



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA**

Friday, September 6, 2024 @ 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at: <https://youtube.com/live/iMd1yLkIVpY?feature=share>

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. June 7, 2024 – Regular Meeting – *Page 1*
 - b. July 18, 2024 – Special Meeting – *Page 8*
3. Charter Oak State College – Dr. David Ferreira, Provost
 - a. Academic Updates
 - b. No Action Items for September 2024
4. Southern Connecticut State University – Dr. Julia Irwin, Interim Provost
 - a. Academic Updates
 - b. Discontinuations
 - i. Clinical Mental Health Counseling - Post-Master’s Certificate – Discontinuation – *Page 11*
 - ii. Environmental Studies - Master of Science – Discontinuation – *Page 17*
 - c. Modifications
 - i. Clinical Mental Health Counseling – Master of Science – Modify Instructional Modality – *Page 21*
 - ii. Exercise and Sport Science – Bachelor of Science and Master of Science – Modification of CIP Code – *Page 24*
 - d. Below Threshold
 - i. Nursing – Master of Nursing (Family Nurse Practitioner) - Modification of an Accredited Program – *Page 27*
5. Eastern Connecticut State University – Dr. Ben Pauley, Interim Provost
 - a. Academic Updates
 - b. No Action Items for September 2024
6. Central Connecticut State University – Dr. Kim Kostelis, Provost
 - a. Academic Updates
 - b. No action items for September 2024
7. Western Connecticut State University – Dr. Stephen Hegedus, Interim Provost
 - a. Academic Updates
 - b. Below Thresholds
 - i. Anthropology Sociology – Bachelor of Arts – Modification of an Accredited Program – *Page 34*
 - ii. Anthropology Sociology - General Studies Option – Bachelor of Arts - New Option – *Page 44*
 - iii. Anthropology Sociology - Global Studies Option – Bachelor of Arts – New Option – *Page 53*

iv. Anthropology Sociology - Social Justice and Policy Option – Bachelor of Arts – New Option -
– *Page 62*

8. CT State Community College – Dr. Karen Hynick, Interim Provost

a. Academic Updates

b. New Program

i. Licensed Practical Nursing – Certificate – *Page 71*

c. Below Thresholds

i. Mechanical-Electrical Manufacturing Basis (MEMB) - Certificate 2 – New Certificate – *Page 112*

ii. Music Industry – Associate of Science - Modification of an Accredited Program – *Page 119*

iii. Nursing – Associate of Science - Modification of an Accredited Program – *Page 125*

9. Information Items

a. Resolution on CT State Student Services – *Page 135*

b. CSCU Student Enrollment and Retention Report – Part II – *Page 137*

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

Conducted via Remote Participation

Regents Present: Chair JoAnn Ryan, Committee Chair Ira Bloom, Regent Juanita James, Regent Richard Porth, Student Regent Luis Sanchez

Members: Professor Colena Sesanker

Staff Present: Aynsley Diamond, Tamara O'Day Stevens, Stephen Marcelynas, Pamela Heleen, Kaylah Davis

Other Attendees: Brad Baker (CT State), Kin Chan (ECSU), Garrett Dancik (ECSU), David Ferreira (COSC), Yaseen Hayajneh (WCSU) Stephen Hegedus (WCSU), Karen Hynick (CT State), Edward Klonoski (COSC), Kimberly Kostelis (CCSU), Kerri Langevin (CCSU) Kristine Larsen (CCSU), H. Justin Moore (CT State), James Mulrooney (CCSU), Joan Palladino (WCSU), Benjamin Pauley (ECSU), Robert Prezant (SCSU), Michael Stefanowicz (CT State), Emily Todd (ECSU)

1. Call to Order: Declare Quorum

2. Approval of Minutes

a. May 10, 2024

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

3. Discussion of Board Enrollment Report

Committee Chair Ira Bloom discussed the updated Board Enrollment Report template. He advised that this template relates to a Board resolution requiring an enrollment report in May and September of each year. The updated template includes characteristics for full and part time enrollment, FTE, retention, and certificate data, with the intent to capture this information in a comprehensive report format.

Regent Richard Porth commented on his appreciation that the new format includes certificate enrollment.

Regent Juanita James added that this report will provide valuable information. No other changes to the report format were requested.

4. General Education Transfer Credit Alignment Policy – Dr. Aynsley Diamond, AVP of Academic Affairs, and Stephen Marcelynas, Director, Office of Transfer and Articulation, CSCU

Dr. Diamond and Stephen Marcelynas presented. The General Education Transfer Credit Alignment policy was discussed at the May BOR ASA committee meeting, which focused on the faculty involvement and vetting process that took place. The policy is intended to support student success, provide access, and have a clear process for general education credit transfer. With this policy, advisors can support students and address barriers, instead of navigating varying catalogs and agreements to determine credit transferability. The policy provides advisors and students the opportunity to create academic plans and explore options. The development of the policy was a collaborative process with staff and faculty across the system addressing the vertical transfer from the community colleges to the universities and guiding students to successful transition and completion of their degree. During development, discussions led to recommendations, which were

circulated at the campus level for further feedback and review. The institutions provided feedback to ensure that this policy is feasible.

Chair Ira Bloom commented that in the past, it was easier for CT State students to transfer to institutions outside of the system, and this policy highlights the alignment of course learning objectives for CT State to CSU transfer.

Regent Juanita James applauded the comprehensive effort, adding that she believes this will have a tremendous impact on students, and is an example of the benefits of systemness.

Regent Richard Porth added that this is an impressive recommendation that involved collaboration across the system and represents a step forward. He inquired about the articulation agreements amongst the community colleges and encouraged continued progress in this area.

Professor Colena Sesanker added that the intention of this is wonderful and appreciates the difference noted in the staff report and the prior transfer articulations. She inquired about the groups that reviewed this to get a sense of the level of review. She additionally inquired regarding development education and to ensure the academic integrity of the courses. Dr. Diamond added that there is a link to the provost reports in the packet and published on the website which documents the levels of review at each institution, as well as feedback. Stephen Marcelynas shared the link during the meeting, and added that in regard to developmental courses, the policy maintains common practice already in place for receiving and applying credit at the four-year institutions.

Chair Ira Bloom confirmed that this policy does not change any other policies. It was confirmed that this will not change or make any exceptions, as it adheres to what currently exists.

Professor Sesanker inquired about senate approval and official responses from representative bodies. She added again concern regarding developmental education standards, stating that CT State is an open enrollment institution, but the universities are not. Dr. Diamond responded to confirm that the provost reports are detailed and reiterates that this went through campus faculty senates, academic councils, as well as meetings with faculty to obtain feedback. This was a collaborative discussion on learning outcomes at both CT State and university levels. Refinements and further conversations are expected, and review schedules are in place as part of the policy.

Professor Sesanker commented regarding developmental education, adding that this is not central to CT State; per PA 12-40, this is a mandated state statute. Dr. Diamond confirmed that she will meet with Professor Sesanker to discuss further and confirm compliance with the statute.

Regent Juanita James commented on the thoroughness and inclusivity of input from stakeholders, and that another important component of this policy is everyone's willingness to make this work and their continued collaboration.

Committee Chair Ira Bloom asked for a motion to approve the General Education Transfer Credit Alignment Policy. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the policy was approved unanimously.

5. Recognition of Betsey Doane Award Recipients – Dr. Tamara O’Day Stevens, Interim Associate Vice President of Enrollment Management and Student Success, CSCU
Dr. O’Day-Stevens highlighted the Accessibility Summit that took place on May 17th, and thanked Sarah Ellis and the Charter Oak team for organizing the event, as well as Central CT State University for hosting. The Betsey Doane Award given at the event is sponsored by the Accessibility Council and is designed to recognize faculty and staff who are innovators in the accessibility of digital learning. Betsey Doane has taught math at the CT State – Housatonic campus since 1970 and is an inspirational leader for the visually impaired. Housatonic’s campus provided her with their lifetime achievement award. The winners of the Betsey Doane award are listed in the agenda materials on page 26. Dr. O’Day-Stevens recognized and thanked the winners and all accessibility folks across the system, as they ensure accessible learning to our students. Dr. O’Day-Stevens also formally introduced herself as the Interim Vice President of Enrollment Management and Student Success for CSCU. She will work with enrollment management and student success offices and serves as the advisor for the Student Advisory Committee (SAC).
6. Charter Oak State College – Dr. David Ferreira, Provost and Edward Klonoski, President
 - a. Academic Updates

Dr. David Ferreira shared an academic update and thanked Central CT State University for hosting the Accessibility Summit and added that it was a well-attended event.

b. Strategic Plan and Updated Mission Statement

Dr. David Ferreira and President Edward Klonoski presented the Charter Oak State College strategic plan and updated mission statement. Charter Oak State College is a niche institution with a focus on workforce development and being a low-cost provider. Their strategic plan process and results, highlight the rationale for the changes to the mission statement. To ensure compliance with NECHE Standard 1.2, formal adoption by the BOR is needed. The planning process included collaboration with a diverse set of groups including, alumni, faculty, staff, a research firm who conducted interviews with stakeholders, and secret shopper organization to determine how they fare with competitors which resulted in positive feedback. Upon completion of the process, Charter Oak created five pillars; academic quality, strategic partnerships, inclusive excellence, growth, and student experience and success. Each pillar has objectives that map to the CSCU-BOR key areas of focus and goals. The changes made to the mission statement include the highlighting of working professionals, industry-relevant online education, and learning experiences. Regent Richard Porth commented that the growth of digital and online learning is critical to the overall success of CSCU, and that this is importance for the growth of the system and provides access to opportunities for future and current students.

Regent Juanita James gave kudos.

Regent Ira Bloom added that COSC plays a unique role in the system to support digital and online learning.

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

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

a. Academic Updates

Dr. Robert Prezant provided an academic update, highlighting SCSU's Early College Program. This past year, 1,500 students were served, exceeding their goal of 1,000. They represent 108 high school partners. Dr. Olcay Yavuz in the Educational Leadership and Policy Studies program leads the program. The program has received a grant from the Center for CT Education and Research Collaboration, in partnership with UConn for expanding dual enrollment. Dr. Prezant also shared that at the meeting last month, he reported the SCSU has brought in \$15 million in external funding, but upon recalculation, they have brought in \$16 million, which is a record at the institution.

b. Modifications

i. Recreation and Leisure – BS – Name Change

Dr. Robert Prezant presented regarding 7. b.i. and 7.b. ii...

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

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

ii. Recreation and Leisure – BS – CIP

Dr. Robert Prezant presented regarding 7. b.i. and 7.b. ii... Southern CT State University requested approval of a CIP change modification and a name change from a Bachelor of Science in Recreation and Leisure Studies to a Bachelor of Science in Recreational Therapy.

This is driven by student demand and the development of their master's degree program in Occupational Therapy, which created a clearer track and pathway for students in the BS program. More than 3/4 of students are in programs that should be classified as recreational therapy, and input from the Advisory Board also suggested that based on career development and the need for a clear pathway to the graduate occupational therapy program, this change is needed.

Committee Chair Ira Bloom asked about the more traditional programs in this area. Dr. Prezant confirmed that these will move into tracks.

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

iii. Doctorate in Business Administration – CIP

Dr. Robert Prezant presented. Southern CT State University requested approval of a CIP correction for the Doctorate in Business Administration program. There is a more appropriate CIP code that this program falls under and is a better fit. There is no change to the program or what was approved at the previous meeting.

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

c. Behavioral Neuroscience – BS – Start Date Correction

Dr. Robert Prezant presented this information item. In April 2024, the BOR-ASA committee approved Southern CT State University's new program, a Bachelor of Science in Behavioral Neuroscience. This item is to notify the change in anticipated program initiation date, from Fall 2024 to Fall 2025. This is to ensure that there is time to market and advertise the program.

d. **Below Threshold**

Information Only

i. Recreation and Leisure – Modification

8. CT State Community College – Dr. Karen Hynick, Interim Provost

a. Academic Updates

Dr. Karen Hynick provided an academic update. CT State held their commencement ceremonies throughout May, and over 4,000 students graduated as the first inaugural CT State class. Next week, CT State-Capital will host an enrollment management institute event, bringing 12 campuses and the central office team together to focus on enrollment procedures. They will have a NECHE site visit in March 2025, and in anticipation, will focus on four areas; policy, dual enrollment, budget mitigation, and student learner outcomes.

b. **Below Threshold**

Information Only

i. Interior Design Career Program – AAS – Modification

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

a. Academic Updates

Dr. Kimberly Kostelis provided an academic update. In collaboration with the faculty on the Graduate Policy Committee, Accelerate Central programs have been expanded across varying departments and schools. This process allows students to accelerate their time to a graduate degree, by taking courses in a 4+1 or 3+2 manner and bridge pathways across disciplines. CCSU and WCSU have a partnership agreement for students in WCSU's Exercise Science bachelor's program, in which students can accelerate and finish their graduate degree in Athletic Training at CCSU.

b. New Programs

i. Climate Change Studies – BA

Dr. Kimberly Kostelis, Dr. Kristine Larsen, and Dr. James Mulrooney presented 7.b.i. and 7.b.ii. **Committee Chair Ira Bloom asked for a motion to approve the new program. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the new program was approved unanimously.**

ii. Climate Change Studies – BS

Dr. Kimberly Kostelis, Dr. Kristine Larsen, and Dr. James Mulrooney presented 7.b.i. and 7.b.ii... Central CT State University requested approval of two new programs, a Bachelor of Arts and a Bachelor of Science in Climate Change Studies. A market analysis has indicated a need for these programs. As part of the academic program planning process and mitigation plan, this program aligns with workforce needs and the changing economy. They will be using expertise already in place to maximize resources, and Dr. Kris Larsen has helped lead the program's development and faculty alignment. There is a distinction between the BA and BS programs, and both have fundamental core courses. Outside of the core courses, the BA program has a focus with options in the sectors of journalism, policy, and resource management, and students can select minors that fit their specific needs. The BS has the same core foundation and is geared towards students interested in more science-based courses, such as renewable energy or green construction.

Chair Ira Bloom inquired if a letter of support from DEEP can be provided ahead of the BOR meeting, as they are mentioned frequently throughout the proposal. Additionally, he asked if they

support the bifurcated format. It was confirmed that DEEP is heavily in support of the format of the BA and BS approach, adding that it will be beneficial to students as they enter their careers, and that CCSU will work with DEEP to obtain a letter of support.

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

iii. Nursing – Accelerated Bachelor of Nursing

Dr. Kerri Langevin, Dr. Kimberly Kostelis, and Dr. James Mulrooney presented. Central CT State University requested approval of a new Accelerated Bachelor of Nursing program. There is a critical need for increasing the nursing workforce. This program has been in the works for some time and has been able to expand with the support of the Health Horizons grant. Resources currently in place can accommodate the proposed cohort sizes, and with success of the program, cohorts may expand further.

Chair Ira Bloom inquired about target audience for this program. Dr. Langevin shared that there have already been several inquiries, including from former graduates; that the target audience is Hartford County. There are two other accelerated nursing programs in the area, but this one would be at a lower tuition price point. Additionally, students currently finishing their undergraduate degrees may be interested. The cohort size is 20 seats.

Chair Ira Bloom inquired about attrition. Dr. Langevin confirmed that the caliber of students that apply are highly motivated and focused on obtaining their nursing degree. The program will also have a tutoring platform in place for NCLEX practice exams, as well as one-on-one faculty advising to ensure students are successful in completing the program.

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

c. Modification

i. Modern Languages – MS – Name Change

Dr. Kimberly Kostelis and Dr. James Mulrooney presented. Central CT State University requested approval of a name change for the Master of Science in Modern Languages program to a Master of Science in World Languages. This modification reflects the change in name of the department and aligns with that and industry standard. There is no change to the substance of program.

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

d. Below Threshold

Information Only

i. Climate Studies – Minor

ii. Computer Science BA-BS to Computer Information Tech – MS – New Accelerated Track

iii. Computer Science BA-BS to Software Engineering – MS – New Accelerated Track

iv. Cybersecurity BS to Software Engineering MS – New Accelerated Track

Chair Ira Bloom inquired on the accelerated tracks for 7.d.ii. and 7.d.iii., and if students of the BA program are prepared for a graduate level program. Dr. Kostelis confirmed that the foundational courses of the BS and BA are the same, which is needed for students to find success in the graduate program.

10. Eastern Connecticut State University – Dr. Benjamin Pauley, Interim Provost

a. Academic Updates

Dr. Benjamin Pauley provided an academic update. ECSU has seen an increase in their first time, full time, and transfer rates from the previous year. They are pleased with this positive trajectory and will be looking to see what factors influenced this change. They recently implemented customer service software that provides them with the improved ability to engage with prospective students and their support networks. Additionally, their liberal arts core cultivates and provides a foundation for rewarding and successful careers. Departments across campus have been working to strengthen this core and refine major programs to ensure they are relevant to current and prospective students.

b. New Program

i. Computer Science – BA

Dr. Benjamin Pauley, Dr. Garrett Dancik, and Dr. Emily Todd presented. Eastern CT State University requested approval for a new Bachelor of Arts in Computer Science program. This program is consistent with deficit mitigation plans and will create an option that opens this field of study to students who may have not otherwise considered it. One audience for this program may be students who have a computer science minor already, allowing them to enter a double major. Dr. Todd advised that this interests students who may be drawn to a program that is not as heavy on math requirements. This program is an interdisciplinary approach and allows students to develop coding and software development skills. Students will have a range of options for completing courses in disciplines outside of computer science to complement the program.

Chair Ira Bloom inquired about AI, as it was not referenced in the proposal and if students in this program will be exposed to AI upon graduation. Dr. Dancik added that with the evolution of AI over the last year, there is an introduction on this topic in the department and other disciplines. Adding that courses on this topic, as it is so prevalent, are an active discussion on campus. This program's focus is based on programming and software development. Dr. Todd added that students would not be able to complete the program without touching on AI, and that they just received a grant that aids in the curricular development of AI.

Regent Juanita James added a recommendation that in advance of the BOR meeting, supplemental materials should be provided that address the addition of AI. It was confirmed by the Board Secretary that this is feasible.

Committee Chair Ira Bloom asked for a motion to approve the new program, with the qualification of adding supplemental materials regarding the inclusion of AI. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the new program with the qualification was approved unanimously.

c. Modification

i. Spanish – BA – Modification

Dr. Benjamin Pauley, Dr. Kin Chan, and Dr. Emily Todd presented. Eastern CT State University requested approval of a modification for the Bachelor of Arts in Spanish program. This is a refinement of the major, is consistent with budget mitigation plans, and taught by existing faculty. The modification reduces the number of credits, making it easier for students to select this as a double major. This also allows the major to be complementary to other programs, where knowledge of Spanish is beneficial, for example, Health Sciences. There is a need for Spanish speakers for various professions, and the interdisciplinary and professional focus supports career readiness, as students are required to take a 3-credit experiential course.

Chair Ira Bloom confirmed that this program is not designed for students to obtain a doctorate in Spanish. Dr. Todd confirmed that if a student chooses to, they can, but this program is not intended for this. Students would need to take a pre-professional course in this program regardless of furthering their degree in this direction, and all elective courses can prepare them for success in a doctoral program.

Chair Ira Bloom inquired if the track at the secondary level is strong, and it was confirmed yes.

