded assignments, and project reviews.

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 1010 Composition		Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process.	3
MATH 1010 Intermediate Algebra or higher-level MATH		Grade of C or higher in MATH 0988 or MATH 0989 or placement using multiple measures	3-4
Gen Ed – ARHX Arts & Humanities		Varied	3-4
ENV 1010 Environmental Science		Eligibility for ENG 1010 with workshop	3
Gen Ed – SBSX Social & Behavioral Science		varied	3
COMM 1301 Public Speaking		Eligibility for ENG 1010	3
CCS 1001 College & Career Success		Must be eligible to take intensive/developmental-level English class (ENG 0960, or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
ARCH 1005 Architecture Fundamentals		None	4
ARCH 1002 Architecture of the World		None	3
ARCH 1008 Construction, Materials, and Methods		None	3
ARCH 2040 Environmental Systems		ARCH 1008	3
ARCH 2030 CAD 3D Architectural		ARCH 1005 and ARCH 1008	3
<i>CAD 2204 CAD 3D Architectural</i>		<i>CAD 1140</i>	3
INTD 1001 Interior Design Studio I		ARCH 1005 or permission of Interior Design Coordinator	4

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

INTD 1020 Materials Textiles and Finishes		None	3
INTD 2001 Interior Design Studio II		INTD 1001 or Permission of Interior Design Coordinator	4
INTD 2002 Interior Design Studio III		INTD 2001 or Permission of Interior Design Coordinator	4
INTD 1021 Color and Lighting for Design OR INTD 2090 Interior Design Internship		INTD 1020 OR Completion of 30 credits in Interior Design AND Permission of Interior Design Coordinator	3
CAD 1140 Architectural CAD		None	3
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			61-63

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.

No new resources are needed for the implementation of the modified program. All facilities and resources currently exist.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://ctstate.edu/arts-humanities>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2

Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information:
<https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education>

Request for SAA Approval for Veterans Benefits? Yes No

Catalog Description
Provide the catalog description for this program (with proposed modifications if applicable): The Interior Design program is designed to develop technical skills, creativity, and an understanding of all aspects of interior design. The graduates of the program will be qualified by education, experience, and examination to enhance the function and quality of interior spaces for the purpose of improving the quality of life, increasing productivity, and protecting the health, safety, and welfare of the public.

Careers/Professions and Earnings
Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 27-1025, Interior Designers
What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$55,497

Applicable Industries
Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541410, Decorating consulting services, interior, Interior designer services

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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): Edmond Yalda, eyalda@norwalk.edu, 203.857.3350; Brad Baker, Dean, School of Arts & Humanities, 860.612.7055, bbaker@commnet.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 2

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 5

Admissions Requirements

What are the admissions requirements for the program? <https://ctstate.edu/admissions-registration/become-a-student>

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: The previously required Interior Design Internship course is now an elective option.

Prospective Students

Describe the prospective students for the program: High school graduates, individuals working in the field, individuals looking for a career change, students interested in dual majors (especially with architecture).

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Climate Change Studies (CIP Code: 030103, OHE# TBD) leading to a Bachelor of Arts at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

Approval of a New Program

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Climate Change Studies (CIP Code: 030103, OHE# TBD) leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of two new programs in Climate Change Studies, leading to a Bachelor of Arts or a Bachelor of Science at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Climate Change Studies	
CIP Code	030103	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Bachelor of Arts/Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	06/27/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

JUSTIFICATION/BACKGROUND

The new Climate Change Studies programs will prepare students to become leaders to meet the challenges head-on of human-generated climate change. Students will seamlessly integrate their scientific knowledge and critical thinking skills with an understanding of the centrality of ethical concerns in generating effective policy, and with the ability to effectively communicate the central issues and causes of climate change to a non-technical audience.

The B.A. degree emphasizes coursework in the arts, humanities, social sciences, and behavioral sciences. Students pursuing this option will be particularly prepared for career pathways in policy, planning, journalism and communication, cultural resource management, policy aspects of sustainability, and more. A minor is required with this major and students are encouraged to select a minor that will complement their major or will allow interested students to pursue a double major more readily. Examples include sustainability, political science, and communication.

The B.S. degree emphasizes coursework in the sciences, technology, and engineering. Students pursuing this option will be prepared for career pathways that require an in-depth background in these fields, such as environmental science, “green” construction, conservation, renewable energy, technical aspects of sustainability, and more. The comprehensive background required by this degree (63-65 credits) prepares students for a career in scientific research, consulting, and applications. This unique interdisciplinary program will prepare students to work both individually and in teams, drawing upon their deep and broad understanding of the myriad issues involved in combating and mitigating the social effects of climate change to become change-makers and solution-generators. Students will be able to apply their scientific understanding to social problems in creative ways, and act as communicative bridges between professional and grass-roots organizations, the scientific establishment and the general public, well prepared to engage in community outreach and education efforts to help communities translate STEM-based recommendations into practical plans of action.

ADDRESSING NEEDS

A Hanover Research "benchmarking report" commissioned by Central in 2020 identified opportunities for Climate Change Studies programs. A 2023 survey conducted by two faculty colleagues, one in the College of Liberal Arts and Social Sciences (CLASS) and the other in the School of Engineering, Science and Technology (SEST), concurred, based on a study of over 100 undergraduate and graduate programs at institutions of higher education both in the U.S. and abroad. Central Connecticut State University identified Climate Change Studies as a key recommendation in its Academic Planning Program documentation presented to the Board of Regents.

Climate change has not only led to the creation of new jobs (e.g., sustainability and resilience coordinators for local governments), but has already begun to transform jobs in existing fields (public health, insurance, construction, urban planning, project management, civil engineering, etc.). In a recent conversation, representatives of Connecticut's Department of Energy & Environmental Protection (DEEP) encouraged Central to pursue these programs. In addition, DEEP emphasized the importance of a multidisciplinary program where graduates are not only trained in the science of climate change but are provided the necessary skills to deal directly with the public sector.

PRO FORMA

The budget provided in the supporting documents covers both the BA and BS programs.

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. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/7/2024 – BOR - Academic and Student Affairs Committee
06/27/2024 – Board of Regents

Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 4/17/2024

Institution: Central Connecticut State University

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: Climate Change Studies

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

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: 120 credits

Credits in General Education: 41-49 credits

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

CIP Code Number: 03.0103 Title of CIP Code: Environmental Studies

Department where program is housed: Interdisciplinary

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://www.ccsu.edu/tuition-aid/undergraduate-tuition

Request for SAA Approval for Veterans Benefits? Yes No

Program website: in development

Provide the intended catalog description for this program:

The B.A. and B.S. in Climate Change Studies share an interdisciplinary core highlighting the multi- and interdisciplinary causes and effects of climate change, while preparing students to become leaders in creating multi- and interdisciplinary responses to the same.

The B.A. degree emphasizes coursework in the arts, humanities, social sciences, and behavioral sciences. Students pursuing this option will be particularly prepared for career pathways in policy, planning, journalism and communication, cultural resource management, policy aspects of sustainability, and more. The modest size of the degree (36 credits) not only encourages students to select a minor that will complement their major but will also allow interested students to pursue a double major more readily. Of the 36 total credits in the major, at least 12 must be at the 300 level or higher. A minor is required with this major.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

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

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

Application for New Program Approval

Institutional Contact for this Proposal

Name: Dr. Kimberly Kostelis

Title: Provost & Vice President for Academic Affairs

Phone: 860.832.2228

Email: Kimberly.kostelis@ccsu.edu

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

- College/School: **Interdisciplinary (all 4 schools)**
- Curriculum committee: **March 20, 2024**
- Faculty senate: **April 1, 2024**
- Institutional president: **Zulma Toro**

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

The B.A. and B.S. in Climate Change Studies will prepare students to become leaders in meeting head-on the challenges to modern society posed by human-generated climate change. Students will seamlessly integrate their scientific knowledge and critical thinking skills with an understanding of the centrality of ethical concerns in generating effective policy, and with the ability to effectively communicate the central issues and causes of climate change to a non-technical audience.

The B.A. does not require any related courses outside of the program. This means that the student has the ability to double major or to pair their major with a minor in a field that speaks to their interests and strengths. Examples include sustainability, political science, and

Application for New Program Approval

communication. While both programs share a common interdisciplinary core and capstone experience, they prepare students to approach solutions to climate change through different lenses. The main differences are curricular, in terms of the focus of the electives and any related requirements.

This unique interdisciplinary program will prepare students to work both individually and in teams, drawing upon their deep and broad understanding of the myriad issues involved in combating and mitigating the social effects of climate change to become change-makers and solution-generators. Students will be able to apply their scientific understanding to social problems in creative ways, and act as communicative bridges between professional and grass-roots organizations, the scientific establishment and the general public, well-prepared to engage in community outreach and education efforts to help communities translate STEM-based recommendations into practical plans of action.

Undergraduate degrees in Climate Change Studies, both BA and BS, will supplement existing programs and minors at Central, developing skills and knowledge that will benefit students as they pursue a wide range of career options spanning business, education, policy, the sciences, and more. A Hanover Research "benchmarking report" commissioned by Central in 2020 identified opportunities for Climate Change Studies programs. A 2023 survey conducted by two faculty colleagues, one in the College of Liberal Arts and Social Sciences (CLASS) and the other in the School of Engineering, Science and Technology (SEST), concurred, based on a study of over 100 undergraduate and graduate programs at institutions of higher education both in the U.S. and abroad. Central identified Climate Change Studies as a key recommendation in its Academic Planning Program documentation presented to the Board of Regents, where it was received favorably.

This proposal and the others that accompany it were developed after two open meetings held in December 2023 and two, focused working meetings held in January 2024. Dozens of faculty from across the University have provided input, suggested courses (both existing ones and courses that can be developed), and expressed enthusiasm for the leading role that Central can play in confronting climate change within Connecticut and the region. The program draws upon existing relevant faculty expertise in the areas of earth science, biology, sustainability, geography, environmental science, earth resources, science communication and education, as well as across the humanities.

Collectively, the proposals directly or indirectly support all goals of Central's Strategic Plan 2030. The combination of an interdisciplinary core with a strong scientific and application foundation (including related courses in science and mathematics), alongside a mandatory capstone experience, has been crafted to balance disciplinary competency with multidisciplinary skills and ways of thinking that are so necessary in 21st century employment. Graduates of the program will be academically and intellectually nimble and able to adapt to the changing needs of a society that is increasingly impacted by climate change in myriad ways. In addition, students will have experience in communicating about climate change causes and impacts with multiple constituencies, including the general public.

CCSU is particularly well-placed to administer a successful interdisciplinary program of this nature, as interdisciplinary studies is one of its long-standing areas of distinction. For example, the interdisciplinary Honors Program has been in existence since 1982; the successful administration of this program in particular, partnered with the program in International Studies (both of which draw faculty and students from across the university), provided a template for this program.

The proposed program does not duplicate any existing programs within the CSCU system. Currently, students interested in Climate Change science-based careers at CCSU have tried to cobble together the necessary background through taking an environmental science-based specialization track in Earth Science, Biology, or Geography, alongside a minor in another field and taking courses piecemeal in communication, ethics, and other fields. What was lacking was a cohesive, truly interdisciplinary (rather than simply multidisciplinary) perspective in understanding the causes of, and effective responses to, climate change. This program therefore fills a need and carves out its own unique niche. Because environmental studies are far broader than climate change, this program will not replace any of the existing programs; it will, however, recruit new students to CCSU, and allow students to move between all of these programs as they learn more about their options and the synergies between these programs and their specific strengths and focuses. The result may be an increase in the number of majors in these other programs, as students who attend CCSU initially intending to major in Climate Change Studies find that one of the other programs might align more closely with their personal passions.

Application for New Program Approval

In addition, the multiple entry points into the BA and BS programs (through four gen-ed classes, any two of which are required as the foundation to both programs) maximizes the number of potential majors and minors that can be serviced by the university as well as the academic advertising of the program. Because these classes do not have prerequisites, they are ideal for first year and transfer students, including special first-year-only and FYE sections. In addition, a number of seats in these courses can be set aside for First Year Student Registration days in the summer, not only guaranteeing that students will have an opportunity to hit the ground running in their major in their first semester (an important point in not only enhancing student and parent satisfaction but setting the student on the path towards successful and timely graduation). The common core for both the BA and BS provides a permeable membrane where students who may start in one program can seamlessly move into the other as they move further along in the program and learn more about their personal talents and goals as well as gain experience with the programs themselves. This will enhance graduation rates as well. Overall, graduates with degrees in climate change studies can work in numerous sectors, including private industry, academia and education, government or non-profit organizations.

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)*

The Connecticut Office of Workforce Strategy is currently seeking federal funding through the Inflation Reduction Act (IRA) Climate-Ready Workforce for Coastal States and Territories Competition sponsored by NOAA. The grant's goal is to "prepare and place workers in good jobs that enhance climate resilience and will advance environmental justice." Climate change has not only led to the creation of new jobs (e.g., sustainability and resilience coordinators for local governments), but has already begun to transform jobs in existing fields (public health, insurance, construction, urban planning, project management, civil engineering, etc.). In a recent conversation, representatives of Connecticut's Department of Energy & Environmental Protection (DEEP) encouraged Central to pursue these programs because, to borrow a phrase, "green jobs are here." In addition, DEEP emphasized the importance of a multidisciplinary program such as presented here where graduates are not only trained in the science of climate change, but are provided the necessary skills to deal directly with the public sector. In neighboring New York, Stony Brook University will lead the New York Climate Exchange, an ambitious partnership that will support undergraduates in that state study "climate science, policy, and environmental justice." The interdisciplinary core (including courses in communication as well as integrative capstone experiences), augmented by the Focus Areas in Policy & Planning and Spatial Data Analysis, will greatly aid in the preparation of students who are ready to not only join the workforce, but be leaders in the future of climate change related fields.

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
19-2041	Environmental Scientists and Specialists, Including Health	\$83,820
45-4011	Forest and Conservation Workers	\$36,010
19-4071	Forest and Conservation Technicians	\$45,000
19-1031	Conservation Scientists	\$69,810
19-3051	Urban and Regional Planners	\$76,540

Application for New Program Approval

19-4042	Environmental Science and Protection Technicians, Including Health	\$48,380
11-9160	Emergency Management Directors	\$88,890
19-1031	Conservation Scientists	\$69,810

- <https://www.bls.gov/oes/current/oes192041.htm>
- <https://www.bls.gov/oes/current/oes454011.htm>
- <https://www.bls.gov/oes/current/oes194071.htm>
- <https://www.bls.gov/oes/current/oes191031.htm>
- <https://www.bls.gov/oes/current/oes193051.htm>
- <https://www.bls.gov/oes/current/oes194042.htm>
- <https://www.bls.gov/oes/current/oes119161.htm>
- <https://www.bls.gov/oes/current/oes191031.htm>

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
813312	Environment, Conservation and Wildlife Organizations
541620	Environmental Consulting Services
813319	Other Social Advocacy Organizations
925120	Administration of Urban Planning and Community and Rural Development
541320	Landscape Architectural Services
813312	Environment, Conservation and Wildlife Organizations
924110	Administration of Air and Water Resource and Solid Waste Management Programs
922190	Other Justice, Public Order, and Safety Activities
924120	Administration of Conservation Programs

- <https://www.naics.com/naics-code-description/?v=2022&code=813312>
- <https://www.naics.com/naics-code-description/?code=541620&v=2022>
- <https://www.naics.com/naics-code-description/?code=813319>
- <https://www.naics.com/naics-code-description/?code=541320>
- <https://www.naics.com/naics-code-description/?code=813312>
- <https://www.naics.com/naics-code-description/?code=924110>
- <https://www.naics.com/naics-code-description/?code=922190>
- <https://www.naics.com/naics-code-description/?code=924120>

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: NONE
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs?
- Are there plans to discontinue any of the existing similar programs?

Application for New Program Approval

- What is the value added of the proposed program in relation to the existing programs?
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: A hallmark of both the BA and BS in Climate Change Studies at CCSU is its truly interdisciplinary nature. The programs have a 15-credit interdisciplinary core in climate change science (2 courses), environmental ethics/justice, environmental communication, and environmental policy, and 4-credit capstone experience (1-credit interdisciplinary seminar plus a 3-credit capstone, either project-based or internship). The BS requires related courses in physics, chemistry, and ecology, in addition to a choice of science-based electives. Students are also required to take math courses required for Physics I (trigonometry and precalculus or applied calculus). Outside of the core and capstone, students are required to take courses from at least two different designators, further guaranteeing interdisciplinary science content. Students are also required to take an additional course in policy and climate planning, and a course in spatial data analysis. The BA program requires that elective courses must represent three different course designators, guaranteeing further interdisciplinary focus in the student's preparation. Any program that does not include all these points is not in direct competition with our proposed programs, as it will not prepare students in the same interdisciplinary experiential way that our proposed programs will do. Below we align our proposed programs with extant CSCU programs that share a similar CIP code.

BS Programs: Comparison of REQUIREMENTS (some of these may be electives)

	2 Climate Change science courses	Environmental Ethics/ Justice course	Environmental Comm. course	Environmental Policy course	Capstone (1 cr. seminar + 3 cr. project or internship)	Physics, Chemistry, Ecology, math	Add'l policy course	Spatial Data analysis course	At least 2 designators in electives
CCSU BS Climate Change Studies	yes	yes	yes	yes	yes	yes	yes	yes	yes
SCSU BS Environmental Systems and Sustainability: Environmental Systems	1 climate change science and 1 sustainability coursed required	no	no	yes	yes	no	no	yes	yes
SCSU BS Environmental Systems and Sustainability: Sustainability Science and Environmental Policy	1 climate change science and 1 sustainability coursed required	Maybe: course description for ENV 404 says topics MAY be covered	yes	yes	yes	no	yes	yes	yes
SCSU BS Environmental Systems and Sustainability: Coastal Marine Systems	1 climate change science and 1 sustainability coursed required	no	no	yes	yes	no	no	yes	yes

Application for New Program Approval

UCONN BS Environmental Sciences: Sustainable Systems Conc.	No; 1 course in environmental conservation required	Yes	No	yes	Soph.-level seminar; 1-6 credits of internship or research required	Yes	Yes	No	No
UCONN BS Environmental Sciences: Global Change Conc.	Yes	No	No	yes	Soph.-level seminar; 1-6 credits of internship or research required	Yes	Yes	No	No
UCONN BS Environmental Sciences: Environmental Health Conc.	No; 1 course in environmental conservation required; two more environmental science-related	No	No	yes	Soph.-level seminar; 1-6 credits of internship or research required	Yes	No	No	No

BA Programs: Comparison of REQUIREMENTS

	2 Climate Change science courses	Environmental Ethics/ Justice course	Environmental Comm. course	Environmental Policy course	Capstone (seminar + project or internship)	At least 3 designators in electives
CCSU BA Climate Change Studies	yes	yes	yes	yes	yes	yes
UCONN BA in Environmental Studies	No – 5 science-based courses required, but not necessarily <i>climate change-based</i> (some are generally environmental science based)	No - generic ethics course, not specifically related to environmental issues	Yes	Yes	No interdisciplinary seminar course but there is a capstone research project	At least two designators in each core

Minor in Climate Change Studies: The CCSU Interdisciplinary Minor in Climate Change Studies requires two courses (6 credits) in climate change science plus 12 credits of electives. This provides a flexible program for students of various interests. In order to maintain the interdisciplinary strength of the program, no more than 7 of the 12 elective credits can be from a single designator; therefore, within the electives courses from at least 2 designators must be taken.

	2 Climate Change science courses	Significant choice in electives from across campus	Remaining credits from at least 2 designators
CCSU Minor Climate Change Studies	Yes	Yes	Yes

Application for New Program Approval

SCSU Minor in Environmental Studies	No – requires 15 credits in Environmental studies	No – lockstep 15 credit core, all in ENV courses with only 1 elective course	No – only one elective
-------------------------------------	---	--	------------------------

- **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs?
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs:

A recent survey of jobs on Indeed.com with the search terms ‘Climate Resiliency’ and ‘Climate Planner’ gave a listing of over 1200 positions. Many of these jobs required some type of environmental science degree (e.g., geoscience, biology, engineering), but also emphasized a background in public policy, planning, environmental justice, and/or sustainability. Currently, there are no programs in CSCU that satisfy all of these qualifications. However, the proposed BS and BA programs will address these employer needs.

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.

Using very conservative estimates (considering the short lead time to the Fall 2024 semester), we anticipate a total enrollment of approximately 86 students across both programs. As the curriculum contains existing coursework from currently offered majors there may be more enrolled in these programs as “internal transfers”. For the purposes of these proposals, only the estimates of new students matriculating into the program are included on the Pro Forma budget form (i.e potential net increase in tuition/expenses).

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*):

Prospective students who wish to increase their knowledge of human-created climate change and its impacts on the environment, and channel that knowledge into practical real-world experience in working towards solutions and mitigation strategies for the benefit of society.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Central has recently revamped its Marketing office and processes for highlighting programs. All programs are featured in the catalog as well as at university events such as Open House. In addition, targeted campaigns through various media (including social media, press releases and communication with HS and CT State). School based advising centers will also have information on this program to assist students with selecting the program and/or courses.
- What student engagement strategies will be employed to advance student retention and completion in program? The program includes high impact practices that have been demonstrated to increase retention. The university also offers numerous and various forms of student support services to assist with student success, retention and completion.

Admission Requirements

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

Yes No

If yes, describe the selection process, including all criteria:

Graduation Requirements

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

If yes, describe:

Students are required to select one of two capstone experiences as part of the program’s graduation requirements:

Application for New Program Approval

- 1) In the capstone project (CCS 491) students will be assessed on their ability to apply knowledge of climate change and its impacts in conducting a research project/undergraduate thesis.
- 2) In the capstone internship (CCS 492) students will demonstrate their mastery of the content in its application within public organizations and/or private companies that are working in climate change fields.

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. Students will be able to explain the basics of climate change and how it relates to the earth's energy balance.
2. Students will be able to identify various sources of evidence to understand what is responsible for climate change and how we know it.
3. Students will be able to analyze the societal impacts of climate change and explain why climate change matters.
4. Students will be able to compare strategies for mitigating the environmental, economic, political, and ethical impacts of climate change.

Assessment of Learning Outcomes

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

The assessment of learning outcomes will take place in the following academic components:

1. Students will be assessed in the foundation courses (CCS 109, 121, 122, 209). This will be both for the CCS program and for the CCSU General Education program. This will provide a baseline for later assessments in the capstone sequence.

2. Students will be assessed in the capstone sequence.

A. In the capstone seminar (CCS 490) students will be assessed on their ability to respond to issues related to climate change and its impacts.

B. In the capstone project (CCS 491) students will be assessed on their ability to apply knowledge of climate change and its impacts in conducting a research project/undergraduate thesis.

C. In the capstone internship (CCS 492) students will demonstrate their mastery of the content in its application within public organizations and/or private companies that are working in climate change fields.

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 (19 credits)			

Application for New Program Approval

Choose Two Foundation Courses (6 credits total):			
CCS 109 (Foundation)	1	None	3
CCS 209 (Foundation)	1	None	3
CCS 121 (Foundation)	1	None	3
CCS 122 (Foundation)	1	None	3
Choose One Course from Each Category (9 credits total):			
ESCI 102 (Equity & Justice)	2	None	3
PHIL 241 (Equity & Justice)	2	None	3
COMM 451 (Communication)	2	Junior standing or above	3
ENG 202 (Communication)	2		3
HIST 221 (Communication)	2		3
JRN 201 (Communication)	3		3
GEOG 433 (Policy)	2	None	3
PS 455 (Policy)	3	PS 110 or Instructor Permission	3
Capstone Experience (4 credits total):			
CCS 490 (Capstone Seminar)	4		1
Choose Either:	4		
CCS 491 (Capstone Project)	4		3
CCS 492 (Capstone Internship)	4		3
General Education Courses			
Open Electives <i>(Indicate number of credits of open electives)</i> The remaining 17-18 credits will be selected from the list below or other electives after consultation with a Climate Change Studies program advisor. Of these 17-18 credits, no more than 7 may be from the same course designator. BIO 132, BIO 133, BIO 436, CE 376, CHEM 406, CLI 490, CLI 491, CLI 492, CM 110, COMM 451, ECON 380, ENG 202, ESCI 102, ESCI 129, ESCI 131, ESCI 135, ESCI 141, ESCI 145, ESCI 424, ESCI 425, ESCI 431, ESCI 441, ESCI 455, GEOG 433, GEOG 445, GEOG/SUST 275, JRN 201, PHIL 241, PS 455, PSY 125, SOC 355, SUST 100, SUST 140, SUST 442, SUST 459, SUST 469, SUST 472, SUST 475			17-18 credits
Total Program Credits (must match number of credits reported on page 1):			120 credits
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 <i>Bachelor's Degree Programs</i> : Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs 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.			
<ul style="list-style-type: none"> • Identify the CT State Community College program that best articulates to the proposed program: <ul style="list-style-type: none"> <input type="checkbox"/> Liberal Arts & Science: <input type="checkbox"/> A.A. only <input type="checkbox"/> A.S. only <input type="checkbox"/> A.A. or A.S. <input type="checkbox"/> Transfer Ticket, specify: 			

Application for New Program Approval

Other pre-program or transfer track, specify: **Environmental Science: Sustainability, AS (SUST-AS)**

- 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:	120 credits
CT State program total credits:	60-64 credits
CT State program credits that can be applied to proposed degree:	60-64 credits
CSU/COSC general education credits remaining after transfer	~22 credits
CSU/COSC program credits remaining after transfer	15-18 credits
Excess credit hours for CT State transfer students who have completed an associate degree	0 credits

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

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

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

Application for New Program Approval

- 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.):

None

Other Stackable Pathways

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

None

Program Evaluation

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

Central's office of Institutional Research and Assessment collects data on enrollments, degrees awarded, time to degree and retention. In addition, race/ethnicity/gender data are maintained. Furthermore, each program is required to submit annual assessment reports and a program review every five years. These data will be reviewed to determine the success of the program. Enrollment data will be monitored each semester to determine sufficient growth in the program.

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?

Demographics (gender/race/ethnicity/PELL eligibility) of applications and enrollments will be monitored to determine if there is equity within the program.

The Climate Change Studies programs at CCSU are innovative in two respects: the truly interdisciplinary nature of the programs, and the ability for students to seamlessly move between the BA and BS (or minor and BA/BS) as they move further into their university career, their interests change, or they discover new personal strengths. This is especially important in increasing the participation of BIPOC individuals, women, and other underrepresented groups in science-related fields, countering the reticence some of these individuals have in picturing themselves as successful in these careers (Funk 19; Funk and Lopez 66). In addition, while climate change studies must be based on solid scientific evidence and analysis, responses to climate change must also integrate human behavior, ethical considerations, and economic and political pressures. Therefore, climate change studies programs are "broader than a traditional science-centric program"; students apply the science to problem solving, policy creation, effective communication and education, and resilient planning (Henson). While some students will focus on the scientific side of the house (BS students in this program), they will do so having a much deeper understanding of not only the impact of science on society, but the impact of social needs on science, than the standard science major.

Issues of equity and diversity are central to Climate Change Studies because the effects of climate change disproportionately impact economically vulnerable and minority populations, including women (Chisadza et al. 1; U.S. Department of State). As stressed by the U.S. Global Change Research Program, "Effective responses to global change challenges require diversity of thought, knowledge, and experience, as well as careful evaluation of risks, impacts, and responses from the perspectives and practices of equity and environmental justice." The successful application of "epistemological diversity" in addressing the problems of climate change involves acknowledging the existence of different forms of knowledge and how those knowledges are constructed, including the cultural underpinnings of knowledge construction (Schipper et al. 7). It is also heavily focused on the crossing of boundaries between academic disciplines as well, especially between fields traditionally labeled STEM and Humanities/Social Sciences. The National Academies of Sciences, Engineering, and Medicine (32) encourage such active "boundary crossing" in order to make STEM-based fields and careers more attractive to those groups that have traditionally been underrepresented; it also increases the relevance for Humanities and Social Sciences for students interested in STEM disciplines and encourages them to reflect upon and appreciate the human impact of their work. Not surprisingly, interdisciplinary

Application for New Program Approval

approaches to teaching STEM-based curriculum have improved retention in such majors, including among groups of students from historically underrepresented groups (National Academies 118).

The interdisciplinary nature of the CCSU Climate Change Studies programs, including its 15-credit common core and 4-credit capstone experience in common between the BA and BS, further enhances the program's embracing of diversity in thought, approach, and student body. The breadth of the core's curriculum guarantees that students will not only work with students coming to the program with a diverse range of interests and strengths, but each student will be required to take courses that will both play on their personal strengths and challenge them to work through their academic and personal vulnerabilities in order to achieve maximum personal and academic growth. Almond and Blanken-Webb note that a combination strength-based approaches and "vulnerabilities" can work together in meaningful ways to maximize student academic transformation (1). In addition, having BA and BS students working alongside each other in numerous classes, both at the start and completion of their academic journeys (as well as in numerous elective classes along the way) enhances the creation of a cooperative, supportive learning community made of diverse individuals (diverse in all senses of the word).

A 2021 study by the Pew Research Center found that Gen Z and Millennials are more highly engaged with issues surrounding climate change than previous generations (Tyson et al. 5). Similarly, a 2023 international study found that 7 in 10 Gen Z and Millennials individuals "actively try to minimize their impact on the environment"; the study also found that these same groups "see a critical role for employers to provide the necessary skills training to prepare the workforce for the transition to a low-carbon economy" (Deloitte 4). Universities undoubtedly have a responsibility to play a major role in this education as well. Climate Change Studies will attract a diverse group of students, not only because of the demographics of Gen Z overall; a 2019 study by the Yale Program on Climate Change Communication found that, similarly to previous studies, members of non-White racial and ethnic groups in America "are more concerned than Whites about climate change" (Ballew et al.).

- 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.

Internships and research projects are two well-established high impact practices that favorably impact student retention and graduation; unfortunately, students from underrepresented groups have historically had less access to undergraduate research with university faculty (Handelsman et al. 1057). The capstone requirement in both the BA and BS programs guarantee that all students will have access to transformative experiences that draw upon their prior knowledge in meaningful ways, under the mentorship of a community partner and/or faculty member.

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? Recruiting students from across campus (humanities/social sciences and STEM) helps assure diversity, and we will be pulling from a diverse group of faculty. Faculty from historically marginalized groups tend to be more interested in environmental inequities, such as those created by Climate Change. We anticipate that the faculty teaching in the programs will represent diverse perspectives, disciplines, and demographic groups (in age, gender, race and ethnicity, first gen, etc.).

This diverse group of faculty will be involved in the administration and curricular evolution of the program, through the advisory committee working with the program coordinator, and will actively engage with students outside of the classroom as mentors on their capstone projects.

Furthermore, our University Marketing has the ability to do targeted marketing to specific populations/regions as well as advertising/featuring the program at Open House and Admitted Students events to reach the broadest range of prospective students.

Almond, D., and Blanken-Webb, J. (2021) "The Transformative Potency of Vulnerabilities in Strengths-Based Approaches to Higher Education." *Academia Letters*, Article 2540. <https://doi.org/10.20935/AL2540>.