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

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

a. Academic Updates

Dr. Stephen Hegedus provided an academic update. WCSU's senate sub-committee on general education is working to operationalize and align the framework and policy as mentioned earlier today. The senate has also passed an updated academic suspension probation policy, which allows for more support regarding rebounds. There will also be a grants workshop to build collaboration and skills to seek external support, especially in consideration of WCSU's recent HSI designation. There are retreats planned to implement Western Rising. Similarly, WCSU has seen an increase in enrollment, transfer, and housing deposit rates, all positive indicators of a positive turn in enrollment.

b. Discontinuation

i. Nutrition – MS

Dr. Stephen Hegedus and Dr. Joan Palladino presented. Western CT State University requested approval for a discontinuation of the Master of Science in Nutrition program. This program was housed in the Health Promotion department but did not see enrollment take off. Additionally, due to a change in registered dietician requirements, they would have needed to add courses to the program and did not have the resources to do so. There are no remaining students in the program, and the last graduating class was May 2023.

An administrative comment was made to note that the agenda packet materials include a discrepancy in effective dates on the resolution and staff reports, which will be corrected prior to the BOR meeting on June 27th.

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

c. Modification

i. Criminal Justice, Criminology, and Law – BS – Name Change

Dr. Stephen Hegedus and Dr. Joan Palladino presented. This program modification was initially brought forward in February for a name change to Criminal Justice, Criminology, and Law, however, the name is unable to fit administratively into the Banner system. The change to Criminal Justice is to ensure the program name fits into the system.

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

d. Below Threshold

Information Only

i. Cybersecurity – New Minor

ii. Literacy and Language – MSED – Modification

iii. Management – Minor – Modification

iv. Special Education – MSED – Modification

Dr. Hegedus added that the two MSED programs have been reduced in credits, to make the programs more accessible for students, and that there is no change to the main learning objectives.

12. Sabbatical Leave

Information Only

a. Western CT State University

Committee Chair Ira Bloom asked for a motion to adjourn. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the motion to adjourn was approved unanimously at 11:37am.



SPECIAL MEETING – ACADEMIC & STUDENT AFFAIRS COMMITTEE
Thursday, July 18, 2024 @ 1:30 p.m.

Regents Present: Committee Chair Ira Bloom, Regent James McCarthy, Regent Juanita James

Members: Professor Colena Sesanker

Staff Present: Aynsley Diamond, Pamela Heleen, Lori Lamb, Vita Litvin, Lesley Mara,
Tamara O’Day Stevens, Kim Pacelli, Shannon Walsh, Kaylah Davis

The meeting was called to order at 1:31 p.m. by Committee Chair Ira Bloom.

1. Call to Order and Declaration of Quorum
2. Adopt Agenda
3. Action Item – Interim Student Code of Conduct

Committee Chair Ira Bloom introduced the Interim Student Code of Conduct and advised that this interim policy includes substantive changes because of revised mandated regulations by the United States Department of Education and changes required by the United States Department of Justice. The development of the interim policy has been a monumental effort put together in a short period of time. This interim policy includes other non-substantive changes that bring the policy up to date, such as changes in titles and the inclusion of CT State. Committee Chair Ira Bloom added that there are various legal challenges underway in other states that may impact the overall implementation of Title IX regulations, and that additional consultation with stakeholders, including administrators, faculty, and students will be needed.

Committee Chair Ira Bloom introduced Interim General Counsel Vita Litvin, Associate Vice President of Academic Affairs Dr. Aynsley Diamond, and Interim Associate Vice President for Enrollment Management Dr. Tamara O’Day-Stevens. CSCU retained a consultant to aid in the revision of the Title IX policy.

Interim General Counsel Vita Litvin and Associate General Counsel Shannon Walsh provided background on the Department of Education and Department of Justice regulations, and referenced the proposed policies, Affirmative Action and EEO and Interim Harassment and Nondiscrimination, that moved through the BOR Human Resources Committee on July 17th, 2024. Interim General Counsel Vita Litvin shared that the Student Code of Conduct required numerous updates due to the April 2024 Department of Education amendments to Title IX regulations that are scheduled to take effect on August 1st, 2024. Amendments were also needed as the current policy refers to situations such as stalking and intimate partner violence; the proposed Student Code of Conduct removes those references and now refers to the new Interim Harassment and Nondiscrimination policy. Additionally, because of state and federal law, provisions were made in reference to disciplinary measures for self-harm

behaviors. Given the pending legal challenges and remaining necessary revisions, the Student Code of Conduct was put forward for approval as an interim policy.

Interim Associate Vice President for Enrollment Management, Dr. Tamara O'Day-Stevens shared information regarding student needs and ensuring fair processes for student support. She advised that the COVID-19 pandemic caused students on a national level to identify their struggles with anxiety and depression, and today, there are state and federal regulations that require all institutions to adjust their practices and policies on the subject.

Associate Vice President of Academic Affairs, Dr. Aynsley Diamond shared that there is a need to establish a separate academic integrity policy with language regarding Artificial Intelligence (AI), as well as review and revision to behavior misconduct policies. As the Student Code of Conduct is an interim policy, this work will continue throughout the coming academic year.

Regent James McCarthy expressed his appreciation to the group that took on this complicated and necessary work, adding that those implementing the policy will need to adjust to the new procedures. Regent McCarthy asked about the major differences and changes that are involved between the old and new policy. Interim General Counsel Vita Litvin advised that there are multiple policies (3) currently that cover the same subject matter and include references to sexual misconduct that is regulated by Title IX. On a systematic level, the discriminatory and harassing behavior references are being streamlined under one comprehensive policy. The changes can be looked at in buckets, the first being general changes to the preamble, definition, jurisdiction, and scope sections; the second includes changes to the prohibited conduct section, Title IX, self-harm provisions, and added language with input from campus police chiefs that helps administrators handle protests on campus. Other changes are editorial. Regent McCarthy advised that this clarification was helpful.

Regent Juanita James agreed that the explanation was helpful and requested that the clarification on the differences and changes among the policies are presented at the full board meeting. Regent James asked about the training for the various constituents who need to understand and administer the policy and its regulations. Interim General Counsel Vita Litvin advised that as this is an interim policy, there remains a significant amount of work regarding the procedural aspect. Student code administrators and leaders will require training to understand the shift in policy and implement the changes. Dr. Tamara O'Day Stevens confirmed that the procedures will be updated with a team from across the system and campuses, and that a plan for training and roll out will take place. She added that CT State holds a multi-day compliance retreat that addresses many of these issues, and that Kim Pacelli also handles Title IX training across the system.

Committee Chair Ira Bloom asked if there are Title IX coordinators at each campus, and asked if the Dean of Students will also be involved in this training, as it must be carried out on the campus level, as well. Kim Pacelli, System Title IX Coordinator confirmed the campuses have coordinators across the system. She advised that there are trainings regarding the technicality of the policy requirements, and cultural and consciousness trainings. All the

coordinators have worked closely with Kim on this matter, and individuals in this space not only understand the need, but also have the necessary skill set for this work.

Regent James McCarthy added that this policy as an interim effort makes sense, but may make trainings nuanced, as there will inevitably be changes from the old, current, and future policies.

Committee Chair Ira Bloom commented regarding training at the President and Provost level, adding that it is important for this group to understand the policy fully. Regent James McCarthy seconded this suggestion.

Committee Chair Ira Bloom asked for a motion to approve the Interim Student Code of Conduct policy. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the interim policy was approved unanimously.

Committee Chair Ira Bloom called for a motion to adjourn. On a motion by Regent James McCarthy, and second by Regent Juanita James, a vote was taken, and the meeting adjourned at 2:09 p.m.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of an Existing Program
at Southern Connecticut State University

September 26, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Clinical Mental Health Counseling program leading to a Post Master's Certificate at Southern Connecticut State University effective Summer 2026.

A True Copy:

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

ITEM

Discontinuation of the Clinical Mental Health Counseling program leading to a Post Master's Certificate (PMC) at Southern Connecticut State University effective Summer 2026.

RATIONALE:

The PMC was developed as a bridge program for those who had completed a master's degree in School Counseling, preferably from a CACREP (Council for Accreditation of Counseling and Related Educational Programs) program, to gain enough courses and fieldwork experience to potentially obtain licensure in the state of Connecticut as a Licensed Professional Counselor. This means that students did not need to obtain a master's degree in Clinical Mental Health Counseling to gain their licensure as a counselor. Since the inception of the PMC, Connecticut Mental Health Center (CMHC) faculty, students, and our program advisory board have evaluated the efficacy and challenges involved with the program. Below are the reasons that it is necessary to retire the PMC program permanently:

- The PMC program is not CACREP-accredited which may inadvertently function as a loophole that can lead to inappropriately trained clinical mental health counselors in the field. Some Advisory Board members noted that they see a real difference in the quality of counselors who came from CACREP-accredited MS programs and those who are not.
- Numerous students in the PMC program have had to take leave of absences as they were/are unable to afford the courses out of pocket, as it is a part time program. Southern does not have the faculty or PMC students required to offer a full-time PMC program with 3 classes in one semester.
- Since 2018, Southern has had only 5 graduates of this program; Southern currently has 7 PMC students that have yet to graduate.
- Students in the PMC program report a lack of cohesiveness with other students, as there are typically only a few PMC students in any given year.
- Students are in the program for a very brief period (1-2 semesters) before they are placed in internship. This bridge program does not provide the same quality of fieldwork; there is no practicum required in a clinical setting. Southern also cannot verify (outside of the students who graduated in School Counseling at SCSU) the quality of the students' previous educational experiences, including their practicum. For the PMC students, Southern also cannot verify the preparedness of the students placed in agency settings.
- Faculty and Advisory Board Members also believe that CMHC practicum experiences are very important for training, which for our MS program occurs in the semester before Internship. For PMC students, they are placed directly into Internship without having a practicum in a clinical mental health setting.
- The non-CACREP certificate takes time, energy, and space from CACREP MS students; Southern must reduce the number of MS students taken in each year based upon how many PMC students accepted in order to keep our ratios required by our master's program accreditation.

TEACHOUT STRATEGY:

Southern has 7 students in the PMC program who are scheduled to graduate according to the following dates:

Spring 2024 - 2

Summer 2024 – 2

Fall 2024 - 2

Summer 2026 – 1

Southern will support these students to graduation.

RECOMMENDATION

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

09/06/2024 – BOR - Academic and Student Affairs Committee

9/26/2024 – 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: Southern Connecticut State University	Please enter the following dates: Final approval by institution: 4.29.24 Submission to CSCU Office of the Provost for Academic Council: 5.22.24
Program Characteristics Name of Program: Clinical Mental Health Counseling PMC BOR Accreditation Date: 5/11/2017 OHE #: 18923 CIP Code Number: 511508 Title of CIP Code: Clinical Mental Health Counseling Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): 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	
Phase Out / Teach Out Period: Summer 2026 Expected Dates of Program Termination <ul style="list-style-type: none">• Date for final enrollment of new students: Fall 2024• Date for final award of credential: Summer 2026	
Department where program is housed: Counseling & School Psychology Location Offering the Program (e.g., main campus): Main campus	
Institutional Contact for this Proposal: Robert Prezant	Title: Provost/VPAA Tel.: 203.392.53350 e-mail: prezantr1@southernct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information.

Program discontinuation should not impact state priorities for workforce preparation.

The PMC was developed as a bridge program for those who had completed a master's degree in School Counseling, preferably (but not required) from a CACREP program, to gain enough courses and fieldwork experience to potentially obtain licensure in the state of Connecticut as a Licensed Professional Counselor. This bridge program means that the students did not need to obtain a master's degree in Clinical Mental Health Counseling to gain their licensure as a counselor.

Since the inception of the PMC, CMHC faculty, students, and our program advisory board have evaluated the efficacy and challenges involved with the program. Below are the reasons that we feel it is necessary to retire the PMC program permanently.

The PMC program is not CACREP Accredited; because this certificate is not a CACREP-accredited program, this bridge program may inadvertently function as a loophole that can lead to inappropriately trained clinical mental health counselors in the field. Some of our Advisory Board members noted that they see a real difference in the quality of counselors who came from CACREP MS programs and those who are not.

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

Numerous students in the PMC program have had to take leave of absences as they were/are unable to afford the courses out of pocket, as it is a part time program. We do not have the number of faculty or PMC students required to offer a full-time PMC program with 3 classes in one semester.

Since 2018, we have had only 5 graduates of this program; we currently have 7 PMC students that have yet to graduate. We plan on continuing the program for these students to graduate.

Students in the PMC program report a lack of cohesiveness with other students, as there are typically only a few PMC students in any given year. This means that most of our PMC students are entering into the classroom and fieldwork without having connections with an existing Masters cohort. Several of our students have reported that they feel isolated and less connected than the students in larger cohorts.

There is also liability in giving advice on what is required for licensure through the Department of Public Health. Even though we have a disclaimer regarding licensure, this may still lead to liability if incorrect advisement is given.

Students are with us for a very brief period (1-2 semesters) before they are placed in internship. This bridge program does not provide the same quality of fieldwork (there is no practicum required in a clinical setting). We also cannot verify (outside of the students who graduated in School Counseling at SCSU) the quality of the students' previous educational experiences, including their practicum.

For the PMC students, we also cannot verify the preparedness of the students that we are placing in agency settings. Faculty and our Advisory Board Members also believe that CMHC Practicum experiences are very important for training, which for our MS program occurs in the semester before Internship. For PMC students, they are placed directly into Internship without having a practicum in a clinical mental health setting. Our Advisory Board and CMHC faculty have expressed discomfort with placing people in the field that we may not know well and may not be trained adequately in clinical settings.

The non-CACREP certificate takes time, energy, and space from CACREP MS students; we must reduce the number of MS students that we take in each year based upon how many PMC students we have accepted in order to keep our ratios required by our master's program accreditation.

We believe all our programs should lead with best practices, which is CACREP. Our priority should be our accredited MS program.

Our Advisory Board also recommended that we retire the PMC program.

Phase Out/Teach Out Strategy

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

We have 7 current students in the PMC program. They are scheduled to graduate according to the following dates:

Spring 2024 - 2

Summer 2024 – 2

Fall 2024 - 2

Summer 2026 - 1

We will support these students to graduate.

SECTION 3: RESOURCES

Close Out Costs

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

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

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

There will be no costs associated with discontinuing the program.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

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

We were aware that there would be limitations with this certificate program. However, we learned through this process that those limitations were far greater than we anticipated.

Among our lessons learned is that we now understand the importance of mentorship and connections with students in their clinical skill-building prior to their placement in fieldwork. In the effort to assist School Counseling students with more seamless path to licensure, we inadvertently compromised the quality of their training experience because some of the most important skills training occurred under the auspices of another program or University. We also learned the importance of attending to the professional identity development and their connections with other CMHC students in training as a clinical mental health counselor. This has also increased the number of times we are giving direct feedback on meeting LPC requirements for PMC students and applicants that may not always be in step with the DPH requirements for the LPC. If we are to advise a student in an incorrect manner, this could open the University for liability. Through our evaluation, we also learned that the quality of their certificate, as it is not a degree, could have employment implications in our field; while certificates may be beneficial in an educational work environment, in clinical mental health, the best standard is a CACREP master's degree in a program that meets all CACREP standards. We want the SCSU CMHC program name to reflect the highest standard in the field.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of an Existing Program
at Southern Connecticut State University

September 26, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Environmental Studies program leading to a Master's of Science degree at Southern Connecticut State University effective Spring 2026.

A True Copy:

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

ITEM

Discontinuation of the Environmental Studies program leading to a Master's of Science degree at Southern Connecticut State University effective Spring 2026.

RATIONALE:

Southern has decided to discontinue/sunset the Environmental Studies program due to changing workforce needs in our state and region, and in consideration of student and faculty interests that have emerged over the past four years. Southern is transitioning from an Environmental Studies program to a more focused Coastal Resilience program (approved by the BOR 5-23-2024). This decision was made due to increased demands for resilience-trained students, as well as a growing interest in coastal resilience topics and careers among students.

Given the current faculty capacity, Southern is unable to offer both programs. This decision was also bolstered by the active research related to coastal resilience that is a foundation of the Environment, Geography and Marine Science department, and an area the recent STAR review report indicated was an area of strength and growth. Southern will use the new Coastal Resilience program to focus on growing research and hands on learning opportunities for students.

TEACHOUT STRATEGY:

No new students will be admitted following Spring 2024. Advising plans for all students currently enrolled in the Environmental Studies program will be completed. Southern will work with each student to ensure timely and appropriate completion of the program, including several options for flexible completion of the program (independent studies, capstone projects, thesis research).

Plans for completion of the Environmental Studies program will be implemented between Spring 2024 and Spring 2025. There will be two semesters of phase out (Fall 2024 and Spring 2025). Following that time, the program will be terminated.

RECOMMENDATION

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

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Please enter the following dates: Final approval by institution: 4.25.24 Submission to CSCU Office of the Provost for Academic Council: 5.22.24
Program Characteristics Name of Program: Environmental Studies M.S. BOR Accreditation Date: 1/1976 OHE #: 630 <u>CIP Code Number:</u> 13.9999 Title of CIP Code: Education, Other 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 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	
Phase Out / Teach Out Period: Spring 2024, Fall 2024, Spring 2025 Expected Dates of Program Termination <ul style="list-style-type: none">• Date for final enrollment of new students: Spring 2024• Date for final award of credential: Spring 2026	
Department where program is housed: Environment, Geography and Marine Science Location Offering the Program (e.g., main campus): Main campus	
Institutional Contact for this Proposal: Robert Prezant, PhD	Title: Provost/VPAA Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative <p>We have decided to discontinue/sunset the Environmental Studies program due to changing workforce needs in our state and region, and in consideration of student and faculty interests that have emerged over the past four years. As such, we are transitioning from an Environmental Studies program to a more focused Coastal Resilience program (recently approved by the BOR). This decision was made due to increased demands for resilience trained students, as well as a growing interest among students on coastal resilience topics and careers.</p> <p>Given our current faculty capacity we are unable to offer both programs, and we all unanimously agreed that moving to a more focused program would be advantageous at this time. This decision was also bolstered by the active research related to coastal resilience that is a foundation for our department, and an area where the recent STAR review report indicated as an area of strength and growth. We will use the new program to focus on growing focused research and hands on learning opportunities for students given our strengths in coastal resilience skill building and knowledge transfer.</p>
Phase Out/Teach Out Strategy <p>No new students will be admitted following Spring 2024. All students currently enrolled in the Environmental Studies program have been reviewed and advising plans will be completed for each. Plans for completion of the Environmental Studies program will be implemented between Spring 2024 and Spring 2025. We will work with each student to ensure timely and appropriate completion of the program. Students will be given several options for flexible completion of the program (independent studies, capstone projects, thesis research etc) There will be two semesters of Phase out (Fall 2024 and Spring 2025). Following that time, the program will be terminated.</p>

SECTION 3: RESOURCES

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

Close Out Costs

There are no additional costs expected for the discontinuation of this program.

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

We are limited in our capacity to offer multiple successful graduate programs. We must prioritize and be strategic in our approach.

Engaging students in research is foundational to preparing them for successful environmental careers in the coastal zone.

Specific focus on an area of social and environmental interest (i.e. Coastal Resilience) is needed to increase student engagement and maximize the value of their graduate education by providing distinct knowledge and training for specific career opportunities.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Master of Science in Clinical Mental Health Counseling
Southern Connecticut State University

September 26, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Clinical Mental Health Counseling, specifically an instructional modality change at Southern Connecticut State University.

A True Copy:

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

ITEM

Instructional Modality Change for MS in Clinical Mental Health Counseling at Southern Connecticut State University.

RATIONALE AND RECOMMENDED CHANGE

The justification for this modification of instructional delivery is to align with other programs within the Counseling and School Psychology (CSP) Department, as all other programs are currently hybrid. The Department currently offers online and hybrid courses. According to program evaluation data, as well as data from the Comprehensive Exam and passing rates on the National Counselor Exam, there has been no distinguishable difference based on course modality. The Department feels strongly about keeping skill building classes on ground. Only content courses will be held in an online format.

Following the pandemic, more programs within the College of Education have adopted hybrid programs to meet the needs of a new generation of students, post-pandemic. Additionally, the model of a hybrid program meets the expressed needs of the students, who often work full time.

Original Modality 100% on ground
Proposed Modality Combined/Hybrid with 51% of courses fully online

RECOMMENDATION

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

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

MODIFICATION OF INSTRUCTIONAL DELIVERY		
Institution: SCSU	Date of Submission to CSCU Office of the Provost: 5.22.24	
Name of Program: Clinical Mental Health Counseling		
Type of Credential (e.g. Associate Degree, Grad Certificate) M.S.		
CIP Code Number 511508	Title of CIP Code Clinical Mental Health Counseling	OHE# 10273
ORIGINAL: Modality of Program - X On ground Online Combined If "Combined", % of fully online courses?		
MODIFIED: Modality of Program - On ground Online X Combined/Hybrid If "Combined", % of fully online courses? 51%		
ADDITIONAL: Modality of Program - On ground Online Combined If "Combined", % of fully online courses?		
Explanation / Justification: <i>(Provide a concise rationale for the change request.)</i>		
<p>The justification for this modification of instructional delivery is to align with our sibling programs within the CSP Department, as all other programs are currently hybrid. Following the pandemic, more programs within the College of Education have adopted hybrid programs to meet the needs of a new generation of students, post-pandemic.</p> <p>Additionally, the model of a hybrid program meets the expressed needs of the students whom we serve, who often work full time, by reducing the transportation time they must invest to attend classes.</p> <p>We currently offer online and hybrid courses. According to our program evaluation data, as well as our data from the Comprehensive Exam and passing rates on the National Counselor Exam, there has been no distinguishable difference based on course modality. We feel strongly about keeping our skill building classes in the best format for counselor development, which is on ground. Only content courses will be held in an online format.</p>		
Fiscal Impact: (Estimate what financial impact this modification would have upon the Program's Pro Forma Budget over the course of the next three years.) This modification is not estimated to add to the program's pro forma budget.		
Institutional Contact for this Request: Robert Prezant	Title: Provost/VPAA	Tel.: 25350 e-mail: prezantr1@southernct.edu
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Education, SCSU – Main Campus		

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Exercise and Sport Science

Master of Science in Exercise and Sport Science

Southern Connecticut State University

September 26, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of both programs – BS in Exercise and Sport Science and MS in Exercise and Sport Science, specifically a 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

CIP Code Change for BS in Exercise and Sports Science and MS in Exercise and Sport Science at Southern Connecticut State University.

RATIONALE AND RECOMMENDED CHANGE

Both Southern’s undergraduate and graduate Exercise and Sports Science programs meet the description provided at the National Center for Education Statistics and the Classification of Instructional programs for CIP Code 26.0908:

- A program that focuses on the scientific study of the physiological processes involved in physical or motor activity, including sensorimotor interactions, response mechanisms, and the effects of injury, disease, and disability. Includes instruction in muscular and skeletal anatomy; molecular and cellular basis of muscle contraction; fuel utilization; neurophysiology of motor mechanics; systemic physiological responses (respiration, blood flow, endocrine secretions, and others); fatigue and exhaustion; muscle and body training; physiology of specific exercises and activities; physiology of injury; and the effects of disabilities and disease.

The current CIP code has some of the description of 26.0908 but focuses on rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation which are not focuses of Southern’s programs.

Original CIP Code 31.0505 – Exercise Science & Kinesiology
Proposed CIP Code 26.0908 - Exercise Physiology and Kinesiology

RECOMMENDATION

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

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

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

MODIFICATION OF CIP CODE		
Institution: Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 5.22.24	
NOTE: Use this form if modifying only the program CIP code.		
Program Characteristics		
Name of Program: Exercise & Sport Science (Undergrad); Exercise Science (grad)		
OHE #: 19940/625 (respectively)		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): B.S.; M.S.		
Total # Credits in Program: Undergrad 120; Graduate 30-36		
Department where program is housed: Health & Movement Sciences		
Location Offering the Program (<i>e.g., main campus</i>): New Haven, main campus		
Current CIP Code Number: 31.0505 Title of CIP Code: Exercise Science & Kinesiology		
New Proposed CIP Code Number: 26.0908 Title of CIP Code: Exercise Physiology and Kinesiology (FOR BOTH BS/MS)		
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>		
Both our undergraduate and graduate programs meet the description provided at the National Center for Education Statistics and the Classification of Instructional programs as outlined in the next several statements of said CIP 26.0908. A program that focuses on the scientific study of the physiological processes involved in physical or motor activity, including sensorimotor interactions, response mechanisms, and the effects of injury, disease, and disability. Includes instruction in muscular and skeletal anatomy; molecular and cellular basis of muscle contraction; fuel utilization; neurophysiology of motor mechanics; systemic physiological responses (respiration, blood flow, endocrine secretions, and others); fatigue and exhaustion; muscle and body training; physiology of specific exercises and activities; physiology of injury; and the effects of disabilities and disease.		
The current CIP code has some of the description of 26.0908 but has a focus on rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation which our programs are not a focus. Therefore, both the undergraduate and graduate programs identified above and their subsequent concentrations meet the description of the 26.0908 CIP code.		
Institutional Contact for this Proposal: Robert Prezant	Provost & VPAA	203.392.5355 prezantr1@southernct.edu

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: 4.21.24 Submission to CSCU Office of the Provost for Academic Council: 5.22.24
Most Recent NECHE Institutional Accreditation Action and Date: June 7 th 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: 1 course, 1 cr	
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: Masters of Nursing- FNP OHE #: 1087 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 60 Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Masters, MSN, Masters of Science in Nursing Date Program was Initiated: 1985 Total # Credits in Program: 45-48 # Credits in General Education: N/A CIP Code Number : 51.3805 Title of CIP Code: Family Practice Nurse/Nursing	
Modified Program Characteristics Name of Program: Masters of Nursing- FNP Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 60 Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Masters, MSN, Masters of Science in Nursing Initiation Date for Modified Program: Fall 2025 Anticipated Date of First Graduation: August 2025 Total # Credits in Program: 49 # Credits in General Education: N/A CIP Code Number : 51.3805 Title of CIP Code: Family Practice Nurse/Nursing	
Department where program is housed: Nursing Location Offering the Program (<i>e.g., main campus</i>): SCSU-hybrid	

**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:

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:

Title:

Tel.:

e-mail:

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:

Provide the context and need for the proposed modification(s) and the relationship to the originally approved program: The FNP boards have been updated to include lab and ECG interpretation since the inception of the FNP program. The increased depth of the FNP role requires an expanded understanding of these concepts which demands more didactic time in an already full program of study.

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
NUR 500 – Nursing Theories and Conceptual Models	3	NUR 500 – Nursing Theories and Conceptual Models	3
NUR 514 – Transforming Nursing Practice through Leadership, Policy, and Advocacy	3	NUR 514 – Transforming Nursing Practice through Leadership, Policy, and Advocacy	3
NUR 540 – Legal Issues in Healthcare	3	NUR 540 – Legal Issues in Healthcare	3
NUR 516 – Healthcare Informatics for Nursing Practice	3	NUR 516 – Healthcare Informatics for Nursing Practice	3
NUR 519 – Evidence-Based Nursing Practice	3	NUR 519 – Evidence-Based Nursing Practice	3
NUR 526 – Advanced Health Assessment	3	NUR 526 – Advanced Health Assessment	3
NUR 521 – Advanced Pathophysiology	3	NUR 521 – Advanced Pathophysiology	3
NUR 524 – Advanced Pharmacology	3	NUR 524 – Advanced Pharmacology	3
NUR 534 – Role of Family Nurse Practitioner I	6	NUR 533- Intro to Diagnostic Testing	3
NUR 535 – Role of Family Nurse Practitioner II	6	NUR 534 – Role of Family Nurse Practitioner I	1
NUR 536 – Role of Family Nurse Practitioner II	6	NUR 535 – Role of Family Nurse Practitioner II	6
NUR 590 – Thesis Seminar	6	NUR 536 – Role of Family Nurse Practitioner II	6
NUR 591 – Thesis Guidance	3	NUR 590 – Thesis Seminar	6
Or		NUR 591 – Thesis Guidance	3
NUR 592 – Special Project in Nursing	3	Or	3
	3	NUR 592 – Special Project in Nursing	3

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

			3
Total Credits Original Program	45-48	Total Credits Modified Program	46-49
<u>NUR 500</u> – Nursing Theories and Conceptual Models <u>NUR 514</u> – Transforming Nursing Practice through Leadership, Policy, and Advocacy <u>NUR 540</u> – Legal Issues in Healthcare <u>NUR 516</u> – Healthcare Informatics for Nursing Practice <u>NUR 519</u> – Evidence-Based Nursing Practice <u>NUR 526</u> – Advanced Health Assessment <u>NUR 521</u> – Advanced Pathophysiology <u>NUR 524</u> – Advanced Pharmacology <u>NUR 534</u> – Role of Family Nurse Practitioner I <u>NUR 535</u> – Role of Family Nurse Practitioner II <u>NUR 536</u> – Role of Family Nurse Practitioner II <u>NUR 590</u> – Thesis Seminar <u>NUR 591</u> – Thesis Guidance Or <u>NUR 592</u> – Special Project in Nursing	3 3 3 3 3 3 3 3 3 6 6 6 6 3 3 3	<u>NUR 500</u> – Nursing Theories and Conceptual Models <u>NUR 514</u> – Transforming Nursing Practice through Leadership, Policy, and Advocacy <u>NUR 540</u> – Legal Issues in Healthcare <u>NUR 516</u> – Healthcare Informatics for Nursing Practice <u>NUR 519</u> – Evidence-Based Nursing Practice <u>NUR 526</u> – Advanced Health Assessment <u>NUR 521</u> – Advanced Pathophysiology <u>NUR 524</u> – Advanced Pharmacology NUR 533- Intro to Diagnostic Testing <u>NUR 534</u> – Role of Family Nurse Practitioner I <u>NUR 535</u> – Role of Family Nurse Practitioner II <u>NUR 536</u> – Role of Family Nurse Practitioner II <u>NUR 590</u> – Thesis Seminar <u>NUR 591</u> – Thesis Guidance Or <u>NUR 592</u> – Special Project in Nursing	3 3 3 3 3 3 3 3 3 1 6 6 6 6 3 3 3 3
Total Credits Original Program	45-48	Total Credits Modified Program	46-49
<u>NUR 500</u> – Nursing Theories and Conceptual Models <u>NUR 514</u> – Transforming Nursing Practice through Leadership, Policy, and Advocacy <u>NUR 540</u> – Legal Issues in Healthcare <u>NUR 516</u> – Healthcare Informatics for Nursing Practice <u>NUR 519</u> – Evidence-Based Nursing Practice <u>NUR 526</u> – Advanced Health Assessment <u>NUR 521</u> – Advanced Pathophysiology <u>NUR 524</u> – Advanced Pharmacology	3 3 3 3 3 3 3 3	<u>NUR 500</u> – Nursing Theories and Conceptual Models <u>NUR 514</u> – Transforming Nursing Practice through Leadership, Policy, and Advocacy <u>NUR 540</u> – Legal Issues in Healthcare <u>NUR 516</u> – Healthcare Informatics for Nursing Practice <u>NUR 519</u> – Evidence-Based Nursing Practice <u>NUR 526</u> – Advanced Health Assessment <u>NUR 521</u> – Advanced Pathophysiology <u>NUR 524</u> – Advanced Pharmacology	3 3 3 3 3 3 3 3

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<u>NUR 534</u> – Role of Family Nurse Practitioner I	3	NUR 533- Intro to Diagnostic Testing	3
<u>NUR 535</u> – Role of Family Nurse Practitioner II	6	<u>NUR 534</u> – Role of Family Nurse Practitioner I	1
<u>NUR 536</u> – Role of Family Nurse Practitioner II	6	<u>NUR 535</u> – Role of Family Nurse Practitioner II	6
<u>NUR 590</u> – Thesis Seminar	6	<u>NUR 536</u> – Role of Family Nurse Practitioner II	6
<u>NUR 591</u> – Thesis Guidance	6	<u>NUR 590</u> – Thesis Seminar	6
Or	3	<u>NUR 591</u> – Thesis Guidance	6
<u>NUR 592</u> – Special Project in Nursing	3	Or	3
	3	<u>NUR 592</u> – Special Project in Nursing	3
	3		3
Total Credits Original Program	45-48	Total Credits Modified Program	46-49
<u>NUR 500</u> – Nursing Theories and Conceptual Models	3	<u>NUR 500</u> – Nursing Theories and Conceptual Models	3
<u>NUR 514</u> – Transforming Nursing Practice through Leadership, Policy, and Advocacy	3	<u>NUR 514</u> – Transforming Nursing Practice through Leadership, Policy, and Advocacy	3
<u>NUR 540</u> – Legal Issues in Healthcare	3	<u>NUR 540</u> – Legal Issues in Healthcare	3
<u>NUR 516</u> – Healthcare Informatics for Nursing Practice	3	<u>NUR 516</u> – Healthcare Informatics for Nursing Practice	3
<u>NUR 519</u> – Evidence-Based Nursing Practice	3	<u>NUR 519</u> – Evidence-Based Nursing Practice	3
<u>NUR 526</u> – Advanced Health Assessment	3	<u>NUR 526</u> – Advanced Health Assessment	3
<u>NUR 521</u> – Advanced Pathophysiology	3	<u>NUR 521</u> – Advanced Pathophysiology	3
<u>NUR 524</u> – Advanced Pharmacology	3	<u>NUR 524</u> – Advanced Pharmacology	3
<u>NUR 534</u> – Role of Family Nurse Practitioner I	6	<u>NUR 533- Intro to Diagnostic Testing</u>	1
<u>NUR 535</u> – Role of Family Nurse Practitioner II	6	<u>NUR 534</u> – Role of Family Nurse Practitioner I	6
<u>NUR 536</u> – Role of Family Nurse Practitioner II	6	<u>NUR 535</u> – Role of Family Nurse Practitioner II	6
<u>NUR 590</u> – Thesis Seminar	6	<u>NUR 536</u> – Role of Family Nurse Practitioner II	6
<u>NUR 591</u> – Thesis Guidance	3	<u>NUR 590</u> – Thesis Seminar	6
Or	3	<u>NUR 591</u> – Thesis Guidance	3
<u>NUR 592</u> – Special Project in Nursing	3	Or	3
	3	<u>NUR 592</u> – Special Project in Nursing	3
	3		3
Total Credits Original Program	45-48	Total Credits Modified Program	46-49
Learning Outcomes - L.O.			
<ul style="list-style-type: none"> Integrates scientific findings from nursing, biological, and social sciences to advance nursing practice along the healthcare continuum. 			

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- Conduct research, translate research findings, and critically analyze data and evidence to integrate into advanced nursing practice.
- Assume complex and advanced leadership roles to initiate and guide positive change at the individual, group, and system levels to improve practice processes and outcomes.
- Intervene at the system level through policy development and advocacy regarding regulatory, financial, and political factors to improve practice processes and outcomes.
- Facilitate open communication, collaboration, mutual respect and shared-decision-making amongst key stakeholders in the practice and/or educational environments.
- Direct and provide patient-centered care integrating advanced knowledge of nursing and relevant sciences and humanities to improve health care outcomes.
- Design interventions using advanced knowledge to promote individual and population health, wellness, and disease prevention at the global/local level.
- Integrates appropriate technologies for knowledge management, coordination of care, and complex decision making to improve healthcare quality and safety.
- Models professional behaviors incorporating advanced knowledge and awareness of social justice, legal/ethical standards, regulatory processes, and professional codes.
- Utilize safety science and quality improvement methods for continuous improvement the delivery of safe care.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
Examinations, Objective Structured Clinical Exams, written papers, certification pass rates

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
<u>NUR 500</u> – Nursing Theories and Conceptual Models	Mapped in course syllabi	Course pre-req available in banner/ syllabi	3
<u>NUR 514</u> – Transforming Nursing Practice through Leadership, Policy, and Advocacy		3	
<u>NUR 540</u> – Legal Issues in Healthcare		3	
<u>NUR 516</u> – Healthcare Informatics for Nursing Practice		3	
<u>NUR 519</u> – Evidence-Based Nursing Practice		3	
<u>NUR 526</u> – Advanced Health Assessment		3	
<u>NUR 521</u> – Advanced Pathophysiology		3	
<u>NUR 524</u> – Advanced Pharmacology		1	
NUR 533 - Intro to Diagnostic Testing		6	
<u>NUR 534</u> – Role of Family Nurse Practitioner I		6	
<u>NUR 535</u> – Role of Family Nurse Practitioner II		6	
<u>NUR 536</u> – Role of Family Nurse Practitioner II		3	
<u>NUR 592</u> - Special Project in Nursing			

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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: There are multiple site contracts which change semester by semester based on student placement needs. These contracts are managed by the clinical office for the School of Nursing.

Prospective Students

Describe the prospective students for the program: RNs looking to pursue certification as an FNP.

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SECTION 1: GENERAL INFORMATION

Institution: WCSU	Please enter the following dates: Final approval by institution: Provost approved 4/26/2024 Submission to CSCU Office of the Provost for Academic Council: 6/4/2024
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Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation, March 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 (*Application for Modification of an Accredited Program*).

Total Number of courses and course credits to be modified by this application: 8-credit reduction for General Studies Option without Distinction. 8-credit increase for any Option with Distinction. See table below for credit breakdown:

	Credits	Credits with Distinction
Original BA in Anthropology/Sociology	42 (14 courses)	N/A
Revised major - General Studies Option	34 (11 courses)	47 credits (15 courses)
Revised major - Global Studies or Social Justice & Policy Option	37 (12 courses)	50 credits (16 courses)

- 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: Anthropology/Sociology BA
 OHE #: 211
 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): **Bachelors, BA, Bachelor of Arts**
 Date Program was Initiated: 3/1/1976
 Total # Credits in Program: 34 to 50, based on choices of major Option and/or graduation “With Distinction”
 # Credits in General Education: 40
 CIP Code Number: 45.1301 Title of CIP Code: Sociology and Anthropology

Modified Program Characteristics
 Name of Program: Anthropology/Sociology Major
 Modality of Program (check all that apply): On ground Online Hybrid, % of fully online courses
 Locality of Program: On Campus Off Campus Both
 Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): **Bachelor of Arts, BA, Anthropology/Sociology**
 Initiation Date for Modified Program: Fall 2024
 Anticipated Date of First Graduation: Fall 2025
 Total # Credits in Program: 34-50, as per the table below:

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	Credits	Credits with Distinction
Original BA in Anthropology/Sociology	42 (14 courses)	N/A
Revised major - General Studies Option	34 (11 courses)	47 credits (15 courses)
Revised major - Global Studies or Social Justice & Policy Option	37 (12 courses)	50 credits (16 courses)

Credits in General Education: 40
 CIP Code Number: 45.1301 Title of CIP Code: Sociology and Anthropology

Department where program is housed: Social Sciences
 Location Offering the Program (e.g., main campus): Midtown Campus

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:
 Program Discontinued: Social Sciences Major CIP: 45.0101 OHE#: 205 BOR Accreditation Date: Oct 1, 1973
 Phase Out Period Fall 2024 Date of Program Termination December 31, 2024
 Discontinuation of a program requires submission of form 301. Discontinuation form submitted? X Yes No

Institutional Contact for this Proposal: Michelle Brown	Title: Dean of the Macricostas School of Arts and Sciences	(203) 837-9400 BrownML@wcsu.edu
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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:

Revisions to the BA Anthropology/Sociology facilitate more on and offramps to attract a broader array of students through the following:

- Streamlining progress to the degree by trimming the requirements;
- Shifting the “Global Studies” and “Social Justice & Policy” options from the discontinued BA in Social Sciences into the revised BA in Anthropology/Sociology;
- Developing the Connecticut Futures Lab (CFL) with public and private relationships that provide students access to social research collaborations and applied professional partnerships and other experiences. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students’ experiences, build networks and sustain our community
- Integrating applied experiences, specifically professionalization components, as options for the culminating experience through the CFL; and
- Reducing the number of course offerings and updating the rotation.