Application for New Program Approval

Ballew, M., Maibach, E., Kotcher, J., Bergquist, P., Rosenthal, S., Marlon, J., and Leiserowitz, A. (2020) "Which Racial/ethnic Groups Care Most About Climate Change?" Yale Program on Climate Change Communication. <https://climatecommunication.yale.edu/publications/race-and-climate-change/>

Chisadza, C., Clance, M., Sheng, X., Gupta, R. (2023) "Climate Change and Inequality: Evidence from the United States." Sustainability 15: 5322. <https://doi.org/10.3390/su15065322>

Deloitte (2023) "Gen Z and Millennial Survey." <https://www.deloitte.com/content/dam/assets-shared/legacy/docs/deloitte-2023-genz-millennial-survey.pdf?dl=1>

Education: Branches from the Same Tree. Washington, DC: The National Academies

Funk, C. (2022) "Black Americans' Views of and Engagement With Science." Pew Research. Center. <https://www.pewresearch.org/science/2022/04/07/black-americans-views-of-education-and-professional-opportunities-in-science-technology-engineering-and-math/>

Funk, C., and Lopez, M.H. (2022) "Hispanic Americans' Trust In and Engagement With Science." Pew Research Center. <https://www.pewresearch.org/science/2022/06/14/many-hispanic-americans-see-more-representation-visibility-as-helpful-for-increasing-diversity-in-science/>

Handelsman, J., Elgin, S., Estrada, M., Hays, S., Johnson, T., Miller, S., Mingo, V., Shaffer, C., and Williams, J. (2022) "Achieving STEM Diversity: Fix the Classrooms." Science 376: 1057. DOI: 10.1126/science.abn9515

Henson, B. (2023) "College Campuses Launch New 'Climate Studies' Majors." Yale Climate Connections. <https://yaleclimateconnections.org/2023/10/college-campuses-launch-new-climate-studies-majors/>

National Academies of Sciences, Engineering, and Medicine (2018) The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Press. <https://doi.org/10.17226/24988>.

Schipper, E.L.F., Dubash, N.K., and Mulugetta, Y. (2021) "Climate Change Research and the Search for Solutions: Rethinking Interdisciplinarity." Climatic Change 168: 18. <https://doi.org/10.1007/s10584-021-03237-3>

Tyson, A., Kennedy, B., and Cary Funk (2021) "Gen Z, Millennials Stand Out for Climate Change Activism, Social Media Engagement With Issue," Pew Research Center. https://www.pewresearch.org/science/wp-content/uploads/sites/16/2021/05/PS_2021.05.26_climate-and-generations_REPORT.pdf

U.S. Department of State (2023) United States Strategy to Respond to the Effects of Climate Change on Women 2023, <https://www.state.gov/reports/united-states-strategy-to-respond-to-the-effects-of-climate-change-on-women-2023/>

U.S. Global Change Research Program (2023) "Diversity, Equity, Inclusion, Justice, and Accessibility (DEIJA)." <https://www.globalchange.gov/highlights/diversity-equity-inclusion-justice-and-accessibility-deija>

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.- PLEASE SEE PRO FORMA BUDGET ATTACHED TO THE BS IN CLIMATE STUDIES PROPOSAL---the budget covers BOTH the BA and BS programs.

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

This Program is included in Central's Academic Planning Program. The majority of the curriculum, with its interdisciplinary approach, takes advantage of existing courses that serve as components of other programs currently offered. Central already has, as part of its faculty, experts in the area of climate change and the related fields. This program is able to be offered with little to no new resources, with the exception of some additional part-time lecturer funds as indicated in the Pro Forma budget document. As the vast majority of courses are included in other currently offered programs, the costs associated with these courses are already included within existing departmental and lecturer budgets.

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)

Application for New Program Approval

As the program takes advantage of existing programs and disciplines, necessary facilities and equipment are already in place.

Program Administration

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

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

The program will be administered by the Climate Changes Studies Coordinator. Reassigned time, according to and consistent with the AAUP Collective Bargaining agreement and current university practices will be used. Typically, based on enrollment and level of responsibility, reassigned time is equivalent to 1-3 Load hours (up to a single course release).

NOTE-there will only be one coordinator to oversee both the BA and BS programs.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? None

If any new full-time hires, what percentage of program credits will they teach? 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) 17

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) 10

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

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

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.

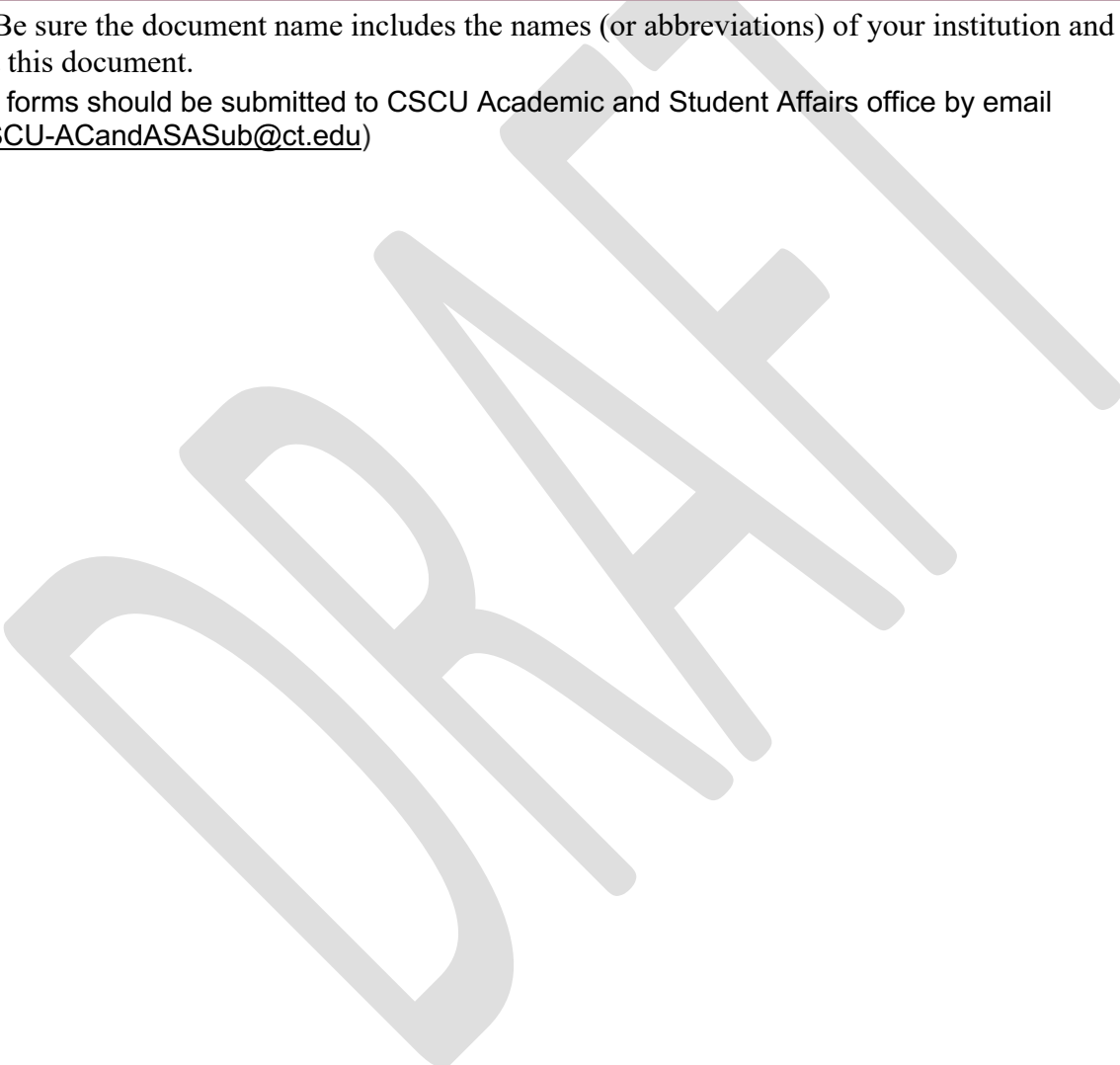
Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Button, Charles. Professor of Geography	Ph.D., University of Cincinnati	Geoscience, Climate Science	
Chakraborty, Sourav	Ph.D., University of New Orleans	Solar astronomy, Science Education, Science and Society	
Evans, Mark. Professor, Earth and Space Sciences	Ph.D., University of Pittsburgh	Environmental Planning	
Garceau, Timothy. Associate Professor, Geography		Geoscience, Environmental Science, Water resources	
Glaser, Leah. Professor, History	Ph.D., Arizona State University	Geoscience, Climate Science	Public History Coordinator
Jarrett, Jeremiah. Professor, Biological Sciences	Ph.D., Tufts University	Ecology	
Kraczkowski, Michelle.	Ph.D., Wesleyan University	Science Education, Meteorology	
Larsen, Kristine. CSU Professor, Earth and Space Sciences	Ph.D., University of Connecticut		Director, Honors Program
Loiselle, Aimee. Assistant Professor, History	Ph.D., University of Connecticut	Environmental Chemistry	History/Social Studies Secondary Education Coordinator
Meng, Yunliang. Professor, Geography	Ph.D., University of Western Ontario	Planetary Science	
Oyewumi, Oluyinka. Professor, Earth and Space Sciences		Geographic Information Systems (GIS)	
Piatek, Jennifer. Professor, Earth and Space Sciences	Ph.D., University of Pittsburgh	Science Journalism, Meteorology	Chair, Department of Earth and Space Sciences
Smith, Robbin. Professor, Political Science	Ph.D., Boston University	Environmental Policy	Chair, Department of Political Science; Faculty Liaison, First

Application for New Program Approval

			Year Experience and New Programs
Sommers, Brian. Professor, Geography	Ph.D., University of Arizona		Chair, Department of Geography, Anthropology, and Tourism; Co-Coordinator, International Studies
Sweeney, Darren. Associate Professor, Journalism	M.A., Syracuse University	Historic Preservation, Energy, Sustainability	
Thomas, Jeffrey. Professor, Earth and Space Sciences	Ed.D., Columbia University		
Wizewich, Michael. Professor, Earth and Space Sciences	Ph.D., Virginia Tech		

***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)



Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 4/17/2024

Institution: **Central Connecticut State University**

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: **Climate Change Studies**

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

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: **120 credits**

Credits in General Education: **41-49 credits**

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

CIP Code Number: **03.0103** Title of CIP Code: **Environmental Studies**

Department where program is housed: **Interdisciplinary**

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://www.ccsu.edu/tuition-aid/undergraduate-tuition>

Request for SAA Approval for Veterans Benefits? Yes No

Program website: (in development)

Provide the intended catalog description for this program:

The B.A. and B.S. in Climate Change Studies share an interdisciplinary core highlighting the multi- and interdisciplinary causes and effects of climate change, while preparing students to become leaders in creating multi- and interdisciplinary responses to the same.

The B.S. degree emphasizes coursework in the sciences, technology, and engineering. Students pursuing this option will be prepared for career pathways that require an in-depth background in these fields, such as environmental science, "green" construction, conservation, renewable energy, technical aspects of sustainability, and more. The comprehensive background required by this degree (63-65 credits) prepares students for a career in scientific research, consulting, and applications.

Courses cannot be double counted between the Foundational and the Focus Areas required in the B.S. degree. At least 12 credits in the Focus Areas must be at the 300 level or higher, with at least 6 of these credits at the 400 level. At least 2 different designators must be represented in the courses taken in the Focus Areas. A minor is not required with this major.

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,

Application for New Program Approval

- identify credential: [redacted]
- confirm NC-SARA requirements met: Yes No

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

Institutional Contact for this Proposal

Name: **Dr. Kimberly Kostelis**
 Title: **Provost & Vice President for Academic Affairs**
 Phone: **860.832.2228**
 Email: **Kimberly.kostelis@ccsu.edu**

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

- College/School: **CLASS, SEST, SEPS, BUS**
- Curriculum committee: **March 20, 2024**
- Faculty senate: **April 1, 2024**
- Institutional president: **Zulma Toro**

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

The B.A. and B.S. in Climate Change Studies will prepare students to become leaders in meeting head-on the challenges to modern society posed by human-generated climate change. Students will seamlessly integrate their scientific knowledge and critical thinking skills with an understanding of the centrality of ethical concerns in generating effective policy, and with the ability to effectively communicate the central issues and causes of climate change to a non-technical audience.

Application for New Program Approval

The B.S. prepares students to engage with climate change through a scientific and technological lens. Students therefore focus on courses in the sciences and technologies in their focus area, as well as complete related science and mathematics requirements. While both programs share a common interdisciplinary core and capstone experience, they prepare students to approach solutions to climate change through different lenses. The main differences are curricular, in terms of the focus of the electives and any related requirements. This unique interdisciplinary program will prepare students to work both individually and in teams, drawing upon their deep and broad understanding of the myriad issues involved in combating and mitigating the social effects of climate change to become change-makers and solution-generators. Students will be able to apply their scientific understanding to social problems in creative ways, and act as communicative bridges between professional and grass-roots organizations, the scientific establishment and the general public, well-prepared to engage in community outreach and education efforts to help communities translate STEM-based recommendations into practical plans of action.

Undergraduate degrees in Climate Change Studies, both BA and BS, will supplement existing programs and minors at Central, developing skills and knowledge that will benefit students as they pursue a wide range of career options spanning business, education, policy, the sciences, and more. A Hanover Research "benchmarking report" commissioned by Central in 2020 identified opportunities for Climate Change Studies programs. A 2023 survey conducted by two faculty colleagues, one in CLASS and the other in SEST, concurred, based on a study of over 100 undergraduate and graduate programs at institutions of higher education both in the U.S. and abroad. Central identified Climate Change Studies as a key recommendation in its Academic Planning Program documentation presented to the Board of Regents, where it was received favorably.

This proposal and the others that accompany it were developed after two open meetings held in December 2023 and two, focused working meetings held in January 2024. Dozens of faculty from across the University have provided input, suggested courses (both existing ones and courses that can be developed), and expressed enthusiasm for the leading role that Central can play in confronting climate change within Connecticut and the region. The program draws upon existing relevant faculty expertise in the areas of earth science, biology, sustainability, geography, environmental science, earth resources, science communication and education, as well as across the humanities.

Collectively, the proposals directly or indirectly support all goals of Central's Strategic Plan 2030. The combination of an interdisciplinary core with a strong scientific and application foundation (including related courses in science and mathematics), alongside a mandatory capstone experience, has been crafted to balance disciplinary competency with multidisciplinary skills and ways of thinking that are so necessary in 21st century employment. Graduates of the program will be academically and intellectually nimble and able to adapt to the changing needs of a society that is increasingly impacted by climate change in myriad ways. In addition, students will have experience in communicating about climate change causes and impacts with multiple constituencies, including the general public.

CCSU is particularly well-placed to administer a successful interdisciplinary program of this nature, as interdisciplinary studies is one of its long-standing areas of distinction. For example, the interdisciplinary Honors Program has been in existence since 1982; the successful administration of this program in particular, partnered with the program in International Studies (both of which draw faculty and students from across the university), provided a template for this program.

The proposed program does not duplicate any existing programs within the CSCU system. Currently, students interested in Climate Change science-based careers at CCSU have tried to cobble together the necessary background through taking an environmental science-based specialization track in Earth Science, Biology, or Geography, alongside a minor in another field and taking courses piecemeal in communication, ethics, and other fields. What was lacking was a cohesive, truly interdisciplinary (rather than simply multidisciplinary) perspective in understanding the causes of, and effective responses to, climate change. This program therefore fills a need and carves out its own unique niche. Because environmental studies are far broader than climate change, this program will not replace any of the existing programs; it will, however, recruit new students to CCSU, and allow students to move between all of these programs as they learn more about their options and the synergies between these programs and their specific strengths and focuses. The result may be an increase in the number of majors in these other programs, as students who attend CCSU initially intending to major in Climate Change Studies find that one of the other programs might align more closely with their personal passions.

Application for New Program Approval

In addition, the multiple entry points into the BA and BS programs (through four gen-ed classes, any two of which are required as the foundation to both programs) maximizes the number of potential majors and minors that can be serviced by the university as well as the academic advertising of the program. Because these classes do not have prerequisites, they are ideal for first year and transfer students, including special first-year-only and FYE sections. In addition, a number of seats in these courses can be set aside for First Year Student Registration days in the summer, not only guaranteeing that students will have an opportunity to hit the ground running in their major in their first semester (an important point in not only enhancing student and parent satisfaction but setting the student on the path towards successful and timely graduation). The common core for both the BA and BS provides a permeable membrane where students who may start in one program can seamlessly move into the other as they move further along in the program and learn more about their personal talents and goals as well as gain experience with the programs themselves. This will enhance graduation rates as well. Overall, graduates with degrees in climate change studies can work in numerous sectors, including private industry, academia and education, government or non-profit organizations.

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)*

The Connecticut Office of Workforce Strategy is currently seeking federal funding through the Inflation Reduction Act (IRA) Climate-Ready Workforce for Coastal States and Territories Competition sponsored by NOAA. The grant's goal is to "prepare and place workers in good jobs that enhance climate resilience and will advance environmental justice." Climate change has not only led to the creation of new jobs (e.g., sustainability and resilience coordinators for local governments), but has already begun to transform jobs in existing fields (public health, insurance, construction, urban planning, project management, civil engineering, etc.). In a recent conversation, representatives of Connecticut's Department of Energy & Environmental Protection (DEEP) encouraged Central to pursue these programs because, to borrow a phrase, "green jobs are here." In addition, DEEP emphasized the importance of a multidisciplinary program such as presented here where graduates are not only trained in the science of climate change, but are provided the necessary skills to deal directly with the public sector. In neighboring New York, Stony Brook University will lead the New York Climate Exchange, an ambitious partnership that will support undergraduates in that state study "climate science, policy, and environmental justice." The interdisciplinary core (including courses in communication as well as integrative capstone experiences), augmented by the Focus Areas in Policy & Planning and Spatial Data Analysis, will greatly aid in the preparation of students who are ready to not only join the workforce, but be leaders in the future of climate change related fields.

[More here?]

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
19-2041	Environmental Scientists and Specialists, Including Health	\$83,820
45-4011	Forest and Conservation Workers	\$36,010
19-4071	Forest and Conservation Technicians	\$45,000
19-1031	Conservation Scientists	\$69,810
19-3051	Urban and Regional Planners	\$76,540
19-4042	Environmental Science and Protection Technicians, Including Health	\$48,380

Application for **New Program Approval**

11-9160	Emergency Management Directors	\$88,890
19-1031	Conservation Scientists	\$69,810

- <https://www.bls.gov/oes/current/oes192041.htm>
- <https://www.bls.gov/oes/current/oes454011.htm>
- <https://www.bls.gov/oes/current/oes194071.htm>
- <https://www.bls.gov/oes/current/oes191031.htm>
- <https://www.bls.gov/oes/current/oes193051.htm>
- <https://www.bls.gov/oes/current/oes194042.htm>
- <https://www.bls.gov/oes/current/oes119161.htm>
- <https://www.bls.gov/oes/current/oes191031.htm>

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
813312	Environment, Conservation and Wildlife Organizations
541620	Environmental Consulting Services
813319	Other Social Advocacy Organizations
925120	Administration of Urban Planning and Community and Rural Development
541320	Landscape Architectural Services
813312	Environment, Conservation and Wildlife Organizations
924110	Administration of Air and Water Resource and Solid Waste Management Programs
922190	Other Justice, Public Order, and Safety Activities
924120	Administration of Conservation Programs

- <https://www.naics.com/naics-code-description/?v=2022&code=813312>
- <https://www.naics.com/naics-code-description/?code=541620&v=2022>
- <https://www.naics.com/naics-code-description/?code=813319>
- <https://www.naics.com/naics-code-description/?code=541320>
- <https://www.naics.com/naics-code-description/?code=813312>
- <https://www.naics.com/naics-code-description/?code=924110>
- <https://www.naics.com/naics-code-description/?code=922190>
- <https://www.naics.com/naics-code-description/?code=924120>

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: NONE
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs?

Application for New Program Approval

- Are there plans to discontinue any of the existing similar programs?
- What is the value added of the proposed program in relation to the existing programs? This interdisciplinary program does not duplicate the current single-discipline-based programs
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*):

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: A hallmark of both the BA and BS in Climate Change Studies at CCSU is its truly interdisciplinary nature. The programs have a 15-credit interdisciplinary core in climate change science (2 courses), environmental ethics/justice, environmental communication, and environmental policy, and 4-credit capstone experience (1-credit interdisciplinary seminar plus a 3-credit capstone, either project-based or internship). The BS requires related courses in physics, chemistry, and ecology, in addition to a choice of science-based electives. Students are also required to take math courses required for Physics I (trigonometry and precalculus or applied calculus). Outside of the core and capstone, students are required to take courses from at least two different designators, further guaranteeing interdisciplinary science content. Students are also required to take an additional course in policy and climate planning, and a course in spatial data analysis. The BA program requires that elective courses must represent three different course designators, guaranteeing further interdisciplinary focus in the student's preparation. Any program that does not include all these points is not in direct competition with our proposed programs, as it will not prepare students in the same interdisciplinary experiential way that our proposed programs will do. Below we align our proposed programs with extant CSCU programs that share a similar CIP code.

BS Programs: Comparison of REQUIREMENTS (some of these may be electives)

	2 Climate Change science courses	Environmental Ethics/ Justice course	Environmental Comm. course	Environmental Policy course	Capstone (1 cr. seminar + 3 cr. project or internship)	Physics, Chemistry, Ecology, math	Add'l policy course	Spatial Data analysis course	At least 2 designators in electives
CCSU BS Climate Change Studies	yes	yes	yes	yes	yes	yes	yes	yes	yes
SCSU BS Environmental Systems and Sustainability: Environmental Systems	1 climate change science and 1 sustainability coursed required	no	no	yes	yes	no	no	yes	yes
SCSU BS Environmental Systems and Sustainability: Sustainability Science and Environmental Policy	1 climate change science and 1 sustainability coursed required	Maybe: course description for ENV 404 says topics MAY be covered	yes	yes	yes	no	yes	yes	yes
SCSU BS Environmental Systems and Sustainability: Coastal Marine Systems	1 climate change science and 1 sustainability coursed required	no	no	yes	yes	no	no	yes	yes

Application for New Program Approval

UCONN BS Environmental Sciences: Sustainable Systems Conc.	No; 1 course in environmental conservation required	Yes	No	yes	Soph.-level seminar; 1-6 credits of internship or research required	Yes	Yes	No	No
UCONN BS Environmental Sciences: Global Change Conc.	Yes	No	No	yes	Soph.-level seminar; 1-6 credits of internship or research required	Yes	Yes	No	No
UCONN BS Environmental Sciences: Environmental Health Conc.	No; 1 course in environmental conservation required; two more environmental science-related	No	No	yes	Soph.-level seminar; 1-6 credits of internship or research required	Yes	No	No	No

BA Programs: Comparison of REQUIREMENTS

	2 Climate Change science courses	Environmental Ethics/ Justice course	Environmental Comm. course	Environmental Policy course	Capstone (seminar + project or internship)	At least 3 designators in electives
CCSU BA Climate Change Studies	yes	yes	yes	yes	yes	yes
UCONN BA in Environmental Studies	No – 5 science-based courses required, but not necessarily <i>climate change-based</i> (some are generally environmental science based)	No - generic ethics course, not specifically related to environmental issues	Yes	Yes	No interdisciplinary seminar course but there is a capstone research project	At least two designators in each core

Minor in Climate Change Studies: The CCSU Interdisciplinary Minor in Climate Change Studies requires two courses (6 credits) in climate change science plus 12 credits of electives. This provides a flexible program for students of various interests. In order to maintain the interdisciplinary strength of the program, no more than 7 of the 12 elective credits can be from a single designator; therefore, within the electives courses from at least 2 designators must be taken.

	2 Climate Change science courses	Significant choice in electives from across campus	Remaining credits from at least 2 designators
CCSU Minor Climate Change Studies	Yes	Yes	Yes

Application for New Program Approval

SCSU Minor in Environmental Studies	No – requires 15 credits in Environmental studies	No – lockstep 15 credit core, all in ENV courses with only 1 elective course	No – only one elective
-------------------------------------	---	--	------------------------

- **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs? The Program at Central has a distinct and deliberate interdisciplinary focus that distinguishes it from the program at SCSU. While there may be some overlap in content within a particular course, overall the programs are not that similar.
- 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:

A recent survey of jobs on Indeed.com with the search terms ‘Climate Resiliency’ and ‘Climate Planner’ gave a listing of over 1200 positions. Many of these jobs required some type of environmental science degree (e.g., geoscience, biology, engineering), but also emphasized a background in public policy, planning, environmental justice, and/or sustainability. Currently, there are no programs in CSCU that satisfy all of these qualifications. However, the proposed BS and BA programs will address these employer needs.

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.

Using very conservative estimates (considering the short lead time to the Fall 2024 semester), we anticipate a total enrollment of approximately 86 students across both programs. As the curriculum contains existing coursework from currently offered majors there may be more enrolled in these programs as “internal transfers”. For the purposes of these proposals, only the estimates of new students matriculating into the program are included on the Pro Forma budget form (i.e potential net increase in tuition/expenses).

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*):

Prospective students who wish to increase their knowledge of human-created climate change and its impacts on the environment, and channel that knowledge into practical real-world experience in working towards solutions and mitigation strategies for the benefit of society.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: Central has recently revamped its Marketing office and processes for highlighting programs. All programs are featured in the catalog as well as at university events such as Open House. In addition, targeted campaigns through various media (including social media, press releases and communication with HS and CT State). School based advising centers will also have information on this program to assist students with selecting the program and/or courses.
- What student engagement strategies will be employed to advance student retention and completion in program? The program includes high impact practices that have been demonstrated to increase retention. The university also offers numerous and various forms of student support services to assist with student success, retention and completion.

Admission Requirements

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

Yes No

If yes, describe the selection process, including all criteria: _____

Graduation Requirements

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

If yes, describe: Students are required to select one of two capstone experiences as part of the program’s graduation requirements:

Application for New Program Approval

- 1) In the capstone project (CCS 491) students will be assessed on their ability to apply knowledge of climate change and its impacts in conducting a research project/undergraduate thesis.
- 2) In the capstone internship (CCS 492) students will demonstrate their mastery of the content in its application within public organizations and/or private companies that are working in climate change fields.

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. Students will be able to reconstruct the history and scales of climate changes.
2. Students will be able to explain basic atmospheric and ocean dynamics to understand fundamental climatic processes and future changes.
3. Students will be able to analyze the mechanisms that act to drive climate change.
4. Students will be able to analyze long-term natural climate variability on a global and regional scale.

Assessment of Learning Outcomes

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

All programs at Central are required to regularly submit Assessment reports following the prescribed university process. For new programs, a report is required annually for the first 5 years. The assessment of learning outcomes will take place in the following academic components:

1. Students will be assessed in the foundation courses (CCS 109, 121, 122, 209). This will be both for the CCS program and for the CCSU General Education program. This will provide a baseline for later assessments in the capstone sequence.

2. Students will be assessed in the capstone sequence.

A. In the capstone seminar (CCS 490) students will be assessed on their ability to respond to issues related to climate change and its impacts.

B. In the capstone project (CCS 491) students will be assessed on their ability to apply knowledge of climate change and its impacts in conducting a research project/undergraduate thesis.

C. In the capstone internship (CCS 492) students will demonstrate their mastery of the content in its application within public organizations and/or private companies that are working in climate change fields.

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 (19 credits)			

Application for New Program Approval

Choose Two Foundation Courses (6 credits total):			
CCS 109 (Foundation)	1	None	3
CCS 209 (Foundation)	1	None	3
CCS 121 (Foundation)	1	None	3
CCS 122 (Foundation)		None	3
Choose One Course from Each Category (9 credits total):			
ESCI 102 (Equity & Justice)	1,3	None	3
PHIL 241 (Equity & Justice)	1,3	None	3
COMM 451 (Communication)	2	Junior standing or above	3
ENG 202 (Communication)	2		3
HIST 221 (Communication)	2		3
JRN 201 (Communication)	2		3
GEOG 433 (Policy)	4	None	3
PS 455 (Policy)	4	PS 110 or Instructor Permission	3
Capstone Experience (4 credits total):			
CCS 490 (Capstone Seminar)	ALL		1
Choose Either:			
CCS 491 (Capstone Project)	ALL		3
CCS 492 (Capstone Internship)	ALL		3
B.S. Focus Areas (44-46 credits)			
Courses cannot be double-counted between the Core and the Focus Areas. At least 12 credits in the Focus Areas must be at the 300 level or higher, with at least 6 of these credits at the 400 level. At least 2 different designators must be represented in the courses taken in the Focus Areas.			
Policy and Planning – Choose One Course (3 credits) from:			
ECON 370	1,2		3
ECON 380	1,2	3 credits in ECON	3
ESCI 455	1,2	ESCI 121 or ESCI 131, and MATH 101 (C- or higher) or MATH 102 (C- or higher) or MATH 103 (C- or higher), or Instructor permission	3
GEOG 270	1,2	None	3
GEOG 455	1,2	GEOG 450 or instructor permission	3
GEOG 433	1,2	None	3
SUST 475	1,2	GEOG 272 or GEOG 374	3
Spatial Data Analysis – Choose One Course (3 credits) from:			
ESCI 350	3	None	3
ESCI 478	3	None	3
GEOG 266	3	None	3
GEOG 378	3	None	3
Science Content – Choose 18 credits from:			
BIO 436	2,4	BIO 200 and BIO 290, or permission of Department Chair and CHEM 163 and CHEM 164 or CHEM 122	3

Application for New Program Approval

CE 376	2,4	CHEM 161, CHEM 162, PHYS 125, and MATH 221 (all with C- or higher)	3
CHEM 406	2,4	CHEM 201, CHEM 210, and CHEM 211	3
GEOG 209	2,4		3
ESCI 129	2,4	MATH 099 or placement	4
ESCI 131	2,4	None	3
ESCI 135 (lab for 131)	2,4	ESCI 131 (or concurrently)	1
ESCI 141	2,4	None	3
ESCI 145 (lab for 141)	2,4	ESCI 141 (or concurrently)	1
ESCI 425	2,4	ESCI 125 or ESCI 135	3
ESCI 431	2,4	ESCI 125 or ESCI 135, and CHEM 161 and CHEM 162, MATH 152 (or concurrently)	4
ESCI 441	2,4	ESCI 121 or ESCI 131, CHEM 161 and CHEM 162 Or Instructor permission	3
ESCI 442	2,4		4
ESCI 455 OR SUST 475	2,4	ESCI 121 or ESCI 131, and MATH 101 (C- or higher) or MATH 102 (C- or higher) or MATH 103 (C- or higher), or Instructor permission	3
GEOG 275		None	3
Related Requirements – Choose 20-22 credits from:			
BIO 132		None	3
BIO 133 (Lab for 132)		BIO 132	1
CHEM 161		MATH 102 (B- or better) or MATH 103 (C- or better) or placement	3
CHEM 162 (lab for 161)		CHEM 161 (or concurrently)	1
CHEM 201		CHEM 161 and CHEM 162 and CHEM 200 or CHEM 260 (may be concurrent)	1
CHEM 260		C- or better in CHEM 161 and CHEM 162, and MATH 119* (or 115 & 116*) or MATH 124* or MATH 115 & 125* (* may be taken concurrently)	3
PHYS 121		MATH 119 or MATH 124 or MATH 115 & 116*, or MATH 115 & 125* (* may be taken concurrently)	4
In addition, students must complete one of the following: MATH 119, or MATH 124, or MATH 115 and MATH 116, or MATH 115 and Math 125 Some courses may be double counted to fulfill general education requirements			
General Education Courses			
MATH/BIO/CHEM PHYS ESCI	Fulfill math and natural sciences		
ECON, GEOG	Fulfill social and Behavioral		

Application for New Program Approval

COMM, JRN	Fulfill Communication requirements	
Open Electives (Indicate number of credits of open electives) Varies depending on courses chosen		8-12 credits
Total Program Credits (must match number of credits reported on page 1):		120 credits

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:
 - Other pre-program or transfer track, specify: **Environmental Science: Sustainability, AS (SUST-AS)**
- 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: Program is somewhat variable where students can complete more than 60 credits for the degree. If the students follow a 60 credit plan, then YES, they can complete the program with an additional 60 credits at Central.

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	60-64 credits
CT State program credits that can be applied to proposed degree:	60 credits
CSU/COSC general education credits remaining after transfer	~22 credits
CSU/COSC program credits remaining after transfer	~26-30 credits
Excess credit hours for CT State transfer students who have completed an associate degree	0-6 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

Application for New Program Approval

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.):

None

Other Stackable Pathways

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

None

Program Evaluation

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

Central's office of Institutional Research and Assessment collects data on enrollments, degrees awarded, time to degree and retention. In addition, race/ethnicity/gender data are maintained. Furthermore, each program is required to submit annual assessment reports and a program review every five years. These data will be reviewed to determine the success of the program. Enrollment data will be monitored each semester to determine sufficient growth in the program.

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?

Demographics (gender/race/ethnicity/PELL eligibility) of applications and enrollments will be monitored to determine if there is equity within the program.

The Climate Change Studies programs at CCSU are innovative in two respects: the truly interdisciplinary nature of the programs, and the ability for students to seamlessly move between the BA and BS (or minor and BA/BS) as they move further into their university career, their interests change, or they discover new personal strengths. This is especially important in increasing the participation of BIPOC individuals, women, and other underrepresented groups in science-related fields, countering the reticence

Application for New Program Approval

some of these individuals have in picturing themselves as successful in these careers (Funk 19; Funk and Lopez 66). In addition, while climate change studies must be based on solid scientific evidence and analysis, responses to climate change must also integrate human behavior, ethical considerations, and economic and political pressures. Therefore, climate change studies programs are “broader than a traditional science-centric program”; students apply the science to problem solving, policy creation, effective communication and education, and resilient planning (Henson). While some students will focus on the scientific side of the house (BS students in this program), they will do so having a much deeper understanding of not only the impact of science on society, but the impact of social needs on science, than the standard science major

Issues of equity and diversity are central to Climate Change Studies because the effects of climate change disproportionately impact economically vulnerable and minority populations, including women (Chisadza et al. 1; U.S. Department of State). As stressed by the U.S. Global Change Research Program, “Effective responses to global change challenges require diversity of thought, knowledge, and experience, as well as careful evaluation of risks, impacts, and responses from the perspectives and practices of equity and environmental justice.” The successful application of “epistemological diversity” in addressing the problems of climate change involves acknowledging the existence of different forms of knowledge and how those knowledges are constructed, including the cultural underpinnings of knowledge construction (Schipper et al. 7). It is also heavily focused on the crossing of boundaries between academic disciplines as well, especially between fields traditionally labeled STEM and Humanities/Social Sciences. The National Academies of Sciences, Engineering, and Medicine (32) encourage such active “boundary crossing” in order to make STEM-based fields and careers more attractive to those groups that have traditionally been underrepresented; it also increases the relevance for Humanities and Social Sciences for students interested in STEM disciplines and encourages them to reflect upon and appreciate the human impact of their work. Not surprisingly, interdisciplinary approaches to teaching STEM-based curriculum have improved retention in such majors, including among groups of students from historically underrepresented groups (National Academies 118).

The interdisciplinary nature of the CCSU Climate Change Studies programs, including its 15-credit common core and 4-credit capstone experience in common between the BA and BS, further enhances the program’s embracing of diversity in thought, approach, and student body. The breadth of the core’s curriculum guarantees that students will not only work with students coming to the program with a diverse range of interests and strengths, but each student will be required to take courses that will both play on their personal strengths and challenge them to work through their academic and personal vulnerabilities in order to achieve maximum personal and academic growth. Almond and Blanken-Webb note that a combination strength-based approaches and “vulnerabilities” can work together in meaningful ways to maximize student academic transformation (1). In addition, having BA and BS students working alongside each other in numerous classes, both at the start and completion of their academic journeys (as well as in numerous elective classes along the way) enhances the creation of a cooperative, supportive learning community made of diverse individuals (diverse in all senses of the word).

A 2021 study by the Pew Research Center found that Gen Z and Millennials are more highly engaged with issues surrounding climate change than previous generations (Tyson et al. 5). Similarly, a 2023 international study found that 7 in 10 Gen Z and Millennials individuals “actively try to minimize their impact on the environment”; the study also found that these same groups “see a critical role for employers to provide the necessary skills training to prepare the workforce for the transition to a low-carbon economy” (Deloitte 4). Universities undoubtedly have a responsibility to play a major role in this education as well. Climate Change Studies will attract a diverse group of students, not only because of the demographics of Gen Z overall; a 2019 study by the Yale Program on Climate Change Communication found that, similarly to previous studies, members of non-White racial and ethnic groups in America “are more concerned than Whites about climate change” (Ballew et al.).

- 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.

Internships and research projects are two well-established high impact practices that favorably impact student retention and graduation; unfortunately, students from underrepresented groups have historically had less access to undergraduate research with university faculty (Handelsman et al. 1057). The capstone requirement in both the BA and BS programs guarantee that all students will have access to transformative experiences that draw upon their prior knowledge in meaningful ways, under the mentorship of a community partner and/or faculty member.

Application for New Program Approval

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? Recruiting students from across campus (humanities/social sciences and STEM) helps assure diversity, and we will be pulling from a diverse group of faculty. Faculty from historically marginalized groups tend to be more interested in environmental inequities, such as those created by Climate Change. We anticipate that the faculty teaching in the programs will represent diverse perspectives, disciplines, and demographic groups (in age, gender, race and ethnicity, first gen, etc.).

This diverse group of faculty will be involved in the administration and curricular evolution of the program, through the advisory committee working with the program coordinator, and will actively engage with students outside of the classroom as mentors on their capstone projects.

Furthermore, our University Marketing has the ability to do targeted marketing to specific populations/regions as well as advertising/featuring the program at Open House and Admitted Students events to reach the broadest range of prospective students.

Almond, D., and Blanken-Webb, J. (2021) "The Transformative Potency of Vulnerabilities in Strengths-Based Approaches to Higher Education." *Academia Letters*, Article 2540. <https://doi.org/10.20935/AL2540>.

Ballew, M., Maibach, E., Kotcher, J., Bergquist, P., Rosenthal, S., Marlon, J., and Leiserowitz, A. (2020) "Which Racial/ethnic Groups Care Most About Climate Change?" *Yale Program on Climate Change Communication*. <https://climatecommunication.yale.edu/publications/race-and-climate-change/>

Chisadza, C., Clance, M., Sheng, X., Gupta, R. (2023) "Climate Change and Inequality: Evidence from the United States." *Sustainability* 15: 5322. <https://doi.org/10.3390/su15065322>

Deloitte (2023) "Gen Z and Millennial Survey." <https://www.deloitte.com/content/dam/assets-shared/legacy/docs/deloitte-2023-genz-millennial-survey.pdf?dl=1>

Education: Branches from the Same Tree. Washington, DC: The National Academies

Funk, C. (2022) "Black Americans' Views of and Engagement With Science." *Pew Research Center*.

<https://www.pewresearch.org/science/2022/04/07/black-americans-views-of-education-and-professional-opportunities-in-science-technology-engineering-and-math/>

Funk, C., and Lopez, M.H. (2022) "Hispanic Americans' Trust In and Engagement With Science." *Pew Research Center*.

<https://www.pewresearch.org/science/2022/06/14/many-hispanic-americans-see-more-representation-visibility-as-helpful-for-increasing-diversity-in-science/>

Handelsman, J., Elgin, S., Estrada, M., Hays, S., Johnson, T., Miller, S., Mingo, V., Shaffer, C., and Williams, J. (2022)

"Achieving STEM Diversity: Fix the Classrooms." *Science* 376: 1057. DOI: 10.1126/science.abn9515

Henson, B. (2023) "College Campuses Launch New 'Climate Studies' Majors." *Yale Climate Connections*.

<https://yaleclimateconnections.org/2023/10/college-campuses-launch-new-climate-studies-majors/>

National Academies of Sciences, Engineering, and Medicine (2018) *The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Press*. <https://doi.org/10.17226/24988>.

Schipper, E.L.F., Dubash, N.K., and Mulugetta, Y. (2021) "Climate Change Research and the Search for Solutions: Rethinking Interdisciplinarity." *Climatic Change* 168: 18. <https://doi.org/10.1007/s10584-021-03237-3>

Tyson, A., Kennedy, B., and Cary Funk (2021) "Gen Z, Millennials Stand Out for Climate Change Activism, Social Media Engagement With Issue," *Pew Research Center*. https://www.pewresearch.org/science/wp-content/uploads/sites/16/2021/05/PS_2021.05.26_climate-and-generations_REPORT.pdf

U.S. Department of State (2023) *United States Strategy to Respond to the Effects of Climate Change on Women 2023*,

<https://www.state.gov/reports/united-states-strategy-to-respond-to-the-effects-of-climate-change-on-women-2023/>

U.S. Global Change Research Program (2023) "Diversity, Equity, Inclusion, Justice, and Accessibility (DEIJA)."

<https://www.globalchange.gov/highlights/diversity-equity-inclusion-justice-and-accessibility-deija>

Application for New Program Approval

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.

This Program is included in Central's Academic Planning Program. The majority of the curriculum, with its interdisciplinary approach, takes advantage of existing courses that serve as components of other programs currently offered. Central already has, as part of its faculty, experts in the area of climate change and the related fields. This program is able to be offered with little to no new resources, with the exception of some additional part-time lecturer funds as indicated in the Pro Forma budget document. As the vast majority of courses are included in other currently offered programs, the costs associated with these courses are already included within existing departmental and lecturer budgets.

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*)

As the program takes advantage of existing programs and disciplines, necessary facilities and equipment are already in place.

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): Program will be led by a faculty member appointed/elected to serve as the coordinator. Coordinator will be selected upon approval of the program. Currently there is a steering committee for the program.

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

The program will be administered by the Climate Changes Studies Coordinator. Reassigned time, according to and consistent with the AAUP Collective Bargaining agreement and current university practices will be used. Typically, based on enrollment and level of responsibility, reassigned time is equivalent to 1-3 Load hours (up to a single course release).

NOTE-there will only be one coordinator to oversee both the BA and BS programs.

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? **None**

If any new full-time hires, what percentage of program credits will they teach? **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*) **17**

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*) **10**

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

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

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
Button, Charles. Professor of Geography	Ph.D., University of Cincinnati	Geoscience, Climate Science	
Chakraborty, Sourav	Ph.D., University of New Orleans	Solar astronomy, Science Education, Science and Society	
Evans, Mark. Professor, Earth and Space Sciences	Ph.D., University of Pittsburgh	Environmental Planning	

Application for New Program Approval

Garceau, Timothy. Associate Professor, Geography		Geoscience, Environmental Science, Water resources	
Glaser, Leah. Professor, History	Ph.D., Arizona State University	Geoscience, Climate Science	Public History Coordinator
Jarrett, Jeremiah. Professor, Biological Sciences	Ph.D., Tufts University	Ecology	
Kraczkowski, Michelle.	Ph.D., Wesleyan University	Science Education, Meteorology	
Larsen, Kristine. CSU Professor, Earth and Space Sciences	Ph.D., University of Connecticut		Director, Honors Program
Loiselle, Aimee. Assistant Professor, History	Ph.D., University of Connecticut	Environmental Chemistry	History/Social Studies Secondary Education Coordinator
Meng, Yunliang. Professor, Geography	Ph.D., University of Western Ontario	Planetary Science	
Oyewumi, Oluyinka. Professor, Earth and Space Sciences		Geographic Information Systems (GIS)	
Piatek, Jennifer. Professor, Earth and Space Sciences	Ph.D., University of Pittsburgh	Science Journalism, Meteorology	Chair, Department of Earth and Space Sciences
Smith, Robbin. Professor, Political Science	Ph.D., Boston University	Environmental Policy	Chair, Department of Political Science; Faculty Liaison, First Year Experience and New Programs
Sommers, Brian. Professor, Geography	Ph.D., University of Arizona		Chair, Department of Geography, Anthropology, and Tourism; Co-Coordinator, International Studies
Sweeney, Darren. Associate Professor, Journalism	M.A., Syracuse University	Historic Preservation, Energy, Sustainability	
Thomas, Jeffrey. Professor, Earth and Space Sciences	Ed.D., Columbia University		
Wizewich, Michael. Professor, Earth and Space Sciences	Ph.D., Virginia Tech		

***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)

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

Institution: [Central Connecticut State University](#) Program: [B.A./B.S. in Climate Change Studies](#)

The two programs share a common core and differ in the electives and related requirements. Nearly all courses in both programs are existing courses within current programs offered by Central. There would only be one coordinator (3 LH) to oversee both programs. Likewise the proposed expenses are for both programs. Enrollment estimates are very conservative.

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment CONSERVATIVE ESTIMATES	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	8	2	4	2			10	4	4	2			10	4	4	2		
Continuing Students progressing to credential			8	2			12	4	22	8			26	10	36	14		
Headcount Enrollment	8	2	12	4			22	8	26	10			36	14	40	16		
Total Estimated FTE per Year¹	22						54						86					
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	52,200	2568	78,300	5136			137544	10272	162552	13290			225072	17976	250080	20544		
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$138,204						\$323,658						\$513,672					
PROJECTED Program Expenditures ³	First Year	Second Year	Third Year	<p>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.”</p> <p>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.</p> <p>² Revenues from all courses students will be taking.</p> <p>³ Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>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.</p> <p>⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</p> <p>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.</p>														
	First Year	Second Year	Third Year															
Administration (Chair or Coordinator) ⁴	\$90,720	\$90,720	\$90,720															
Faculty (Full-time, total for program) ⁴	See note below	See note below	See note below															
Faculty (Part-time, total for program) ⁴	\$13,716	\$13,716	\$27,432															
Support Staff (lab or grad assist, tutor)	No new	No new	No new															
Library Resources Program																		
Equipment (List in narrative)	No new	No new	No New															
Other ⁵	See note	See note	See note															
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$104,436	\$104,436	\$118,152															

Administration includes 3 LH of reassigned time (1/4 of salary) plus percent of fringe. Faculty (Full time) -program uses existing courses that are already offered and included in other programs—no new faculty teaching cost with the exception of one course taught by a part-time.

[We are currently working on our marketing strategy](#)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
PRO FORMA BUDGET- to Account for Attrition (using Central's 1st to 2nd and 2nd to 3rd year retention rates)

Institution: [Central Connecticut State University](#) Program: [B.A./B.S. in Climate Change Studies](#)

The two programs share a common core and differ in the electives and related requirements. Nearly all courses in both programs are existing courses within current programs offered by Central. There would only be one coordinator (3 LH) to oversee both programs. Likewise the proposed expenses are for both programs. Enrollment estimates are very conservative.

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment CONSERVATIVE ESTIMATES	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	8	2	4	2			10	4	4	2			10	4	4	2		
Continuing Students progressing to credential			8	2			10	3	20	7			22	8	30	12		
Headcount Enrollment	8	2	12	4			20	7	24	9			32	12	34	14		
Total Estimated FTE per Year¹	22						54						86					
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	52,200	2568	78,300	5136			130,500	8,988	156,600	11,556			208,800	15,408	221,850	17,976		
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$138,204						\$323,658 (\$307,644 with attrition)						\$513,672 (\$464,034 with attrition)					
PROJECTED Program Expenditures ³	First Year	Second Year	Third Year	<p>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."</p> <p>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.</p> <p>² Revenues from all courses students will be taking.</p> <p>³ Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>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.</p> <p>⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</p> <p>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.</p>														
	Administration (Chair or Coordinator) ⁴	\$90,720	\$90,720															
Faculty (Full-time, total for program) ⁴	See note below	See note below	See note below															
Faculty (Part-time, total for program) ⁴	\$13,716	\$13,716	\$27,432															
Support Staff (lab or grad assist, tutor)	No new	No new	No new															
Library Resources Program																		
Equipment (List in narrative)	No new	No new	No New															
Other ⁵	See note	See note	See note															
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$104,436	\$104,436	\$118, 152															

Administration includes 3 LH of reassigned time (1/4 of salary) plus percent of fringe. Faculty (Full time) -program uses existing courses that are already offered and included in other programs—no new faculty teaching cost with the exception of one course taught by a part-time.

We are currently working on our marketing strategy

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of an Accelerated Nursing program (CIP Code: 513801, OHE# TBD) leading to a Bachelor of Science at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Accelerated Program in Nursing, leading to a Bachelor of Science at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	Accelerated Nursing Degree	
CIP Code	513801	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Bachelor of Science	
Number of Collegiate Credits	60 (General Education requirements will be waived due to the student's previously earned bachelor's degree)	
Date of Action (Anticipated)	06/27/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid (18%) <input type="checkbox"/> Online
Effective Term	December 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

JUSTIFICATION/BACKGROUND

The Accelerated Bachelor of Science in Nursing (ABSN) is a 15-month, second degree program designed for those who hold a bachelor's degree from a regionally accredited academic institution in another discipline (BA, BS). This program consists entirely of nursing coursework and clinical practice. All pre-requisites must be completed prior to matriculation. The ABSN program consists of 60 credits in nursing courses. The curriculum blends classroom, hybrid and online learning, and clinical experiences in a variety of settings.

Enrollment and completion in the existing BSN program should not be impacted. The accelerated program is additional to, and independent from, the traditional pre-licensure BSN program. The courses will be completed in a different sequence so as not to interfere with the current program. Current faculty can be utilized in both programs.

Upon completion of the program students will be eligible to take the NCLEX exam (National Council Licensure Examination) and will earn a Bachelor of Science in Nursing degree.

ADDRESSING NEEDS

There is a critical nursing shortage in the United States and in Connecticut. The shortage in CT is compounded by the needs of the large aging population in the state. Offering an accelerated program will assist in mitigating the statewide-wide nursing shortage. Currently, there are two ABSN programs in the Hartford region offered at the University of Saint Joseph and Goodwin University. The proposed ABSN program at Central Connecticut State University (CCSU) will offer another, more affordable option for potential students.

In Connecticut, a 2020 report by the Governor's Workforce Council stated that the state has approximately 50,000 registered nurses. Of these, 52% are over age 50. The need is for 3,000 new registered nurses a year, but Connecticut schools graduate 1,900 a year. In 2019, Connecticut schools had to reject 7,000 nursing candidates – first because there was not enough faculty to teach them, and second because there were not enough nurses to supervise student hours of onsite clinical experience. According to Indeed.com, there are currently 4084 Registered Nurse jobs available in Connecticut.

PRO FORMA

SUPPLEMENTAL DOCUMENTS

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. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/7/2024 – BOR - Academic and Student Affairs Committee

06/27/2024 – Board of Regents

Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 4/17/2024

Institution: Central Connecticut State University (CCSU)

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: Accelerated Bachelor of Science in Nursing Degree

Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Bachelor of Science in Nursing (BSN)

Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses 18%

Locality of Program: On Campus Off Campus Both

Anticipated Program Initiation Date: 12/2024

Anticipated Date of First Graduation: 05/2026

Total # Credits in Program: 60

Credits in General Education: General Education requirements will be waived due to the student's previously earned bachelor's degree.

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 15 months

CIP Code Number: 51.3801 Title of CIP Code: Registered Nursing/Registered Nurse

Department where program is housed: Nursing

Location Offering the Program (e.g., main campus): Central Connecticut State University, Main Campus, Copernicus Hall, 1615 Stanley Street, New Britain, CT 06050 and various clinical sites (off campus).

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <https://www.ccsu.edu/tuition-aid>

Request for SAA Approval for Veterans Benefits Yes No

Program website: <https://www.ccsu.edu/nursing>

The Accelerated Bachelor of Science in Nursing (ABSN) is a 15-month, second degree program designed for those who hold a bachelor's degree from a regionally accredited academic institution in another discipline (BA, BS). This program consists entirely of nursing coursework and clinical practice. All pre-requisites must be completed prior to matriculation. The ABSN program consists of 60 credits in nursing courses. The curriculum blends classroom, hybrid and online learning, and clinical experiences in a variety of settings. Upon completion of the program students will be eligible to take the NCLEX exam (National Council Licensure Examination) and will earn a Bachelor of Science in Nursing degree.

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: CT Board of Examiners of Nursing (BOER) and CCNE (national accreditation board).
- If program prepares graduates eligibility to state/professional licensure,
 - identify credential: NCLEX exam for Registered Nurse
 - confirm NC-SARA requirements met: Yes No

Application for New Program Approval

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

Institutional Contact for this Proposal

Name: Kerri M. Langevin, EdD, APRN (Advanced Practice Registered Nurse)

Title: Associate Professor/Department Chair

Phone: 8608323179

Email: kmlangevin@ccsu.edu

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

- College/School: SEPS 01/25/2024
- Curriculum committee: 02/07/2024
- Faculty senate: 04/01/2024
- Institutional president: Dr. Zulma Toro

NOTES:

- Please rename your completed application to include your institution and the degree name and type in the file name (e.g., CSCU 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

Purpose:

There is a critical nursing shortage in the United States and in Connecticut. The shortage in CT is compounded by the needs of the large aging population in the state. Offering an accelerated program will assist in mitigating the statewide-wide nursing shortage. Currently there are two ABSN programs in the Hartford region offered at the University of Saint Joseph and Goodwin University. The proposed ABSN program at Central Connecticut State University (CCSU) will offer another, more affordable option for potential students.

Application for New Program Approval

How the program meets students' educational goals and career objectives:

The ABSN program is a second bachelor's degree program for individuals interested in entering the nursing profession. Students will complete 60 credits in 15 months and are eligible to take the NCLEX RN examination upon finalization of credits. The program is designed for candidates who earned a bachelor's degree at a regionally accredited institution of higher learning, including general education courses. Additionally, several pre-requisite courses are required which prepare students for the nursing courses and clinicals. The 60 credits of nursing coursework/clinical is completed during the first half of the final spring semester of the program. This timing will allow students to prepare for the NCLEX exam earlier than if the program were the entire spring semester. Students will have access to our facilities (labs, simulation, student learning center, library, etc.), receive optional NCLEX coaching from faculty, and participate in review sessions.

Description of relevant national or local educational trends and connection of these to the program:

As stated, the nursing shortage has reached a critical level and is expected to increase unless more registered nurses (RNs) enter the workplace. Four challenges facing nursing workforce include, "the aging of the baby boom generation, the shortage and uneven distribution of physicians, the accelerating rate of registered nurse retirements, and the uncertainty of health care reform."

[https://www.journalofnursingregulation.com/article/S2155-8256\(17\)30097-2/fulltext#:~:text=They%20include%20the%20aging%20of,era%20of%20health%20reform%20implementation.](https://www.journalofnursingregulation.com/article/S2155-8256(17)30097-2/fulltext#:~:text=They%20include%20the%20aging%20of,era%20of%20health%20reform%20implementation.)

The CT Center for Nursing Workforce reported the following: "Statewide, seat capacity from the RN programs is 2,812 (+99 compared to 2019) students. With a total of 11,934 (+1,123 from 2019) qualified applicants, the "first-day" student enrollment stood at 2,692 students which represents only 23% of qualified student applicants were able to pursue their RN nursing education. Based on this number, 96% of the total seat capacity was realized across all RN programs. Among the enrolled students, 124 (4.6%) held an LPN license. Due to near capacity enrollments and limited attrition in state's RN programs, the only way that the State of Connecticut can increase annual graduation numbers for the RN would be to expand enrollments at the existing schools."

https://www.ctcenterfornursingworkforce.com/uploads/1/5/6/8/15683850/2021_cln_nursing_education_report_demographics_and_statistics-sept_2021_m_proto.pdf

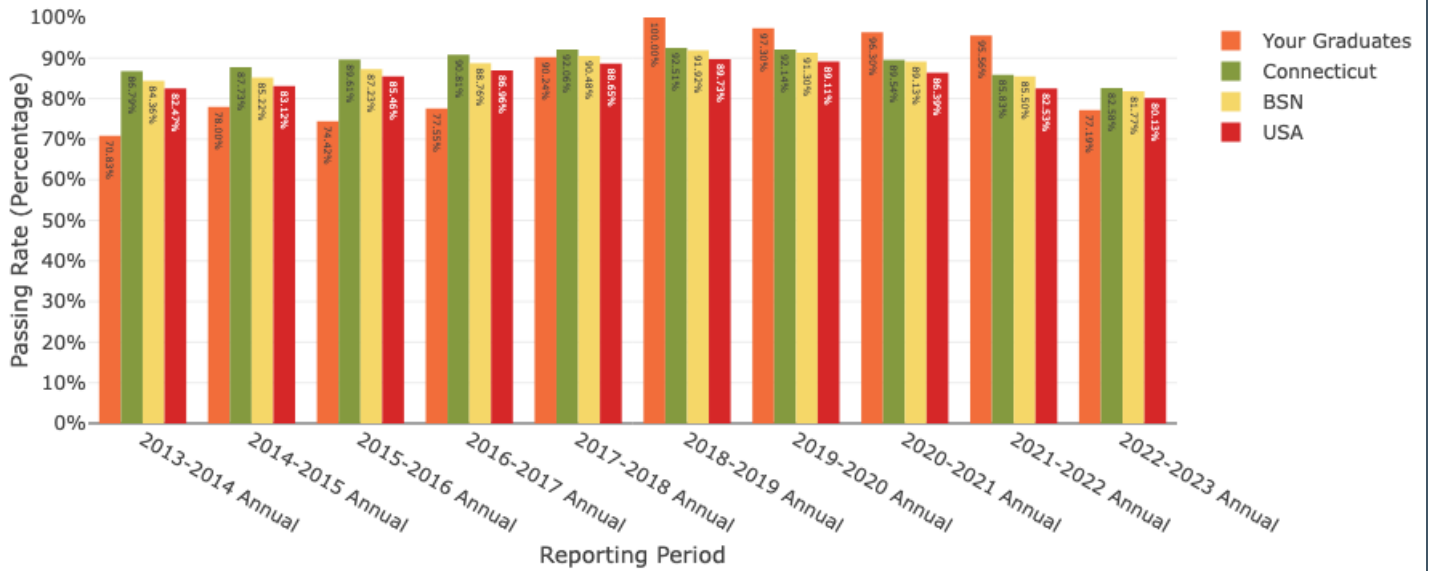
Discussion of relevant faculty expertise and commitment with respect to the program:

The faculty at Central (CCSU) are experienced, clinically current, and have knowledge and expertise in many nursing specialty areas. Currently we have a combination of doctorally prepared nursing faculty who hold DNPs (Doctor of Nursing Practice), EdDs, and PhDs. This diverse doctoral preparation, coupled with the variety of faculty disciplines (Psychiatric APRN, Family APRN, Pediatric APRN, Midwife, and RN experts in Emergency Medicine, Maternity, among others) results in a curriculum that incorporates current clinical expertise of the faculty within the nursing courses/clinical rotations. In addition, we have three emergency appointed (EA) faculty who bring new expertise to the team. One of the EA's is a maternity nurse completing her EdD in nursing education at Southern Connecticut State University (SCSU), and the other two faculty (one a medical-surgical specialist and one a pediatric APRN) are applying to this SCSU program. Also, we are searching for two assistant/associate full-time tenure track positions, which will support the ABSN initiative. The current full-time, part-time faculty, and newly hired faculty will be used to meet the curriculum needs for the traditional BSN and ABSN programs.

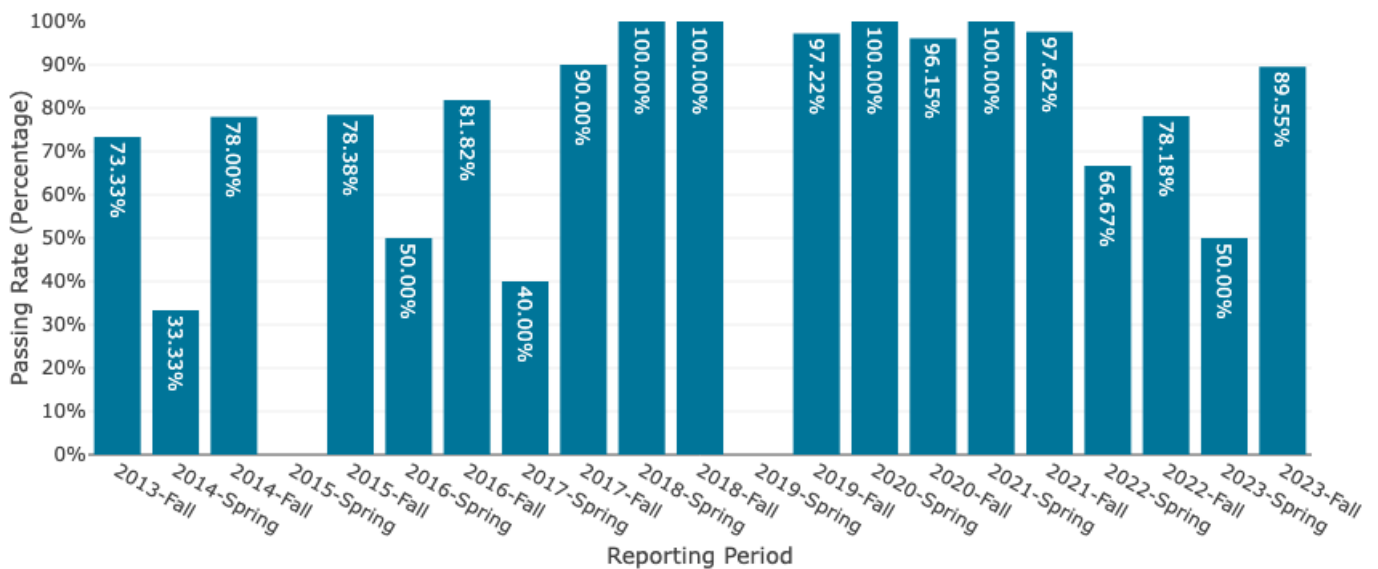
Description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program:

The traditional pre-licensure program at CCSU is well-established and highly successful. The NCLEX pass rates have been above the national average from 2017 to present and above the state average from 2018 to present for all but one year (2022). This low pass rate was seen across the nation and was attributed to the negative impact of the COVID pandemic. The unofficial pass rate for the class of 2023 is 89.55 (see graphs below).

Application for New Program Approval



<https://transom.mountainmeasurement.com/ncsbn/reports/about>



<https://transom.mountainmeasurement.com/ncsbn/reports/about>

Application for New Program Approval

The relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities):

The Connecticut State Colleges and Universities (CSCU) mission is to contribute to the creation of knowledge and the economic growth of the state of Connecticut by providing affordable, innovative, and rigorous programs. CSCU learning environments transform students and facilitate an ever-increasing number of individuals to achieve their personal and career goals.

Central Connecticut State University (CCSU) is a community of learners dedicated to teaching and scholarship, that emphasizes development and application of knowledge and ideas, through research and outreach activities, and prepares students to be thoughtful, responsible, and successful citizens. As a comprehensive public university, we provide broad access to quality degree programs at the baccalaureate, master's, and doctoral levels. The strategic plan for CCSU affirms our historic mission and presents the following new vision: a modern public regional university in ambitious pursuit of knowledge, bold ideas, and innovative partnerships that advance social mobility and drive economic, cultural, and intellectual vitality in the communities we serve. The proposed ABSN program at Central is aligned with the CSCU and CCSU missions and with the CCSU strategic plans.

The impact of the program on the institution; and the extent to which the program complements existing programs at the institution:

This ABSN program adds to the diverse range of programs offered at CCSU and will positively impact the university by attracting individuals interested in entering the nursing profession at an accelerated pace. Furthermore, the addition of the ABSN program to the CCSU department of nursing will increase the number of students who may wish to pursue master's degrees in nursing at Central.