It is now possible to complete the major in 8 fewer credits. However, as demonstrated below, students can individualize the major to suit their needs and interests by choosing from three options (General Studies, Global Studies, and Social Justice & Policy). Plus, students may seek graduation with Distinction. As a result of these changes, the major is now:

- more attractive to students who would benefit from a major (or a second major) requiring fewer credits, and also
- offers more flexibility to serve a wider variety of student needs, interests and backgrounds.
- has added professionalization components through the CFL increase workforce development.

Curriculum

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

Original Program	Proposed Modified Program
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Course Name & Number	Credits	Course Name & Number	Credits
SOC 100: Introduction to Sociology or 120: Principles of Sociology (writing intensive)	3	SOC 100: Introduction to Sociology or SOC 120: Principles of Sociology (writing intensive) or SOC 101: Social Problems	3
SOC 101: Social Problems	3	-	-
ANT 100: Cultural Anthropology	3	ANT 100: Cultural Anthropology or ANT 110: Physical Anthropology or ANT 104: Introduction to Archaeology	3
ANT 110: Physical Anthropology or ANT 104: Introduction to Archaeology	3	-	-
-	-	Option-specific Requirement: General Studies Option: 0 OR Global Studies Option: 3 (PS 104: World Governments or GEO 100: Introduction to Geography or any WP course OR Social Justice & Policy Option: 3 (PS 102: American Government)	0-3
ANT/SOC 330: Social & Cultural Theory	3	ANT/SOC 330 Social & Cultural Theory	3
SS 201: Researching Social Issues	3	SS 201: Researching Social Issues	3
SS 300: Quantitative Research Methods in the Social Sciences	3	N/A: 0 *SS 300: Quantitative Research Methods in the Social Sciences: 3 *Required for Distinction	0-3
SS 400: Senior Thesis Research Seminar	3	*SS 400: Senior Thesis Research Seminar or SS/ANT/SOC 420 Connecticut Futures Lab *Both required for Distinction.	4-8
TIER 1 MAJOR ELECTIVE REQUIREMENTS Three 200-400 level courses in ANT and/or SOC	9	TIER 1 MAJOR ELECTIVE REQUIREMENTS Any two* 200-400 level ANT, ECO, GEO, PS, &/or SOC courses. *Four courses required for Distinction.	6-12
-	-	Breadth Requirement: One PS course at the 200-400 level	3
TIER 2 MAJOR ELECTIVE REQUIREMENTS Three 300-400 level courses in ANT and/or SOC	9	TIER 2 MAJOR ELECTIVE REQUIREMENTS: Any two 300-400 level ANT &/or SOC courses.	6
-	-	Cognate: PSY 100: Introduction to Psychology or ANT/SOC 204 Culture & Personality.	3
Total Credits Original Program	42	Total Credits Modified Program	34 to 50

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		(34 = General Studies Option; 50 = other Options with Distinction)
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Learning Outcomes - L.O.

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

1. **Mastery of or proficiency in the theories and concepts of anthropology and sociology.** Students will recognize diverse economic, political, social, and religious systems as the foundation for a comparative understanding of culture and society. With insight into their own socio-cultural backgrounds, their insights provide grounds for questioning and understanding what all peoples assume or hold most dear within their own cultures and social systems. In a required course of all majors, ANT/SOC 330, this relective conscience will have discovered its roots in the contrasts and conitnities of classic social and cultural theory and contemporary revisionary thinkers. This essential element to their training fosters a recognition of the importance of empirical grounds for attaining and applying their insights, such that many of our students have the capacity to become avid advocates for positive social change.
2. **Mastery of or proficiency in the research methodologies of the social sciences.** Anthropology/Sociology majors receive the bulk of their methods training in SS 201, SS 300 (optional), and SS 400 or CFL: Internship. All ANT/SOC courses, based as they are on the complementary grounds for qualitative and quantitative measures for the understanding of human identity, agency, and action within institutional settings, provide exposure to, and discussion of, those measures – driven as they are by the nature of the research questions being asked. Achievement of these outcomes are systematically assessed in the culminating experience course: either SS 400 (Senior Thesis Research Seminar) or SS/ANT/SOC 420 CFL: Internship.
3. **Mastery of or proficiency in the application of their skills/behaviors in the social sciences.** Students are assessed on their ability to recognize and apply ethnographic and sociological insight and research skills in all their coursework. ANT/SOC courses offer a diverse “toolkit” for both fieldwork and existing data analysis, drawing as both disciplines must, upon close reading of texts, the synthesis of arguments and the contesting of them, the development of both claims and even testable hypotheses, and the measuring and written outcomes of such outcomes.
4. **Mastery of or proficiency in information technology and literacy.** Across the ANT/SOC curriculum, the tools and efficacy of informational technology and literacy are fundamental to social science skills and behaviors. Furthermore, research methods and professionalization options highlight exposure to and practice at the use of those tools.

Assessment of Learning Outcomes

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

Students are assessed on (1) the basis of their success in the their courses, (2) on the department’s shared research methods and professionalization sequence of curriculum (SS 201 and SS 400 or SS/ANT/SOC 420), and (3) on the basis of their success in the program overall. Specifically, students are assessed using three corresponding measures:

1. Students must earn a C- or better in each upper level course.
2. Pre- and post-tests in SS 201 and either SS 400 or SS/ANT/SOC 420. These are quantitative assessment on learning outcomes.
3. Senior portfolios. These are qualitative assessments collected in the culminating experience course (SS 400 or SS/ANT/SOC 420) and include: reflections on how their interests developed through coursework and the program; a resume; a paper written they are proud of; and their senior thesis (SS 400) or final project (SS/ANT/SOC 420).

Detailed Curriculum for Modified Program

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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
SOC 100 or 101 or 120	1, 2, 3, 4	(none)	3
ANT 100 or 110 or 104	1, 2, 3, 4	(none)	3
PS 102 or 104	1,4	(none)	0-3
Cognate: PSY 100 or ANT/SOC 204	1,4	none or ANT 100 or SOC 100	3
ANT/SOC 330	1	Junior status, W1	3
SS 201	2, 3, 4	(none)	3
SS 300	2, 3, 4	MAT 100 & SS 201	0-3
SS 400 or SS 420	2, 3, 4	SS 201, W2 (& SS 400 Application)	4-8
Tier 1 major electives (all topical courses not listed above in ANT/SOC 200-400 level) (may include some WP or SW or ECO or PS or GEO courses as specified by some options)	1, 2, 3, 4	None or SOC 100 or 101 or 120 or ANT 100	6-12
Tier 1 breadth requirement (any 200-400-level PS course)	3, 4	none or PS 102 or 104 or SOC 100	3
Tier 2 major electives (all topical courses not listed above)	1, 2, 3, 4	SOC 100 or 101 or 120 or ANT 100	6
Open Electives (<i>Indicate number of credits of open electives</i>)			15-21
Total Program Credits:			34-50

Description of Related Modification(s)

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

One new course: SS/ANT/SOC 420 CFL: Internship – we introduced this course to create an option for students who prefer to realize career paths by learning how to apply anthropology and sociology as professionals.

Modification of one course: SS 400 Senior Thesis Research Seminar – revised from 3 to 4 credits to add professionalization components.

Shift from a 2-year to a 3-year course rotation. This enables a meaningful breadth of topical courses with higher enrollments. Most courses are taught slightly less frequently.

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. This modification introduces only one additional course (SS/ANT/SOC 420 CFL: Internship), but accomodates that adoption by reducing the number of 100-level courses required and making SS 300 (Quantitative Research Methods) optional, and by reducing our course rotation from a two to a three-year rotation for major elective courses. Moreover, we have converted space in our archaeology lab to accomodate the Connecticut Futures Lab, thus better ustilizing existing resources.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: (forthcoming upon BOR approval)

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

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Provide estimated cost of program (tuition and fees): \$ n/a **OR** url for link to tuition/fee information: n/a

Request for SAA Approval for Veterans Benefits? X Yes No

Catalog Description: Provide the catalog description for this program (with proposed modifications if applicable):

BA Anthropology/Sociology

- Global Studies option
- Social Justice & Policy option
- General Studies option

Description: The combined major in Anthropology and Sociology offers ways of understanding both everyday life and complex social issues from local, national and global perspectives. Students use socio-historical, cultural, political, economic and environmental lenses to recognize, research and generate useful comparative and historically grounded understandings of the world. Anthropology/ Sociology majors gain from the specializations of our purposefully composed faculty who have geographically specific expertise reaching around the globe. Immersed into both disciplines, students hone critical thinking skills, craft their research techniques, and cultivate holistic approaches to social problems and cultural data. The major is crafted to meet the demand for research, analysis, and socio-cultural insights in industry, government agencies, and humanitarian organizations both locally and internationally. The degree in Anthropology/Sociology prepares students for meaningful work within a variety of social service, social justice, education, public health, government, and business careers, as well as an array of graduate programs.

Options: Students majoring in Anthropology/Sociology choose from three options: Global Studies, Social Justice & Policy, or a General Studies option that combines both.

- The Global Studies option** builds on the Anthropology/Sociology major, offering access to a broader interdisciplinary experience. It offers a flexible and unique opportunity where students may elect to benefit from the expertise of faculty in other disciplines. The interdisciplinary approach affords students socio-cultural literacy, and a global perspective, both of which equip students to thrive in diverse communities locally and internationally. Students explore both the interconnectedness of our world as well as social issues in nearly every geographic region of the globe including Africa, East Asia, South Asia, Latin America and the Caribbean, the Middle East, and the United States. We also strongly recommend that students take advantage of the opportunity to study abroad through WCSU's affiliation with the ISEP program (<https://www.wcsu.edu/isep/>). Through this culmination of experiences, the major is crafted to meet the high demand for research, analysis, and social/cultural insights in industry, government agencies, and humanitarian organizations locally and internationally. The Global Studies Option prepares students for meaningful work within a variety of world-wide social service, social justice, education, public health, government, and business careers, as well as an array of graduate programs.
- The Social Justice & Policy option** offers students a flexible and unique opportunity where students benefit from the expertise of faculty in multiple disciplines. Students explore and assess topical issues that grapple with inequities and injustices, and then learn to develop and implement effective policy. The major is crafted to meet the high demand for research, analysis, and social/cultural insights in industry, government agencies, and humanitarian organizations locally and internationally. The Social Justice & Policy Option prepares students for meaningful work within a variety of social service, social justice, education, public health, government, and business careers, as well as an array of graduate programs.
- The General Studies option** permits students to choose their own route whether by designing a unique combination of coursework, professional and research exploration found in the other options, or by enabling students to maximize time and workload efficiency.

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The Connecticut Futures Lab: All three options in the Anthropology/Sociology program include professionalizing opportunities in the Connecticut Futures Lab (CFL). The CFL, housed in the Department of Social Sciences, provides students unparalleled experiential learning through curricular initiatives, including independent research, research assistantships, and collaborative research with community partners. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students' experiences, build networks and sustain our community.

***Distinction**

All students within the combined Anthropology/Sociology major wishing to get the most out of the major may pursue the B.A. with Distinction. Requirements: four or more courses beyond the requirements for the chosen degree option. These include:

1. Two additional courses within the Tier 1 ANT/SOC major electives;
2. SS 300;
3. Both SS 400, and ANT/SOC 420 CFL: Internship; and
4. A 3.5 GPA within the major.

The Distinction designation will appear on the student's official transcript, and students will receive a cord to wear with their academic regalia at Commencement. Students graduating with Distinction will be invited to join the Pi Gamma Mu International Honor Society in the Social Sciences. Students should inquire about graduating with distinction with their advisor.

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):

Specific careers in:

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 table below:

Occupation	Median Earnings
19-3000 Social Scientists and Related Workers	\$98,488
19-3020 Survey Researchers	\$58,386
13-1161 Market Research Analysts & Marketing Specialists	\$67,995
15-2041 Statisticians	\$113,610
19-3050 / 3051 Urban and Regional Planners	\$86,736
19-3091 Anthropologists and Archeologists	\$44,845
19-3099 Social Scientists and Related Workers, All Other	\$98,488
19-4061 Social Science Research Assistants	\$45,739
19-0000 Life, Physical/Social Science Occupation	\$85,737
19-4092 Forensic Science Technicians	\$80,594
19-4099 Life, Physical, and Social Science Technicians, All Other	\$64,771
19-5011 Occupational Health and Safety Specialists and Technicians	\$85,821
19-5012 Occupational Health and Safety Technicians	\$65,665
21-0000 Community and Social Service Occupations	\$57,075

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21-1099 Counselors and Social Service Specialists, All Other	\$58,573
21-1094 Community Health Workers	\$55,245
21-1092 Probation Officers and Correctional Treatment Specialists	\$100,194
21-1093 Social and Human Service Assistants	\$39,416
43-4061 Eligibility Interviewers, Government Programs	\$63,357
21-1000 Community/ Social Service Occupation	\$57,075
21-1094 Community Health Workers	\$53,165
21-1099 Community and Social Service Specialists, All Other	\$58,572
21-2021 Directors, Religious Activities and Education	\$51,002
23-0000 Legal Occupations	\$104,312
23-2099 legal Support Worker, All Other	\$97,157
25-0000 Educational Instruction and Library Occupations	\$66,144
25-1067 Sociology Teachers, Postsecondary	\$85,235
25-4012 Curators	\$70,720
25-4013 Museum Technicians and Conservators	\$77,022
25-9044 Teaching Assistants, Postsecondary	\$61,745
11-0000 Management Occupations	\$131,144
13-0000 Business and Financial Operations Occupations	\$82,472
27-0000 Arts, Design, Entertainment, Sports, and Media Occupations	\$65,416
33-0000 Protective Service Occupations	\$54,330
43-0000 Office and Administrative Support Occupations	\$48,942
51-0000 Production Occupations	\$48,422

Applicable Industries

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

- [513130](#) Book publishers, university press, university press publishers
- [541611](#) Business and General management consulting services
- [541613](#) Marketing management and consulting services
- [541720](#) Social science research, archaeology and development services
- [541820](#) Political consulting services
- [541910](#) Internet, media, audience, marketing, public opinion research services
- [611310](#) Academies, college or university
- [624110](#) Community centers (except recreational only), youth
- [624120](#) Community centers (except recreational only), adult
- [624190](#) Social service centers, multi-purpose and community action service agencies
- [624210](#) Community meals, social services
- [624230](#) Immigrant resettlement services
- [711110](#) Community theaters & museums
- [813110](#) Religious organizations
- [813211](#) Community & grantmaking foundations

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- 813311 Developmentally disabled advocacy organizations and intellectually and developmentally disabled advocacy groups
- 813319 Community action advocacy organizations
- 813410 University clubs
- 813940 Campaign organizations, political, constituencies' associations, political party, local political organizations, PACs (Political Action Committees), political campaign organizations, political organizations or clubs, political parties
- 922130 Legal counsel offices, government
- 922190 Criminal justice statistics centers, government
- 923110 County supervisors of education (except school boards), education offices, nonoperating, education program administration, education statistics centers, government, state education departments, university regents or boards, government
- 923120 Health planning and development agencies, government
- 924120 Community recreation programs, development agencies, services, land management program administration et. government
- 925110 Housing programs, planning and development, government
- 926150 Labor management negotiations boards, government
- 928120 Immigration services and economic development assistance (i.e., international), government

Career/Program Pathways

Does this program prepare students for another program?

Yes: law school, archaeology, social work, education, and other graduate programs

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): Carina Bandhauer until 8/26/24; and Christine Hegel-Cantarella from 8/27/24 on.

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

4 (no new hires needed)

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

We have 8 adjunct faculty members across the disciplines. They almost exclusively teach at the introductory level in order to service general education; they only teach the core curriculum when full time faculty are on leave. (no new hires needed)

Admissions Requirements

What are the admissions requirements for the program? Standard - good standing at the university.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? Yes

Students must minimally either do a senior thesis (SS 400) or may opt to take the Connecticut Futures Lab Internship course (SS/ANT/SOC 420).

Program Work Experiences

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? No (it's recommended, but not required)

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

Prospective Students

Describe the prospective students for the program:

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Appeals to students committed to community service and social justice-oriented work and similarly informed businesses, including DEI and belonging efforts. This includes students who may set their sights on international employment, especially humanitarian efforts requiring cultural sensitivity and a refined sense of international issues.

The re-designed program enables students at any performance level, many of whom at WCSU struggle financially, and/or have little to no pre-collegiate preparation. The major offers broad training in a traditional liberal arts major that has been re-envisioned for the 21st century in that students can head for graduate school or set the foundation for a meaningful career.

The revised major, with a near-minimum 34 credits, offers unmatched efficiency as a major for students at WCSU. This appeals to returning students, and readily enables all students to adopt minors and/or second majors, making them all the more appealing on the job market and in graduate school applications. Furthermore, this would be an excellent option for a 3-year Bachelor's program, should WCSU pursue that in the future.

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SECTION 1: GENERAL INFORMATION	
Institution: WCSU	Please enter the following dates: Final approval by institution: Provost approved 4/26/2024 Submission to CSCU Office of the Provost for Academic Council: 6/4/2024
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation 3/1/2024	
Parent Program Name of Program: Anthropology/Sociology BA Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Bachelors, BA, Bachelor of Arts OHE #: 211 <u>CIP Code Number:</u> 45.1301 Title of CIP Code: Sociology and Anthropology	
Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: General Studies Option 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://catalogs.wcsu.edu/ugrad/sas/programs/social-sciences/ Program Type (<i>e.g., Bachelor Degree Option</i>): Bachelor Degree Option Anticipated Program Initiation Date: Fall 2024 Anticipated Date of First Completion: Fall 2025 Total # Credits in Program: 34 credits – OR – 44 credits for “Graduation with Distinction” IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 4 years	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.wcsu.edu/cashiers/tuition-fees/	
<u>CIP Code Number:</u> 45.1301 Title of CIP Code: Sociology and Anthropology	
Department where program is housed: Social Sciences Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The General Studies Option permits students to choose their own route whether by designing a unique combination of coursework, professional and research exploration found in the other options, or by enabling students to maximize time and workload efficiency.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: BA Social Sciences CIP: 45.0101 OHE#: 205 BOR Accreditation Date: 10/1/1973 Phase Out Period: Fall 2024 Date of Program Termination: 12/31/2024 Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input checked="" 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: N/A • If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> ○ identify credential: N/A ○ 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>)	

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Institutional Contact for this Proposal: Michelle Brown	Title: Dean of the Macricostas School of Arts and Sciences	Tel.: (203) 837-9400 e-mail: BrownML@wcsu.edu
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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*) The General Studies Option aligns with WCSU's mission by: "offer[ing] undergraduate and graduate programs that weave together liberal arts and professional education;" and by "establish[ing] partnerships that create opportunities for internships, research, and experiential learning."