The potential quality of the proposed program in relation to comparable programs within and outside CSCU:

The traditional BSN program at Central has had NCLEX pass rates above the national average from 2017 to 2021 and above the State of Connecticut average from 2018 to 2021. The program has implemented many innovative strategies for student success, retention, and probability of passing the NCLEX exam on the first attempt. These include the utilization of high-fidelity simulation and virtual reality (VR) to enhance knowledge transfer from the classroom to the clinical arena, a strong test policy which includes NCLEX Next-Gen style questions, a NCLEX-prep coaching program, and a strong capstone course which incorporates a minimum number of 1450 and a maximum number 3050 NCLEX style practice questions (depending on ATI practice/proctored exam scores) in the second semester of the senior year. Furthermore, the faculty conducts research on said initiatives and has published several articles on these topics (see below):

- Christensen, S., Desrochers, R., Langevin, K., & Espelin, J. (2020). *Evaluation of a wellness clinic in assessing knowledge synthesis among BSN students*. *Journal of Nursing Education*, 59 (1), 26-29.
- Christensen, S. (2021). *Seeing beyond the theory: Empowering novice nursing students in their ability to save lives through primary and secondary prevention*. *Creative Nursing*, 27, (2), 112-117.
- Christensen, S. & McKelvey, M. (2021). *Sight and sole: Partnering to enhance the health of the New Britain homeless*. *Journal of Higher Education Outreach and Engagement*, 20, (2), 164-175.
- Holland, T., Singh, G., & McKelvey, M. (2023, June). *Collaborative practice in a nursing research course*. *Teaching and Learning in Nursing*. Accepted and in-press. <https://www.sciencedirect.com/science/article/pii/S1557308723002305>
- Holland, T., Walter, L., Langevin, K., McKelvey, M., Bourgoin, A., Kirk, C., & Thomas, C. (2024). *Nursing students' experience of a poverty simulation and its impact on empathy and social justice awareness: A descriptive qualitative study*. *Creative Nursing*, 30(1), 65-73.
- Holland, T., Kuhnly, J. E., McKelvey, M., Prast, J., & Walter, L. (2023). *Evaluation of a postpartum hemorrhage escape room: A multisite study*. *Simulation & Gaming*, 54(3), 252-275.
- Holland, T. (2020). *Educational strategies to foster empathy utilizing simulation pedagogy*. *International Journal of Caring Sciences*, 13(3), 1589-1595.

Application for New Program Approval

McKelvey, M., Langevin, Konieczny, L., Espelin, J., Peer, N., Christensen, S., & Thomas, C. (2018). *Nursing faculty coaches: Uncovering a hidden resource for success*. *Creative Nursing*, 24 (4), 225-230.

Recently, the program was recognized by the website RegisteredNursing.org:

“Central’s Registered Nursing program earned a high ranking on a professional nursing organization’s top 10 list of best nursing schools in Connecticut. The website [RegisteredNursing.org](https://www.registerednursing.org) placed Central at number 4 out of 22 nursing programs in the state based on its current and historical NCLEX-RN pass rates—the percentage of graduates who pass the exam. The NCLEX-RN exam is used by all state boards of nursing across the United States to help assess a student’s competency and is required for licensure. “Our methodology ensures that we assess how effectively a program supports students in their journey toward licensure and beyond,” said Sally Worthington of RegisteredNursing.org in recent press release. Central ranked higher than UConn at Storrs and Avery point, Yale University, and Fairfield University.”

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)

Evidence of Connecticut employment prospects:

In Connecticut, a 2020 report by the Governor’s Workforce Council stated that the state has approximately 50,000 registered nurses. Of these, 52 %are over age 50. The need is for 3,000 new registered nurses a year, but Connecticut schools graduate 1,900 a year. In 2019, Connecticut schools had to reject 7,000 nursing candidates – first because there was not enough faculty to teach them, and second because there were not enough nurses to supervise student hours of onsite clinical experience. According to Indeed.com, there are currently 4084 Registered Nurse jobs available in Connecticut on Indeed.com.

Job Titles and Salary Ranges

Specific job titles: RN, Registered nurse, Nurse

Estimated salary ranges in CT (hourly):

Mean wage	\$47.06/ hour
Entry wage	\$37.07/ hour

<https://www1.ctdol.state.ct.us/lmi/wages/20231/0901000009/29-1141.htm>

Careers/Professions and Earnings

Application for New Program Approval

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
29-1141	Registered Nurses	\$88,530 in CT
29-1140	Registered Nurses	\$77,600 in US

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
621399	Offices of All Other Miscellaneous Health Practitioners
62	Health Care and Social Assistance

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:
- Bachelor of Science in Nursing –62
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix - Appendix A**
- How will the proposed program impact enrollment and completion in these existing programs? Enrollment and completion in the existing BSN program should not be impacted. The accelerated program is additional to, and independent from, the traditional pre-licensure BSN program. The courses will be completed in a different sequence so as not to interfere with the current program. Current faculty can be utilized in both programs.
- 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 proposed ABSN program will have a positive impact at the university and the department of nursing. Expanding the Department of Nursing to include the ABSN program will attract highly motivated, intelligent, hardworking students to the university. These students will be prepared to enter the nursing profession after completing the 15-month program. In addition, these students may seek a master's in nursing at Central after obtaining their BSNs.
- 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 ABSN will utilize current full-time faculty to teach in the program. In addition, we are currently searching for two assistant/associate tenure-track faculty members to assist in teaching in the BSN and/or ABSN programs. The department also has several part time faculty members who are qualified to teach in the BSN and/or ABSN programs as needed. CCSU's campus facilities, including classrooms, the library, nursing laboratories, and the community health

Application for New Program Approval

education clinic are available for the ABSN program. In addition to current space, we plan to expand our existing lab to include a second basic lab which will be utilized for health assessment and fundamental courses. This additional space will be shared by the traditional BSN and ABSN students (for live labs and practice). Dr. Langevin is currently the administrator of the ABSN while we search for two additional faculty, consider course assignments, and seek program approval. The ABSN Coordinator will be named this summer.

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: Currently, Central, Southern and Western provide BSN programs (programs with the same first 2-digit CIP of 62). Southern has an established accelerated BSN program, and Western will begin enrollment this May 2024.
- **Attach supplement 101a for each CSCU institution that has one or more similar programs.** -Appendix B
- How is the new program distinct from these existing programs? As previously stated, currently Southern and Western provide accelerated BSN programs. The Central ABSN program would supplement the CSCU system by offering an accelerated program in the central region of the state/Hartford County.
- 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 stated previously, there are not enough seats for qualified nursing students in the state to matriculate in nursing programs. Offering an ABSN will contribute to increasing the number of seats for these students. The ABSN program will offer 20 students' admission in the first year, 30 in the second year, and 30 in the third year. Future years' capacity will be determined from ongoing analysis of the program success. The CT Center for Nursing Workforce reported the following: "Statewide, seat capacity from the RN programs is 2,812 (+99 compared to 2019) students. With a total of 11,934 (+1,123 from 2019) qualified applicants, the "first-day" student enrollment stood at 2,692 students which represents only 23% of qualified student applicants were able to pursue their RN nursing education. Based on this number, 96% of the total seat capacity was realized across all RN programs. Among the enrolled students, 124 (4.6%) held an LPN license. Due to near capacity enrollments and limited attrition in state's RN programs, the only way that the State of Connecticut can increase annual graduation numbers for the RN would be to expand enrollments at the existing schools."

School	Location	Seats	Enrolled
Quinnipiac University	Hamden	80	83 (in 2020)
*Southern Connecticut State University	New Haven	36	36
University of Saint Joseph	West Hartford	40	35
Fairfield University	Fairfield	60	52
Goodwin University	East Hartford	30	30
Sacred Heart University	Fairfield	30	23 (in 2020)
UConn CEIN	Avery Point / Groton	29	28
UConn CEIN	Stamford	37	34
UConn CEIN	Storrs	50	50
UConn CEIN	Waterbury	38	38
*Western Connecticut State University	Danbury	20	Unknown

*Schools in the CSCU system

Application for New Program Approval

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.

Initial enrollment will be 20 students for the first year, 30 students for the second and third years, and annual reevaluation of program capacity is planned.

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 proposed ABSN program will be a 60-nursing credit, 15-month, second degree program designed for those who hold a bachelor's degree in another discipline and will begin in the Winter Session of 2024/2025. The program will require that all pre-requisites be completed before matriculation and will consist entirely of nursing coursework and practice. The overall cumulative GPA (Grade Point Average) is a 3.0 and the pre-requisite sciences require a C+ or higher with only 1 repeat of a course allowed. In the future, the proposed program plans to prioritize considering CCSU graduates for admission.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: The target population will be reached through the CCSU Institutional Advancement Office, the CCSU and CSCU marketing departments, social media, and Center for CT Nursing Workforce (CCNW).
- What student engagement strategies will be employed to advance student retention and completion in program? To support student retention Central’s nursing program provides individual student coaching, faculty advising, and faculty supervised open lab time. We plan to utilize the ATI supreme package which incorporates eBooks, practice NCLEX and Next-Gen question banks for students, case/video studies, personalized remediation plans, and end of program review course. ATI guarantees student success on the first attempt of taking the NCLEX exam. At the university level, CCSU has a writing center, tutoring center, counseling and many other services for the students.

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:

1. A conferred BA/BS degree is required from a fully accredited academic institution by September 1.
2. Application Essay
3. Two professional and/or academic letters of recommendation.
4. Official transcripts from all post-secondary schools attended. Official transcripts must be submitted to the Admission’s Office (no later than September 1). Any outstanding or incomplete items after September 1, will result in an incomplete application and will not be considered for admission.
5. Minimum cumulative GPA of 3.0 (including all post-secondary GPA's from fully accredited schools attended).
6. Completion of the required prerequisite courses, outlined below, with a C+ or greater. Prerequisite courses may be completed at Central or another regionally accredited institution. Refer to Central’s transfer equivalency website to determine acceptance transfer courses that will satisfy prerequisite admission requirements. Science prerequisite courses require in-person labs and exams (no online labs and/or exams will be accepted). In addition, all science courses that include online components must be approved by the science and nursing chairs. All prerequisites must be complete with a C+ or greater, and none can be taken more than twice. All prerequisite science courses must be taken within 8 years prior to beginning the program.

Graduation Requirements

Application for New Program Approval

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

If yes, describe: _____

Experiential Learning Requirements

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

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: Students will attend clinical at sites that currently partner with Central. See appendix C for letters of support.

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. AACN Domain 1: Knowledge for Nursing Practice
incorporates theoretical concepts and foundational knowledge from liberal education to guide nursing practice.
2. AACN Domain 2: Person-Centered Care
Provide patient-centered care that recognizes individual and/or family preferences, values, and needs, respecting patients and families as full partners in care.
Integrate knowledge, skills, and attitudes through use of the nursing process to provide person-centered care to clients across the lifespan from a diverse perspective.
3. AACN Domain 3: Population Health
Promote individual and population health, wellness, and disease prevention at the global/local level.
Provide innovative interventions to promote health and prevent illness in vulnerable populations.
4. Domain 4: Scholarship for the Nursing Discipline
Integrate current best evidence and professional standards into nursing practice with consideration of clinical expertise and patient preferences and values.
Critically evaluate evidence-based research in collaboration with other members of the healthcare team to improve client outcomes.
5. AACN Domain 5: Quality and Safety
Minimize risk of harm to patients, providers, and the public through continuous improvement in both system effectiveness and individual performance.
6. AACN Domain 6: Interprofessional Partnerships
Function effectively within nursing and interprofessional teams to foster open communication, collaboration, mutual respect, and shared decision-making.
Incorporate inter- and intra-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive person-centered care.
7. AACN Domain 7: Systems-Based Practice
Demonstrate responsiveness to the larger content of the healthcare system regarding regulatory, financial, and political factors that influence the quality and value of care. Advocate for a variety of socio-political issues affecting healthcare through participation in legislative and political forums.
8. AACN Domain 8: Informatics and Healthcare Technologies
Use information and technology to provide care, communicate, educate, manage knowledge, prevent error, and make critical decisions that optimize patient outcomes. Demonstrate skills in using healthcare technologies, information systems, and communication devices that support safe nursing practice.
9. AACN Domain 9: Professionalism
Demonstrate behaviors consistent with social justice, legal and ethical accountability, and professional codes and standards.
Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness.
10. AACN Domain 10: Personal, Professional, and Leadership and Development
Apply leadership and management principles to achieve quality and safety outcomes.
Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, health care team coordination, and the accountability in a variety of settings.

Assessment of Learning Outcomes

Application for New Program Approval

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

Assessment of Learning Outcomes

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

Students will be evaluated in their courses, labs, and clinicals the same way as in the traditional pre-licensure program. Please refer to our testing policy, lab, and clinical evaluation tools below. Students must pass the nursing courses with a 77% or above. Laboratory and clinical rotations are pass/fail.

CCSU Exam General Guidelines:

1. Unit exams should have at least 50 questions with a maximum of 100 questions.
2. Exams need to be a minimum of 80% of final grade (not including NRSE 110, 303, 485,490). Practice ATI exam scores are *not* included in the final grade – the remediation process drives the grade/points assigned.
3. 3-5 math questions per exam in the following courses: (pharm, maternity, psych, med/surg I &II, peds, community).
4. Faculty are discouraged from using test banks for exams. Multiple resources should be used to make exams.
5. Every course should have a comprehensive component for the final exam.
6. The faculty will develop a test blueprint for test construction. All exams should comply with current NCLEX-style format.
7. Students will be informed about test modality (print, online) and the process of SDS accommodations in the course syllabus and/or Blackboard. Faculty may need to alter test modality due to extenuating situational circumstances.

Extra Credit

No extra credit will be provided for students to raise their grade in Nursing Program courses.

Test Construction – Writing the Best Stem

1. Use the word “client”; avoid the use of “patient.”
2. Avoid proper names including brand names (example: urinary catheter instead of Foley, gelatin instead of Jell-O).
3. NCLEX bolds key words such as best, most, essential, first, priority, immediately, highest, initial, next, refute, increased, decreased and support.

"Select All That Apply" Questions

1. "Select All That Apply" questions are utilized on all Nursing Program exams.
2. No partial credit is awarded for a partial answer. The student must have answered all the correct options to receive credit for the question.

Application for New Program Approval

Example of Laboratory/Clinical Evaluations

Central Connecticut State University
 Department of Nursing
 Undergraduate Clinical Evaluation
 NRSE 465: Nursing Care of Families and Children

Student name: _____ Clinical Area: _____ Date: _____ Grade: P/F

STUDENTS MUST MEET ALL CLINICAL OBJECTIVES (UNLESS THERE WAS NO OPPORTUNITY FOR THE SKILL TO BE ASSESSED) AT THE END OF THE ROTATION WITH AT LEAST A "3" FOR EACH ITEM TO PASS THE CLINICAL COURSE.

Directions: Clinical faculty and nursing students are to complete the Clinical Evaluation at mid-point and end of each clinical rotation. By the end of the clinical rotation, students must attain a score of at least "3" on each clinical competency/objective and a "pass" on each one of the professional behaviors in order to "Pass" the clinical component of the course.

<p>5= Consistently shows competency in meeting the clinical objectives without supportive cues or prompting from instructor, preceptor or staff, independent, able to prompt/lead others in this area, exceeds the expected outcome</p> <p>4= Shows reasonable amount of consistency in meeting the clinical objective with minimal prompting, occasionally requires support or cues to meet objective, is self-directed and confident in providing care related to the objective, meets outcome on a consistent basis</p> <p>3= Usually meets the objective with occasional prompting required, effort is consistent, acts in a safe way to meet the objective with some supervision necessary, is consistent in effort, meets outcomes with direction. This is an average performance score, which most students earn</p>	<p>2= Inconsistently meets the objective, behavior is unreliable, requires frequent prompting and directional cues in providing care related to objective</p> <p>1= Rarely meets objective, requires constant prompting and cues, performs care related to objective in an unsafe manner, and unable to meet outcomes</p> <p>NO= No opportunity</p>
---	--

Application for New Program Approval

CLINICAL OBJECTIVE	Mid /Final	
	Self	Instructor
1. Liberal Education for Baccalaureate Generalist Nursing Practice		
a. Integrates knowledge of humanities, social, and natural sciences into identified or initiated health promotion interventions into care of pediatric patients and families.		
b. Consistently utilize principles of diet therapy and pharmacology in providing care to pediatric patients.		
2. Basic Organizational and Systems Leadership Nursing Practice and Patient Safety		
a. Works with other members of the health care team to deliver safe, high quality interventions that optimize individual, family, and community wellness; participates in multidisciplinary care.		
b. Prioritizes nursing care based on assessment findings.		
3. Scholarship for Evidence Based Practice		
Assists pediatric patients and families in promoting health as well as decreasing injury and illness risk through use of evidence-based practice and credible information sources.		
4. Information Management and Application of Patient Care Technology		
a. Demonstrates skill in using patient care technologies, information systems, and communication devices that support safe nursing practice.		
b. Documents and communicates relevant information acknowledging HIPPA and <i>health care facility</i> practices.		
5. Healthcare Policy, Finance, and Regulatory Environments		
a. Considers socio-cultural, economic, legal and political factors when providing care to patients.		
CLINICAL OBJECTIVE	Final	
	Self	Instructor
6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes		
a. Interacts with other members of the health care team to foster collaboration and promote optimal levels of functioning among patients, based on their developmental stage, and families.		
b. Advocates for pediatric patients and families in relation to social concerns that impact health and wellness.		

Application for New Program Approval

c. Utilizes effective communication techniques with pediatric patients, families, peers, and staff.		
7. Clinical Prevention and Population Health		
a. Incorporates an understanding of culture, lifestyle, environment, stages of development, and genetics in disease and injury prevention efforts when caring for pediatric patients.		
b. Utilizes knowledge of health literacy to effectively promote health among diverse groups of pediatric patients, families, and communities.		
8. Professionalism and Professional Values		
a. Establishes therapeutic relationships with pediatric patients and families.		
b. Demonstrates professionalism by incorporating concepts of altruism, social justice, and self-reflection into nursing practice.		
c. Utilizes professional, legal and ethical standards with pediatric patients and families experiencing impairments in health status.		
CLINICAL OBJECTIVE	Final	
	Self	Instr
d. Accepts constructive criticism and responsibility for one's own actions.		
9. Baccalaureate Generalist Practice		
a. Utilizes the nursing process to provide holistic, developmentally appropriate, and culturally compassionate care in the care of pediatric patients.		
b. Provides competent care utilizing safe, appropriate nursing interventions.		

Number of Absences _____

Professional Behaviors: Must have a Pass on all behaviors by final to pass the course. A "W" and "NI" are not possible as final grades.

Application for New Program Approval

P= Pass W= Warning NI= Needs Improvement F= Failed

	MID	FINAL
Arrives to clinical on time		
Adheres to CCSU/agency dress code policy		
Demonstrates responsibility by coming prepared for clinical		
Communicates professionally with patient/friends		
Communicates professionally with instructors and peers		
Communicates professionally with staff		
Communicates absences in a timely fashion		
Maintains composure during challenging interactions		
Listens to others		
Follows facility/hospital standards/protocols		
Responds well to feedback		
Admits errors, assumes responsibility		
Makes plans to avoid/ prevent repetition of errors		
Makes changes based on feedback		
Uses breaks appropriately		
Is alert and attentive		
Contributes in post conference		
Supports classmates		
Is respectful of classmates		
Articulates the values of others		
Contributes to learning process of self, peers and staff		
Has respect for the profession of nursing		
Has respect for all health care providers		
Maintains professional boundaries		

End of Rotation Evaluation

Instructor Comments:

Dates and reasons student has been late or missed clinical for any reason (even approved in advance by instructor).

Application for New Program Approval

Student Comments:

Instructor Signature: _____ Date: _____
 Student Signature: _____ Date: _____

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			
NRSE 110 - Introduction to Nursing Theories	1	Pre-admission requirements	2
NRSE 150 -Nutrition	3	NRSE 345 and NRSE 360	3
NRSE 210 -Health assessment	5	NRSE 110 and NRSE 250	4
NRSE 250 - Nursing Care of Well Populations	3	Pre-admission requirements	2
NRSE 260 - Evidence Based Nursing Interventions	5	NRSE 110 and NRSE 250	4
NRSE 270 - Gerontological Nursing	2,6	NRSE 210 and NRSE 260	3
NRSE 303 - Nursing Research for Evidence-Based Practice	4	NRSE 470 and NRSE 485	2
NRSE 310 - Altered Health Concepts and Therapeutic Interventions	4,5,8	NRSE 210 and NRSE 260	4
NRSE 320 - Holistic Care of Adults with Health Alterations	2,6,8	NRSE 150, NRSE 345 and NRSE 360	5
NRSE 345 - Psychiatric/Mental Health Nursing	2,6	NRSE 270 and NRSE 310	4
NRSE 360 - Maternity Nursing: The Expanding Family	2,6	NRSE 270 and NRSE 310	4
NRSE 445 - Social Justice & Health Promotions of Comm	2,3,6	NRSE 150, NRSE 345 and NRSE 360	4
NRSE 465 - Nursing Care of Families with Children	2,6	NRSE 303	4
NRSE 470 - Holistic Nursing Care of the Critically Ill	2,6,8	NRSE 320 and NRSE 445	5
NRSE 485 - Professional Values & Role Development	4,7	NRSE 320 and NRSE 445	2
NRSE 490 - Leadership and Management in Nursing	7,10	NRSE 303	2
NRSE 495 - Synthesis of Professional Nursing Practice	1-10	NRSE 303	6

Application for New Program Approval

General Education Courses			
BA or BS from a regionally accredited institution of higher learning is required before matriculation (general education credits included/accepted towards second BSN degree)			
Pre-requisites must be complete prior to matriculation including STAT 215 OR STAT 104, BMS 102/103, BMS 216, BMS 318, BMS 319, CHEM 161/162, and CHEM 210 (Central Courses*)			
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits (must match number of credits reported on page 1):			60

*Equivalent courses are offered at nearly every institution offering degrees in natural science as well as CT State: Intro Statistics, Intro Human Bio, Microbiology, A&P I, II, General Chem with lab, Organic Chem.

CSCU Transfer Pathways

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop. *N/A – that said students at CT State could complete an AS, transfer to a CSCU institution to earn a BS in (ex BIO, BMS, CHEM) and then upon degree completion, enter the ABSN. Alternatively, students with an earned bachelor’s degree, needing to complete the program prerequisites can do so at CT State.*

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:
 - 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: No, the ABSN is a second bachelor's degree. Students are required to have an earned BA/ BS from a regionally accredited institute of higher learning.

Application for New Program Approval

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: No, students must have completed a 4-year degree before matriculation in the ABSN program.
- 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.):

Students may apply for the Master of Science in Nursing (MSN) after completing this program.

Application for New Program Approval

--

<p>Other Stackable Pathways</p> <p>Use this section to describe any other pathways to/from the proposed program not captured above:</p> <p>n/a</p>

<p>Program Evaluation</p> <p>Describe how the quality and success of the program will be monitored during the first five years:</p> <ol style="list-style-type: none"> 1. NCLEX pass rates 2. Course Evaluation 3. Preceptor Evaluations 4. Clinical Site Evaluations 5. Retention Rates 6. Mountain measures (NCSBN – NCLEX results – evaluation/data for CCSU student data) 7. Alumni surveys.
--

<p>Assuring Equitable Outcomes</p> <p>Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.</p> <ul style="list-style-type: none"> ○ What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? Central Connecticut State University has a diverse student population and is committed to equity and inclusion. Central's 2030 Strategic plan states that CCSU "plays an essential role by offering quality, affordable education and socioeconomic development in New Britain, the region, and the state. Since 2010, CCSU has dramatically improved the diversity of its student population, growing from 21 percent to 35 percent in just a few years." The undergraduate traditional pre-licensure BSN nursing program has 176 students enrolled. Fifteen percent of the students are of Hispanic/Latino descent, 12 % identify as Black/African American, 3% Asian descent, and 5 % two or more race/ethnic categories. This compares to the national rates of 7.5%, 6.3%, 7.3%, and 4.3 % respectively. The university and the department will continue to include assessments of equity and inclusion as well as recruitment and retention. ○ 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. We plan to recruit adults who have successfully completed a bachelor's degree. Completing a bachelor's degree is indicative of readiness to enter the program. Additionally, the admissions criteria require an overall GPA of 3.0 or higher which will attract adults who have done well in their previous college work. We will utilize the CSCU and CCSU marketing strategies to recruit students. Acceptance to the program will be based on GPA of 3.0 and completion of a bachelor's degree. The target population will be reached through the CCSU Institutional Advancement Office, the CCSU and CSCU marketing departments, social media, and Center for CT Nursing Workforce (CCNW). To support student retention, the CCSU Nursing program provides individual student coaching, faculty advising, faculty supervised open lab time, and the ATI program. Additionally, CCSU provides a writing center and a tutoring center. ○ Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? The university and the nursing department will identify, analyze, and act accordingly for any inequities. Central has clear policies and procedures to address inequities, which will be utilized for this program.
--

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.

<p>Cost Effectiveness and Availability of Adequate Resources</p> <p>Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.</p>

Application for New Program Approval

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

The ABSN program will use the existing facilities, faculty, and two new faculty members (as noted previously the search is in progress). The program is designed with different sequencing of courses and clinicals to avoid overlap with the traditional BSN program. Furthermore, the program has 3 of the 5 ½ semesters during the winter and summer sessions which results in no overlap between the programs. The ABSN will not add to fiscal strain, nor will it impact resources. There is a projected increase in revenue from the program which will expand in future years.

PRO FORMA BUDGET															
Institution: Central Ct State U Program: Accelerated BSN															
PROJECTED Enrollment	First Year			Second Year			Third Year			Third Year			Third Year		
	Winter	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall
	PT	FT	PT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT
New Students (first time matriculating)	20			30											
Continuing Students progressing to credential		20	20		50		30		30		30		30		30
Headcount Enrollment	20	20	20	50	50	30	30	60	60	30	60	60	30	30	30
Total Estimated FTE per Year¹															
PROJECTED Program Revenue	First Year			Second Year			Third Year			Third Year			Third Year		
	Winter	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall
	PT	FT	PT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT
Tuition ²	51,360	130,500	130,500	102,720	326,250	195,750	195,750	115,560	391,000	195,750	195,750	195,750	195,750	195,750	195,750
Program Specific Fees (lab fees, etc.)		6500	6500		16,250	9,750	9,750		19,500	9,750	9,750		19,500	9,750	9,750
Total Annual Program Revenue	462,360			856,220			937,060			937,060			937,060		
PROJECTED Program Expenditures³	First Year			Second Year			Third Year			Third Year			Third Year		
	First Year	Second Year	Third Year	First Year	Second Year	Third Year	First Year	Second Year	Third Year	First Year	Second Year	Third Year	First Year	Second Year	Third Year
Faculty (Full-time, total for program) ⁴	75,000	150,000	150,000												
Faculty (Part-time, total for program) ⁴	43,500	52,200	60,900												
Total Expenditures per Year	118,500	202,200	210,900												

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 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.

Application for New Program Approval

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*)

Currently, the current facilities will be used for the new program. The department plans to add a second, basic laboratory in the coming months.

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):

Kerri M. Langevin, EdD, APRN, PPCNP-BC (she/her)

kmlangevin@ccsu.edu

Central Connecticut State University

Department of Nursing

Associate Professor/Department Chair

Vice President Faculty Senate

Pediatric Nurse Practitioner

1615 Stanley Street

New Britain, CT 06053

860-832-3179

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. The program is administrator is Dr. Langevin, the department chair, who received 12 load hours per semester as calculated per the AAUP Collective bargaining agreement. Qualifications include the appropriate terminal degree and relevant experience to supervise faculty and students in the program.

Application for New Program Approval

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 2

If any new full-time hires, what percentage of program credits will they teach? To be determined.

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*) To be determined after the search/hiring process for 2 additional faculty is completed, program approval obtained, and course assignments are made for the BSN and ABSN.

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*) To be determined after the search/hiring process for 2 additional faculty is completed, program approval obtained, and course assignments are made for the BSN and ABSN.

What percentage of program credits will be taught by adjunct faculty? 10%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's degree.

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
Kerri Langevin, EdD, APRN, PPCNP-BC	EdD- Southern Connecticut State University	Pediatrics, Community	Department Chair, Vice President Faculty Senate
Adam Bourgojn, DNP, RN	Post University - DNP in Educational Leadership	Medical/surgical, emergency	BSN Program Coordination
Christine Kirk DNP, RN, CEN	DNP Chamberlain University Healthcare Systems Leadership	Medical/surgical, emergency	
Danielle Howard, MSN, RN	Sacred Heart University- MSN	Medical/Surgical with Tele, Step down	
Jacqueline K. Cantor, DNP, APRN, PMH CNS-BC	Capella University - DNP	Psychiatric-Mental Health Nursing	
Kathleen M. DeVlyder, MSN, RN	Norwich University- MSN in Nursing Education	Maternity nursing and Medical/Surgical nursing	
Meg Levis, MSN, Ph.D.	University of Tennessee	Nursing & Bioethics	
Michele M. McKelvey, PhD, RN	PhD. UCONN School of Nursing	Maternity RN	Coordinator Maternity & Capstone
Rosalynn Bravo-Cavoli MSN, APRN	UCSF - MSN in Advance Pediatric Nursing	Pediatric APRN - Pulmonary.	445 course leader, 465 course leader
Stacy Christensen, DNP, APRN	Regis College- DNP, Specialty in Nursing Education	Adult Health Primary Care, Women's Health, Community/Public Health	
Tamara Holland, EdD, CNM	University of Hartford-EdD in Educational Leadership	Women's Health and Community	

PRO FORMA BUDGET

Institution: [Click or tap here to enter text.](#) Program: [Click or tap here to enter text.](#)

PROJECTED Enrollment	First Year								Second Year								Third Year										
	Winter	Spring Semester		Summer		Fall Semester		Winter	Spring Semester		Summer		Fall Semester		Winter	Spring Semester		Summer		Fall Semester							
	PT	FT	PT	FT	PT	FT	PT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT						
Internal Transfer (from other programs)																											
New Students (first time matriculating)	20							30						30													
Continuing Students progressing to credential		20			20	20		20	50			30	30		30	60			30		30						
Headcount Enrollment	20	20			20	20		50	50			30	30		60	60			30		30						
Total Estimated FTE per Year¹																											
PROJECTED Program Revenue	First Year								Second Year								Third Year										
	Winter	Spring Semester		Summer		Fall Semester		Winter	Spring Semester		Summer		Fall Semester		Winter	Spring Semester		Summer		Fall Semester							
	PT	FT		PT		FT		PT	FT		PT		FT		PT	FT		PT		FT							
Tuition ²	51,360	130,500		130,500		130,500		102,720	326,250		195,750		195,750		115,560	391,000		195,750		195,750							
Tuition from Internal Transfer ²																											
Program Specific Fees (lab fees, etc.)		6500		6500		6500			16,250		9,750		9,750			19,500		9,750		9,750							
Other Revenue (annotate in narrative)																											
Total Annual Program Revenue		462,360									856,220									937,060							
PROJECTED Program Expenditures ³	First Year								Second Year								Third Year										
	First Year								Second Year								Third Year										
	First Year								Second Year								Third Year										
Administration (Chair or Coordinator) ⁴																											
Faculty (Full-time, total for program) ⁴		75,000		150,000		150,000																					
Faculty (Part-time, total for program) ⁴		43,500		52,200		60,900																					
Support Staff (lab or grad assist, tutor)																											
Library Resources Program																											
Equipment (List in narrative)																											
Other ⁵																											
Estimated Indirect Costs ⁶																											
Total Expenditures per Year		118,500		202,200		210,900																					

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.

Resources and Expenditures Projections (whole dollars only)

From: Toro, Zulma R. (President CCSU)
Sent: Tuesday, May 28, 2024 6:04 PM
To: Diamond, Aynsley J

Dr. Diamond:

The academic programs listed below are part of Central's mitigation plan.

Thank you,

Zulma

From: Diamond, Aynsley J
Date: Tuesday, May 28, 2024 at 5:20 PM
To: Kostelis, Kimberly T. (Provost)
Cc: Davis, Kaylah

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

Hi Kim,

Attached to this email is the budget mitigation alignment language for all three programs.
Can President Toro submit this confirmation to me as an email?

BA and BS in Climate Change Studies
Accelerated Bachelor of Nursing

Aynsley Diamond, Ed.D. (she, her, hers)
Associate Vice President of Academic Affairs
[Connecticut State Colleges and Universities](#)



CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Arts in Computer Science
Central Connecticut State University

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MA in Modern Language, specifically a Name Change at Central Connecticut State University.

A True Copy:

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

ITEM

Name Change for MA in Modern Language at Central Connecticut State University.

BACKGROUND AND PROPOSAL

The department of World Languages, Literatures, and Culture changed its name from the department of Modern Languages in 2021. The proposal would change the name of the MA program to match the new department name.

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. CSU Academic and Student Affairs concurs with this recommendation.

6/7/2024 – BOR - Academic and Student Affairs Committee

6/27/2024 – Board of Regents

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: Central	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council:	
NOTE: Use this form if modifying only the name of the program.		
Current Program Characteristics		
Name of Program: Modern Language MA		
OHE #: 00074/18263		
Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): MA		
Date Program was Initiated: 1969		
Total # Credits in Program: 30		
# Credits in General Education: 0		
CIP Code Number : 16 Title of CIP Code: Foreign Languages, Literatures, and Linguistics		
Department where program is housed: World Languages, Literatures, and Cultures		
Location Offering the Program (<i>e.g., main campus</i>): Main Campus		
Proposed New Name of Program: World Language MA		
Proposed Date Name Change Becomes Effective: Fall 2024		
Explanation / Justification		
<i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i>		
The department of World Languages, Literatures, and Culture changed its name from the department of Modern Languages in 2021. We would like the name of the MA program to match the new department name.		
Programmatic Changes		
<i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i>		
N/A		
Cost and Availability of Adequate Resources		
<i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i>		
N/A		
Institutional Contact for this Proposal: Dr. Jessica Rutherford	Title: Assistant Professor of Spanish	Tel.: 860-8322884 e-mail: j.rutherford@ccsu.edu

**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: April 1, 2024 Submission to CSCU Office of the Provost for Academic Council: 4/17/2024	
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: Climate Change Studies Modality of Program (<i>check all that apply</i>): On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses <input type="checkbox"/> Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: In development Anticipated Program Initiation Date: Fall 2024 Anticipated Date of First Completion: Spring 2026 Total # Credits in Program: 18 credits		
CIP Code Number: 03.0103 Title of CIP Code: Environmental Studies		
Department where program is housed: Interdisciplinary Location Offering the Program (<i>e.g., main campus</i>): Main Campus		
Provide the intended catalog description for this program: The Climate Change Studies Minor provides an interdisciplinary understanding of global climate change and its impacts. This versatile 18-credit minor requires 6 credits of foundational courses and 12 credits of electives that can be tailored to fit students' academic and career goals. Electives may be selected from the list below or upon the approval of a Climate Change Studies program advisor. Of these 12 credits, no more than 7 may be from the same course designator.		
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If minor prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> ○ identify credential: ○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (<i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i>)		
Institutional Contact for this Proposal: Dr. Kimberly Kostelis	Title: Provost	Tel.: .832.2228 e-mail: Kimberly.kostelis@ccsu.edu
NOTES: <ul style="list-style-type: none"> • 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*)

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

The Climate Change Studies Minor will supplement existing programs and minors at Central, developing skills and knowledge that will benefit students as they pursue a wide range of career options spanning business, education, policy, the sciences, and more. This aligns with Central's mission to prepare students for meet the challenges of the 21st century while also providing degrees that respond to workforce needs in CT and beyond.

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 Connecticut Office of Workforce Strategy is currently seeking federal funding through the Inflation Reduction Act (IRA) Climate-Ready Workforce for Coastal States and Territories Competition sponsored by NOAA. The grant's goal is to "prepare and place workers in good jobs that enhance climate resilience and will advance environmental justice." Climate change has not only led to the creation of new jobs (e.g., sustainability and resilience coordinators for local governments), but has already begun to transform jobs in existing fields (public health, insurance, construction, urban planning, project management, civil engineering, etc.). In a recent conversation, representatives of Connecticut's Department of Energy & Environmental Protection (DEEP) encouraged Central to pursue these programs because, to borrow a phrase, "green jobs are here." In addition, DEEP emphasized the importance of a multidisciplinary program such as presented here where graduates are not only trained in the science of climate change, but are provided the necessary skills to deal directly with the public sector. In neighboring New York, Stony Brook University will lead the New York Climate Exchange, an ambitious partnership that will support undergraduates in that state study "climate science, policy, and environmental justice." The interdisciplinary core (including courses in communication as well as integrative capstone experiences), augmented by the Focus Areas in Policy & Planning and Spatial Data Analysis, will greatly aid in the preparation of students who are ready to not only join the workforce, but be leaders in the future of climate change related fields.

- 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 program draws upon existing relevant faculty expertise in the areas of earth science, biology, sustainability, geography, environmental science, earth resources, science communication and education, as well as across the humanities. The minor (like the two majors) is interdisciplinary in nature.

- 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?

Enrollments/completions in the minor will be reviewed using data from our office of Institutional Research and Assessment to examine all available demographic data to ensure equity.

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

As an interdisciplinary minor, it is available to nearly any student interested in completing the program. The list of electives that can be used to satisfy the minor are very broad. For recruiting, all advising centers will have information on the program as well as published in the catalog.

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

Depending on the inequities, appropriate resources and supports will be put into place to address the inequities. Central already provides a whole host of student support services to support student success.

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

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.

No budget for the program. The minor consists of existing courses that are used by other programs. The large list of potential electives ensures that there are plenty of courses available for students to complete the minor

Special Resources

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

none

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.

Current and new students that desire to complete a minor in climate studies. Many majors at Central require a minor. The interdisciplinary nature of the program suggests that we will attract students across all 4 schools.

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

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 be able to explain the basics of climate change and how it relates to the earth's energy balance.
2. Students will be able to identify various sources of evidence to understand what is responsible for climate change and how we know it.
3. Students will be able to analyze the societal impacts of climate change and explain why climate change matters.

Assessment of Learning Outcomes

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

The assessment of learning outcomes will take place in the following academic components:

1. Students will be assessed in the foundation courses (CCS 109, 121, 122, 209). This will be both for the CCS program and for the CCSU General Education program.
2. Students will also be assessed in the elective courses where they will apply the knowledge learned in the foundation courses.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
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): A faculty member(s) will serve as the Climate Studies coordinator and receive release time to coordinate the program.

- Name:
- Email: Phone:

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? **None**

If any new full-time hires, what percentage of program credits will they teach? **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? 1

What percentage of program credits will be taught by adjunct faculty? Variable-depends on electives chosen

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			
CCS 109 (Foundation)		None	3
CCS 209 (Foundation)		None	3
CCS 121 (Foundation)		None	3
CCS 122 (Foundation)		None	3
Choose two from above			6
<i>Open Electives (Indicate number of credits of open electives)</i> <i>The remaining 12 credits will be selected from the list below or other electives after consultation with a Climate Change Studies program advisor. Of these 12 credits, no more than 7 may be from the same course designator.</i> BIO 132, BIO 133, BIO 436, CE 376, CHEM 406, CLI 490, CLI 491, CLI 492, CM 110, COMM 451, ECON 380, ENG 202, ESCI 102, ESCI 129, ESCI 131, ESCI 135, ESCI 141, ESCI 145, ESCI 424, ESCI 425, ESCI 431, ESCI 441, ESCI 455, GEOG 433, GEOG 445, GEOG/SUST 275, JRN 201, PHIL 241, PS 455, PSY 125, SOC 355, SUST 100, SUST 140, SUST 442, SUST 459, SUST 469, SUST 472, SUST 475			12
Total Program Credits: 18 credits			18

**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: Central Connecticut State	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
Parent Program	
Name of Program: Computer Information Technology	
Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): Master of Science	
OHE #: 06901	
<u>CIP Code Number:</u> 11.0103 Title of CIP Code: Information Technology	
Proposed Program Characteristics	
Name of Option/Track/Concentration/Specialization: Accelerate Central BS Cybersecurity to MS Comp Info Tech	
Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Program website: https://www.ccsu.edu/programs/computer-information-technology-ms	
Program Type (e.g., Bachelor Degree Option): Master's Degree (accelerated from BA/BS Computer Science)	
Anticipated Program Initiation Date: Fall 2024	
Anticipated Date of First Completion: Spring 2026	
Total # Credits in Program: 33 (accelerate program is 142)	
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar	
<u>CIP Code Number:</u> 11.0103 Title of CIP Code: Information Technology	
Department where program is housed: Computer Science and Computer Electronics and Graphics Technology	
Location Offering the Program (e.g., main campus): Main campus- Central	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program Toward the goal of preparing information technology (IT) practitioners for the 21st century, the MS CIT program integrates disciplines of the IT field, including computer science, and networking and telecommunications, providing the student with both breadth and depth of knowledge and skill-based expertise in this field.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:	
Program Discontinued:	CIP: OHE#: BOR Accreditation Date:
Phase Out Period	Date of Program Termination
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation:	
<ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> ○ identify credential: ○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No 	
(As applicable, the documentation in this request should address 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: James Mulrooney	Title: AVP Acad Affairs	Tel.: 832-2112 e-mail: mulrooneyj@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 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 proposal combines an undergraduate program with a graduate program (both existing programs). The undergraduate program in computer science is a general degree where students can take either a broad approach to the discipline or can focus their studies by adding one of the available concentrations. The accelerate central program, combining the MS in Computer Information Technology allows students to further enhance their degree by adding an additional area of expertise to their portfolio (similar to a stackable credential model). The MS in Computer Information Technology adds an “applied” aspect to the student’s knowledge base and skill set. With the increased use of computers and computer assisted technologies, the need for students with knowledge in computer applications (particularly as it relates to networks and networking is greatly desired.

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?

Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master’s level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)
This proposal combines two existing programs, that are both deemed desirable within the Computer Science/Cybersecurity and Information Technology community. The BS in Cybersecurity is a rapidly growing program and field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level.
- 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?
Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master’s level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents’ Goals.

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

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
We will monitor the applications from UG students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route. 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.
As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
The data will be used to determine if inequities are occurring. The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

- 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 specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided Southern has a similar program—duplication is not a concern as this is not a “new program” but rather more of an advising tool for quicker time to a master's level 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.

As both programs are currently offered, there are no additional resources required.

Special Resources

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

none

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.

Current students enrolled in the UG program, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

Careers/Professions & Estimated Earnings

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

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

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): 15.1210; Computer and Information Analysts, 15.1211; Computer System Analysts, 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*)? \$100,500, \$121,000

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System \(NAICS\)](#). Provide NAICS code(s) and title(s): 541512 Computer Systems Design 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.

1. theoretical and conceptual mastery of a broad base of computer science, and networking and telecommunications skills required for successful careers in the IT field.
2. application-based mastery of a broad base of computer science and/or networking and telecommunications skills required for successful careers in the IT field.
3. the ability to conduct and present applied research through a research team project.

Assessment of Learning Outcomes

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

Assessment is done through embedded assignments and projects across the curriculum. Artifacts are scored by faculty and reported to the university's assessment committee/assessment office.

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 Neli Zlatareva
- Email: zlatareva@ccsu.edu Phone: 860.832.2723

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program PhD in Computer Science. 1 LH for Program Coordination/semester

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

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

What percentage of program credits will be taught by adjunct faculty? 0

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

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

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

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
Chad Williams , Prof	Ph.D	Computer Science	Teaching
Yusuf Albayram, Assoc Prof	Ph.D	Computer Science	Teaching
Neli Zaltvera, Prof	Ph.D	Computer Science	Prog Coord/Teaching
Xiaobing Hou, Prof	Ph.D.	Network Technology	Teaching
Shushan Zhao. Assoc Prof	Ph.D.	Computer Science	Teaching

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			
CS 500 Computer Science for Computer Information Technology	1,2	Admission to program	3
CET 501 Applied Networking Technology I	1,2,3	Admission to Program	3
CS 501 Foundations of Computer Science	1,2	CS 500	3
CS 502 Computing and Communications Technology	1,2,3	Admission to Program	3
CIT 595 Capstone in Computer Information Technology	1,2,3	Permission of Advisor	3
ELECTIVES			
CS 409/CYS 409 Advanced CS Topics in Cybersecurity	2,3	Permission of instructor	3
CS 423 Computer Graphics	2,3	CS 501	3
CET 507 Advanced Topics in IT Cybersecurity	2,3	CET 501	3
CET 513 Computer Applications for the Professional	2,3	Admission to Program	3
CET 569 Network Security Management	2,3	CET 502	3
Additional courses approved by Advisor			
Open Electives (Indicate number of credits of open electives)			18
Total Program Credits:			33

What are the admissions requirements for the program? Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions.

For acceptance into *Accelerate Central*, undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the

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

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

specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in *Accelerate Central*

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

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: Students currently enrolled in the BS in Cybersecurity program.

NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Cybersecurity program that Accelerate Central, leading to an accelerated MS in Computer Information Technology is available.

**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: Central Connecticut State	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council: 4/17/24
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
Parent Program	
Name of Program: Software Engineering	
Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Master of Science	
OHE #: 18966	
<u>CIP Code Number:</u> 14.0903 Title of CIP Code: Computer Software Engineering	
Proposed Program Characteristics	
Name of Option/Track/Concentration/Specialization: Accelerate Central BS Cybersecurity to MS Comp Info Tech	
Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Program website: https://www.ccsu.edu/programs/computer-information-technology-ms	
Program Type (<i>e.g., Bachelor Degree Option</i>): Master's Degree (accelerated from BA/BS in Computer Science)	
Anticipated Program Initiation Date: Fall 2024	
Anticipated Date of First Completion: Spring 2026	
Total # Credits in Program: 33 (accelerate program is 142)	
IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 1	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar	
<u>CIP Code Number:</u> 14.0903 Title of CIP Code: Computer Software Engineering	
Department where program is housed: Computer Science	
Location Offering the Program (<i>e.g., main campus</i>): Main campus- Central	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The MS in Software Engineering program prepares students for a broad range of careers and professional growth in the field of software engineering, including software architecture and design, software construction, software testing and quality assurance, software maintenance, database systems, distributed computing, artificial intelligence, data mining, linked data engineering, and data visualization. It focuses on the foundational concepts of the field and emphasizes the practical applications of these concepts. Students interested in research will find an abundance of advanced topics in cutting edge areas, such as data mining, Semantic web, data visualization, and distributed computing, to name a few. The program is designed for maximum flexibility to allow students to concentrate in one or more areas of study.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, 	

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

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

- identify credential:
- confirm NC-SARA requirements met: Yes No

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

Institutional Contact for this Proposal: James Mulrooney

Title: AVP Acad Affairs

Tel.: 832-2112 e-mail: mulrooneyj@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 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 proposal combines an undergraduate program with a graduate program (both existing programs). The undergraduate program in computer science is a general degree where students can take either a broad approach to the discipline or can focus their studies by adding one of the available concentrations. The accelerate central program, combining the MS in Software Engineering allows students to further enhance their degree by adding an additional area of expertise to their portfolio (similar to a stackable credential model). The field of computer sciences is exploding with opportunities and those with Software Engineering experience/knowledge are highly desirable in the field. Students within the field desire to extend their studies to a Masters level. With the increased use of computers/computer programming, the need for students with knowledge in software engineering is greatly desired. 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? Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*
 This proposal combines existing UG and GR programs, that are both deemed desirable within the Computer Science and Software Engineering community. The UG programs in Computer science boast healthy enrollments that prepares students for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level.
- 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?
 Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

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

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
We will monitor the applications from UG students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route. 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.
As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
The data will be used to determine if inequities are occurring. The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.

- 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 specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.

Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. Southern has a similar program—duplication is not a concern as this is not a “new program” but rather more of an advising tool for quicker time to a master's level 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.

As both programs are currently offered, there are no additional resources required.

Special Resources

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

none

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.

Current students enrolled in the UG program, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

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): 15.1250; Software and Web Developers, Programmers, and

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

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

Testers Computer and Information Analysts, 15.1251; Computer Programmers, 15.1252; Software Developers, 15.1253; Software quality assurance, analysts and testers, 15.1255; Web and Digital Interface Designers

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$99,000--\$127,000 (analysts/testers to developers)

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541512 Computer Systems Design 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.

1. Have the ability to identify, formulate, and solve software engineering problems in a variety of application settings;
2. Understand modern software engineering concepts, techniques, practices, and tools and to apply them to the development of complex software systems;
3. Possess advanced level software development skills and demonstrate in-depth knowledge in at least one computer science area;
4. Recognize the need for, and have the ability to engage in, continuing professional development; and
5. Have the ability to communicate effectively with a range of audiences and possess skills needed to work successfully as a part of a team.

Assessment of Learning Outcomes

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

Assessment is done through embedded assignments and projects across the curriculum. Artifacts are scored by faculty and reported to the university's assessment committee/assessment office.

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 Stan Kurkovsky
- Email: kurkovsky@ccsu.edu Phone: 860.832.2720

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program PhD in Computer Science. 1 LH for Program Coordination/semester

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

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

What percentage of program credits will be taught by adjunct faculty? 0

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

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

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

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
Chad Williams , Prof	Ph.D	Computer Science	Teaching
Yusuf Albayram, Assoc Prof	Ph.D	Computer Science	Teaching
Stan Kurkovsky, Prof	Ph.D	Computer Science	Prog Coord/Teaching
Shushan Zhao. Assoc Prof	Ph.D.	Computer Science	Teaching

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			
CS 505 Design Patterns	1,2	CS 501 or Admission to program	3
CET 506 Software Testing and Quality Assurance	1,2	CS 501 or Admission to program	3
CS 510 Fundamentals of Software Engineering	1,2,3	CS 501 or Admission to program	3
CS 595 Capstone in Software Engineering	1,2,3,4,5	Permission of Advisor	3
ELECTIVES (18 credits) Chosen from below in consultation with Advisor			
CS 507 Advanced Mobile App Development			
CS 508 Distributed Computing			
CS 510 Fundamentals of Software Engineering			
CS 511 Advanced Software Reverse Engineering			
CS 515 Secure Software Development			
CS 525 Advanced Algorithms			
CS 530 Advanced Software Engineering			
CS 540 CS Topics in Cybersecurity			
CS 545 Machine Learning for Data Mining			
CS 546 Machine Learning in Cybersecurity			
CS 550 Topics in Human-Computer Interaction			
CS 560 Topics in Software Engineering			
CS 565 Introduction to Bioinformatics			
CS 570 Topics in Artificial Intelligence			
CS 575 Linked Data Engineering			

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

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

CS 580 Topics in Database Systems and Applications			
CS 590 Topics in High Performance Computing and Communications			
CS 592 Advanced Computer Security			
CS 593 Advanced Secure Software Designs			
CS 594 Graduate Research Seminar			
CS 407 Advanced Topics in Computer Science			
CS 409/CYS 409 Advanced CS Topics in Cybersecurity			
CS 423 Computer Graphics			
CET 507 Advanced Topics in IT Cybersecurity			
CET 513 Computer Applications for the Professional			
CET 569 Network Security Management			
Additional courses approved by Advisor			
Open Electives (Indicate number of credits of open electives)			18
Total Program Credits:			33
<p>What are the admissions requirements for the program? Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions.</p> <p>For acceptance into <i>Accelerate Central</i>, undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in <i>Accelerate Central</i></p>			
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: Capstone project</p>			
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>			
<p>Describe the prospective students for the program: Students currently enrolled in the BS in Cybersecurity program.</p>			

NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Cybersecurity program that Accelerate Central, leading to an accelerated MS in Computer Information Technology is available.

**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: Central Connecticut State	Please enter the following dates: Final approval by institution: 2/12/24 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation; approved at the Commission's meeting on 4/12/19.	
Parent Program	
Name of Program: Software Engineering	
Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): Master of Science	
OHE #: 18966	
<u>CIP Code Number:</u> 14.0903 Title of CIP Code: Computer Software Engineering	
Proposed Program Characteristics	
Name of Option/Track/Concentration/Specialization: Accelerate Central BS Cybersecurity to MS Comp Info Tech	
Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Program website: https://www.ccsu.edu/programs/computer-information-technology-ms	
Program Type (e.g., Bachelor Degree Option): Master's Degree (accelerated from BS in Cybersecurity)	
Anticipated Program Initiation Date: Fall 2024	
Anticipated Date of First Completion: Spring 2026	
Total # Credits in Program: 33 (accelerate program is 142)	
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar	
<u>CIP Code Number:</u> 14.0903 Title of CIP Code: Computer Software Engineering	
Department where program is housed: Computer Science	
Location Offering the Program (e.g., main campus): Main campus- Central	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The MS in Software Engineering program prepares students for a broad range of careers and professional growth in the field of software engineering, including software architecture and design, software construction, software testing and quality assurance, software maintenance, database systems, distributed computing, artificial intelligence, data mining, linked data engineering, and data visualization. It focuses on the foundational concepts of the field and emphasizes the practical applications of these concepts. Students interested in research will find an abundance of advanced topics in cutting edge areas, such as data mining, Semantic web, data visualization, and distributed computing, to name a few. The program is designed for maximum flexibility to allow students to concentrate in one or more areas of study.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, 	

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

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

- identify credential:
- confirm NC-SARA requirements met: Yes No

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

Institutional Contact for this Proposal: James Mulrooney

Title: AVP Acad Affairs

Tel.: 832-2112 e-mail: mulrooneyj@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 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 proposal combines two existing programs, that are both deemed desirable within the Computer Science/Cybersecurity Software Engineering community. The BS in Cybersecurity is a rapidly growing program and field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level. With the increased use of computers/computer programming, the need for students with knowledge in both cybersecurity and software engineering is greatly desired.

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?

Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*
This proposal combines two existing programs, that are both deemed desirable within the Computer Science/Cybersecurity and Software Engineering community. The BS in Cybersecurity is a rapidly growing program and field that has high potential for jobs both in CT and elsewhere. Students within the field desire to extend their studies to a Masters level.
- 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?
Accelerate Central takes advantage of two existing programs and provides a streamlined process for students to earn the master's level degree on a shorter timeframe by allowing the double counting of a couple of courses in both the UG and GR program.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

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

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?
We will monitor the applications from UG students into the Master's level program, taking note of demographic information. This information will be compared to the overall demographics of the undergraduate program. In addition, completions will be monitored and compared to those who enter the masters through the accelerate route versus the traditional route. 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.
As this program takes advantage of existing programs, many support services are already in place. In terms of recruitment, the program will be advertised to existing students in the undergraduate component of the program. The program does require a specific GPA to enter the master's however for those students who do not meet this GPA requirement, the traditional route remains available as an option.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
The data will be used to determine if inequities are occurring. The university is prepared to respond to any inequities by providing sufficient resources to remedy the issues. This may include additional support services or alterations to advising and planned programs.
- 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 specifically designed for current students enrolled in the undergraduate program. Pathways into the undergraduate program, such as transfer from CT State would be eligible for this program without any special conditions.
Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. Southern has a similar program—duplication is not a concern as this is not a “new program” but rather more of an advising tool for quicker time to a master's level 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.

As both programs are currently offered, there are no additional resources required.

Special Resources

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

none

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.

Current students enrolled in the UG program, interested in ultimately pursuing a Master's. Advertised at open houses, CCSU catalog, and included during advising sessions.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Information about the program will be embedded in advising practices as well as displayed on department web pages. While not essential, it is possible that students early in their academic career may know they intend to earn a Masters-level degree, and thus advising/course selection can be planned well in advance.

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): 15.1250; Software and Web Developers, Programmers, and

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

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

Testers Computer and Information Analysts, 15.1251; Computer Programmers, 15.1252; Software Developers, 15.1253; Software quality assurance, analysts and testers, 15.1255; Web and Digital Interface Designers

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$99,000--\$127,000 (analysts/testers to developers)

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 541512 Computer Systems Design 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.

1. Have the ability to identify, formulate, and solve software engineering problems in a variety of application settings;
2. Understand modern software engineering concepts, techniques, practices, and tools and to apply them to the development of complex software systems;
3. Possess advanced level software development skills and demonstrate in-depth knowledge in at least one computer science area;
4. Recognize the need for, and have the ability to engage in, continuing professional development; and
5. Have the ability to communicate effectively with a range of audiences and possess skills needed to work successfully as a part of a team.

Assessment of Learning Outcomes

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

Assessment is done through embedded assignments and projects across the curriculum. Artifacts are scored by faculty and reported to the university's assessment committee/assessment office.

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 Stan Kurkovsky
- Email: kurkovsky@ccsu.edu Phone: 860.832.2720

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program PhD in Computer Science. 1 LH for Program Coordination/semester

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 5

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

What percentage of program credits will be taught by adjunct faculty? 0

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

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

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

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
Chad Williams , Prof	Ph.D	Computer Science	Teaching
Yusuf Albayram, Assoc Prof	Ph.D	Computer Science	Teaching
Stan Kurkovsky, Prof	Ph.D	Computer Science	Prog Coord/Teaching
Shushan Zhao. Assoc Prof	Ph.D.	Computer Science	Teaching

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			
CS 505 Design Patterns	1,2	CS 501 or Admission to program	3
CET 506 Software Testing and Quality Assurance	1,2	CS 501 or Admission to program	3
CS 510 Fundamentals of Software Engineering	1,2,3	CS 501 or Admission to program	3
CS 595 Capstone in Software Engineering	1,2,3,4,5	Permission of Advisor	3
ELECTIVES (18 credits) Chosen from below in consultation with Advisor			
CS 507 Advanced Mobile App Development			
CS 508 Distributed Computing			
CS 510 Fundamentals of Software Engineering			
CS 511 Advanced Software Reverse Engineering			
CS 515 Secure Software Development			
CS 525 Advanced Algorithms			
CS 530 Advanced Software Engineering			
CS 540 CS Topics in Cybersecurity			
CS 545 Machine Learning for Data Mining			
CS 546 Machine Learning in Cybersecurity			
CS 550 Topics in Human-Computer Interaction			
CS 560 Topics in Software Engineering			
CS 565 Introduction to Bioinformatics			
CS 570 Topics in Artificial Intelligence			

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

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

CS 575 Linked Data Engineering			
CS 580 Topics in Database Systems and Applications			
CS 590 Topics in High Performance Computing and Communications			
CS 592 Advanced Computer Security			
CS 593 Advanced Secure Software Designs			
CS 594 Graduate Research Seminar			
CS 407 Advanced Topics in Computer Science			
CS 409/CYS 409 Advanced CS Topics in Cybersecurity			
CS 423 Computer Graphics			
CET 507 Advanced Topics in IT Cybersecurity			
CET 513 Computer Applications for the Professional			
CET 569 Network Security Management			
Additional courses approved by Advisor			
Open Electives (<i>Indicate number of credits of open electives</i>)			18
Total Program Credits:			33
<p>What are the admissions requirements for the program? Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00 point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work. Applicants must submit a graduate application along with official transcripts from all colleges and universities attended to the Graduate Recruitment and Admissions.</p> <p>For acceptance into <i>Accelerate Central</i>, undergraduate students must have a GPA of 3.30 or higher (for the most recent 60 credit hours of completed study) and meet program-specific admission criteria. Please consult the undergraduate catalogue to see which programs offer an accelerated degree and the specific admissions requirements. Students must maintain a cumulative undergraduate GPA of at least 3.00 to remain in <i>Accelerate Central</i></p>			
<p>Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: Capstone project</p>			
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:</p>			
<p>Describe the prospective students for the program: Students currently enrolled in the BS in Cybersecurity program.</p>			

NOTE- this is a pathway between two existing programs. This should not be entered as a program in VEOCI, but rather a note on the BS in Cybersecurity program that Accelerate Central, leading to an accelerated MS in Computer Information Technology is available.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Computer Science (CIP Code: 110701, OHE# TBD) leading to a Bachelor of Arts at Eastern 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:

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

ITEM

Establishment of a new program, Computer Science, leading to a Bachelor of Arts at Eastern Connecticut State University.

Name of Institution	Eastern Connecticut State University	
Name of Program	Computer Science	
CIP Code	110701	
OHE# (Leave blank for new programs)	TBD	
Degree Level	Bachelor of Arts	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	06/27/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

JUSTIFICATION/BACKGROUND

Computer science education at Eastern Connecticut State University emphasizes the techniques and skills for computing in practice. The field of Computer Science is one of the fastest growing career areas in Connecticut and in the United States. The purpose of the B.A. degree is to serve as an alternative degree option that makes Computer Science accessible to a broader group of students, in two ways: 1) it provides students more opportunities to learn how Computer Science is applied in other disciplines and will facilitate students wishing to double-major; and 2) the B.A. is an alternate pathway to the B.S. degree which has a greater emphasis on mathematics, computing theory, and engineering. In both cases, students will get a strong foundation in computer science and problem-solving with computers. Students will complete a core set of requirements covering computational thinking, coding, software development, and databases, which will prepare students for current jobs both in and out of the information technology sector.

ADDRESSING NEEDS

A Burning Glass report published in 2016 found that 20% of career-track job postings in the United States required coding skills. In response, CEO Matt Sigelman explained, “To land a good job in the 21st century job market, you need to learn how to code. Eastern see this as a broader trend of jobs hybridizing – of requiring people to wear more hats by doing coding tasks like creating and analyzing databases. Technology has become more accessible and has, therefore, become more critical to a wide range of jobs that didn’t require tech skills”. In addition to IT jobs, the report highlights several categories of jobs where coding skills provide advantages to job seekers, including data analysis, art and design, engineering, and science. A follow-up study found that the number of job postings in non-tech industries requesting IT skills increased by 65% between 2013 and 2018.

The B.A. degree will prepare students for tech and non-tech jobs that require IT and coding skills. Specifically, the B.A. degree will provide students with a solid foundation in computer science and problem-solving with computers. In the B.A. degree, students complete a core set of requirements covering computational thinking, coding, software development, and databases. Students also have the flexibility to take courses related to computing but outside of computer science, possibly through a double major. This flexibility is currently not met by Eastern’s B.S. degree. Students in the B.A. program will also have the option of taking elective courses in the B.S. program that will strengthen their core computer science skills.

The B.A. degree will also prepare students for traditional IT jobs, for which there is much demand. Currently, according to the Occupational Outlook Handbook from the Bureau of Labor Statistics, jobs in computer and information technology are projected to grow “much faster than average” between 2022 and 2032. Jobs include computer support specialists (5% projected growth), web developers and digital designers (16% projected growth), software developers and testers (25% projected growth), and more⁶. Qualifications for these jobs generally include either a B.A. or B.S. degree in Computer Science.

PRO FORMA

SUPPLEMENTAL DOCUMENTS

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. The System’s Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

06/7/2024 – BOR - Academic and Student Affairs Committee
06/27/2024 – Board of Regents

Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 4/17/24

Institution: Eastern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 2021

Program Characteristics

Name of Program: Computer Science

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

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: 120

Credits in General Education: 40

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

CIP Code Number: 11.07 Title of CIP Code: Computer Science

Department where program is housed: Computer Science

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

Provide estimated cost of program (tuition and fees): \$29,414 OR url for link to tuition/fee information:

Request for SAA Approval for Veterans Benefits? Yes No

Program website: <https://www.easternct.edu/computer-science/>

Provide the intended catalog description for this program: Computer science education at Eastern Connecticut State University emphasizes the techniques and skills for computing in practice. The B.S. degree is defined by its coverage of fundamental principles in mathematics and the engineering sciences, while the B.A. degree is broadened through substantial opportunities from elective courses in business, arts, and humanities. The pervasive character of modern computer science has precipitated many interactions between computer science and other disciplines. A good foundation in undergraduate computer science will prepare students for careers in computing, and is also increasingly viewed as an excellent preparation for careers in business, engineering, law and medicine. Through the selection of electives, the B.S. allows students to create specialized tracks within computer science while the B.A. allows students to create interdisciplinary tracks with a computer science foundation. The goals of the computer science program are deeply rooted in liberal arts education as well as professional experience. The objectives of the program reflect this overall approach.