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.*)
 - It is now possible to complete the major in 8 fewer credits.
 - Students can individualize the major to suit their needs and interests by choosing from three options (General Studies, Global Studies, and Social Justice & Policy). Additionally, students may seek graduation with Distinction. As a result of these changes, the major is now:
 - More attractive to students who would benefit from a major (or a second major) requiring fewer credits;
 - offers more flexibility to serve a wider variety of student needs, interests and backgrounds.
 - Includes added professionalization components through the Connecticut Futures Lab (CFL) that increase workforce development through public and private relationships, including social research collaborations in which students identify problems and collaborate with local public agencies on solutions that benefit the community. For example, WCSU students in this major conducted a downtown sidewalk audit that identified areas in which disrepair posed a safety barrier for pedestrians who needed to walk to work, housing, or markets. The students presented their findings to the city of Danbury for inclusion in public works planning.
- 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 CFL includes public and private relationships that provide students access to social research collaborations and applied professional partnerships and other experiences. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students' experiences, build networks and sustain our community.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals. What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? **The Office of Institutional**

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Diversity, Office of Institutional Effectiveness and Planning, Dean of the Macricostas School of Arts and Sciences, and Department of Social Sciences will collect and analyze data on program enrollments, retention, and completion based on the demographics listed above.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. The CFL's professionalization aspects were developed in collaboration with the WCSU Career Center. In addition, WCSU is currently piloting multiple institutional retention efforts designed to improve and equitize student outcomes, including a multi-step early alert-warning-probation sequence to allow students more time to academically recover; wraparound FY programming; wraparound FY and undeclared advising; and streamlined general education curriculum with multiple embedded requirements in racial justice and multicultural appreciation.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? Where disparities are discovered, we will expand recruitment, student support services, and mentoring and advising to mitigate disparities in preparation, retention, and completion. We will pay especial attention to diversity, retention, and completion of student populations that have been historically underrepresented in the social sciences.
- 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)*

TAP

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.
 - Western's combined program, in which students take roughly half the number of anthropology and sociology courses as they would in individual majors, is distinct from other CSU majors that are specific to either sociology or anthropology
 - Central: Anthropology major; Sociology major
 - Eastern: Anthropology major; Sociology major
 - Southern: Anthropology major; Sociology major

Cost Effectiveness and Availability of Adequate Resources

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

WCSU has adequate physical and faculty resources to deliver the revised program. In fact, the streamlined major will require fewer distinct courses offered every semester in order to facilitate students' progress toward the degree.

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. The Connecticut Futures Lab space is in a repurposed lab space that was already allocated to the department.

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.

Discontinuing the BA in Social Sciences will consolidate students into one major (Anthropology/Sociology). Seed funding and marketing the potentialities of the Connecticut Futures Lab, as well as marketing the flexibility of the BA for WCSU's majority commuter student population are institutional enrollment and retention strategies. The CFL, housed in the Department of Social Sciences, provides students unparalleled experiential learning through curricular initiatives, including

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independent research, research assistantships, and collaborative research with community partners. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students' experiences, build networks and sustain our community.

***Graduation with Distinction**

All students within the combined Anthropology/Sociology major wishing to get the most out of the major may pursue the B.A. with Distinction. Requirements: four or more courses beyond the requirements for the chosen degree option. These include:

- Two additional courses within the Tier 1 ANT/SOC major electives;
- SS 300;
- Both SS 400, and ANT/SOC 420 CFL: Internship; and
- A 3.5 GPA within the major.

The "Distinction" designation will appear on the student's official transcript, and students will receive a cord to wear with their academic regalia at Commencement. Students graduating with Distinction will be invited to join the Pi Gamma Mu International Honor Society in the Social Sciences.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Experiential learning, research, and professionalization through the Connecticut Futures Lab.

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):

Specific careers in:

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 table below:

Occupation	Median Earnings
19-3000 Social Scientists and Related Workers	\$98,488
19-3020 Survey Researchers	\$58,386
13-1161 Market Research Analysts & Marketing Specialists	\$67,995
15-2041 Statisticians	\$113,610
19-3050 / 3051 Urban and Regional Planners	\$86,736
19-3091 Anthropologists and Archeologists	\$44,845
19-3099 Social Scientists and Related Workers, All Other	\$98,488
19-4061 Social Science Research Assistants	\$45,739
19-0000 Life, Physical/Social Science Occupation	\$85,737
19-4092 Forensic Science Technicians	\$80,594
19-4099 Life, Physical, and Social Science Technicians, All Other	\$64,771
19-5011 Occupational Health and Safety Specialists and Technicians	\$85,821
19-5012 Occupational Health and Safety Technicians	\$65,665
21-0000 Community and Social Service Occupations	\$57,075

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21-1099 Counselors and Social Service Specialists, All Other	\$58,573
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11-0000 Management Occupations	\$131,144
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Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s):

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- [541613](#) Marketing management and consulting services
- [541720](#) Social science research, archaeology and development services
- [541820](#) Political consulting services
- [541910](#) Internet, media, audience, marketing, public opinion research services
- [611310](#) Academies, college or university
- [624110](#) Community centers (except recreational only), youth
- [624120](#) Community centers (except recreational only), adult
- [624190](#) Social service centers, multi-purpose and community action service agencies
- [624210](#) Community meals, social services
- [624230](#) Immigrant resettlement services
- [711110](#) Community theaters & museums

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- 813110 Religious organizations
 - 813211 Community & grantmaking foundations
 - 813311 Developmentally disabled advocacy organizations and intellectually and developmentally disabled advocacy groups
 - 813319 Community action advocacy organizations
 - 813410 University clubs
 - 813940 Campaign organizations, political, constituencies' associations, political party, local political organizations, PACs (Political Action Committees), political campaign organizations, political organizations or clubs, political parties
 - 922130 Legal counsel offices, government
 - 922190 Criminal justice statistics centers, government
 - 923110 County supervisors of education (except school boards), education offices, nonoperating, education program administration, education statistics centers, government, state education departments, university regents or boards, government
 - 923120 Health planning and development agencies, government
 - 924120 Community recreation programs, development agencies, services, land management program administration et. government
 - 925110 Housing programs, planning and development, government
 - 926150 Labor management negotiations boards, government
- 928120 Immigration services and economic development assistance (i.e., international), government

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. **Mastery of or proficiency in the theories and concepts of anthropology and sociology.** Students will recognize diverse economic, political, social, and religious systems as the foundation for a comparative understanding of culture and society. With insight into their own socio-cultural backgrounds, their insights provide grounds for questioning and understanding what all peoples assume or hold most dear within their own cultures and social systems. In a required course of all majors, ANT/SOC 330, this elective conscience will have discovered its roots in the contrasts and conitnities of classic social and cultural theory and contemporary revisionary thinkers. This essential element to their training fosters a recognition of the importance of empirical grounds for attaining and applying their insights, such that many of our students have the capacity to become avid advocates for positive social change.
2. **Mastery of or proficiency in the research methodologies of the social sciences.** Anthropology/Sociology majors receive the bulk of their methods training in SS 201, SS 300 (optional), and SS 400 or CFL: Internship. All ANT/SOC courses, based as they are on the complementary grounds for qualitative and quantitative measures for the understanding of human identity, agency, and action within institutional settings, provide exposure to, and discussion of, those measures – driven as they are by the nature of the research questions being asked. Achievement of these outcomes are systematically assessed in the culminating experience course: either SS 400 (Senior Thesis Research Seminar) or SS/ANT/SOC 420 CFL: Internship.

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3. **Mastery or proficiency in the application of their skills/behaviors in the social sciences.** Students are assessed on their ability to recognize and apply ethnographic and sociological insight and research skills in all their coursework. ANT/SOC courses offer a diverse “toolkit” for both fieldwork and existing data analysis, drawing as both disciplines must, upon close reading of texts, the synthesis of arguments and the contesting of them, the development of both claims and even testable hypotheses, and the measuring and written outcomes of such outcomes.
4. **Mastery of or proficiency in information technology and literacy.** Across the ANT/SOC curriculum, the tools and efficacy of informational technology and literacy are fundamental to social science skills and behaviors. Furthermore, research methods and professionalization options highlight exposure to and practice at the use of those tools.

Assessment of Learning Outcomes

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

Students are assessed on (1) the basis of their success in the their courses, (2) on the department’s shared research methods and professionalization sequence of curriculum (SS 201 and SS 400 or SS/ANT/SOC 420), and (3) on the basis of their success in the program overall. Specifically, students are assessed using three corresponding measures:

1. Students must earn a C- or better in each upper level course.
2. Pre- and post-tests in SS 201 and either SS 400 or SS/ANT/SOC 420. These are quantitative assessment on learning outcomes.

Senior portfolios: qualitative assessments collected in the culminating experience course (SS 400 or SS/ANT/SOC 420) and include: reflections on how their interests developed through coursework and the program; a resume; a paper written they are proud of; and their senior thesis (SS 400) or final project (SS/ANT/SOC 420).

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: Christine Hegel-Cantarella, Department Chair
- Email: hegelcantarellac@wcsu.edu Phone: (203) 837-3914

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 Anthropology; Associate Professor rank; 7.5 administrative credits to chair the department, which includes program administration

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)? 4 (no change)

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

What percentage of program credits will be taught by adjunct faculty? 44%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master’s degree in Anthropology, Sociology, Geology, or related field

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
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Christine Hegel-Cantarella	PhD	Anthropology	Department Chair; Program Coordinator
Carina Bandhauer	PhD	Sociology	
Robert Whittemore	PhD	Anthropology	
Manoj Misra	PhD	Sociology	AAUP President, WCSU Chapter
H. Howell Williams	PhD	Political Science	
Jessica Schofield	PhD	Political Science	

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			
SOC 100 or 101 or 120	1, 2, 3, 4	(none)	3
ANT 100 or 110 or 104	1, 2, 3, 4	(none)	3
Cognate: PSY 100 or ANT/SOC 204	1,4	none or ANT 100 or SOC 100	3
ANT/SOC 330	1	Junior status, W1	3
SS 201	2, 3, 4	(none)	3
SS 400 or SS 420*	2, 3, 4	SS 201, W2 (& SS 400 Application)	4
Tier 1 major electives General Studies Option: Any two* 200-400 level ANT &/or SOC courses	1, 2, 3, 4	None or SOC 100 or 101 or 120 or ANT 100	6
Tier 1 breadth requirement (any 200-400-level PS course)	3, 4	none or PS 102 or 104 or SOC 100	3
Tier 2 major electives General Studies Option: Any two 300-400 level ANT &/or SOC courses	1, 2, 3, 4	SOC 100 or 101 or 120 or ANT 100	6
*Additional Courses required for graduation "With Distinction:"			
<ul style="list-style-type: none"> • SS 400 AND SS 420 • SS 300 • Any FOUR Tier 1 major electives 			4 3 <u>+ 6</u> 13
Open Electives (Indicate number of credits of open electives)			46 without Distinction *39 with Distinction
Total Program Credits:			34 without Distinction *47 with Distinction
What are the admissions requirements for the program? N/A			
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: SS 400: Senior Thesis Research Seminar OR SS/ANT/SOC 420 Connecticut Futures Lab			

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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: Those who are interested in researching and/or solving social issues.

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SECTION 1: GENERAL INFORMATION	
Institution: WCSU	Please enter the following dates: Final approval by institution: Provost approved 4/26/2024 Submission to CSCU Office of the Provost for Academic Council: 6/4/2024
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation 3/1/2024	
Parent Program Name of Program: Anthropology/Sociology BA Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Bachelors, BA, Bachelor of Arts OHE #: 211 <u>CIP Code Number:</u> 45.1301 Title of CIP Code: Sociology and Anthropology	
Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: Global Studies Option 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://catalog.wcsu.edu/ugrad/sas/programs/social-sciences/ Program Type (<i>e.g., Bachelor Degree Option</i>): Bachelor Degree Option Anticipated Program Initiation Date: Fall 2024 Anticipated Date of First Completion: Fall 2025 Total # Credits in Program: 34 credits – OR – 44 credits for “Graduation with Distinction” IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 4 years	
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.wcsu.edu/cashiers/tuition-fees/	
<u>CIP Code Number:</u> 45.1301 Title of CIP Code: Sociology and Anthropology	
Department where program is housed: Social Sciences Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Global Studies option builds on the Anthropology/Sociology major, offering access to a broader interdisciplinary experience. It offers a flexible and unique opportunity where students may elect to benefit from the expertise of faculty in other disciplines. The interdisciplinary approach affords students socio-cultural literacy, and a global perspective, both of which equip students to thrive in diverse communities locally and internationally. Students explore both the interconnectedness of our world as well as social issues in nearly every geographic region of the globe including Africa, East Asia, South Asia, Latin America and the Caribbean, the Middle East, and the United States. We also strongly recommend that students take advantage of the opportunity to study abroad through WCSU's affiliation with the <u>ISEP program</u> (https://www.wcsu.edu/isep/). Through this culmination of experiences, the major is crafted to meet the high demand for research, analysis, and social/cultural insights in industry, government agencies, and humanitarian organizations locally and internationally. The Global Studies Option prepares students for meaningful work within a variety of world-wide social service, social justice, education, public health, government, and business careers, as well as an array of graduate programs.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: BA Social Sciences CIP: 45.0101 OHE#: 205 BOR Accreditation Date: 10/1/1973	

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Phase Out Period: Fall 2024 Date of Program Termination: 12/31/2024

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: N/A
 - confirm NC-SARA requirements met: Yes No

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

Institutional Contact for this Proposal: Michelle Brown

Title: Dean of the
Macricostas School of
Arts and Sciences

Tel.: (203) 837-9400 e-mail:
BrownML@wcsu.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.
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SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* The General Studies Option aligns with WCSU's mission by: "offer[ing] undergraduate and graduate programs that weave together liberal arts and professional education that fosters their growth as individuals, scholars, professionals, and leaders in a global society;" and by "establish[ing] partnerships that create opportunities for internships, research, and experiential learning."

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.)*
 - Students can individualize the major to suit their needs and interests by choosing from three options (General Studies, Global Studies, and Social Justice & Policy). Additionally, students may seek graduation with Distinction. As a result of these changes, the major is now:
 - More attractive to students who would benefit from a major (or a second major) requiring fewer credits;
 - Offers more flexibility to serve a wider variety of student needs, interests and backgrounds; and
 - Includes added professionalization components through the Connecticut Futures Lab (CFL) that increase workforce development through public and private relationships, including social research collaborations in which students identify problems and collaborate with local public agencies on solutions that benefit the community. For example, WCSU students in this major conducted a downtown sidewalk audit that identified areas in which disrepair posed a safety barrier for pedestrians who needed to walk to work, housing, or markets. The students presented their findings to the city of Danbury for inclusion in public works planning.

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- 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 CFL includes public and private relationships that provide students access to social research collaborations and applied professional partnerships and other experiences. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students' experiences, build networks and sustain our community.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals. What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? The Office of Institutional Diversity, Office of Institutional Effectiveness and Planning, Dean of the Macricostas School of Arts and Sciences, and Department of Social Sciences will collect and analyze data on program enrollments, retention, and completion based on the demographics listed above.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. The CFL's professionalization aspects were developed in collaboration with the WCSU Career Center. In addition, WCSU is currently piloting multiple institutional retention efforts designed to improve and equitize student outcomes, including a multi-step early alert-warning-probation sequence to allow students more time to academically recover; wraparound FY programming; wraparound FY and undeclared advising; and streamlined general education curriculum with multiple embedded requirements in racial justice and multicultural appreciation.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? Where disparities are discovered, we will expand recruitment, student support services, and mentoring and advising to mitigate disparities in preparation, retention, and completion. We will pay especial attention to diversity, retention, and completion of student populations that have been historically underrepresented in the social sciences.
- 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)

TAP

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.
 - Western's combined program, in which students take roughly half the number of anthropology and sociology courses as they would in individual majors, is distinct from other CSU majors that are specific to either sociology or anthropology
 - Central: Anthropology major; Sociology major
 - Eastern: Anthropology major; Sociology major
 - Southern: Anthropology major; Sociology major

Cost Effectiveness and Availability of Adequate Resources

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

WCSU has adequate physical and faculty resources to deliver the revised program. In fact, the streamlined major will require fewer distinct courses offered every semester in order to facilitate students' progress toward the degree.

Special Resources

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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. The Connecticut Futures Lab space is in a repurposed lab space that was already allocated to the department.

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.

Discontinuing the BA in Social Sciences will consolidate students into one major (Anthropology/Sociology). Seed funding and marketing the potentialities of the Connecticut Futures Lab, as well as marketing the flexibility of the BA for WCSU’s majority commuter student population are institutional enrollment and retention strategies. The CFL, housed in the Department of Social Sciences, provides students unparalleled experiential learning through curricular initiatives, including independent research, research assistantships, and collaborative research with community partners. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students’ experiences, build networks and sustain our community.

***Graduation with Distinction**

All students within the combined Anthropology/Sociology major wishing to get the most out of the major may pursue the B.A. with Distinction. Requirements: four or more courses beyond the requirements for the chosen degree option. These include:

- Two additional courses within the Tier 1 ANT/SOC major electives;
- SS 300;
- Both SS 400, and ANT/SOC 420 CFL: Internship; and
- A 3.5 GPA within the major.

The “Distinction” designation will appear on the student’s official transcript, and students will receive a cord to wear with their academic regalia at Commencement. Students graduating with Distinction will be invited to join the Pi Gamma Mu International Honor Society in the Social Sciences.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Experiential learning, research, and professionalization through the Connecticut Futures Lab.