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

Program Discontinued: [redacted] CIP: [redacted] OHE#: [redacted] BOR Accreditation Date: [redacted]

Phase Out Period [redacted] Date of Program Termination [redacted]

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

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

Institutional Contact for this Proposal

Name: Garrett Dancik

Title: Professor and Chair, Computer Science

Phone: (860) 465-4587

Email: dancikg@easternct.edu

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

- College/School: 04/08/2024
- Curriculum committee: 04/11/2024
- Faculty senate: 04/16/2024
- Institutional president: 04/16/2024

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

Statement of program's purpose. The field of Computer Science is one of the fastest growing career areas in Connecticut and in the United States. The purpose of the B.A. degree is to serve as an alternative degree option that makes Computer Science accessible to a broader group of students, in two ways: 1) it provides students more opportunities to learn how Computer Science is applied in other disciplines, and will facilitate students wishing to double-major; and 2) the B.A. is an alternate pathway to the B.S. degree, which has a greater emphasis on mathematics, computing theory, and engineering. The proposed B.A. in Computer Science will provide an attractive option for students who want to pursue careers that involve computing, but that do not necessarily demand the depth of knowledge in mathematics and computing theory traditionally offered by the B.S. degree. In both cases, students will get a strong foundation in computer science and problem-solving with computers. Students will complete a core set of requirements covering computational thinking, coding, software development, and databases, which will prepare students for current jobs both in and out of the information technology sector.

Statement describing how the program meets students' educational goals and career objectives. According to the Bureau of Labor Statistics, computer science-related jobs are projected to grow "much faster than the average" between 2022 and 2032. Most of these jobs require a computer science degree, but not all demand the theoretical background associated with the B.S. degree—for many, a B.A. is entirely sufficient. For students interested in computing jobs with applications in the arts and humanities, or with a large human interaction component, the B.A. degree may be a better option for their career goals. For example, a student interested in web development might well be better served by a double major with a B.A. in Computer Science and a B.A. in Digital Art & Media Design than they would be by a B.S. in Computer Science. The proposed B.A. allows students to shape the emphasis of their Computer Science degree with electives from a range of fields, and so will offer a good alternative for students who wish to seek careers in which a solid knowledge of computing is immensely helpful, but that are not necessarily focused on the discipline of Computer Science, itself.

Description of relevant national or local educational trends

According to the *Digest of Education Statistics* (Table 318.20), the number of Computer Science bachelor's degrees awarded nationally has increased every year between 2016-2017 and 2020-2021, the last year where data is available. Between 2019-2020 and 2020-2021, this increase was over 8% (from 97,054 to 104,874)¹. While the breakdown between B.S. and B.A. degrees is not known, it is clear that there is a strong demand for students with either a B.S. or B.A. degree in Computer Science, as detailed in Section 3. Additionally, several nationally recognized institutions offer both B.S. and B.A. degrees in Computer Science, including Boston University, Case Western Reserve University, and Cornell University.

Relevant faculty expertise, and institutional strengths. In addition to Computer Science faculty, Eastern offers programs from other disciplines from faculty who have expertise in the use of computing technologies. Examples include programs in Data Science, Digital Art & Media Design, Theatre and Performance Media, Geographic Information Systems, and Business Information Systems. Students in the B.A. program will be able to take elective courses in these areas and others to learn how computing is applied in a variety of disciplines.

¹ https://nces.ed.gov/programs/digest/current_tables.asp

Relationship of the program to the mission of the institution and CSCU (specifically, the program’s relationship to current strategic priorities). Eastern has a public liberal arts mission to “engage students from diverse backgrounds in a transformative, liberal arts learning experience that provides knowledge and skills to lead enriching, purposeful lives”. Eastern’s strategic plan calls for ensuring that “programs are relevant, effective, and challenging”.² The B.A. option gives students more flexibility to learn how to apply computing in areas most meaningful to them, and to choose electives from other disciplines that will help students “achieve their personal and career goals”, following the mission of CCSU³.

Impact of the program on the institution; and the extent to which the program complements existing programs at the institution. The B.A. option provides students with a solid Computer Science foundation and with the opportunity to take elective courses from other disciplines that are related to computing. The B.A. will complement, and not compete with, existing majors. It will allow students pursuing other majors to more easily add a Computer Science major, which will increase their marketability. We expect to see an increase in both Computer Science majors and other majors.

Potential quality of the proposed program in relation to comparable programs within and outside CSCU. Because it allows many elective courses from outside of Computer Science, the proposed B.A. degree is unique to Eastern Connecticut State University.

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)

There is a need to prepare students for both technology and non-technology careers where information technology (IT) skills are required.

A Burning Glass report published in 2016 found that 20% of career-track job postings in the United States required coding skills. In response, CEO Matt Sigelman explained, “To land a good job in the 21st century job market you need to learn how to code. We see this as a broader trend of jobs hybridizing – of requiring people to wear more hats by doing coding tasks like creating and analyzing databases. Technology has become more accessible and has, therefore, become more critical to a wide range of jobs that didn’t used to require tech skills”⁴. In addition to IT jobs, the report highlights several categories of jobs where coding skills provide advantages to job seekers: data analysis, art and design, engineering, and science. A follow-up study found that the number of job postings in non-tech industries requesting IT skills increased by 65% between 2013 and 2018⁵.

² https://www.easternct.edu/president/_documents/strategic-plan-2020.pdf

³ <https://www.ct.edu/regents/mission>

⁴ <https://www.usnews.com/news/articles/2016-06-08/coding-isnt-just-for-coders-anymore>

⁵ https://academy.oracle.com/pages/Burning_Glass_Report_Beyond_Tech.pdf

The B.A. degree will prepare students for tech and non-tech jobs that require IT and coding skills. Specifically, the B.A. degree will provide students with a solid foundation in computer science and problem-solving with computers. In the B.A. degree, students complete a core set of requirements covering computational thinking, coding, software development, and databases. Students also have the flexibility to take courses related to computing but outside of computer science, possibly through a double major. This flexibility is currently not met by our B.S. degree. Students in the B.A. program will also have the option of taking elective courses in the B.S. program that will strengthen their core computer science skills.

The B.A. degree will also prepare students for traditional IT jobs, for which there is much demand. Currently, according to the Occupational Outlook Handbook from the Bureau of Labor Statistics, jobs in computer and information technology are projected to grow “much faster than average” between 2022 and 2032. Jobs include computer support specialists (5% projected growth), web developers and digital designers (16% projected growth), software developers and testers (25% projected growth), and more⁶. Qualifications for these jobs generally include either a B.A. or B.S. degree in Computer Science. See the next section for specific careers and median salaries.

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.

Median estimated earnings are from <https://www.bls.gov/ooh/computer-and-information-technology/home.htm> and reflect estimates as of May 2022. It is important to note that this table includes careers/professions relevant for students majoring *only* in Computer Science. It does not include areas such as graphic design where students will benefit from pairing the Computer Science B.A. with another degree.

SOC Code	SOC Title	Median Estimated Earnings
15-1231	Computer Network Support Specialists	\$68,050
15-1232	Computer User Support Specialists	\$57,890
15-1242	Database Administrators	\$99,890
15-1244	Network and Computer Systems Administrators	\$90,520
15-1251	Computer Programmers	\$97,800
15-1252	Software Developers	\$127,260
15-1253	Software Quality Assurance Analysts and Testers	\$99,620
15-1254	Web Developers	\$83,240
15-1255	Web and Digital Interface Designers	\$78,580

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.

⁶ <https://www.bls.gov/ooh/computer-and-information-technology/home.htm>

It is important to note that this table includes industries relevant for students majoring *only* in Computer Science. It does not include areas such as graphic design where students will benefit from pairing the Computer Science B.A. degree with another major.

NAICS Code	NAICS Title
541511	Custom Computer Programming Services
518210	Computing Infrastructure Providers, Data Processing, Web Hosting, and Related Services

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: Computer Science (B.S.)
- Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs? Some students may prefer the B.A. program to the B.S. program, but we expect that the number of Computer Science (B.A. or B.S.) majors will increase as the B.A. will appeal to students who are not interested in the B.S. degree. The completion *rate* for the B.S. program should also increase, since the B.A. program may be a better fit for some students.
- 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 proposed B.A. program is designed to make Computer Science accessible to the non-traditional Computer Science student and to teach students how to apply computing to other disciplines. The B.A. degree requires fewer credits than the B.S. and includes a diverse set of elective offerings that will make it easier for students to double major or add a minor. As we propose the B.A. program, we are concurrently modifying our B.S. program to include more courses in mathematics and computing theory, which is necessary for ABET accreditation, which is a department goal. The B.A. degree allows us to increase the rigor of our B.S. program while providing students with an alternative path to a Computer Science degree for those who are not interested in our B.S. program.
- 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 proposed program will make use of existing faculty and resources; no additional resources are required for this program.

Impact on related programming across CSCU

Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:

- Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs? The proposed B.A. is distinctly designed to provide students with a strong foundation in computing that can be applied to other disciplines through a diverse set of elective options based around computer applications and design considerations.
- 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: The proposed B.A. program is designed to be paired with other programs and is designed to be accessible by the non-traditional Computer Science student. The B.A. degree is designed for students who wish to apply computing to other disciplines. Compared to the B.S. degree, the B.A. degree requires fewer credits which will make it easier for students to pair a Computer Science degree with an additional

major or minor. The B.A. elective options are also diverse, and include computer science-related courses in Art, Business Information Systems, Communication, History, Theatre, and more, which is not found in existing programs.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

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

We anticipate some current students will move from the BS in Computer Science to the BA. We also anticipate between 16 and 18 new students each year for the first three years.

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 Computer Science B.A. degree at Eastern Connecticut State University is designed for students seeking a strong foundation in computer science and applied computing to prepare for technology-related careers inside and outside of the tech sector. The B.A. degree allows students to either emphasize traditional computer science courses, or more easily double major or add a minor, depending on their career goals. Through a diverse set of elective courses in computer science, graphic design, theatre, communication, data science, business information systems, environmental earth science, and more, students will experience an enhanced liberal arts experience that is centered around computing.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: The B.A. degree will be marketed through the University website and other promotional materials, consistent with how other programs are marketed at Eastern. Program representatives will attend open houses and other recruitment events. Furthermore, Computer Science will work with other departments to create promotional material for program pairings, such as Computer Science and Art (Digital Art & Media Design concentration). Promotional material will include career opportunities as well as Eastern 4-in-1 plans for advising to ensure that students can graduate in 4 years.
- What student engagement strategies will be employed to advance student retention and completion in program? The Computer Science department has two student tutors who will be available for students pursuing both the B.A. and B.S. concentrations. Students will be encouraged to participate in relevant clubs, such as Girls Who Code. Students will be invited to join a Discord server where they can connect with other students and get advice about Eastern. Faculty advisors will meet with students prior to registration, to ensure that students are on track for graduation.

Admission Requirements

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

Yes No

If yes, describe the selection process, including all criteria:

Graduation Requirements

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

If yes, describe: The program requires completion of a capstone course that includes a semester-long project.

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. Acquire the fundamental computing knowledge and skills recommended by the Association for Computing Machinery (ACM) and IEEE Computer Society for undergraduate computer science programs
2. Analyze a problem, and identify and define the requirements appropriate to a computer-based solution
3. Apply computing principles to design, implement, and evaluate a computer-based solution to meet a given set of requirements for a specific problem
4. Think and explain computer-based solutions at multiple levels of abstraction
5. Communicate effectively to others about technical information in computing and computational solutions
6. Apply relevant legal and ethical principles to make informed judgements and decisions in computing practice

Assessment of Learning Outcomes

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

Learning outcomes will be evaluated through exams, projects, assignments, and presentations, as is currently the case for the Computer Science B.S. degree.

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			
Foundation Courses			6
CSC 101 Introduction to Computer Science or CSC 180 Fundamentals of Computing	1-6	None	3
CSC 230 Discrete Mathematics for Computer Science or MAT 230 Discrete Structures	1,5	MAT 155, MAT 155P or MAT 195	3
Required Software Development Courses			
CSC 210 Computer Science & Programming I	1-4	CSC 180 or T1 Math	3
CSC 231 Computer Science & Programming II	1-4	CSC 210	3
CSC 270 Data Structures	1-4	CSC 231	3

CSC 341 Database and Info Management	1-4	CSC 270	3
CSC 445 Software Engineering	1-3, 5	CSC 270	3
Required Capstone Course			3
CSC 450 Senior Research	5-6	Senior standing	
Elective Courses (select 18 credits, with at least 6 from Computer Science Principles, with either CSC 335 or CSC 340 required)			18
<i>Computer Science Principles</i>			
CSC 251 Networking Fundamentals	1-4	CSC 210	3
CSC 320 Computer Organization & Architecture	1-4	CSC 210 and (MAT 230 or CSC 230)	3
CSC 335 Algorithms	1-5	CSC 270 and (MAT 230 or CSC 230)	3
CSC 340 Programming Languages and Translation	1-4	CSC 270	3
<i>Computer Science Applications & Design</i>			
ART 124 Digital Imaging and Online Media	2-3	None	3
ART 337 Virtual & Augmented Reality Design	2-3	Digital Art & Media Design Portfolio	3
ART 323 Introduction to 3D Modeling	2-3	Digital Art & Media Design Portfolio	3
ART 326 User Interface Design	2-3	Digital Art & Media Design Portfolio	3
ART 343 Introduction to 3D Animation	2-3	Digital Art & Media Design Portfolio	3
ART 351 Motion Graphic Design	2-3	Digital Art & Media Design Portfolio	3
ART 310 Web Design I	2-3	Digital Art & Media Design Portfolio	3

ACC 420 Accounting Info Technology or BIS 205 Information Management or BIS 305 Business Analytics	2-3	ACC 301, 302, and 310 None BIS 205 and MAT 216	3
BIS 362 Healthcare Informatics or BIS 442 IT Project Management	2-3	None BIS 361	3
BIS 437 Rapid IT Development Management	2-3	BIS 361	3
COM 352 Emergent Media Reporting	2-3	None	3
COM 362 Social Media Design	2-3	None	3
CSC 202 Intro to Programming & Machine Intelligence	1-4	None	3
CSC 203 Advanced Programming for Data Science	1-4	CSC 202	3
CSC 249 Visual Basic.NET	1-4	None	3
Any required or elective course in the Computer Science B.S. program, not already required for the B.A.	1-3	Varies	3-4
(EES 300 Intro to Geographic Information Systems and EES 301 Intro to Geographic Information Systems Lab) or EES 340 Geographic Information Systems with Laboratory	2-3	At least 30 earned credits EES 224	4
EES 342 Advanced Geographic Information Systems with Laboratory	2-3	EES 340	4
EES 441 Imaging / Image Analysis in Environmental Earth Science	2-3	EES 130 or EES 224	3
MAT 216 Statistical Data Analysis or MAT 315 Applied Probability & Statistics	2-3	None MAT 244 or (MAT 243/195 and CSC 202)	3-4
MAT 342 Explorations in Data Science	2-3	MAT 216 and (CSC 202 or CSC 210) or MAT 315	3
MAT 343 Explorations in Data Analytics	2-3	MAT 342	3
HIS 386 Intro to Digital History	2-3	Foundations Math Course	3
PHI 366 Consciousness, Minds, and Machines	6	None	3
PSY 227 Behavioral Science Statistics	2-3	PSY 100 & Psychology Major or Minor	3
THE 261 Visual Storytelling	2-3	None	3
THE 277 Computer Assisted Design (CAD)	2-3	Foundations Math Course	3
THE 280 Lighting Technology and Design	2-3	None	3

THE 281 Sound Technology and Design	2-3	Foundations Math Course	3
THE 285 Projection Media Design and Technology	2-3	None	3
THE 345 Programming for Interactive Design	2-3	None	3
THE 385 Intermedial Performance Design 2	2-3	THE 285	3
General Education Courses			
Foundation Courses for Major			
MAT 155 Precalculus Mathematics or MAT 155P Precalculus Mathematics Plus or MAT 195 Calculus for Business, Data Science, and Economics or MAT 243 Calculus I with Technology			4-6
Eastern Liberal Arts Curriculum Courses			40
Open Electives (<i>Indicate number of credits of open electives</i>) 120)	(Additional electives to reach		32 - 34
Total Program Credits (must match number of credits reported on page 1):			120

CSCU Transfer Pathways

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

CSCU/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: Computer Science
 - 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:	120 credits
CT State program total credits:	61 credits
CT State program credits that can be applied to proposed degree:	61 credits
CSU/COSC general education credits remaining after transfer	12 credits
CSU/COSC program credits remaining after transfer	48 credits
Excess credit hours for CT State transfer students who have completed an associate degree	0 credits

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

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

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

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

Internal Stackable Pathways

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

Click or tap here to enter text.

Other Stackable Pathways

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

Click or tap here to enter text.

Program Evaluation

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

We will monitor enrollment, completion rates, and retention, as we do for all programs. We will also track job placement for graduating seniors.

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? Completion and retention rates will be monitored with respect to ethnicity/race, and gender

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. Tutoring and events (e.g., alumni panels and pizza socials) will help ensure success and belonging across all demographics. Our Girls Who Code club has a specific mission of supporting females in computer science. Finally, funding through The Louis Stokes Alliances for Minority Participation (LSAMP) program will help recruit and retain underrepresented computer science students in science, in addition to students in other STEM fields.

- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? If inequities are found, targeted outreach, advising, and tutoring, will be implemented to ensure equitable outcomes.

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.

With an existing Computer Science Department and faculty, there will be no new full-time faculty or resources needed: the core Computer Science courses are shared between the B.A. and B.S., so the faculty already teaching these courses for the existing B.S. will also be able to manage these offerings for the B.A. We will likely need some additional adjuncts and money for marketing. It is worth noting, though, that part-time faculty load credits in the 23-24 academic year were down roughly 45% from the prior year. The Computer Science program had part-time instructors representing 2.74 FTE in AY23, but only 1.52 FTE in AY24. Any additional part-time faculty would most likely be brought on to teach CSC 101, an introductory course accepted for the B.A. This course is also an option for ELAC, the university's revised liberal arts core curriculum. Any new part-time hires would therefore serve the broader liberal arts curriculum while also potentially helping to attract students to the B.A. in Computer Science who might not have been attracted to the current B.S. degree program.

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*)

Standard computer classrooms will be required for certain courses, which are already supported. No new resources are needed to support this 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): Garrett Dancik, dancikg@easternct.edu, (860) 465-4587

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 chair of the Computer Science department will oversee both the existing B.S. program and the proposed B.A. program. No additional FTE load assignment is required.

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, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 6

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*) 3

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: A Master's degree or equivalent in a field related to the course

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
Computer Science			
Garrett Dancik, Ph.D., Professor	Ph.D. in Bioinformatics & Computational Biology, Iowa State University	Data Science, Statistics, and Bioinformatics	Department Chair; Coordinator of the MS in Applied Data Science

Joel Rosiene, Ph.D., Professor	Ph.D. in Computer Science, University of Connecticut	Machine Intelligence and Automation, Quantum and Alternative Computing Mechanisms, Computer Architecture	
Sarah Tasneem, Ph.D., Professor	Ph.D. in Computer Science, University of Connecticut	CPU Scheduling Algorithms, Performance Modeling, and Operating Systems	
Kehan Gao, Ph.D., Professor	Ph.D. in Computer Engineering, Florida Atlantic University	Software Engineering, Software Reliability and Quality Engineering, Data Mining and Machine Learning	
Mathematical Sciences			
Marsha Davis, Ph.D., Professor	Ph.D. in Statistics, University of Connecticut	Statistics, Data Science, Mathematics/Statistics Education	Department Chair; Coordinator of Data Science major
Pete Johnson, Ph.D., Professor	Ph.D. in Curriculum & Instruction (Mathematics Education), Penn State University	Actuarial Science, Mathematics Education	
Christian Yankov, Ph.D., Professor	Ph.D. in Mathematics, Northwestern University	Complex Analysis	
Megan Heenehan, Ph.D., Professor	Ph.D. in Mathematics, Wesleyan University	Graph Theory, Network Science	Assistant Department Chair
Kim Ward, Ph.D., Professor	Ph.D. in Computational & Applied Mathematics, Old Dominion University	Mathematical Biology, Mathematics Education, Curriculum Development	Mathematics Foundation Coordinator
Mehdi Khorami, Ph.D., Professor	Ph.D. in Mathematics, Wesleyan University	Algebraic Topology, Financial Analytics	
Chantal Larose, Ph.D., Associate Professor	Ph.D. in Statistics, University of Connecticut	Statistics, Data Science, Predictive Analytics, Sports Analytics	
Kwame Bonsu Osei, Ph.D., Professor	Ph.D. in Mathematical Sciences, University of Vermont	Mathematical Biology, Ecology, Mathematical Modeling	
Anthony Aidoo, Ph.D., Professor	Ph.D. in Mathematical Sciences, University of Vermont	Mathematical Biology, Physiology, Medical Imaging	
Accounting & Business Information Systems			

Mohd Rujoub, Ph.D., Professor	Ph.D. in Accounting, University of Arkansas	Accounting	Department Chair and Accounting Program Coordinator
Alex Citurs, Ph.D., Associate Professor	Ph.D. in Management Information Systems, Case Western Reserve University	Business Information Systems – Knowledge & Project Management & Data Analysis, Technology Adoption, Student IS Experiential Service Learning	Assistant Department Chair and BIS Program Coordinator
Niki Kunene, Ph.D., Associate Professor	Ph.D. in Information Systems, Virginia Commonwealth University	Business Information Systems – Data Mining and Analytics and Healthcare Informatics	
Art & Art History (elective courses)			
Lora Lee (Boya Li), M.F.A., Associate Professor of Illustration	M.F.A. in Illustration, University of Hartford	Multimedia Illustration, 2D Animation, Graphic Design	Department Chair
Tao Chen, M.F.A., Associate Professor of Digital Art & Media Design	M.F.A., LouisianaTech University	Interdisciplinary and interactive screen-based media, digital mixed media expressionism, contemporary publication design	
Soojin Kim, Assistant Professor of Digital Art & Media Design	M.F.A. in Studio Art from Tufts University	Visual and interactive storytelling, intercultural relations, interdisciplinary solutions for sustainability	
Communication, Film, and Theatre (elective courses)			
Kristen Morgan, M.F.A., Associate Professor	M.F.A. in Design for Stage and Film, New York University	Media Technology and Production, Media Server Programming	Department Chair, Communication, Film, and Theatre
Dr. Andrew Utterback, Ph.D., Professor	Ph.D. in Communication, University of Utah	Multimedia Journalism, Television Production	Associate Department Chair, Communication, Film, and Theatre
Brian Day, M.F.A.	M.F.A. in Film, University of New Orleans	Film and Video Production	
Environmental Earth Science (elective courses)			
Meredith Metcalf, Ph.D., Professor	Ph.D. in Natural Resources and the Environment, University of Connecticut	GIS and Public Health, Remote Sensing	
James A. Hyatt, Ph.D., Professor	Ph.D. in Physical Geography Queen's University	Geomorphology; Photogrammetry, Structure from	

		Motion, Ground-Penetrating Radar	
History (elective courses)			
Jamel Ostwald, Ph.D., Professor	Ph.D. in History, Ohio State University	Digital History, Python programming, corpus linguistics, GIS	
Psychological Science (elective courses)			
Alita Cousins, Ph.D., Professor	Ph.D. in Psychology, University of New Mexico	Evolutionary Psychology	
James Diller, Ph.D., Professor	Ph.D. in Psychology, West Virginia University	Behavior Analysis	Department Chair
Lyndsey Lanagan-Leitzel, Ph.D., Professor	Ph.D. in Psychology, Penn State University	Cognitive Psychology	Assistant Department Chair
Phyllis Lee, Ph.D., Associate Professor	Ph.D. in Psychology, Penn State University	Clinical Psychology	
Jenna Scisco, Ph.D., Associate Professor	Ph.D. in Psychology, Clemson University	Human Factors Psychology	

***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)

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
 APPLICATION FOR **NEW PROGRAM APPROVAL — SUPPLEMENT B**
PRO FORMA BUDGET

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year						
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Internal Transfer (from other programs)	27	1	5	1			5		5	1			5	1	5	1			
New Students (first time matriculating)	16						17						18						
Continuing Students progressing to credential			38	1			40	2	57	3			59	4	77	5			
Headcount Enrollment	43	1	43	2			62	2	62	4			82	5	82	6			
Total Estimated FTE per Year¹	87.5						118.5						146.5						
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	300,914	4,695	300,914	9,390			433,876	9,390	433,876	18,780			573,836	23,475	573,836	28,170			
Tuition from Internal Transfer ²	188,946	4,695	34,990	4,695			34,990	0	34,990	4,695			34,990	4,695	34,990	4,695			
Program Specific Fees (lab fees, etc.)																			
Other Revenue (annotate in narrative)	297,990	60	297,990	120			429,660	120	429,660	240			568,260	300	568,260	360			
Total Annual Program Revenue	\$1,212,073						\$1,755,602						\$2,336,497						
PROJECTED Program Expenditures ³	First Year	Second Year	Third Year	<p>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.”</p> <p>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.</p> <p>² Revenues from all courses students will be taking.</p> <p>³ Capital outlay costs, instructional spending for research and services, etc. can be excluded.</p> <p>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.</p> <p>⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.</p> <p>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.</p>															
Administration (Chair or Coordinator) ⁴	Administered by existing chair																		
Faculty (Full-time, total for program) ⁴	Existing FT Faculty																		
Faculty (Part-time, total for program) ⁴	\$25,000	\$30,000	\$30,000																
Support Staff (lab or grad assist, tutor)	Existing																		
Library Resources Program	Existing																		
Equipment (List in narrative)	Existing																		
Other ⁵ Marketing	\$10,000	\$7,500	\$7,500																
Estimated Indirect Costs ⁶	Existing																		
Total Expenditures per Year	\$35,000	\$37,500	\$37,500																

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

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: Eastern Connecticut State University		
Name and credential of proposed program: Computer Science B.A.		
CIP Code & Title of proposed program: 11.07 Computer Science		
Section 2: To be completed by institutions with similar programs		
Institution responding to proposal: None received		
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
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	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):		
Discuss the potential impact of the proposed program on the enrollment and completion of the existing programs identified above:		
Signature of Chief Academic Officer	Date	

Computer Science Major Headcount at Third-Week Freeze (includes first and second majors)

	Headcount
Fall 2018	216
Fall 2019	219
Fall 2020	190
Fall 2021	168
Fall 2022	167

Computer Science Major Completions (includes first and second majors)

	Completions
AY2019	30
AY2020	64
AY2021	43
AY2022	29
AY2023	35

Dear President Nunez / Interim President Salka,

Congratulations on another successful academic year. 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 June 7th, 2024) are in alignment with ECSU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

New Program - ECSU

Computer Science - BA

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

 (5/31/24)

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Arts in Spanish

Eastern Connecticut State University

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in Spanish, specifically signification course changes and substitutions, as well as changes to the core and the requirement of an internship at Eastern Connecticut State University.

A True Copy:

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

ITEM

Name Change for BA in Spanish at Eastern Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

Surveys by the Modern Language Association and studies by curriculum researchers suggest that modifications to language programs that emphasize interdisciplinary connections, project-based approaches, as well as comprehensive cultural and linguistic proficiencies attract students and produce graduates that not only have task-specific skills, but agile, analytical and collaborative mindsets that are sought after in today's labor market. Reports are quoted saying that colleges and universities that invest in creating strong language programs have spurred cultural and even economic growth in their regions, since employers want employees with language and cultural skills.

The proposed modifications to the Spanish program are tailored to meet changes in student interests and the discipline itself, as well as the current and projected demands in the job market. The proposed major in Spanish consists of 33 credits divided into 24-25 credits of Linguistic & Cultural proficiencies and 9 credits chosen in conjunction with an advisor to correspond to the student's chosen career path. This modification also updates the curriculum to require an internship or field experience and move away from traditional literature and survey courses. In short, the new major:

- Reduces the number of required credits for a Spanish major from 36 to 33, making it easier for students to pursue dual majors.
- Updates the curriculum in response to changes in the discipline, including less focus on literature and civilization courses and more on culture and interdisciplinary offerings.
- Refocuses the program's course catalog to reflect more professional-specific language courses that will prepare students to enter the workforce by including applied Spanish courses in the elective category.
- Requires every student to complete an internship to support career readiness.
- Gives students the option of taking up to two courses in other departments (Health Sciences, Business, Social Work, Education)
- Maintains coordination with the Education Department to support students who are interested in becoming Spanish language teachers, which is currently a popular educational pathway and career choice for Spanish majors.

SUPPLEMENTAL DOCUMENTS**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. CSU Academic and Student Affairs concurs with this recommendation.

6/7/2024 – BOR - Academic and Student Affairs Committee
6/27/2024 – 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: Eastern Connecticut State University	Please enter the following dates: Final approval by institution: 04/16/24 Submission to CSCU Office of the Provost for Academic Council: 04/17/24
--	---

Most Recent NECHE Institutional Accreditation Action and Date: 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

X Other (please specify) Changing the core & requiring an internship

Total Number of courses and course credits to be modified by this application: **24**

* **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: Spanish
OHE #: 01391
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): **B.A.**
Date Program was Initiated: 1972
Total # Credits in Program: 36
Credits in General Education: 46
CIP Code Number: 16.0905 Title of CIP Code: Spanish Language & Literature

Modified Program Characteristics

Name of Program: Spanish
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): **B.A.**
Initiation Date for Modified Program: 2025
Anticipated Date of First Graduation: 2029
Total # Credits in Program: 33-34
Credits in General Education: 40
CIP Code Number: 16.0905 Title of CIP Code: Spanish Language & Literature

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Department where program is housed: World Languages & Cultures		
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? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none">• If seeking specialized/professional/other accreditation, name of agency and intended year of review:• If program prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none">○ identify credential:○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No		
<i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i>		
Institutional Contact for this Proposal: William Salka	Title: Provost	Tel.: 860-465-5245 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:

The proposed major in Spanish consists of 33 credits divided into 24-25 credits of Linguistic & Cultural proficiencies and 9 credits chosen in conjunction with an advisor to correspond to the student's chosen career path. This modification also updates the curriculum to require an internship or field experience and move away from traditional literature and survey courses. In short, the new major

- Reduces the number of required credits for a Spanish major from 36 to 33, making it easier for students to pursue dual majors.
- Updates the curriculum in response to changes in the discipline, including less focus on literature and civilization courses and more on culture and interdisciplinary offerings.
- Refocuses the program's course catalog to reflect more professional-specific language courses that will prepare students to enter the workforce by including applied Spanish courses in the elective category.
- Requires every student to complete an internship to support career readiness.
- Maintains coordination with the Education Department to support students who are interested in becoming Spanish language teachers, which is currently a popular educational pathway and career choice for Spanish majors.

Background and Rationale

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

In recent years, the WLC department has reflected on its current curriculum and researched options for updating and refreshing the Spanish program at Eastern. The herein proposed modifications to the Spanish program are tailored to meet changes in student interests and the discipline itself, as well as the current and projected demands in the job market.

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Consistent with a trend documented across world languages programs in higher education, the number of students taking Spanish in particular, and world languages in general, has declined in recent decades. A 2023 report by the Modern Language Association (MLA)¹, a professional organization dedicated the study and teaching of languages and literature, found that between 2013 and 2021, the number of students studying Spanish in United States institutions of higher education fell 26%, from 789,888 students to 584,453 students. For a similar period, the number of students studying Spanish at Eastern dropped approximately 26.2. These most recent data are a continuation of declining world language enrollments over preceding decades, and some have suggested that they mark “a trend rather than a blip.”² The explanation(s) for the downward trend are debated²—declining investment in universities, cuts to available language courses, changing interests of students—however, surveys by the MLA² and studies by curriculum researchers³ suggest that modifications to language programs that emphasize interdisciplinary connections, project-based approaches, as well as comprehensive cultural and linguistic proficiencies attract students and produce graduates that not only have task-specific skills, but agile, analytical and collaborative mindsets that are sought after in today’s labor market⁴. “Colleges and universities that invest in creating strong language programs have spurred cultural and even economic growth in their regions, since employers want employees with language and cultural skills.”²

Consistent with advice from the MLA for language programs to create “a broader ... curriculum ... supported by alliances with other departments and expressed through interdisciplinary courses,”⁵ Eastern’s World Languages and Cultures Department has taken the first steps in its program modification by coordinating with Eastern’s Department of Health Sciences in 2021 to create a minor in Medical Interpretation in Spanish. In only three years, this new interdisciplinary minor has attracted nineteen student, several of whom will be graduating this year.

Echoing the MLA’s findings, a broad spectrum of employers—both businesses and non-profit organizations—representing a wide-range of sectors, such as health sciences, international business, law, social services, law, tourism, computer science and engineering, have indicated that their demand for multilingual employees is growing. Employers are looking for targeted, industry-specific language skills, as well as hands-on experience with the language.

The proposed Spanish program modification addresses these demographic, pedagogical and market-based trends. Within Eastern’s Spanish program, we will

- eliminate four dated, traditional survey courses in literature and civilization
- create two new courses *Latino/a Conversations* and *Hispanic Cultures* and a *Hispanic Cultures* course
- require an internship, in order to prepare students for the labor market
- give students the option of taking courses up to two courses in other departments (Health Sciences, Business, Social Work, Education)

All these changes closely align with Eastern’s institutional mission of “engaging students from diverse backgrounds in a transformative, liberal arts learning experience,” providing them, on the one hand, with the ‘soft skills’ that a wide range of employers are looking for in their employees.^{4,6} On the other, though the proposed program modification marks a departure from traditional language studies curriculum, it stays faithful to Eastern’s core values of *engagement* and *empowerment* by offering students clear career pathways and building a unique employability requirement within its core: they are given the opportunity to apply their language skills in a professional setting by working in the field to gain practical experience through field work or internships that provide them with the competencies needed in today’s labor market. This element of the curriculum modification follows the suggestion proposed by Connecticut’s *Workforce Strategic Plan 2020*⁷ to “promote . . . the creation of more internship programs

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

for college students to improve career outcomes, strengthen company recruiting performance, and increase college graduate retention in Connecticut.” (7, pg. 19)

1. Lusin, Natalia, Terri Peterson, Christine Sulewski and Rizwana Zafer. “Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2021.” Modern Language Association, 2023. <https://www.mla.org/content/download/191324/file/Enrollments-in-Languages-Other-Than-English-in-US-Institutions-of-Higher-Education-Fall-2021.pdf>
2. Flaherty, Colleen. 2018. “L’œuf ou la poule? MLA data on Enrollments Show Foreign Language Study is on the Decline.” Inside Higher Ed, March 19, 2018. <https://www.insidehighered.com/news/2018/03/19/mla-data-enrollments-show-foreign-language-study-decline>
3. Hoecherl-Alden, Gisela. “Twenty-First-Century Language Education at the University of Maine: A Roadmap.” Maine Policy Review, Vol. 28, Issue 1, 2019. <https://digitalcommons.library.umaine.edu/cgi/viewcontent.cgi?article=1826&context=mpr>
4. Oxford Economics. “Global Talent in 2021. How the New Geography of Talent Will Transform Human Resources Strategies. 2012. <https://www.oas.org/en/sedi/docs/GlobalTalent2021.pdf>
5. MLA Ad Hoc Committee on Foreign Languages. “Foreign Languages and Higher Education: New Structures for a Changed World.” Modern Language Association, 2007. <https://www.mla.org/Resources/Guidelines-and-Data/Reports-and-Professional-Guidelines/Foreign-Languages-and-Higher-Education-New-Structures-for-a-Changed-World>
6. Strauss, Valerie. “The Surprising Thing Google Learned About Its Employees – and What It Means for Today’s Students.” The Washington Post, December 20, 2017. <https://www.washingtonpost.com/news/answer-sheet/wp/2017/12/20/the-surprising-thing-google-learned-about-its-employees-and-what-it-means-for-todays-students/>
7. Governor’s Workforce Council, Connecticut. “Workforce Strategic Plan” 2020. <https://portal.ct.gov/-/media/GWC/GWC-Strategic-Plan-FINAL.pdf>

Addressing Identified Needs

1. 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.*)

The proposed reduction of required credits, from 36 to 33, streamlines the Spanish major to make the pursuit and achievement of a double major more attractive and feasible for a range of students and disciplines. A Spanish major paired with a range of complementary majors such as Health Sciences, Psychology, Social Work, Business Administration, Criminology, Communications, *to name a few*, offers our students excellent job prospects. Matthew Kryzek, a CT Department of Labor Economist stated in a recent email correspondence, “The industries with the most Spanish language skill job ads over the past year include Health Care & Social Assistance (6,376 ads), Educational Services (1,051 ads), and Retail Trade (713 ads) and Public Administration (535 ads). . . . According the U.S. Census, 12.8% of Connecticut households spoke Spanish at home in 2022, so having some Spanish proficiency would benefit any job seeker in the state (source: U.S. Census Bureau 2022).”¹

With fewer students pursuing traditional literary studies in Spanish, the need for a program that emphasizes immediately applicable communication and professional skills has become evident. As shown by our Department’s post-graduation survey, none of Eastern’s Spanish majors have in recent years continued on to a traditional, academic M.A. or Ph.D. program in Spanish. Many (44%) have pursued an M.A. in Education, and most have entered the labor force directly. With this proposed program modification, we see it fit, therefore, to create discipline-specific language courses to provide the foundation for clear career pathways, an initiative that is consistent with the directives outlined in Connecticut’s *Workforce Strategic Plan*: “Sector-based training strategies address specific workforce shortages or skills mismatches that limit business profitability and growth. They can provide immediate in-demand employment opportunities for job seekers while providing a long-term talent pipeline for businesses.”^(2, pg. 18)

Students will receive a solid linguistic and cultural training and then choose an internship or other field experience to correspond to their area of focus, a key feature in the core of our revised curriculum. For instance, students have a choice of interning in a school if they choose a teaching career, or providing interpreting services in a medical setting, working with social work clients or in a business environment, putting their Spanish language skills into practice *in the field*.

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

1. Krzyzek, Matthew. Email to David Vrooman, ECSU. 16 October 2023.
2. Governor's Workforce Council, Connecticut. "Workforce Strategic Plan" 2020. <https://portal.ct.gov/-/media/GWC/GWC-Strategic-Plan-FINAL.pdf>

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

The proposed modification to the Spanish program adds to Eastern's distinctiveness as an affordable, residential campus in the Quiet Corner, by providing sorely needed options east of the River and by helping develop the State's labor force.

As part of a public liberal arts university, our core classes provide for the development of critical thinking. Since language cannot be divorced from culture, our language courses expose students to the diversity of the human experience, allowing them to contrast their own ways of thinking to those of the Spanish-speaking world. In addition, with the proposed curriculum we are harnessing the diversity of our faculty in other departments—Business, Education, Health Sciences and Social Work—providing interdisciplinary perspectives and connections to students who will go into the labor force with discipline-specific knowledge and skills on the one hand, and a broad intellectual perspective on the other.

The proposed program also leverages the unique demographic characteristics of our student body, as Eastern is in a special position as the recipient of students who qualify for the *Opportunity Scholarship* of the Dream U.S. Foundation, which funds the tuition of students who live in states where undocumented students are not allowed to access financial aid. Anecdotal data suggest that the native or heritage language of a large percent of our University's *Opportunity Scholars* is Spanish. Modifying the Spanish program at Eastern in ways that streamline the pursuit of a major in Spanish combined with another discipline is particularly attractive to our *Opportunity Scholars* in particular and our diverse student body in general.

We have a history of working collaboratively with other departments to make connections with growing programs at Eastern. The two applied courses from outside our own department will build on these relationships and provide an employability component that is unique in the CSU System. By designing a discipline-specific curriculum of language study, this proposal is faithful to Eastern's motto, "a liberal education, practically applied."

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

We will track the number of students who enroll and graduate from the program, with special attention to gender, ethnicity and economic background. Our students represent a very diverse group. For example, in 2018, 58% of our majors were students of color, in contrast to the University's 32% and, as of this writing, they constitute 50% in contrast to the University's 35%. Our equity profile is, thus, probably the most diverse on campus, but if the numbers fall below expectations, we will analyze the trends and develop programs to address them in all dimensions.

- b. 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.

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Our Admissions Office and Academic Success Center make sure that our student body is diverse and can succeed at Eastern. To that effect, the Institution engages in a variety of activities & strategies designed to enable all students to succeed. While maintaining our high admission standards, we have continued to increase our retention rate, which now stands at 84%. In addition, we recruit internally by hosting an annual ‘Welcome to Spanish’ event to which everyone is invited, but in order to showcase our program’s potential, we make an extra effort by sending out invitations to students whose home language is Spanish. In addition, we have a dedicated Opportunity Programs Office, that supports students through the following programs: Hispanic Alliance, Achievement First, Higher Edge, New Haven Promise, Hartford Promise, Waterbury Promise, DCF, CD-CAP, THEDREAM.US, and the Pass Program. Likewise, the long-standing STEP/CAP summer bridge program is also housed in the Opportunity Programs Office and provides academic support for underprepared students. For students in all of the above programs, the Office provides tutoring, study groups, workshops and ‘intrusive advising’ to make sure students stay on track and make a concerted effort to streamline support services for students.

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

If inequities are found, they will be analyzed by the Department and will be discussed with the Office of Equity and Diversity for remediation measures.

- d. 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*)

The current Transfer Agreement Protocol (TAP) for CT community college students stipulates that those who take SPA 210 & 211 (Intermediate Spanish I & II), will be able to transfer those 6 credits towards the current Spanish major. Since we are no longer requiring SPA 210 but also reducing the number of credits from 36 to 33, transfer students from CT community colleges will not be affected. See <https://www.ct.edu/tap#degrees>.

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

Compared to the Spanish programs in our sister schools, and even in private ones, our revised curriculum is unique since it offers profession-specific courses within a Spanish B.A. These changes stress marketable employability skills that add up to *a full third* of the 33 credits that comprise the major requirements. For example, students will participate in an internship that will provide them with the experience and skills necessary to be prepared for the labor market after graduation, will take one Spanish course to further communication *in their field*, and have the option to take up to two courses from other departments in accordance to their chosen path.

Currently there are no similar programs at our sister universities.

- WCSU has a general Spanish major, and one for Secondary Education 7-12
- CCSU has a B.A. in Spanish and a B.S. in Secondary Education 7-12
- SCSU offers professional specialization with four differentiated Spanish B.S. degrees¹
 - . B.S. in Hispanic Studies
 - . B.S. in Spanish – Translation Studies
 - . B.S. in Spanish – Secondary Education
 - . B.S. in Spanish – Health and Human Service Professionals

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

While Southern’s programs of study in Spanish are slightly similar to our proposed program modification in their professional focus, our proposed modification is unique in its choice of guided pathways, does not represent a duplication of programs and maintains a *singular* B.A. in Spanish. In other words, this proposed program modification does not segment Eastern’s students into a number of modestly enrolled majors. The singular Spanish B.A. maintains cohesion within the Spanish student cohort while also enabling professional specialization. Moreover, compared to programs elsewhere in the CSCU system, our proposed program modification, with its interdisciplinary connections, newly created professional Spanish courses (e.g. SPA 231, SPA 232, SPA 233) and required internships or field experiences, offers in-depth career development opportunities for students,. Specifically, our program offers students Spanish knowledge and experience *in* the professions, not just *of* the professions.

1. SCSU course catalog references:

- <https://catalog.southernct.edu/undergraduate/programs-and-degrees/spanish-bs-concentration-hispanic-studies.html>
- <https://catalog.southernct.edu/undergraduate/programs-and-degrees/spanish-7-12-bs.html>
- <https://catalog.southernct.edu/undergraduate/programs-and-degrees/spanish-bs-concentration-translation-studies.html>
- <https://catalog.southernct.edu/undergraduate/programs-and-degrees/spanish-bs-concentration-health-and-human-service-professionals.html>

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
SPA 210 – Intermediate Spanish I	3	<i>Eliminated from Program Requirements</i>	0
SPA 211 – Intermediate Spanish II	3	SPA 211 – Intermediate Spanish II	3
		SPA 222 – Spanish In & Through Social Media	3
SPA 310 – Advanced Spanish I	3	SPA 310 – Advanced Spanish I	3
SPA 311 – Advanced Spanish II	3	SPA 311 – Advanced Spanish II	3
SPA 312/313 Spanish Conversation & Composition I/II	3	<i>SPA 312/313 eliminated from Program Requirements</i>	0
	0	SPA 314 – Latino/a Conversations	3
SPA 316 – Spanish Civilization	3	<i>SPA 316 eliminated from Program Requirements</i>	0
	0	SPA 317 – Hispanic Cultures	3
SPA 318 – Latin American Civilization	3	<i>SPA 318 eliminated from Program Requirements</i>	0
SPA 320 – Spanish Literature I	3	<i>SPA 320 eliminated from Program Requirements</i>	0
SPA 3XX – other literature course	3	SPA 3XX literature requirement eliminated	0
SPA 404 English-Spanish Translation	3	SPA 404 – Spanish Translation & Interpretation	3
Electives	6		
		<u>Choose one experiential learning experience:</u> . SPA 470/471 – Voyages in Hispanic	

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

	<p>Studies & Study abroad program (4 cr) <u>OR</u> . SPA 490 – Internship (T.A. in Spanish on campus) (3 cr) <u>OR</u> . SPA 493 – Community Field Exp. (3 cr) <u>OR</u> . SPA 495 – Field Experience (3 cr)</p>	3-4
	<p><u>Choose one pre-professional course:</u> . SPA 231 – Spanish for Business . SPA 232 – Spanish for Health Services . SPA 233 – Spanish for Social Services . SPA / HSC 415 – Spanish Medical Interpreting and Translation . SPA 430 – Methods of Teaching Foreign Language</p>	3
	Subtotal	27-28
	<p>Electives – in consultation with their advisor, students choose from the following, according to their career goals. <u>Note:</u> Students can select additional experiential learning experience or pre-professional preparation courses to satisfy the <i>Electives</i> category.</p>	6
	SPA 2XX-4XX Electives	0-6
	BUS 201 – Principles of Management	3
	BUS 225 – Principles of Marketing	3
	BUS 329 – International Marketing	3
	BUS 450 – International Business	3
	HSC 225 – Medical Terminology	3
	HSC 235 – Native American Health	3
	PBH 209 – Nutrition and Public	3
	PBH 235 – Native American Health	
	PBH 311 Emergency Preparedness and Response	3
	PBH 330 Principles of Global Health	3
	PBH 345 Chronic Diseases Prevention	3

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

		PBH 350 Principles of Community Health	3
		PBH 414 Violence & Injury in Public Health	3
		SWK 200 – Introduction to Social Work	3
Total Credits Original Program	36	Total Credits Modified Program	33-34

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.

Learning outcomes of communication & critical thinking.

1. Reading: Identify the underlying structure in narrative, descriptive and persuasive texts & explain the main ideas, and some supporting details
2. Listening: Identify underlying structure in oral discourse, recognize the main facts and supporting details in oral presentations or conversations
3. Writing: Meet basic work and/or academic writing needs, narrate and describe in major time frames with some control of aspect, compose simple summaries on familiar topics, combine and link sentences into texts of paragraph length and structure
4. Speaking: Handle a variety of communicative tasks; participate in most informal and some formal conversations on topics related to school, home, leisure activities, employment, current events, and matters of public and community interest; narrate and describe in the major time frames of past, present and future in paragraph-length discourse with some control of aspect; combine and link sentences into connected discourse of paragraph length; handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events; use communicative strategies such as rephrasing and circumlocution; demonstrate conversation skills with sufficient accuracy, clarity and precision to convey their intended message without misrepresentation or confusion

Assessment of Learning Outcomes

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

Assessment will be carried out in line with the rubrics above, which were developed by the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Students will take the STAMP 4S assessment tool created by Avant (avantassessment.com), engage in a 15-minute conversation and write a 6-page paper reflecting on the way their educational path has prepared them for their careers.

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.

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
CORE REQUIREMENTS			27-28
SPA 211 – Intermediate Spanish II	1,2,3,4	SPA 210 or consent of instructor	3
SPA 222 – Spanish In & Through Social Media	1,2,3,4	SPA 211 or consent of instructor	3
SPA 310 – Advanced Spanish I	1,2,3,4	SPA 211, 231, 232, 233 or consent of instructor	3
SPA 311 – Advanced Spanish II	1,2,3,4	SPA 310 or consent of instructor	3
SPA 314 – Latino/a Conversations	1,2,3,4	SPA 311 or consent of instructor	3
SPA 317 – Hispanic Cultures	1,2,3,4	SPA 311 or Permission of the Chair & approved Spanish Stage 2 Writing Intensive course; may be taken concurrently with another Stage 2 Writing Intensive course	3
SPA 404 – Spanish Translation & Interpretation	1,2,3,4	SPA 311 or Chair approval and at least two Tier II courses	3
<p><u>Choose one experiential learning experience::</u></p> <ul style="list-style-type: none"> • Study Abroad Program - SPA 470 – Global Travel Preparation & 471 – Voyages in Hispanic Studies • SPA 490 – Internship (T.A. in Spanish on campus) (3 cr) • SPA 493 – Community Field Experience • SPA 495 – Field Experience 	<p>1,2,3,4</p> <p>3,4</p> <p>3,4</p> <p>3,4</p>	<ul style="list-style-type: none"> • None for 470; for SPA 471, co-requisite is 470 • Approval of Department • Written Consent required from Dean, Dept. Chair, Instructor • Approval of Department 	<p>4</p> <p>3</p> <p>3</p> <p>3</p>
<p><u>Choose one pre-professional preparation course:</u></p> <p>SPA 231 – Spanish for Business</p>	<p>1,2,3,4</p> <p>1,2,3,4</p>	SPA 210 or Permission of the instructor or chair	3

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

SPA 232 – Spanish for Health Services	1,2,3,4	SPA 210 or permission of the instructor or chair	3
SPA 233 – Spanish for Social Services	1,2,3,4	SPA 210 or permission of the instructor or Chair	3
SPA 415 – Spanish Medical Interpreting & Translation	1,2,3,4	SPA 311	3
SPA 430 – Methods of Teaching Foreign Language	1,2,3,4	SPA 311, 315, or Consent of Instructor	3
Open Electives (<i>Indicate number of credits of open electives</i>)			6
<u>Notes:</u> Students can select additional experiential learning experience or pre-professional preparation courses to satisfy the <i>Electives</i> category. It is advised that students take the relevant pre-professional course before registering for these electives.			
SPA 219 – Hispanic Screen Cultures	2,3,4	None	3
SPA 315 – Spanish for Spanish-speaking Students	1,2,3,4	None	3
SPA 335 – Border Cultures	1,2,3,4	LAC T1A, T1LT, T1H Or T1SS, OR ELAC student	3
SPA 356 – América Latina	1,2,3,4	none	3
SPA 365 – Hispanic Studies: Select Topic	1,2,3,4	none	3
SPA 480 – Independent Study	1,2,3,4	Consent of instructor	1-6
SPA 492 – Directed Study	1,2,3,4	Consent of instructor	1-6
BUS 201 – Principles of Management	1,2,3,4	None	3
BUS 225 – Principles of Marketing	1,2,3,4	None	3
BUS 329 – International Marketing	1,2,3,4	BUS 225	3
BUS 450 – International Business	1,2,3,4	BUS 201, BUS 225 or Consent of Instructor	3
HSC 225 – Medical Terminology	1,2,3,4	HPE/HSC 215 or permission of Health Science major Director	3
HSC 235 – Native American Health	1,2,3,4	LAC student with T1A, T1LT, T1H or T1SS course or ELAC student.	3
PBH 209 – Nutrition and Public Health	1,2,3,4	LAC student with T1SS course or ELAC student	3
PBH 311 -- Emergency Preparedness & Response	1,2,3,4	LAC student with T1SS course or ELAC student	3

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

PBH 330 -- Principles of Global Health	1,2,3,4	LAC student with T1SS course or ELAC student	3
PBH 345 -- Chronic Diseases Prevention	1,2,3,4	PBH 228	3
PBH 350 -- Principles of Community Health	1,2,3,4	None	3
PBH 414 -- Violence & Injury in Public Health	1,2,3,4	PBH 206	3
SWK 200 – Introduction to Social Work	1,2,3,4	None	3
Students who are double-majoring in Education & Spanish, please consult your advisor and the appropriate Advisement Sheet from the Education Department in order to fulfill all pre-requisites for qualification to apply to the CARE Program.			
Total Program Credits:			33-34

Description of Related Modification(s)

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

None

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.

None needed

Previous Three Years Enrollment and Completion for the Program being Modified

ACTUAL Enrollment	Fall Term, Year 2023		Fall Term, Year 2022		Fall Term, Year 2021	
	Full Time	Full Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	1	2	0	0	0
New Students	2	0	2	0	9	0
Returning Students	14	1	14	0	15	4
Actual Headcount Enrollment	16	2	18	0	24	4
Fall FTE accounted for by Program Majors	17		18		25.33	
Size of Credentialed Group(s) for Given Year	3		2		7	

Impact of Modification on Enrollment and Completion

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

We expect that the impact on enrollment will be positive as the State will greatly benefit from an increase in employees & professionals who speak Spanish. Also, given that the major consists of 33 focused credits (as opposed to the previous 36 credits that included broad-based, traditional literature courses), completion will not be harmed, and students will easily find a minor or double major to complement or supplement their chosen major & concentration.

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

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.

This modification will utilize current faculty. No new faculty or resources will be need.

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)	No new faculty needed		
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/programs/spanish.html>

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.easternct.edu/admissions/tuition-fees.html>

Request for SAA Approval for Veterans Benefits? Yes X No

Catalog Description

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Provide the catalog description for this program (with proposed modifications if applicable):

Original catalog description

Candidates complete a planned program of 36 credits in Spanish, exclusive of introductory-level courses. Courses are chosen in consultation with the major advisor and areas of emphasis will depend on the student's preference and objectives. Elective courses in related areas are also chosen in conjunction with the advisor. An internship program provides advanced students with the opportunity to assist professors at Eastern in introductory and intermediate courses while receiving academic credit. Students may choose a field-experience program in which they work as aides in language classes in the local school systems. They may also receive academic credit for work in other community-based social agencies/businesses or may participate in co-op programs in the United States or abroad.

New description

The major in Spanish is designed to cultivate Spanish language communication, as well as promote an understanding and appreciation of Hispanic cultures. Spanish language courses at Eastern provide rigorous training, stressing proficiency in all linguistic skills, including profession-specific skills and vocabulary. Offerings also include culture courses, conducted in Spanish and in English, related to Hispanic film, literature, geopolitics, ethnicity, and social media. A key element of the Spanish major is a required experiential learning experience.

Candidates complete a planned program of 33 credits in Spanish, exclusive of introductory-level courses. To complete the experiential learning experience, students have a choice of internships, field experiences or study abroad. Profession-specific courses related to Business, Social Work, Health Services and Education complement the Spanish curriculum and electives are chosen in consultation with the major advisor and areas of emphasis will depend on the student's preference and objectives.

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):

- 13-1071 [Human Resources Specialists](#) \$73,080
- 13-1075 [Labor Relations Specialists](#) \$87,470
- 25-2031 [Secondary School Teachers, Except Special and Career/Technical Education](#) \$69,480
- 25-2021 [Elementary School Teachers, Except Special Education](#) \$68,000
- 25-2011 [Preschool Teachers, Except Special Education](#) \$38,640
- 25-2012 [Kindergarten Teachers, Except Special Education](#) \$65,120
- 25-3041 [Tutors](#) \$44,820
- 27-3000 Media and Communication Workers
- 27-3023 [News Analysts, Reporters, and Journalists](#) \$86,290
- 27-3031 [Public Relations Specialists](#) \$78,540
- 27-3043 [Writers and Authors](#) \$91,560
- 27-3091 [Interpreters and Translators](#) \$61,730

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

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

See above

Applicable Industries

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

-

621498 – Community health centers and clinics, outpatient

624190 – Community health education services (except health care services)

624190 - Social service centers / agencies, family

813319 – Social service advocacy organizations

541612 - Labor relations consulting services

923110 – Certification of schools and teachers

611691 – Academic tutoring services

541840 – Media advertising representatives

516210 – News reporting services

541820 – Public relations agencies / services

711510 – Writers (independent, script, etc.)

541930 – Language translation / interpretation 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): Dr. Kin Chan, ChanK@EasternCT.edu, 860-465-5328

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? 4 + other departments' full-time faculty

Admissions Requirements

What are the admissions requirements for the program?

The admissions requirements are the same as those for admission to the University.

Graduation Requirements

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

If yes, describe:

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: SAMPLE TEMPLATE TO BE ATTACHED

Prospective Students

Describe the prospective students for the program:

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

APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM

Students interested in applying bilingual skills in their future careers, whether in Media & Communication, Administration, Business, Travel & Tourism, Health Services or Social Work, or those seeking Teaching Certification. We expect that the impact on enrollment will be positive as the State will greatly benefit from an increase in employees & professionals who are proficient in Spanish. Also, given that the major consists of 33 focused credits (as opposed to the previous 36 credits that included broad-based, traditional literature courses), this revised major will attract students seeking a double major.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of an Existing Program
at Western Connecticut State University

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Nutrition program leading to a Master of Science degree at Western Connecticut State University effective Spring 2023:

A True Copy:

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

ITEM

Discontinuation of the Nutrition program leading to a Master of Science degree at Western Connecticut State University effective Spring 2024:

RATIONALE:

The Health Promotion and Exercise Sciences Department has voted to discontinue the MS in Human Nutrition for several reasons:

- The program cannot adequately prepare students for employment. Students studying nutrition will be best prepared for employment with the Registered Dietician (RD) certification at the master's level. Western cannot offer an RD certification due to lack of laboratory facilities and lack of committed internship affiliations. Danbury Hospital, Western's most appropriate internship affiliation, already runs an independent dietetics internship and cannot collaborate with Western on this.
- Western no longer has a full-time faculty member with the expertise to coordinate, advise, and teach in this program.
- After 3 years, Western was unable to recruit students to the program. This is likely due to the fact that the program did not incorporate the RD certification.
- There are several other nutrition programs in CT. While more expensive, they are available to students. They, too, are struggling with enrollment. This is a recent trend in the field of nutrition.

TEACHOUT STRATEGY:

All enrolled students have graduated.

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.

5/3/2024 – BOR - Academic and Student Affairs Committee

5/23/2024 – Board of Regents

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: 2/26/2024 Submission to CSCU Office of the Provost for Academic Council: 4/17/2024
Program Characteristics Name of Program: MS in Nutrition BOR Accreditation Date: 12/17/2020 OHE #: 20315 <u>CIP Code Number:</u> 19.0504 Title of CIP Code: Human Nutrition Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): MS Modality of Program (check all that apply): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both	
Phase Out / Teach Out Period: Spring 2023 Expected Dates of Program Termination <ul style="list-style-type: none">• Date for final enrollment of new students: 8/2021• Date for final award of credential: 5/2023	
Department where program is housed: HPX Location Offering the Program (e.g., main campus): Midtown campus	
Institutional Contact for this Proposal: Joan Palladino, Ed.D	Title: Dean School of PS Tel.: 2038379500 e-mail: palladinoj@wcsu.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. <i>Program discontinuation should not impact state priorities for workforce preparation.</i> The HPX Department has voted to discontinue the MS in Human Nutrition for several reasons: 1. The program cannot adequately prepare students for employment. The Registered Dietician certification moved from the bachelor's level to the master's level. Students studying nutrition will be best prepared for employment with the RD certification at the master's level. We cannot offer a RD certification due to lack of laboratory facilities and lack of committed internship affiliations. Danbury Hospital, our most appropriate internship affiliation, already runs an independent dietetics internship and cannot collaborate with us on this. 2. We no longer have a full-time faculty member with the expertise to coordinate, advise, and teach in this program 3. After 3 years, we were unable to recruit students to the program. This is likely due to the fact that the program did not incorporate the RD certification 4. There are several other nutrition programs in CT. While more expensive, they are available to students. They, too, are struggling with enrollment. This is a recent trend in the field of nutrition.
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.) All enrolled students have graduated.

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

APPLICATION FOR **DISCONTINUATION OF EXISTING 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?

0

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.

HPX faculty member had expertise in nutrition and surveys showed undergraduates had an interest in this program. Despite recruitment efforts there was never enough interest to run a second cohort. With the departure of the faculty member the department has voted to discontinue this program.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Criminal Justice, Criminology, and Law
Western Connecticut State University

June 27, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Criminal Justice, Criminology, and Law, specifically a name change at Western Connecticut State University.

A True Copy:

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

ITEM

Name Change for BS in Criminal Justice, Criminology, and Law at Western Connecticut State University.

RATIONALE AND SUMMARY OF MODIFICATIONS

Western is requesting that the new name be simplified to Criminal Justice. This request is due to the fact that degree titles must be limited to fewer than 30 characters. The existing name would not be able to be put on transcripts without many abbreviations which could impact students applying for jobs and graduate school.

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.

6/7/2024 – BOR - Academic and Student Affairs Committee

6/27/2024 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities
APPLICATION FOR NAME CHANGE - MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: WCSU	Date of Submission to CSCU Office of the Provost:	
Characteristics of Current Academic Program Name of Program: BS: BS: Criminal Justice, Criminology, and Law Type of Offering: Major Modality of Program: X On ground Locality of Program: X On Campus	Credit Distribution of the Program # Credits in General Education: 40 # Credits in Program Core Courses: 39 # Credits of Electives in the Field: 15 # Credits of Electives: 26 # Cr Special Requirements (e.g., internship): 0 Total # Cr the Institution Requires to Award the Credential 120	
CIP Code No. 43.0103 Title of CIP Code Criminal Justice/Law Enforcement Administration OHE# 00202 (This is the new CIP Code: See CIP CODE request in this package)		
Institution's Unit: School of Professional Studies and Location, Main Campus, Danbury CT		
Proposed New Name of Program: BS: Criminal Justice		
Proposed Date Name Change Becomes Effective: Fall 2024		
Explanation / Justification <i>(Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.)</i> WCSU was recently granted a name change to BS in Criminal Justice, Criminology and Law. This request for the name change reflected the Division's efforts to increase student enrollment in the major. The proposed name is more commonly "searched" and recognized by individuals looking for a degree in the area of policing, law, corrections, and homeland security. We are requesting that the new name be simplified to Criminal Justice. This request is due to the fact that we need to keep the degree titles to under 30 characters. The new name which passed would not be able to be put on transcripts without many abbreviations which could impact students applying for jobs and also graduate school. .		
Programmatic Changes <i>(If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.)</i> N/A		
Cost and Availability of Adequate Resources <i>(If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)</i> N/A		
Institutional Contact for this Proposal: Joan Palladino Ed.D	Title: Dean SPS	Tel.: 203-837-9500 e-mail: palladinoj@wcsu.edu

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: WCSU	Please enter the following dates: Final approval by institution: 02/26/2024 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: March 2024 - Received NECHE Report	
Program Characteristics Name of Minor: Minor in Cybersecurity Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: Anticipated Program Initiation Date: Fall 2024 Anticipated Date of First Completion: Fall 2025 Total # Credits in Program: 18 Credits	
CIP Code Number: 11.1003 Title of CIP Code: Computer and Information Systems Security/Information Assurance	
Department where program is housed: Managment Information Systems Location Offering the Program (e.g., main campus): Westside Campus	
Provide the intended catalog description for this program: The cybersecurity minor equips students with the foundational knowledge and skills to protect information systems, networks, and data from unauthorized access, use, disclosure, disruption, modification, or destruction. This program explores the technological, legal, and ethical aspects of cybersecurity, preparing students for careers in a growing field.	
If establishment of the new minor is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: None CIP: NA OHE#: NA BOR Accreditation Date: NA Phase Out Period NA Date of Program Termination NA Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none">• If seeking specialized/professional/other accreditation, name of agency and intended year of review: NA• If minor prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none">○ identify credential: NA○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Dr. Tom Yoon	Title: MIS Department Chair Tel.: (203)837-3963 e-mail: yoont@wcsu.edu
NOTES: <ul style="list-style-type: none">• 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

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

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

The Cybersecurity minor program will provide students with a high-quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society. It will address the growing need for cybersecurity professionals and will prepare students to succeed in local and regional communities. By establishing partnerships within our served communities, this program will facilitate internship, research, and experiential learning opportunities in cybersecurity for WCSU and the Ansell School of Business.