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):

Specific careers in:

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 table below:

Occupation	Median Earnings
19-3000 Social Scientists and Related Workers	\$98,488
19-3020 Survey Researchers	\$58,386
13-1161 Market Research Analysts & Marketing Specialists	\$67,995
15-2041 Statisticians	\$113,610
19-3050 / 3051 Urban and Regional Planners	\$86,736
19-3091 Anthropologists and Archeologists	\$44,845

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19-3099 Social Scientists and Related Workers, All Other	\$98,488
19-4061 Social Science Research Assistants	\$45,739
19-0000 Life, Physical/Social Science Occupation	\$85,737
19-4092 Forensic Science Technicians	\$80,594
19-4099 Life, Physical, and Social Science Technicians, All Other	\$64,771
19-5011 Occupational Health and Safety Specialists and Technicians	\$85,821
19-5012 Occupational Health and Safety Technicians	\$65,665
21-0000 Community and Social Service Occupations	\$57,075
21-1099 Counselors and Social Service Specialists, All Other	\$58,573
21-1094 Community Health Workers	\$55,245
21-1092 Probation Officers and Correctional Treatment Specialists	\$100,194
21-1093 Social and Human Service Assistants	\$39,416
43-4061 Eligibility Interviewers, Government Programs	\$63,357
21-1000 Community/ Social Service Occupation	\$57,075
21-1094 Community Health Workers	\$53,165
21-1099 Community and Social Service Specialists, All Other	\$58,572
21-2021 Directors, Religious Activities and Education	\$51,002
23-0000 Legal Occupations	\$104,312
23-2099 legal Support Worker, All Other	\$97,157
25-0000 Educational Instruction and Library Occupations	\$66,144
25-1067 Sociology Teachers, Postsecondary	\$85,235
25-4012 Curators	\$70,720
25-4013 Museum Technicians and Conservators	\$77,022
25-9044 Teaching Assistants, Postsecondary	\$61,745
11-0000 Management Occupations	\$131,144
13-0000 Business and Financial Operations Occupations	\$82,472
27-0000 Arts, Design, Entertainment, Sports, and Media Occupations	\$65,416
33-0000 Protective Service Occupations	\$54,330
43-0000 Office and Administrative Support Occupations	\$48,942
51-0000 Production Occupations	\$48,422

Applicable Industries

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

- [513130](#) Book publishers, university press, university press publishers
- [541611](#) Business and General management consulting services
- [541613](#) Marketing management and consulting services

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- 541720 Social science research, archaeology and development services
 - 541820 Political consulting services
 - 541910 Internet, media, audience, marketing, public opinion research services
 - 611310 Academies, college or university
 - 624110 Community centers (except recreational only), youth
 - 624120 Community centers (except recreational only), adult
 - 624190 Social service centers, multi-purpose and community action service agencies
 - 624210 Community meals, social services
 - 624230 Immigrant resettlement services
 - 711110 Community theaters & museums
 - 813110 Religious organizations
 - 813211 Community & grantmaking foundations
 - 813311 Developmentally disabled advocacy organizations and intellectually and developmentally disabled advocacy groups
 - 813319 Community action advocacy organizations
 - 813410 University clubs
 - 813940 Campaign organizations, political, constituencies' associations, political party, local political organizations, PACs (Political Action Committees), political campaign organizations, political organizations or clubs, political parties
 - 922130 Legal counsel offices, government
 - 922190 Criminal justice statistics centers, government
 - 923110 County supervisors of education (except school boards), education offices, nonoperating, education program administration, education statistics centers, government, state education departments, university regents or boards, government
 - 923120 Health planning and development agencies, government
 - 924120 Community recreation programs, development agencies, services, land management program administration et. government
 - 925110 Housing programs, planning and development, government
 - 926150 Labor management negotiations boards, government
- 928120 Immigration services and economic development assistance (i.e., international), government

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. **Mastery of or proficiency in the theories and concepts of anthropology and sociology.** Students will recognize diverse economic, political, social, and religious systems as the foundation for a comparative understanding of culture and society. With insight into their own socio-cultural backgrounds, their insights provide grounds for questioning and understanding what all peoples assume or hold most dear within their own cultures and social systems. In a required course of all majors, ANT/SOC 330, this elective conscience will have discovered its roots in the contrasts and conitnities of classic social and cultural theory and contemporary

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revisionary thinkers. This essential element to their training fosters a recognition of the importance of empirical grounds for attaining and applying their insights, such that many of our students have the capacity to become avid advocates for positive social change.

2. **Mastery of or proficiency in the research methodologies of the social sciences.** Anthropology/Sociology majors receive the bulk of their methods training in SS 201, SS 300 (optional), and SS 400 or CFL: Internship. All ANT/SOC courses, based as they are on the complementary grounds for qualitative and quantitative measures for the understanding of human identity, agency, and action within institutional settings, provide exposure to, and discussion of, those measures – driven as they are by the nature of the research questions being asked. Achievement of these outcomes are systematically assessed in the culminating experience course: either SS 400 (Senior Thesis Research Seminar) or SS/ANT/SOC 420 CFL: Internship.
3. **Mastery of or proficiency in the application of their skills/behaviors in the social sciences.** Students are assessed on their ability to recognize and apply ethnographic and sociological insight and research skills in all their coursework. ANT/SOC courses offer a diverse “toolkit” for both fieldwork and existing data analysis, drawing as both disciplines must, upon close reading of texts, the synthesis of arguments and the contesting of them, the development of both claims and even testable hypotheses, and the measuring and written outcomes of such outcomes.
4. **Mastery of or proficiency in information technology and literacy.** Across the ANT/SOC curriculum, the tools and efficacy of informational technology and literacy are fundamental to social science skills and behaviors. Furthermore, research methods and professionalization options highlight exposure to and practice at the use of those tools.

Assessment of Learning Outcomes

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

Students are assessed on (1) the basis of their success in the their courses, (2) on the department’s shared research methods and professionalization sequence of curriculum (SS 201 and SS 400 or SS/ANT/SOC 420), and (3) on the basis of their success in the program overall. Specifically, students are assessed using three corresponding measures:

1. Students must earn a C- or better in each upper level course.
2. Pre- and post-tests in SS 201 and either SS 400 or SS/ANT/SOC 420. These are quantitative assessment on learning outcomes.

Senior portfolios: qualitative assessments collected in the culminating experience course (SS 400 or SS/ANT/SOC 420) and include: reflections on how their interests developed through coursework and the program; a resume; a paper written they are proud of; and their senior thesis (SS 400) or final project (SS/ANT/SOC 420).

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: Christine Hegel-Cantarella, Department Chair
- Email: hegelcantarellac@wcsu.edu Phone: (203) 837-3914

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 Anthropology; Associate Professor rank; 7.5 administrative credits to chair the department, which includes program administration

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)? 4 (no change)

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

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What percentage of program credits will be taught by adjunct faculty? 44%
Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's degree in Anthropology, Sociology, Geology, or related field

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
Christine Hegel-Cantarella	PhD	Anthropology	Department Chair; Program Coordinator
Carina Bandhauer	PhD	Sociology	
Robert Whittemore	PhD	Anthropology	
Manoj Misra	PhD	Sociology	AAUP President, WCSU Chapter
H. Howell Williams	PhD	Political Science	
Jessica Schofield	PhD	Political Science	

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			
SOC 100 or 101 or 120	1, 2, 3, 4	(none)	3
ANT 100 or 110 or 104	1, 2, 3, 4	(none)	3
Global Studies Option: PS 104: World Governments or GEO 100: Introduction to Geography or any WP (World Perspectives) course	1,4	(none)	3
Cognate: PSY 100 or ANT/SOC 204	1,4	none or ANT 100 or SOC 100	3
ANT/SOC 330	1	Junior status, W1	3
SS 201	2, 3, 4	(none)	3
SS 400 or SS 420*	2, 3, 4	SS 201, W2 (& SS 400 Application)	4
Tier 1 major electives Global Studies Option: Any two* 200-400 level ANT, ECO, GEO, PS, &/or SOC courses.	1, 2, 3, 4	None or SOC 100 or 101 or 120 or ANT 100	6
Tier 1 breadth requirement (any 200-400-level PS course)	3, 4	none or PS 102 or 104 or SOC 100	3
Tier 2 major Global Studies Option: Two 200-400 level ANT &/or SOC courses from the Global Studies course list	1, 2, 3, 4	SOC 100 or 101 or 120 or ANT 100	6
*Additional Courses required for graduation "With Distinction."			

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<ul style="list-style-type: none"> • SS 400 AND SS 420 • SS 300 • Any FOUR Tier 1 major electives 			4 3 <u>+6</u> 13
Open Electives (<i>Indicate number of credits of open electives</i>)			46 without Distinction *30 with Distinction
Total Program Credits:			37 without Distinction *50 with Distinction
What are the admissions requirements for the program? N/A			
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: SS 400: Senior Thesis Research Seminar OR SS/ANT/SOC 420 Connecticut Futures Lab			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:			
Describe the prospective students for the program: Those who are interested in researching and/or solving social issues.			

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SECTION 1: GENERAL INFORMATION	
Institution: WCSU	Please enter the following dates: Final approval by institution: Provost approved 4/26/2024 Submission to CSCU Office of the Provost for Academic Council: 6/4/2024
Most Recent NECHE Institutional Accreditation Action and Date: Continued in accreditation 3/1/2024	
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Proposed Program Characteristics Name of Option/Track/Concentration/Specialization: Social Justice and Policy Option 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://catalogs.wcsu.edu/ugrad/sas/programs/social-sciences/ Program Type (<i>e.g., Bachelor Degree Option</i>): Bachelor Degree Option Anticipated Program Initiation Date: Fall 2024 Anticipated Date of First Completion: Fall 2025 Total # Credits in Program: 34 credits – OR – 44 credits for “Graduation with Distinction” IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 4 years Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.wcsu.edu/cashiers/tuition-fees/ <u>CIP Code Number:</u> 45.1301 Title of CIP Code: Sociology and Anthropology	
Department where program is housed: Social Sciences Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The Social Justice & Policy option offers students a flexible and unique opportunity where students benefit from the expertise of faculty in multiple disciplines. Students explore and assess topical issues that grapple with inequities and injustices, and then learn to develop and implement effective policy. The major is crafted to meet the high demand for research, analysis, and social/cultural insights in industry, government agencies, and humanitarian organizations locally and internationally. The Social Justice & Policy Option prepares students for meaningful work within a variety of social service, social justice, education, public health, government, and business careers, as well as an array of graduate programs.	
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Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: N/A • If program prepares graduates eligible to state/professional licensure, 	

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- identify credential: N/A
- confirm NC-SARA requirements met: Yes No

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

Institutional Contact for this Proposal: Michelle Brown	Title: Dean of the Macricostas School of Arts and Sciences	Tel.: (203) 837-9400 e-mail: BrownML@wcsu.edu
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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.)*
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 - Offers more flexibility to serve a wider variety of student needs, interests and backgrounds; and
 - Includes added professionalization components through the Connecticut Futures Lab (CFL) that increase workforce development through public and private relationships, including social research collaborations in which students identify problems and collaborate with local public agencies on solutions that benefit the community. For example, WCSU students in this major conducted a downtown sidewalk audit that identified areas in which disrepair posed a safety barrier for pedestrians who needed to walk to work, housing, or markets. The students presented their findings to the city of Danbury for inclusion in public works planning.
- 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 CFL includes public and private relationships that provide students access to social research collaborations and applied professional partnerships and other experiences. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular

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activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students' experiences, build networks and sustain our community.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals. What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? The Office of Institutional Diversity, Office of Institutional Effectiveness and Planning, Dean of the Macricostas School of Arts and Sciences, and Department of Social Sciences will collect and analyze data on program enrollments, retention, and completion based on the demographics listed above.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. The CFL's professionalization aspects were developed in collaboration with the WCSU Career Center. In addition, WCSU is currently piloting multiple institutional retention efforts designed to improve and equitize student outcomes, including a multi-step early alert-warning-probation sequence to allow students more time to academically recover; wraparound FY programming; wraparound FY and undeclared advising; and streamlined general education curriculum with multiple embedded requirements in racial justice and multicultural appreciation.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? Where disparities are discovered, we will expand recruitment, student support services, and mentoring and advising to mitigate disparities in preparation, retention, and completion. We will pay especial attention to diversity, retention, and completion of student populations that have been historically underrepresented in the social sciences.
- 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)

TAP

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided.
 - Western's combined program, in which students take roughly half the number of anthropology and sociology courses as they would in individual majors, is distinct from other CSU majors that are specific to either sociology or anthropology
 - Central: Anthropology major; Sociology major
 - Eastern: Anthropology major; Sociology major
 - Southern: Anthropology major; Sociology major

Cost Effectiveness and Availability of Adequate Resources

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

WCSU has adequate physical and faculty resources to deliver the revised program. In fact, the streamlined major will require fewer distinct courses offered every semester in order to facilitate students' progress toward the degree.

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. The Connecticut Futures Lab space is in a repurposed lab space that was already allocated to the department.

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.

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Discontinuing the BA in Social Sciences will consolidate students into one major (Anthropology/Sociology). Seed funding and marketing the potentialities of the Connecticut Futures Lab, as well as marketing the flexibility of the BA for WCSU's majority commuter student population are institutional enrollment and retention strategies. The CFL, housed in the Department of Social Sciences, provides students unparalleled experiential learning through curricular initiatives, including independent research, research assistantships, and collaborative research with community partners. The CFL provides support for students to find and undertake internships and to participate in academic conferences. Extracurricular activities hosted by the CFL, such as alumni events, guest speakers and field trips, enrich students' experiences, build networks and sustain our community.

***Graduation with Distinction**

All students within the combined Anthropology/Sociology major wishing to get the most out of the major may pursue the B.A. with Distinction. Requirements: four or more courses beyond the requirements for the chosen degree option. These include:

- Two additional courses within the Tier 1 ANT/SOC major electives;
- SS 300;
- Both SS 400, and ANT/SOC 420 CFL: Internship; and
- A 3.5 GPA within the major.

The "Distinction" designation will appear on the student's official transcript, and students will receive a cord to wear with their academic regalia at Commencement. Students graduating with Distinction will be invited to join the Pi Gamma Mu International Honor Society in the Social Sciences.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Experiential learning, research, and professionalization through the Connecticut Futures Lab.

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):

Specific careers in:

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 table below:

Occupation	Median Earnings
19-3000 Social Scientists and Related Workers	\$98,488
19-3020 Survey Researchers	\$58,386
13-1161 Market Research Analysts & Marketing Specialists	\$67,995
15-2041 Statisticians	\$113,610
19-3050 / 3051 Urban and Regional Planners	\$86,736
19-3091 Anthropologists and Archeologists	\$44,845
19-3099 Social Scientists and Related Workers, All Other	\$98,488
19-4061 Social Science Research Assistants	\$45,739
19-0000 Life, Physical/Social Science Occupation	\$85,737
19-4092 Forensic Science Technicians	\$80,594

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19-4099 Life, Physical, and Social Science Technicians, All Other	\$64,771
19-5011 Occupational Health and Safety Specialists and Technicians	\$85,821
19-5012 Occupational Health and Safety Technicians	\$65,665
21-0000 Community and Social Service Occupations	\$57,075
21-1099 Counselors and Social Service Specialists, All Other	\$58,573
21-1094 Community Health Workers	\$55,245
21-1092 Probation Officers and Correctional Treatment Specialists	\$100,194
21-1093 Social and Human Service Assistants	\$39,416
43-4061 Eligibility Interviewers, Government Programs	\$63,357
21-1000 Community/ Social Service Occupation	\$57,075
21-1094 Community Health Workers	\$53,165
21-1099 Community and Social Service Specialists, All Other	\$58,572
21-2021 Directors, Religious Activities and Education	\$51,002
23-0000 Legal Occupations	\$104,312
23-2099 legal Support Worker, All Other	\$97,157
25-0000 Educational Instruction and Library Occupations	\$66,144
25-1067 Sociology Teachers, Postsecondary	\$85,235
25-4012 Curators	\$70,720
25-4013 Museum Technicians and Conservators	\$77,022
25-9044 Teaching Assistants, Postsecondary	\$61,745
11-0000 Management Occupations	\$131,144
13-0000 Business and Financial Operations Occupations	\$82,472
27-0000 Arts, Design, Entertainment, Sports, and Media Occupations	\$65,416
33-0000 Protective Service Occupations	\$54,330
43-0000 Office and Administrative Support Occupations	\$48,942
51-0000 Production Occupations	\$48,422

Applicable Industries

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

- [513130](#) Book publishers, university press, university press publishers
- [541611](#) Business and General management consulting services
- [541613](#) Marketing management and consulting services
- [541720](#) Social science research, archaeology and development services
- [541820](#) Political consulting services
- [541910](#) Internet, media, audience, marketing, public opinion research services
- [611310](#) Academies, college or university
- [624110](#) Community centers (except recreational only), youth

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- 624120 Community centers (except recreational only), adult
 - 624190 Social service centers, multi-purpose and community action service agencies
 - 624210 Community meals, social services
 - 624230 Immigrant resettlement services
 - 711110 Community theaters & museums
 - 813110 Religious organizations
 - 813211 Community & grantmaking foundations
 - 813311 Developmentally disabled advocacy organizations and intellectually and developmentally disabled advocacy groups
 - 813319 Community action advocacy organizations
 - 813410 University clubs
 - 813940 Campaign organizations, political, constituencies' associations, political party, local political organizations, PACs (Political Action Committees), political campaign organizations, political organizations or clubs, political parties
 - 922130 Legal counsel offices, government
 - 922190 Criminal justice statistics centers, government
 - 923110 County supervisors of education (except school boards), education offices, nonoperating, education program administration, education statistics centers, government, state education departments, university regents or boards, government
 - 923120 Health planning and development agencies, government
 - 924120 Community recreation programs, development agencies, services, land management program administration et. government
 - 925110 Housing programs, planning and development, government
 - 926150 Labor management negotiations boards, government
- 928120 Immigration services and economic development assistance (i.e., international), government

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. **Mastery of or proficiency in the theories and concepts of anthropology and sociology.** Students will recognize diverse economic, political, social, and religious systems as the foundation for a comparative understanding of culture and society. With insight into their own socio-cultural backgrounds, their insights provide grounds for questioning and understanding what all peoples assume or hold most dear within their own cultures and social systems. In a required course of all majors, ANT/SOC 330, this elective conscience will have discovered its roots in the contrasts and conitnities of classic social and cultural theory and contemporary revisionary thinkers. This essential element to their training fosters a recognition of the importance of empirical grounds for attaining and applying their insights, such that many of our students have the capacity to become avid advocates for positive social change.
2. **Mastery of or proficiency in the research methodologies of the social sciences.** Anthropology/Sociology majors receive the bulk of their methods training in SS 201, SS 300 (optional), and SS 400 or CFL: Internship. All

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ANT/SOC courses, based as they are on the complementary grounds for qualitative and quantitative measures for the understanding of human identity, agency, and action within institutional settings, provide exposure to, and discussion of, those measures – driven as they are by the nature of the research questions being asked. Achievement of these outcomes are systematically assessed in the culminating experience course: either SS 400 (Senior Thesis Research Seminar) or SS/ANT/SOC 420 CFL: Internship.

3. **Mastery or proficiency in the application of their skills/behaviors in the social sciences.** Students are assessed on their ability to recognize and apply ethnographic and sociological insight and research skills in all their coursework. ANT/SOC courses offer a diverse “toolkit” for both fieldwork and existing data analysis, drawing as both disciplines must, upon close reading of texts, the synthesis of arguments and the contesting of them, the development of both claims and even testable hypotheses, and the measuring and written outcomes of such outcomes.
4. **Mastery of or proficiency in information technology and literacy.** Across the ANT/SOC curriculum, the tools and efficacy of informational technology and literacy are fundamental to social science skills and behaviors. Furthermore, research methods and professionalization options highlight exposure to and practice at the use of those tools.

Assessment of Learning Outcomes

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

Students are assessed on (1) the basis of their success in the their courses, (2) on the department’s shared research methods and professionalization sequence of curriculum (SS 201 and SS 400 or SS/ANT/SOC 420), and (3) on the basis of their success in the program overall. Specifically, students are assessed using three corresponding measures:

1. Students must earn a C- or better in each upper level course.
2. Pre- and post-tests in SS 201 and either SS 400 or SS/ANT/SOC 420. These are quantitative assessment on learning outcomes.

Senior portfolios: qualitative assessments collected in the culminating experience course (SS 400 or SS/ANT/SOC 420) and include: reflections on how their interests developed through coursework and the program; a resume; a paper written they are proud of; and their senior thesis (SS 400) or final project (SS/ANT/SOC 420).