Addressing Identified Needs

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

There's a strong demand for cybersecurity professionals in Connecticut due to factors like the presence of major financial and insurance institutions, proximity to tech hubs, and government initiatives (Advance CT, Cybersecurity in Connecticut). Nationally, the demand for cybersecurity professionals is outpacing the supply. There are only 72 cybersecurity workers available for every 100 cybersecurity jobs demanded by employers (Cyberseek, <https://www.cyberseek.org/>). This translates to a significant shortage of qualified professionals. The Bureau of Labor Statistics predicts a 33% growth in Information Security Analyst jobs (a key cybersecurity profession) from 2022 to 2032, much faster than the average for all occupations (BLS, Occupational Outlook Handbook: <https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>).

- 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 MIS Department currently offers a successful BBA program in Cybersecurity. This new Cybersecurity minor will be created by leveraging the existing course offerings. Faculty is well-qualified to deliver the program. We have a dedicated classroom computer lab for the Cybersecurity courses. The University's unique geographical location, at the borders of NY/CT states provides access to many major financial and insurance institutions that require strong cybersecurity.

- 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?

WCSU has, and continues to build, its capacity to collect and analyze the data required to set and track their diversity and inclusion goals. The University's mission statement and strategic plan are currently under revision to promote more student body diversity and inclusion on campus, will establish equity related priorities and allocation of the necessary funds and resources for those purposes. Research has shown that diversity in campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions. WestConn will continue to track that, and work to proactively develop relationships and provide support to the elementary and secondary schools that are located within diverse communities surrounding the institution.

- 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.

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

WCSU is continually working to improve course placement strategies that mitigate the time students spend in remedial education, while making progress towards program credits. Faculty and staff provide individualized advisement, mentoring and coaching that increases the odds that students remain enrolled in school. First-year experience programs are in place to improve academic achievement and increase retention.

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

Data on equity is used by the Institution in several ways, including

Making financial support available to close the need gap for economically disadvantaged students

Conduct faculty development and training seminars on equity related issues

Include cultural competency training in new student orientation and require that students take coursework in diversity as freshmen, and

Engage students in the decision-making process regarding campus diversity and equity climate

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.

A minor in Cybersecurity will be created just by utilizing classes that are already regularly offered, so the minor will incur no additional costs to the University. Based on the success of our BBA program in Cybersecurity, we expect the new Cybersecurity to be successful. Our enrollment projection is for about 8 - 10 students per year.

Special Resources

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

No additional resources are needed. We have a dedicated classroom computer lab for the Cybersecurity major courses.

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 enrollment projection is based on the following factors:

- **The availability of jobs in Cybersecurity is growing. The Bureau of Labor Statistics predicts a 33% growth in Information Security Analyst jobs (a key cybersecurity profession) from 2022 to 2032, much faster than the average for all occupations.**
- **There is no similar program offered in the immediate vicinity of Western Connecticut State University.**
- **The University's unique geographical location provides access to many major financial and insurance institutions that require strong cybersecurity.**

Once the Cybersecurity minor is approved, we will inform all department chairs and university advisors about the new minor. The MIS Department will market the new minor in two introductory course (MIS 260 and MIS 155). MIS 260 is required for all business majors, and MIS 155 is required for the Justice & Law Administration students and

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

can be taken by any non-business students to fulfill the Information Literacy Competency. The MIS Department will market the new minor through New Student Orientation, Open Houses, and the University and School website.

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

Most of courses included in the new minor incorporate activities that encourage student participation and application of knowledge, including collaborative projects, case studies, and hands on activities. Those courses also introduce real-world examples to help students see the relevance of their studies and motivate them to learn more. Some of the courses encourage collaboration and knowledge sharing among students through group activities and discussions.

The MIS faculty will offer Individualized advising to students, ensuring they take the right courses for the minor and proving career advice.

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 be equipped with a foundational knowledge of the core principles of cybersecurity.
2. Students will be able to develop the skills necessary to identify, analyze, and prevent cyber threats and vulnerabilities.
3. Students will be able to apply critical thinking and problem-solving skills in the context of cybersecurity.

Assessment of Learning Outcomes

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

Student Learning Outcomes will be assessed through a variety of methods, including exams, quizzes, hands-on lab activities, case studies, and individual or group projects (written and oral).

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. Tom Yoon**
- Email: **yoot@wcsu.edu** Phone: **(203)837-3963**

Program Faculty

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

No additional full-time faculty - the minor in Cybersecurity will utilize courses that are already regularly offered for other existing programs.

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

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? **1**

What percentage of program credits will be taught by adjunct faculty? **30-50%, depending on the elective chosen**

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

NEW DEGREE MINOR – BELOW THRESHOLD REPORT

Curriculum			
<i>Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this table. Mark any new courses with an asterisk * and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.</i>			
Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
MIS 301 – Database Application in Business	1, 3	MIS 155 or MIS 260	3
MIS 341 – Information Systems Security	1, 2, 3	MIS 155 or MIS 260	3
MIS 361 – Information Assurance	1, 3	MIS 155 or MIS 260 and MIS 341	3
MIS 385 – Fundamental of Data Communications	1, 2	MIS 155 or MIS 260	3
MIS 440 – Network Security and Defense	1, 2, 3	MIS 155 or MIS 260, MIS 385, Senior standing and GPA 2.0 or higher	3
One elective from the list below:			3
• MIS 321 – Digital Forensics	1, 2	MIS 155 or MIS 260	3
• MIS 325 - Digital Forensics Software	1, 2, 3	MIS 155 or MIS 260	3
• MIS 389 - Information Systems Hardware	1, 2	MIS 155 or MIS 260	3
• MIS 450 - Penetration Testing	2, 3	MIS 155 or MIS 260 and MIS 440	3
Open Electives (<i>Indicate number of credits of open electives</i>)			
Total Program Credits:			18

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Western CT State University	Please enter the following dates: Final approval by institution: March 18, 2024 Submission to CSCU Office of the Provost for Academic Council: March 2024
---	---

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2023

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: Two Courses are proposed to be removed for a total of **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: **Master of Science in Education in Literacy & Language**
OHE #: 1088
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 in Education (MSED)**
Date Program was Initiated: 9/30/2016
Total # Credits in Program: 36
Credits in General Education: NA
[CIP Code Number](#): 13.1315 Title of CIP Code: Reading Teacher Education

Modified Program Characteristics
Name of Program: **Master of Science in Education in Literacy & Language**
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 in Education (MSED)**

Initiation Date for Modified Program: **Fall 2024**
Anticipated Date of First Graduation: **Summer 2025**
Total # Credits in Program: 30
Credits in General Education: NA
[CIP Code Number](#): 13.1315 Title of CIP Code: Reading Teacher Education

Department where program is housed: **WCSU Education Department**
Location Offering the Program (*e.g., main campus*): ONLINE

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

If modification of the program is concurrent with discontinuation of related program(s), please list for each program: NA
 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: Katherine Roe	Title: Education Department Chair	Tel.: (203) 837-3263 e-mail: roek@wcsu.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 recent Academic Program Process prompted a review of the MS Literacy and Language program in comparison with similar programs in the Connecticut (both private and public). The review showed that competing programs provided equivalent course offerings, online modalities, and resources. One major difference was the total credits involved in completing the program. Other programs offer the same MS Literacy and Language degree for 30-credits. However, WCSU shows this program offering at 36-credits. This means six additional credits costing candidates time and additional expense. This MS Literacy & Language program revision proposal will result in a 30-credit graduate 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
ED 517 – Development of Reading in the Elementary School	3	ED 517 – Development of Reading in the Elementary School	3
ED 576 – Learning, Coaching, and Reflective Practice	3	ED 576 – Learning, Coaching, and Reflective Practice	3
ED 607 – Language Development	3	ED 607 – Language Development	3
ED 608 – Sociolinguistics	3	ED 608 – Sociolinguistics	3
ED 548 Analysis of Reading Difficulties	3	ED 548 Analysis of Reading Difficulties	3
ED 611 Action Research in Literacy	3	ED 611 Action Research in Literacy	3
ED 535 Content Area Literacy: Development of Reading in the Secondary School	3	ED 535 Content Area Literacy: Development of Reading in the Secondary School	3
ED 609 Assessments in Reading and Language Arts	3		

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

		ED 609 Assessments in Reading and Language Arts	3
ED 612 – Practicum in Reading and Literacy K-5 ED 613-Practicum in Reading and Literacy 6-12	3	ED 612 – Practicum in Reading and Literacy K-5	3
	3	ED 613 – Practicum in Reading and Literacy 6-12	3
ED 593 Standards Mandates, and Legal Issues in Education	3		
ED 610 Exploring Children’s and Adolescent Literature	3		
Total Credits Original Program.	36	Total Credits Modified Program	30

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. Candidates are knowledgeable of content.
2. Candidates will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.
3. Candidates will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, parents, and other community members
4. Candidates will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to their learners and clients.
5. Candidates will demonstrate professional dispositions that are consistent with the Conceptual Framework and in accord with professional, state, and institutional standards.
6. Candidates will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.
7. Candidates will demonstrate the ability to use relevant pedagogical skills, educational psychology knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational goals.

Assessment of Learning Outcomes

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

Candidates are regularly assessed by way of key assessments aligned with the MS Literacy & Language program Learning Outcomes (as shown above) and International Literacy Association standards. Whereby the associated key assessment rubrics are also aligned with CAEP and ILA Standards. Graduates of the MSED in Literacy Program are eligible for CT State Teaching Certification 102: Remedial Reading Specialist. Since the inception of the program, 100% of program graduates who have taken the Reading Specialist Exam and applied to the State of Connecticut for certification have been successful. Therefore, this measure of successful learning outcomes will continue for the new 30-credit program.

Detailed Curriculum for Modified Program

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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
ED 607 Language Development	SLO #1	Enrollment in MS ED Literacy & Lang program	
ED 608 Sociolinguistics	SLO #1	Enrollment in MS ED Literacy & Lang program	
ED 517 Development of Reading in Elem School	SLO #2, 6	Enrollment in MS ED Literacy & Lang program	
ED 576 Learning, Coaching, and Reflective Practice	SLO #1, 5, 7	Enrollment in MS ED Literacy & Lang program	
ED 548 Analysis of Reading Difficulties	SLO #3, 7	Enrollment in MS ED Literacy & Lang program	
ED 611 Action Research in Literacy	SLO #1, 4, 5, 7	Enrollment in MS ED Literacy & Lang program	
ED 535 Content Area Reading in Secondary School	SLO #2, 6	Enrollment in MS ED Literacy & Lang program	
ED 609 Assessments in Reading and Lang. Arts	SLO #3, 7	Enrollment in MS ED Literacy & Lang program	
ED 612 Practicum in Reading and Literacy K-5	SLO #1 – 7	Enrollment in MS ED Literacy & Lang program	

Open Electives (*Indicate number of credits of open electives*) NA

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 program modification removed two-three credit courses from the course rotation. This modification does not impact meeting the Learning Objectives for the MS Literacy & Language program. The modified course sequence does not impact the overall curriculum and provides the candidate the complete curriculum in a more competitive, cost-effective, and accelerated package.

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 will be no additional resources required for this program modification. The faculty, administrative resources, library resources, and technology that are available are adequate to support the program.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://catalogs.wcsu.edu/grad/masters-in-education-in-literacy-and-language-arts/>

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

Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information:
<https://www.wcsu.edu/cashiers/tuition/>

Request for SAA Approval for Veterans Benefits? Yes No

Catalog Description

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Provide the catalog description for this program (with proposed modifications if applicable):

The mission of the MSED in Literacy and Language Arts Program is to prepare educators to become reading specialists, literacy coaches, and professional leaders who are highly knowledgeable in the theoretical and practical foundations of literacy, recognize access to literacy education, and work to impact student learning in culturally diverse populations in K-12 schools and communities.

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): 25-3099

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? The median salary is \$65K.

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

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): Dr. Anmarie Spatola will serve as the MS Lit & Lang Program Coordinator, spatolaa@wcsu.edu, 2038378938

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 2

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3

Admissions Requirements

What are the admissions requirements for the program? Candidates are required to hold an undergraduate degree, initial certification, and have a 2.7 GPA.

Graduation Requirements

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

If yes, describe: Candidates complete an Action Research project and district needs report.

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: Candidates will complete their practicum in their workplace.

Prospective Students

Describe the prospective students for the program: The Teacher Candidate in the MS Literacy and Language program holds the undergraduate degree and teacher certification. They work as a classroom teacher and seeking additional opportunities for an advanced certificate to have an additional skillset to support classroom literacy or to further their career as a Literacy Coach.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: WCSU	Please enter the following dates: Final approval by institution: 2/26/24 Submission to CSCU Office of the Provost for Academic Council:
Most Recent NECHE Institutional Accreditation Action and Date: 3-15-24	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).	
Total Number of courses and course credits to be modified by this application: 4 courses, 12 out of 18 credits for the Minor in Management	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none">• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i>• If only modifying program name, use form XXX <i>Application for Name Change</i>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i>	
Original Program Characteristics Name of Program: Minor in Management OHE #: 165 Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Minor Date Program was Initiated: 9/3/90 Total # Credits in Program: 18 # Credits in General Education: 0 CIP Code Number : 52.0201 Title of CIP Code: BBA -Management	
Modified Program Characteristics Name of Program: Minor in Management Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Minor Initiation Date for Modified Program: Fall 24 Anticipated Date of First Graduation: May 26 Total # Credits in Program: 18 # Credits in General Education: 0 CIP Code Number : 52.0201 Title of CIP Code: BBA – Management	
Department where program is housed: Management Location Offering the Program (<i>e.g., main campus</i>): WCSU	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contact for this Proposal: Dr. Stanley Bazan	Title: Management Dept Chair	Tel.: 203 837-9238 e-mail: Bazans@wcsu.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:

Rationale for Proposal:

The revised Management minor has several key features. First, the minor retains the requirement for MGT 250 Organizational Behavior and MGT 251 Human Resources Management. These 200-level courses provide the foundation for the practice of Management in a range of organizations and a point of departure for more academic inquiry in the field. Second, the revised minor enables students to select from a wider range of Management courses. This wider range of courses allows students more discretion to select courses that they find interesting and that complement their current academic studies and future careers. Lastly, the prerequisite requirements in the revised major are straight forward and are free of any unnecessary impediments that would limit students from progressing through the minor in a timely manner.

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
MGT 250 Organizational Behavior	3	MGT 250 Organizational Behavior	3
MGT 251 Human Resource Management	3	MGT 251 Human Resource Management	3
		Management Minor Approved Electives 1. MGT 340 Total Quality Management 2. MGT 350 Management Negotiations 3. MGT 360 The Environmentally and Socially Responsible Organization 4. MGT 376 Managing People 5. MGT 353 Employee Acquisition 6. MGT 354 Employee Development 7. MGT 320 Operations Management	Choice of 4 classes / 12 credits

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

		8. MGT 377 Supply Chain Management	
MGT 350 Management Negotiations	3		
MGT 376 Managing People	3		
MGT 320 Operations Management or MGT 353 Advanced HRM: Employee Acquisition	3		
Total Credits Original Program	18	Total Credits Modified Program	18

Learning Outcomes - L.O.

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

1. Students will be able to identify and apply basic management skills in a range of organizations at the individual, group, and organizational level.
2. Students will be able to apply basic techniques in human resources and have an appreciation for the role of the Human Resources function across the organization.
3. Students will gain an enhanced understanding of Management practices across a wide area of Management or within a more specific area of Management depending on the courses they select from with the Minor.

Assessment of Learning Outcomes

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

Data collected on an ongoing basis as part of the Ansell School's Assurance of Learning process.

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
MGT 250 Organizational Behavior	1	(WRT 101 – Composition 1 – Habit of Writing)	3
MGT 251 Human Resource Management	2	(MGT 250 & sophomore standing)	3
Management Minor Electives:			
MGT 340 Total Quality Management	3	(MGT 250 & GPA 2.0 or higher)	3
MGT 350 Management Negotiations	3	(MGT 250 & GPA 2.0 or higher)	3
MGT 360 The Environmentally and	3	(MGT 250 & GPA 2.0 or higher)	3

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Socially Responsible Organization			
MGT 353 Employee Acquisition	3	(MGT 251 & GPA 2.0 or higher)	3
MGT 354 Employee Development	3	(MGT 251 & GPA 2.0 or higher)	3
MGT 320 Operations Management	3	(45 credits completed & FIN 230 with minimum grade of D-)	3
MGT 377 Supply Chain Management	3	(MGT 320 & GPA 2.0 or higher)	3
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			18

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 required as Minor consists of existing courses.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://www.wcsu.edu/admissions/programs/management/>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:

www.wcsu.edu > Cashier's Office

Request for SAA Approval for Veterans Benefits? Yes No

Catalog Description

1. Provide the catalog description for this program (with proposed modifications if applicable):
2. **The Management minor provides non-Management majors the opportunity to learn basic management skills, apply basic Human Resource Management techniques, and to understand a wide range of management practices.**

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): 11-021 General & 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)? 60000

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 55 Management of Companies and Enterprises

Career/Program Pathways

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

Program Administration and Faculty

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

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): Dr. Stanley Bazan Bazans@wcsu.edu 203 837-9238

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? 0

Admissions Requirements

What are the admissions requirements for the program? 2.0 gpa and 45 credits earned

Graduation Requirements

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

If yes, describe:

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: Non-Management majors who want more depth in Management

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Western CT State University	Please enter the following dates: Final approval by institution: Fall 2023 Submission to CSCU Office of the Provost for Academic Council: March 2024
---	--

Most Recent NECHE Institutional Accreditation Action and Date: Fall 2023

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: Two Courses are proposed to be removed for a total of **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: **Master of Science in Education in Special Education**
OHE #: 1088
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*): **Master of Science in Education**
Date Program was Initiated: 9/30/2016
Total # Credits in Program: 36
Credits in General Education: NA
[CIP Code Number](#): 13.1001 Title of CIP Code: Teacher of Special Education

Modified Program Characteristics

Name of Program: **Master of Science in Education in Special Education**
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*): **Master of Science in Education**

Initiation Date for Modified Program: **Fall 2024**
Anticipated Date of First Graduation: **Summer 2025**
Total # Credits in Program: 30
Credits in General Education: NA
[CIP Code Number](#): 13.1001 Title of CIP Code: Teacher of Special Education

Department where program is housed: **WCSU Education Department**
Location Offering the Program (*e.g., main campus*): Campus and ONLINE

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

If modification of the program is concurrent with discontinuation of related program(s), please list for each program: NA
 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: Katherine Roe	Title: Education Department Chair	Tel.: (203) 837-3263 e-mail: roek@wcsu.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 recent Academic Program Process prompted a review of the MS Special Education program in comparison with similar programs in the Connecticut (both private and public). The review showed that competing programs provided equivalent course offerings, online modalities, and resources. One major difference was the total credits involved in completing the program. Other programs offer the same MS Special Education degree for 30-credits. However, WCSU shows this program offering at 36-credits. This means six additional credits costing candidates time and additional expense.
 This MS Special Education program revision proposal will result in a 30-credit graduate 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
ED 576 Learning, Coaching, and Reflective Practice ED 593 Standards, Mandates, and Legal Issues in Education	3	ED 525 Teaching Students with Learning Disabilities (3 credits)	3
	3	ED 576 Learning, Coaching, and Reflective Practice (3 credits)	3
ED 525 Teaching Students with Learning Disabilities ED 545 Teaching Students with Emotional and Behavioral Disorders	3	ED 545 Teaching Students with Emotional & Behavioral Disorders (3 credits)	3
	3	ED 557 Technology in Special Education (3 credits)	3
ED 548 Analysis of Reading Difficulties ED 557 Technology in Special Education	3	ED 618 Collaborative Program Plan (3 credits)	3
	3	ED 617 Assessment in Special Education	3

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

ED 606 Teaching Students with Multiple and Severe Disabilities ED 617 Assessments in Special Education	3 3	ED 606 Teaching Students with Multiple and Severe Disabilities (3 credits) ED619 Theory & Practice in Bilingual Education (3 credits) * NY Req.	3 3
ED 618 Collaborative Program Planning	3	ED 620/1 Practicum in Special Education PK-12 (6 credits) *	6
ED 619 Theory and Practice in Bilingual Education	3		
ED 620 Practicum in Teaching Special Education Students Grades K-5	3		
ED 621 Practicum in Teaching Adolescent Students with Special Needs Grades 6-12	3		
Total Credits Original Program	36	Total Credits Modified Program	30

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.

- A. Graduates of the program will use their knowledge of how language, culture, and family background influence the learning of individuals with exceptionalities to create inclusive communities.
 - 1-Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities as indicated by the design of intervention plan.
- B. Graduates of the program will change lives by using their professional judgement and knowledge to create quality, inclusive education.
 - 1-Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by case studies of diverse learners
 - 2-Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.
- C. Graduates of the program will work with colleagues to design and/or implement an integrated, comprehensive, and balanced inclusive curriculum.
 - 1-Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in the practicum.
- D. Graduates of the program will work with colleagues to design, implement, and evaluate special education programs to reflect research-based practices.
 - 1-Demonstrate expertise in designing, implementing, evaluating, and improving special education to reflect research-based practices as indicated by portfolio in the practicum.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Assessment of Learning Outcomes

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

Candidates are assessed by way of key assessments found within designated course assignments aligned with the MS Special Education program Learning Outcomes (as shown above) and the Council for Exceptional Children (CEC) standards. Whereby the associated key assessment rubrics are aligned with CAEP and CEC Standards.

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
ED 525 Teaching Students with Learning Disabilities (3 credits)	SLO A.1, B.2, C.1, D.1	Enrollment in MS ED Special Education	
ED 576 Learning, Coaching, and Reflective Practice (3 credits)	SLO A.1, B.1	Enrollment in MS ED Special Education	
ED 545 Teaching Students with Emotional & Behavioral Disorders (3 credits)	SLO A.1, B.2, C.1, D.1	Enrollment in MS ED Special Education	
ED 557 Technology in Special Education (3 credits)	SLO A.1, B.1, C.1	Enrollment in MS ED Special Education	
ED 618 Collaborative Program Plan (3 credits)	SLO A.1, B.1, B.2, D.1	Enrollment in MS ED Special Education	
ED 617 Assessment in Special Education	SLO A.1, B.1, B.2, D.1	Enrollment in MS ED Special Education	
ED 606 Teaching Students with Multiple and Severe Disabilities (3 credits)	SLO A.1, B.2, C.1, D.1	Enrollment in MS ED Special Education	
ED619 Theory & Practice in Bilingual Education (3 credits) * NY Req.	SLO A.1, B.1	Enrollment in MS ED Special Education	
ED 620/1 Practicum in Special Education PK-12 (6 credits) *	SLO A.1, B.1, B.2, C.1, D.1,	Enrollment in MS ED Special Education	

Open Electives (Indicate number of credits of open electives) NA

Total Program Credits: 30

Description of Related Modification(s)

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements. The program modification removed two-three credit courses from the course rotation. This modification does not impact meeting the Learning Objectives for the MS Special Education program. The modified course sequence does not impact the overall curriculum and provides the candidate the complete curriculum in a more competitive, cost-effective, and accelerated package.

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 will be no additional resources required for this program modification. The faculty, administrative resources, library resources, and technology that are available are adequate to support the program.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://catalogs.wcsu.edu/grad/masters-in-education-special-education-k-12/>

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

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:
<https://www.wcsu.edu/cashiers/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 mission of the MSED in Special Education (K-12) Program is to prepare special educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares special educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in PK-12 schools and communities to impact student learning.

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): 25-2055, 25-2056, 25-2057, 25-2058, 25-2059

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? The median salary is \$65K.

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

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 Education Department Chair, roek@wcsu.edu; 203-837-3263 will serve as administrator.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 2

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3

Admissions Requirements

What are the admissions requirements for the program? The ED Candidates are required to hold an undergraduate degree, initial certification, and have a 2.7 GPA.

Graduation Requirements

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

If yes, describe: Candidates complete a practicum.

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:


Candidates will complete their practicum in their workplace or a designated field placement.

Prospective Students

Describe the prospective students for the program:

The Teacher Candidate in the MS Special Education program holds an undergraduate degree and has initial teacher certification. They work as classroom teachers and seek additional endorsements to have an additional skillset to support classroom special education needs or to further their career opportunities.



TO: Terrence Cheng, Chancellor, CSCU
FROM: Dr. Manohar Singh, President (Interim) 
CC: Dr. M. Alexander, Vice President for Academic Affairs/Provost
F. Cratty, Chief Human Resources Officer
P. Heleen, CSCU, Associate Director for Board Affairs
D. Mazza, CSCU, Vice President for HR Strategy
J. Prieto, Academic Leave Committee Chair
DATE: December 20, 2023
RE: WCSU Academic Leaves 2024-2025

Listed below you will find my recommendations for the 2024-2025 Academic Leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

Dr. Neeta Connally, CSU Professor, Biology, Fall 24 and Spring 25

Project: The research program focuses upon the ecology and prevention of tickborne diseases in the Northeastern United States. This leave will provide the critical time needed to develop skills using modern geospatial technology that can apply to both the creative activity as well as classroom teaching. During leave, Dr. Connally will also continue to oversee research projects conducted in her lab related to two federally funded research collaborations focused on tick-borne illnesses.

Dr. Jessica Eckstein, Professor, Communication & Media Arts, Spring 25

Project: The project entails the research, design, and writing of the initial text for a new textbook on abusive relationships. Abusive relationships (in)directly affect everyone in the world, whether they be perpetrators, victims, and/or third parties (e.g., family members, bystanders, organizations, governments). A social problem affecting hundreds of millions of people in the U.S. alone (Black et al., 2011), *abuse* is any communication intended to physically or psychologically effect harm upon and/or control another with whom one has an interpersonal relationship. Dr. Eckstein will undertake the initial steps in creating and publishing a textbook that accounts for all of these factors.

Dr. Emily Stevens, Professor, Health Promotion & Exercise Science, Fall 24

Project: The aim of this project is to collaborate with the Danbury and Norwalk Departments of Public Health in health needs assessment and evaluation of community health improvement programs. Data will be examined to make comparisons between two local communities and to

inform community health programming, particularly in the area of physical inactivity. The project will result in opportunities for internship projects for our students, and it will serve as an opportunity to expand partnerships and collaborative work in public health between the HPX Department at WCSU and local departments of public health.

Dr. Douglas O'Grady, Professor, Music, Spring 25

Project: In the field of Music Theory and Music Theory Pedagogy, this project aims to comprehensively overhaul the undergraduate music theory curriculum at WCSU which currently includes music theory, sight-singing/ear-training, and keyboard competency courses. The primary objective is to ensure that it remains current, relevant, multicultural, diverse, and effective. This will be achieved through extensive research on contemporary music theory pedagogy, comparative analysis of curricula from peer institutions, alignment with graduate program expectations, and a student needs assessment. The expected outcome is a set of curricular recommendations encompassing course sequencing, topical content, pedagogical resources, and materials for all music theory, sight-singing/ear-training, and keyboard competency courses.

Dr. Bozena Padykula, Associate Professor, Nursing, Spring 25

Project: Dr. Padykula will create six (6) mental health simulation cases for two (2) seminar courses in Master of Science in Nursing (MSN)-Psychiatric Mental Health Nurse Practitioner (PMHNP) major at WCSU. These will be deployed in the high-fidelity nursing simulation lab. Simulation experiences represent an important component of clinical/practice education, serving as a valuable augmentation to direct clinical care or practice within healthcare settings. Online educational platforms offer simulation cases medically oriented but there is lack of mental health simulation cases that could be implemented to educate students in the new PMHNP major at WCSU.

Dr. Carina Bandhauer, Professor, Social Sciences, Fall 24 and Spring 25

Project: Dr. Bandhauer plans to conclude her 25 year-long longitudinal ethnographic study on racism promulgated by the Anti-Immigrant Movement that targets Mexicans and Mexican Americans. She has conducted several hundred hours of interviews with activists. Her analysis utilizes a broad socio-historical perspective of racism, with careful consideration of macro-structural political and economic changes impacting migration trends and social relations. The interviews capture the initial 1990's rise of the Movement in California with Proposition 187, its resurgence with the rise of the Minutemen Project mobilized by the attacks 9/11/2001 attacks, and its recent uptick triggered by Donald Trump.

Dr. Hannah Reynolds, Associate Professor, Biology, Spring 25

Project: Road deicer, predominately rock salt (NaCl), flushes from the roads and sidewalks into waterways and soils during thaws and rain events. As the salt travels through the watershed, it impacts aquatic life, including amphibians and fish. However, its effect on microbial communities are ambiguous, as many microbes are highly resilient to osmotic stress. Dr. Reynolds plans to use this leave to collect sediments, soils, and water from our local watershed for ongoing salt pollution research. She also plans to perform lab chemical testing to measure the fluctuating salt levels and extract DNA from soil and sediments for future microbiome sequencing.

Dr. Oscar de Los Santos, Professor, Creative & Professional Writing, Spring 25

Project: Dr. de Los Santos's scholarship and creative work have centered largely on fantastic literature and cinema, most often on science fiction and horror. He has published and presented extensively in both areas and taught many classes, both lecture and workshop-based, that focus on such works. Dr. de Los Santos will research and write a new book called, *Veiled Frights: The Elusive Presence and the Power of Subtlety and Implication in Horror Fiction and Film*.

Anthony D'Aries, Associate Professor, Creative & Professional Writing, Fall 24 and Spring 25

Project: Professor D'Aries plans to complete two book manuscripts: *Half of What You See* is an 89,000-word literary thriller that tells the story of Maggie Williams and her attempt to heal her wounded marriage within the collective grief and moral panic of her small town. *The Last Knife Sharpener of Guardiaregia* is a 51,268-word collection of linked short stories exploring a range of themes and points of view. A single woman with a dangerous obsession. A teenage son with a talent for forgery. A young author seduced by the widow of his literary hero. The characters in the collection are all struggling to understand what they want, how to get it, and how to live in the meantime without self-destructing.

Dr. Rotua Lumbantobing, Associate Professor, Finance, Fall 24

Project: Dr. Lumbantobing will conduct research to quantify the effect(s) of the rise of the U.S. women's soccer team starting with its win in the first Women's World Cup back in 1991 to its peak between 2014 and 2019 on the profitability and the competitive balance of the sport in the U.S. and in international competitions. In addition, she will analyze how the team's success has affected the level of awareness of equity issues, such as gender pay gap and discrimination in access to sports.

Dr. Sharon Young, Professor, Social Work, Spring 25

Project: It has been nearly 10 years since the introduction of Veteran Critical Theory (VCT) to the veteran studies literature by Dr. Glenn Phillips. This theory, formally presented to the veteran studies community in 2017, has been referenced in over 60 publications. The culmination of this leave will be the publication of the first book on VCT. This book will explore how the main tenants of VCT have been applied in academic, community, and intervention settings. Dr. Young will work collaboratively to write chapters for this edited book and seek chapter summaries from other authors to develop a detailed prospectus for publishers.

Dr. Deneen Harris, Associate Professor, Social Work, Fall 24

Project: This project is to begin work on a textbook titled *Anti-Oppressive Social Work Practice in Context*. This leave will provide Dr. Harris with an opportunity to curate readings, identify experiential learning activities to include in the textbook and begin writing. Dr. Harris is currently working with Cognella Publishing on this project. The specific goals to be achieved during this leave include the following: refine the outline for each proposed chapter; curate readings; develop interactive materials that will be included in the textbook and write a minimum of two chapters.

MS:moc