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: Christine Hegel-Cantarella, Department Chair
- Email: hegelmcantarellac@wcsu.edu Phone: (203) 837-3914

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 Anthropology; Associate Professor rank; 7.5 administrative credits to chair the department, which includes program administration

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program’s core curriculum (include proposed new hires)? 4 (no change)

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

What percentage of program credits will be taught by adjunct faculty? 44%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master’s degree in Anthropology, Sociology, Geology, or related field

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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
Christine Hegel-Cantarella	PhD	Anthropology	Department Chair; Program Coordinator
Carina Bandhauer	PhD	Sociology	
Robert Whittemore	PhD	Anthropology	
Manoj Misra	PhD	Sociology	AAUP President, WCSU Chapter
H. Howell Williams	PhD	Political Science	
Jessica Schofield	PhD	Political Science	

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			
SOC 100 or 101 or 120	1, 2, 3, 4	(none)	3
ANT 100 or 110 or 104	1, 2, 3, 4	(none)	3
Social Justice & Policy Option: PS 102: American Government	1,4	(none)	3
Cognate: PSY 100 or ANT/SOC 204	1,4	none or ANT 100 or SOC 100	3
ANT/SOC 330	1	Junior status, W1	3
SS 201	2, 3, 4	(none)	3
SS 400 or SS 420*	2, 3, 4	SS 201, W2 (& SS 400 Application)	4
Tier 1 major electives Social Justice & Policy Option: Any two* 200-400 level ANT, ECO, GEO, PS, &/or SOC courses.	1, 2, 3, 4	None or SOC 100 or 101 or 120 or ANT 100	6
Tier 1 breadth requirement (any 200-400-level PS course)	3, 4	none or PS 102 or 104 or SOC 100	3
Tier 2 major electives Social Justice & Policy Option: Two 300-400 level ANT &/or SOC courses from the Social Justice & Policy course list	1, 2, 3, 4	SOC 100 or 101 or 120 or ANT 100	6
*Additional Courses required for graduation "With Distinction:"			
<ul style="list-style-type: none"> • SS 400 AND SS 420 • SS 300 • Any FOUR Tier 1 major electives 			4 3 <u>+ 6</u> 13
Open Electives (Indicate number of credits of open electives)			43 without Distinction

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	*30 with Distinction
Total Program Credits:	37 without Distinction *50 with Distinction
What are the admissions requirements for the program? N/A	
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: SS 400: Senior Thesis Research Seminar OR SS/ANT/SOC 420 Connecticut Futures Lab	
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:	
Describe the prospective students for the program: Those who are interested in researching and/or solving social issues.	

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Certificate

CT State Community College

September 26, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of Licensed Practical Nursing Certificate (CIP Code: 513901, OHE# TBD) at Connecticut State Community College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Certificate in Licensed Practical Nursing at Connecticut State Community College.

Name of Institution	Connecticut State Community College	
Name of Certificate	Licensed Practical Nursing	
CIP Code	513901	
OHE# (Leave blank for new programs)		
Degree Level	Certificate	
Number of Collegiate Credits	54	
Date of Action (Anticipated)	09/26/2024	
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"/> HyFlex <input type="checkbox"/> Online
Effective Term	Spring 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND AND PROGRAM OVERVIEW

The School of Nursing and Allied Health Careers Practical Nursing program offers a 4 semester, 12-month curriculum with additional prerequisites which combines foundational nursing concepts with hands on clinical training in area healthcare facilities. Graduates of the certificate in Practical Nursing are eligible to seek licensure as Licensed Practical Nurses (LPN). Licensed Practical Nurses have the opportunity to work in hospitals, long term care facilities, physician offices, outpatient centers, and residential care facilities. The curriculum is organized by concepts that guide students learning about the nursing profession, health and illness, health care systems and patients who are the recipients of nursing care. The PN program curriculum includes theory, hands-on-skills lab sessions and clinical experiences in long term and acute care facilities. The delivery of the curriculum is accomplished through a dynamic educational experience that involves active and diverse learning processes.

CT State Community College at Quinebaug licensed practical nursing program will provide the first and the only public option for becoming a licensed practical nurse in the state. As a credit program, students will be able to apply for federal financial aid at a tuition price point far lower than what is currently offered at other proprietary schools. Our practical nursing student upon completion of the program will have thirteen (13) college credits to transfer to any of the 6 associate degree nursing programs within the CT State system.

According to The Connecticut Center for Nursing Workforce 2021 survey, it states that in 2020, the total new seat of practical nursing student capacity stood at 2,085 (-313 from 2019). Of the 2,034 qualified practical nursing applicants, 1,951 were admitted and 8 waitlisted resulting in 1,534 new enrollees in the 2020 calendar year, filling up 74% of all new seats. The closing of Stone Academy has created a ripple effect on the education of practical nurses in our state. Approximately, 1,000 students have been displaced between their 3 locations. This school closure has illuminated the increased need for additional practical nursing programs. There are (3) three current practical nursing programs in Connecticut. Porter and Chester, Lincoln Tech and Griffin Health which are for-profit, private institutions with limited seats. While the existing practical nursing schools have offered to assist the displaced students, and enroll them into their own programs, there remains a gap of qualified students pursuing their practical nursing education to meet the needs of the Connecticut workforce.

PRO FORMA

APPENDICES

RECOMMENDATION

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

09/06/2024 – BOR Academic and Student Affairs Committee
09/26/2024 – Board of Regents

Connecticut State Community College, Quinebaug Valley (CT State, QV)

Executive Summary of the Practical Nurse (PN) Program

Connecticut has a well-documented nursing shortage and current state labor market projections show a 6% growth in licensed practical nursing jobs between 2021 and 2031 with an average wage hovering around 65,000 dollars. Licensed practical nurses care for the ill, injured, or convalescing patients or persons with disabilities in hospitals, clinics, private homes, group homes, and schools. Creation of the practical nursing program at Connecticut State Community College- Quinebaug Valley (CT State-QV) provides the entry point to the nursing field, for students to seek employment upon completion of the certificate as well as the pathway to pursue furthering their education from a Certificate in Practical Nursing to an Associate of Science degree in Nursing to a Bachelor of Science in Nursing with options to continue their education at both CT State and Connecticut State Universities. With its location in Willimantic, the program can also be a natural feeder into the new BSN program at Eastern Connecticut State University (ECSU) or into one of the six CT State PN to RN programs.

Practical nursing education aligns with CT State's mission to prepare Connecticut's workforce as Connecticut employs upwards of 8,000 licensed practical nurses annually. Once approved, this program becomes the first practical nursing program to be available at a public Connecticut post-secondary institution.

Due to the rural nature of northeast Connecticut, it has been particularly difficult to find trained nurses. Thus, this program seeks to develop a pipeline of existing residents from the region who are more likely to stay in Windham County and be employed within this region. In a recent review of Indeed, a job posting website, 103 open practical nursing jobs were available in Windham County and two hundred within a 25-mile radius.

The proposed program will take place at the newly renovated CT State- QV, Willimantic campus where enrollment will be capped at 24 full-time students per cohort start. The campus has two recently refurbished skill labs and fully equipped spaces that meet both state and national programmatic accreditation requirements where students and faculty practice their nursing skills in a simulated patient environment. This atmosphere will prepare nursing students with the development of clinical and critical thinking skills necessary to establish a foundation, to practice safely in the healthcare setting. The Willimantic location has two computer labs to provide students with on-campus computer laboratories which an enrolled student can use for coursework, research, and other learning activities.

Practical nurses usually complete a one-year certificate program or diploma in practical nursing. Their training focuses on basic nursing skills, such as taking vital signs, administering medications, and providing basic patient care under the supervision of registered nurses or physicians. The scope of practice for a licensed practical nurse (LPN) and registered nurse (RN) differs primarily in terms of their education, training, and the responsibilities they are legally allowed to undertake. RN programs use hospital based clinical sites while PN programs use long term care facilities, physician offices, clinics, day care centers, and schools for clinical sites. As a result, there will be no competition between the PN programs and the RN programs existing at CT State or at Eastern Connecticut State University for clinicals. Registered nurses typically hold either an associate degree in nursing (ADN) or a bachelor's degree in nursing (BSN). RNs undergo more extensive education and training, which includes clinical rotations and coursework in nursing theory, and advanced assessment skills. Connecticut State Community College offers registered nursing programs at six of our twelve legacy campuses, each with programming that allows students access to an LPN to RN program. In the chart below, it is evident that from the data for 2023-2024 academic year, CT State has an ample waitlist for our RN programs who can naturally be drawn from as a target audience for the PN program.

Campus	# Applied	# Offered a Seat	Eligible waitlist
Capital	505	155	110
Gateway	413	124	129
Naugatuck	343	124	81
Northwestern	72	30	16
Norwalk	233	113	5
Three Rivers	195	91	23
	1761	637	364

The Connecticut Board of Examiners for Nursing (BOEN) requirement for PN programs is that the length of the program shall be a minimum of 1500 hours over no less than 10 months. In Connecticut, LPN programs are required to complete the clinical portion of the program at the following: long term care facilities, physician offices, clinics, day care centers, and schools. Whereas RN programs provide most of the required clinical coursework at hospitals. Fifty percent of contact hours shall be in supervised direct client care experiences and observational experiences appropriate to the program's educational outcomes. Their requirements for ADN and BSN Programs are the same. The minimum length of the nursing component of the program must be equivalent to four fifteen-week academic semesters and contain a minimum of 35 semester hours of credit in nursing. Fifty percent of contact hours shall be in supervised direct client care experiences, observational experiences and simulated experiences appropriate to the program's educational outcomes, and laboratory experiences for the acquisition and practice of clinical nursing skills.

CT State Quinebaug Valley is well poised to offer this program, beginning the financial preparation in 2023 in alignment with CT State's budget mitigation plan. Costs associated with this program were planned for by reallocating funding which included not hiring two faculty, one in English and one in College and Career Success, and instead choosing to use the funding to hire the full-time nursing administrator and the vacant nursing faculty member position. Kimberly Griffiths was hired in June of 2024 as the nurse administrator and has more than 26 years of nursing experience, beginning her healthcare career as a certified nursing assistant, holding numerous nursing roles including significant experience as a nurse educator familiar with BOEN and Accreditation Commission for Education in Nursing (ACEN) standards to her current pursuit as a candidate for a Doctorate of Nursing Practice degree from Capella University. Her experience in medical surgical procedures and program quality will ensure our compliance with BOEN's requirements. Equipment for the skills lab was purchased through the Perkins Grant and CHEFA grant. Ongoing consumables are planned for and budgeted within CT State Quinebaug Valley's allotment. Quinebaug Valley's Foundation has also secured a 1,000 dollar per student scholarship for the inaugural class, to help cover student costs for scrubs and other textbooks and supplies.

The new interim campus chief executive officer, Dr. Manuel Gomez, has the need experience managing and supporting nursing programs, having recently oversee Housatonic's campus and having been a chief academic officer at Estrella Mountain Community College. The program will also have administrative support from CT State Quinebaug Valley's dean of students and faculty, Dr. Mac Griswold, and the school's dean of nursing and allied health, Paula Dowd. The conversations to date with BOEN leadership have yielded enthusiastic support for the concept of a PN training being available at the state's community college. In addition, there is significant support for this program from the community and our industry partners. Affiliation agreements for clinical sites are already in place from St. Josephs in Windham, Pierre Memorial in Brooklyn. and Matulaitis in Putnam. Contracts for three other sites, Mansfield Center for Nursing and Rehabilitation in Storrs, Douglas Manor in Windham, and Day Kimball Hospital are pending. In addition, this program has received letters of support from Hartford Healthcare, the Department of Mental Health and Addiction Services, the Office of Higher Education, the Office of Workforce Strategy, Leading Age, and the Connecticut Hospital Association.

Application for New Program Approval

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: October 11, 2023

Institution: CT State Community College
 Most Recent NECHE Institutional Accreditation Action and Date: February 2023

Program Characteristics

Name of Program: Practical Nursing

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

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: Spring 2025

Anticipated Date of First Graduation: Spring 2026

Total # Credits in Program: 54

Credits in General Education: 13 IPEDS defined program duration (*if no IPEDS data, provide standard duration of program for full-time student in years*):

CIP Code Number: 51.3901 Title of CIP Code: Licensed Practical/Vocational Nurse Training

Department where program is housed: School of Nursing and Health Careers

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

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

Request for SAA Approval for Veterans Benefits? Yes No

Program website: <https://ctstate.edu/nursing-health>

Provide the intended catalog description for this program: The School of Nursing and Allied Health Careers Practical Nursing program offers a 4 semester, 12-month curriculum with additional prerequisites which combines foundational nursing concepts with hands on clinical training in area healthcare facilities. Graduates of the certificate in Practical Nursing are eligible to seek licensure as Licensed Practical Nurses (LPN). Licensed Practical Nurses have the opportunity to work in hospitals, long term care facilities, physician offices, outpatient centers, and residential care facilities. The curriculum is organized by concepts that guide students learning about the nursing profession, health and illness, health care systems and patients who are the recipients of nursing care. The PN program curriculum includes theory, hands-on-skills lab sessions and clinical experiences in long term and acute care facilities. The delivery of the curriculum is accomplished through a dynamic educational experience that involves active and diverse learning processes.

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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: Accreditation Commission for Education in Nursing (ACEN), initial review April 2026.
- If program prepares graduates eligibility to state/professional licensure,
 - identify credential: Licensed Practical Nurse
 - 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: Mac Griswold
 Title: Campus Dean Students and Faculty
 Phone: (860) 932-4050
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Name: Denise Cortegiano
 Title: LPN Program Developer
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 Email: dcortegiano@trcc.commnet.edu

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

- College/School: Click or tap here to enter text.
- Curriculum committee: 04/06/2024
- Faculty senate: Click or tap here to enter text.
- Institutional president: 12/21/2022

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

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- 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 and Statement describing how the program meets students' educational goals and career objectives:

The CT State Practical Nurse program prepares students to be candidates for entry-level practice as licensed practical nurses. Consistent with the Connecticut State Community Colleges' mission and the mission of colleges offering the program, The Practical Nursing Program is to support diverse students' aspirations to become a licensed practical nurse through accessible, affordable, high-quality education with the goal of preparing graduates who practice safe, entry-level practical nursing care. The mission will be accomplished through innovative nursing curriculum that reflects the needs and current trends in healthcare by focusing on our neighboring communities.

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

The University of Cincinnati have identified 7 emerging trends in nursing education, which include (1) data collection and analysis, (2) Covid-19 pandemic, (3) preventive healthcare, (4) patient knowledge, (5) continuing education, (6) online nursing education and (7) telehealth. As a practical nurse it is imperative to collect patient data through their presenting signs and symptoms to monitor and then disseminate the most important data to the other members of the health care team. This yields improvement in patient outcomes in the health care setting. An educated practical nurse can use this data to aid in preventive measures, assist the health care provider to develop specific personalized treatment, and work as part of the team to help the patients to make better informed decisions related to their health

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care. This is crucial for practical nurses to learn and practice while in their program of study through didactic courses and face to face clinical experiences. The CT State Community College Practical Nursing program will educate students to be competent, and effective nurses. Another education trend grew out of the Covid-19 pandemic, Nursing education exploded with new innovative active learning strategies to educate our new generation of nurses such as online case scenarios and virtual clinical settings to supplement the students in person clinical experiences. Healthcare is a constantly evolving environment; Nurses need to remain current in their clinical practice through continuing education. The CT State Community College Practical Nurse program enables students to begin their lifelong journey of learning in nursing. The CT State Community College System can introduce a student into a healthcare career, not just a job. CT State Community College system gives students access to begin with the Practical Nursing certificate, bridge from LPN to RN and graduate with an associate degree. The student can continue their education through the CT State System while transitioning to Charter Oak College and earning their BSN in 1 year or transferring to one of the four (4) CT-CSCU Universities to earn a BSN in Nursing. The healthcare environment is experiencing a more complex patient, with multiple comorbidities and an increase in hospitalizations. Nurses need to be highly educated and be able to pivot as the healthcare environment continues to change, as Nursing graduates of CT State will be able to contribute to their communities locally and nationally.

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

The Connecticut Board of Nursing Examiners (BOEN) requires that a nursing program in Connecticut will have a full time Director of Nursing at each institution. The Director of Nursing at Quinebaug campus will join the Nursing Directors Council (NDC) with the 6 Nursing Directors of CT State Community College nursing programs. The job description, role and responsibilities of this position within CT State Community College is detailed below for reference. Currently, the position has been re-posted, the search committee has been formed and viewing resumes has begun. The anticipated start date for the Director of Nursing will be June 2024.

The Connecticut Board of Nursing Examiners (BOEN) has a minimum education requirement for Director of Nursing, Nursing faculty and adjunct clinical instructors to manage and educate practical nursing students. The inserted description statute 20-90-48 and 20-90-51 discusses the Director of Nursing and nursing faculty requirement in the state of Connecticut. The job descriptions of the Nursing Director, Faculty and Adjunct faculty for nursing appendices can be found in Appendix D.

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

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The college history of Quinebaug dates to 1946, when a group of area citizens sought to establish a two-year college in northeastern Connecticut to meet the educational needs of returning World War II veterans. Their vision became a reality in 1965 when the state organized the community college system. In 1969, Connecticut legislators authorized the establishment of a community college in Danielson. In July 2023, Quinebaug Community College transitioned to CT State Community College system. The creation of CT State Community College offers students increased resources as a one unified community. Quinebaug campus already offers over 55 degree and certificate programs including medical programs such as Certified Nursing Assistant (CNA), Medical Assisting (MA) and Medical Laboratory Technician (MLT). Their 18:1 student /faculty ratio and 27 full time and dedicated faculty offers a student a small, personalized environment for optimal learning and personal growth. Quinebaug Valley has had a presence in multiple areas in Willimantic since 1985. In the Spring of 2023, Quinebaug Community College re-opened their Willimantic location with a ribbon cutting ceremony as its permanent location at 729 Main Street in downtown Willimantic. A generous philanthropic donation by the Townsend family, the two-floor 2100 square foot building contains 11 classrooms, 2 nursing labs and 6 office spaces. The expanded and fully renovated space provides students the opportunity to pursue full degrees and certificate options in Willimantic. This location will be the primary location for the proposed practical nursing program. Beginning the Fall 2023 semester, the Certified Nursing Assistant (CNA) program is available at the Willimantic location. According to Karen Hynick, Chief Executive Officer, “This permanent location will be a game changer for the Willimantic community and surrounding towns, providing opportunities for students and their family members to earn a certificate or an associate degree in high wage, high demand fields without having to leave Willimantic.”

The relationship of the program to the mission of the institution and CSCU:

Mission

The CT State Community College Practical Nurse program prepares students to be candidates for entry-level practice as licensed practical nurses. Consistent with the Connecticut State Community Colleges’ mission and the mission of colleges offering the program, the *Mission* of the Practical Nurse Program is to support diverse students’ aspirations to become a licensed practical nurse through accessible, affordable high-quality education with the goal of preparing graduates who practice safe, entry-level practical nursing care.

Vision

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The *Vision* of CT State Community College Practical Nurse program will impart innovative nursing curriculum that reflects the needs and current trends in healthcare to render quality nursing care to all patients in various settings in the neighboring communities by showing compassion and care.

Philosophy

The nursing faculty endorses the mission, philosophy, and values of CT State Community College. The philosophy of the nursing faculty is that nursing is a dynamic, caring profession that provides an essential service to society. The Practical Nursing faculty is devoted to promoting, maintaining, and restoring the health of individuals and families across the lifespan. Nursing care is provided with equity and without regard to differences in patient culture, background, or social status. The practical nurse is a valuable member of the health care team and a vital contributor to the patient's physical, mental, and social well-being. Professional values guide interactions with individuals, families, and the health care team. Nurses demonstrate professional behaviors of caring, meeting healthcare needs of patients and families, assuming legal responsibility for care provided and adhering to the American Nurses Association (ANA) Code of Ethics, demonstrating professional identity and accountability. As a foundation for the development of the practical nursing curriculum the following attributes are characterized below:

Nurse

The nurse assists the individual, sick or well, in those activities that contribute to the promotion, maintenance, and restoration of health, or a peaceful death. Health is a state of physical, mental, and social well-being and not merely the absence of disease. All human beings, by their very existence, are unique individuals worthy of privacy, dignity, and respect. All persons have common basic needs and functions within the context of society, which includes the family, significant other, and community. Human Needs Theory provides the basis for the belief that a state of well-being exists when basic needs are satisfied. The nurse and client create a health-promoting and healing environment where basic needs are satisfied.

Teaching and Learning

Education is a continuous process of acquiring new knowledge and skills, which increasingly improve reasoning and judgmental abilities. Practical nursing education, then, must be a series of carefully planned experiences by which the student acquires knowledge, attitudes, and skills necessary to perform in the role of a Practical Nurse. Communication

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is central to patient care and the maintenance of professional relationships with members of the healthcare team. The Practical nurse provides direct care for patients who have acute and chronic, well-defined health problems and needs; utilizes an established nursing care plan to provide direct patient care; and is responsible and accountable for the care of his or her own patient under the supervision of a registered nurse or physician.

Nursing Education

Learning is a behavioral change and requires active interaction between the instructor and the learner. The purpose of the instructor is to serve as a role model and a learning facilitator. As a facilitator, the teacher establishes the program of learning and creates an environment to foster student inquiry and the development of logical thought processes. The teacher uses a variety of learning methods and encourages students to assume primary responsibility for his/her learning by participating actively in the learning process. The Practical Nursing faculty is committed to providing quality instruction, guidance, and opportunities for student success. Evaluation is a systematic continuous process used to measure student achievement of objectives and instructor effectiveness. The process should reflect and emphasize a positive approach. The process challenges students and instructors toward greater progress and personal growth.

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

Currently, students pursuing a career as licensed practical nurses must look outside the CT State Community College system and apply to proprietary schools in the state which are Lincoln Technical, Porter and Chester and Griffin Health. CT State Community College at Quinebaug practical nursing program will provide the **first and the only public option for becoming a licensed practical nurse in the state**. As a credit program, students will be able to apply for federal financial aid at a tuition price point far lower than what is currently offered at the other proprietary schools. Our practical nursing student upon completion of the program will have thirteen (13) college credits to transfer to any of the 6 associate degree nursing programs within the CT State system.

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

The program is designed to be innovative, following new ideas from leaders in the field of nursing education and using evidence-based educational practices. This program is unique in its intentional focus on community, diversity, belonging, and access, through the inclusion of an entire thread of courses about these topics and as well as skills to actively bridge differences. Additionally, recent changes in the profession's accreditation standards as well as Next

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GEN - NCLEX testing questions and requirements have prompted new ways of imagining how practical nursing curriculum may be organized and delivered. This curriculum was purposeful in using the resources of the Connecticut Nursing Scope of Practice, National Council of State Boards of Nursing (NCSBN) Practical Nursing Test Plan and reviewing Practical Nursing programs in the neighboring states to guide and incorporate the most updated evidenced based concepts. This program will take advantage of these recent changes and opportunities to deliver a comprehensive and concept base integrated curriculum that can be completed in 4 semesters as a Full Time Day Program. The clinical sites will be chosen deliberately and with the purpose of providing students with diverse experiences that emphasis the LPN scope of practice. A state-of-the-art skills lab would allow for students to practice and hone their skills in conjunction with clinical experiences. As such, the program intends to be as good or better than private programs in the state and more innovative and current. The new building for the PN program in Willimantic provides a multitude of important skills lab and computer spaces, as well as classrooms with the appropriate technology for group and case-based learning.

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 CT State Community College proposed practical nursing program is an initiative to address a dual need throughout the Eastern Connecticut workforce by increasing the # practical nurses in our community and the eligible number of nursing seats statewide. This initiative created by Dr. John Maduko, CT State Community College President alongside Paula Dowd, Academic Dean of Nursing and Allied Health Careers, Karen Hynick, Chief Executive Officer Quinebaug campus and John Lewis, Former Interim Dean of Academic Affairs and Student Services. The impact on the Connecticut communities is vast in nature which contributes to the wellbeing of our community residents for high quality healthcare and competent nurses to care for them. Letters of support from our community industry partners provide further evidence of the need for an affordable, public practical nursing program in Connecticut as shown in Appendix H. Based on the current labor market projections, health care is the leading employer in our region and our region has a shortage of trained nurses across the spectrum, especially culturally and linguistically diverse nurses. In developing this program, it was essential to focus on the current demographics of practical nursing students in the state. Below is a breakdown of RN and LPN students by race and Hispanic ethnicity

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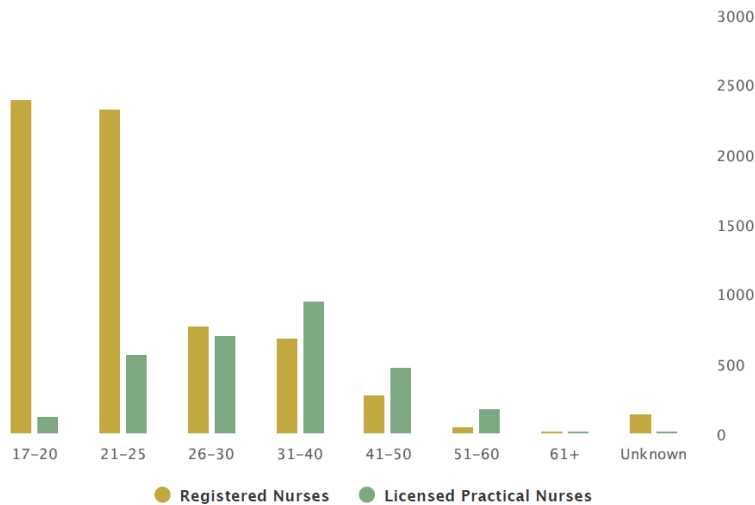
provided by The Connecticut Center for Nursing Workforce. Many LPN students in 2020 self-identified as Black or African American (51%). About 20% were Hispanic or Latino, and 17% were white non-Hispanic. (Other category includes American Indian/Alaska Native, Native Hawaiian/Pacific Islander students, as well as those self-identifying as having two or more races, and non-US citizens).



According to The Connecticut Center for Nursing Workforce 2021 survey, LPN students tend to be older than RN students and 54 % of all enrolled LPN students were over 30 years old.

Licensed Practical Nurses

LPN students tend to be older than RN students. In the same year, 54% of all enrolled LPN students were over 30 years old.



The northeast geographic area is difficult to find trained nurses, it is imperative that we develop a pipeline of existing residents from the region who are more likely to stay in Windham County and be employed within this region.

Employment of licensed practical and licensed vocational nurses is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. As of October 2023, Indeed a job posting website has posted 103 open practical nursing jobs in Windham County and 200 within a 25-mile radius (see link below).

<https://www.indeed.com/jobs?q=lpn&l=willimantic%2C+ct&radius=25&vjk=0e046e75e6917ba0>.

The open positions from the Indeed website range from hospital, urgent care, community clinics, skilled nursing facilities, long term care facilities to health care provider practices as potential jobs. About 58,800 openings for licensed practical nurses are projected for each year, on average, over the decade. Many of those openings are

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expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Willimantic is the most densely populated area in Windham County, our service area, with roughly 25,000 people. National studies show community college students on average only travel eight miles from home. Hence, necessitating a physical presence in Willimantic and one that is accessible through our public transportation system in the county. Investing in Willimantic is about providing an equitable opportunity to access high quality public postsecondary education in our service area. Windham County is one of the poorest counties within Connecticut with only seventeen percent of working aged adults having a bachelor’s degree or higher, trailing the state by twelve percent. As of 2019, there were 22,723 working aged adults in the region with only a high school diploma and more than 17,000 have some college but no degree. In a 2018 study of comparative incomes in the region, a sizeable equity gaps exist between white working aged residents of Windham County who average a median household income of \$69,000 versus a median household income of working aged Hispanic residents of \$42,000 to a median household income of working aged Blacks or African Americans at \$28,000. Willimantic has a poverty rate of 25 percent versus the state average of ten percent. It is the most diverse community in our county with 41 percent of their population being Hispanic and 33 percent of the population speak Spanish at home. Willimantic has a nine percent unemployment rate, higher than the state average, and seventeen percent of households are without internet access, and twelve percent have no access to a car.

The annual mean wage of licensed practical nurses by state, May 2022 states that Connecticut annual mean wage is \$ 62,620 and an hourly wage of \$ 30.11(US Bureau of Labor Statistics).

National estimates for Licensed Practical and Licensed Vocational Nurses:

Employment estimate and mean wage estimates for Licensed Practical and Licensed Vocational Nurses:

Employment (1)	Employment RSE (3)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
632,020	0.8 %	\$ 26.86	\$ 55,860	0.3 %

Percentile wage estimates for Licensed Practical and Licensed Vocational Nurses:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	\$ 19.47	\$ 22.98	\$ 26.26	\$ 29.86	\$ 34.93
Annual Wage (2)	\$ 40,490	\$ 47,800	\$ 54,620	\$ 62,110	\$ 72,650

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According to The Connecticut Center for Nursing Workforce 2021 survey, it states that in 2020, the total new seat of practical nursing student capacity stood at 2,085 (-313 from 2019). Of the 2,034 qualified practical nursing applicants, 1,951 were admitted and 8 waitlisted resulting in 1,534 new enrollees in the 2020 calendar year, filling up 74% of all new seats. The closing of Stone Academy has created a ripple effect on the education of practical nurses in our state. Approximately, 1,000 students have been displaced between their 3 locations. This school closure has illuminated the increased need for additional practical nursing programs. There are (3) three current practical nursing programs in Connecticut. Porter and Chester, Lincoln Tech and Griffin Health which are for-profit, private institutions with limited seats. While the existing practical nursing schools have offered to assist the displaced students, and enroll them into their own programs, there remains a gap of qualified students pursuing their practical nursing education to meet the needs of the Connecticut workforce. CT State Community College practical nursing program would be the first as a not-for profit community college-based program. Quinebaug campus is spearheading the opportunity for other campus locations within our CT State Community College System to offer this program of study as demonstrated in the letter of Intent to Board of Examiners for Nursing (BOEN) in Appendix A.

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
29.2061	Licensed Practical and Licensed Vocational Nurses	\$55,860
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Applicable Industries

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

NAICS Code	NAICS Title
621399	Licensed Practical Nurses (LPNs)
Click or tap here to enter text.	Click or tap here to enter text.

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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.

Please see Appendix B

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):*

A 12 month, 54 credit program with additional prerequisites awarding a certificate as a practical nurse. Graduates are eligible to take the National Council Licensing Examination for Practical Nurses (NCLEX-PN) and can apply for licensure through the CT Department of Public Health.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved:

Initial recruitment will occur through existing certificates, diplomas, and undergraduate programs. As mentioned previously, typical feeder programs for practical nursing include certified nursing assistants and medical assistants. CT State Community College Office of Admissions will be offering Information sessions for interested students to learn about the practical nursing program. These information sessions are currently used as a recruitment initiative. The practical nursing program director along with selective admissions specialist will be able to create opportunities for open houses for high school students to learn about the healthcare courses offered through CT State Community College.

What student engagement strategies will be employed to advance student retention and completion in program?

The practical nursing students can join the National Association Licensed Practical Nurses (NALPN) as individual members. This organization has multiple resources that students can use while in school and then continue in their professional organization as a graduate and licensed practical nurse. As the program is initiated, Quinebaug campus can start a chapter of NALPN. The student chapter would be student run with a faculty advisor and become a part of the Quinebaug campus community working in conjunction with the student programs department. This is a

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great opportunity to enhance the nursing student knowledge, job opportunities and educational programs of practical nurses locally and nationally. There will be community engagement and fieldwork throughout the program, a process for building community within the cohort beginning with orientation, and local healthcare organizations.

NALPN organization has created a Student Honor Society that recognizes students who have achieved a 3.0 or higher and a recommendation from their nursing educator. This student recognition can foster their academic excellence through the national organization and create a pathway for lifelong learning in nursing. Another way to connect nursing students with their community at large is through healthcare fairs, senior centers, schools, and healthcare organization events.

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:

Admissions criteria will include the following:

1. High School Diploma or GED
2. TEAS Test -**Only the most recent TEAS score will be accepted.** Applicants must obtain an adjusted individual total score of **55.4% or higher** to be eligible to apply for admission.
3. Complete the required pre-requisite general education courses with a grade of C or higher. – see chart below.

Gen Ed Course Pre-Regs for PN program.

Course Number	Course Name	Credits	Prerequisite	Required Grade	Add to PN Prerequisite
ENG 1010	Composition	3.0	Placement Process	C or higher	YES
PSY 1011	General Psychology 1	3.0	Eligibility for ENG 1010	C or higher	YES
PSY 2001	Life Span Development	3.0	PSY 1011 with grade C or better	C or higher	YES
BIO 1111	Cell Bio with Organ System	4.0	Eligibility for ENG 1010	C or higher	YES
	Total Credits:	13			

Graduation Requirements

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

Upon completion of the practical nursing program of study, the student will be eligible for the NCLEX-PN licensure exam. The Connecticut State Community College Practical Nursing Program at Quinebaug campus will meet the state education requirements for a Practical Nurse license in the state of Connecticut. The Connecticut State Community College Practical Nursing Program has not determined if the practical nursing certificate program meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia. Applicants should investigate licensure requirements prior to accepting an offer of admission to the Connecticut State Community College Practical Nurse Program. The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to seek licensure in any state other than Connecticut need to consult with the state professional licensing board. The state professional licensing boards make the decision on whether an individual is eligible for licensure based on the rules and regulations in place at the time the individual submits their application for licensure. Websites for each State Regulatory Agency for Nursing can be found at this link: www.ncsbn.org/14730.htm.

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:

CT State Community College Nursing and Allied Health programs has existing affiliation agreements with health and education organizations and agencies including Hartford Healthcare and Yale New Haven Health Systems. The Quinebaug campus has secured verbal confirmation for clinical affiliate contract for the following facilities.

Clinical Site	Contract
Day Kimbell Hospital, Putnam, CT	Pending
Douglas Manor, Windham, CT	Pending
Mansfield Center for Nursing & Rehab, Storrs, CT	Pending
Matulaitis, Putnam, CT	Current Contract
Pierre Memorial, Brooklyn, CT	Current Contract
St. Josephs, Windham, CT	Current Contract

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BOEN requires a minimum of 750 face to face clinical hours per student as part of the educational requirements for licensure for practical nursing in CT. The Director of Nursing for the PN nursing program will build upon these existing affiliations and will secure others as needed.

The nursing admission packet states the following regarding clinical learning experiences throughout the practical nursing program. Clinical learning experiences are an essential component of practical nursing courses. Clinical experiences provide opportunities to apply theoretical knowledge and skills to clinical practice within the framework of the practical nursing curriculum to achieve student learning outcomes (SLOs) and competencies. Clinical experiences are provided in traditional clinical sites, in nursing skills labs, and clinical observations experiences. In traditional on-ground sites such as inpatient, ambulatory care or community settings, students provide care to patients under the guidance and supervision of nursing faculty. Requests for specific clinical placements or preferences are not guaranteed and clinical site assignments are subject to change.

Clinical practice expectations are established to promote student success and to ensure student and client safety during clinical experiences. Repeated or serious violations of these expectations may result in immediate dismissal from the clinical setting, the course, and/or nursing program. Guidelines for clinical practice, clinical lab, and simulation or virtual experiences include, but are not limited to, the following:

1. Arrive on-time. Students who arrive late to clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
2. Demonstrate application of principles and performance criteria presented in classes, seminars, clinical laboratories, and required instructional materials.
3. Demonstrate evidence of preparation and initiative to provide responsible, safe nursing care. Students who are unprepared for clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
4. Performance of patient care activities within a reasonable span of time.
5. Uphold the legal and ethical principles of patient care.
6. Build upon prior learning, competencies, and performance expectations.
7. Apply and integrate faculty feedback related to clinical performance.
8. Seek direction from nursing faculty prior to performing a nursing skill, particularly for the first

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time. Nursing skills must be performed according to clinical site policies and with direction, guidance, and supervision.

9. Students may only perform nursing care when supervised by nursing faculty in the assigned clinical agency during scheduled times.
10. Students may not remove clinical agency-generated client information from the clinical agency.
11. Unless otherwise specified, the use of personal electronic devices, tape recorders, cameras, cell phones and personal audible pagers is not permitted on clinical units.
12. Students must notify nursing faculty prior to leaving the clinical unit for any reason.
13. Students must attend pre and post clinical conferences unless excused by nursing faculty prior to the conference. Missed conference time is considered clinical absent time.
14. In the event a student's behavior, physical or emotional condition threatens or disrupts the clinical learning experience, the nursing faculty may dismiss the student from the clinical site for the day, or balance of the day. If a student is dismissed, the incident will be documented, and the dismissal will be considered a clinical absence.
15. Any student who observes behavior by another student that threatens student or client safety has a responsibility to immediately report the behavior to the nursing faculty.

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. Demonstrates communication strategies that promote accurate exchange of information, prevent, and resolve conflict, and establish and maintain professional and therapeutic relationships.
2. Applies principles of patient centered care to implement a plan of care that is responsive to the patient's physiological, pharmacological, psychological, cultural, and sociological preferences, values, and needs under the direction and collaboration of the Registered Nurse.

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3. Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles into standard -based nursing care.
4. Collaborates with the interprofessional health care team to assist in managing and coordinating the provision of safe, quality, patient-centered care.

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			
*Fundamentals of Nursing	PNUR 1000	ENG 1010, PSY 1011, PSY 2001, BIO 1111, PNUR 1001, PNUR 1002	10.0
*Pharmacology	PNUR 1002	ENG 1010, PSY 1011, PSY 2001, BIO 1111	3.0
*Clinical I- Fundamentals	PNUR 1003	ENG 1010, PSY 1011, PSY 2001, BIO 1111, PNUR 1001, PNUR 1002	2.0
Professional Development I	PNUR 1001	ENG 1010, PSY 1011, PSY 2001, BIO 1111	3.0
*Maternal Child Nursing	PNUR 1010	PNUR 1000, PNUR 1003	3.0
*Well Child	PNUR 1020	PNUR 1000, PNUR 1003	3.0
Maternal and Well Child Clinical	PNUR 1025	PNUR 1000, PNUR 1003	1.0
*Medical -Surgical I	PNUR 1030	PNUR 1000, PNUR 1001	7.0
*Medical – Surgical II	PNUR 1040	PNUR 1030	7.0
*Medical- Surgical III	PNUR 1050	PNUR 1030, PNUR 1040, PNUR 1041	7.0
*Mental Health Nursing	PNUR 1070	PNUR 1000, PNUR 1001, PNUR 1030, PNUR 1031, NUR 1040, PNUR 1041	6.0
*Professional Development II	PNUR 1080	PNUR 1001	2.0
General Education Courses			
Composition	ENG 1010	Placement Process with a grade of C or higher	3.0
General Psychology I	PSY 1011	Eligibility for ENG 1010 with a grade of C or higher	3.0

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Life Span Development	PSY 2001	PSY 1011 with a grade C or higher	3.0
Cell Bio with Organ System	BIO 1111	Eligibility for ENG 1010 with a grade of C or higher	4.0
Open Electives (Indicate number of credits of open electives)			None
Total Program Credits (must match number of credits reported on page 1):			54 credits

Based on the Connecticut Nursing regulations, the LPN program is structured on a clock hour model. The Board of Nursing requires each approved practical nursing program to have a minimum of 1500 clock hours. Of these 1500 clock hours, a minimum of 750 hours must be face to face clinical instruction. They do not allow on-line or simulation to count towards the 750 clinical hours. In addition, the Board of Nursing combines lecture and lab hours together. There is no direct calculation recommended to convert the clock hours to credit hours. In limiting the total credits to align with a certificate program, CT State Community College at Quinebaug used the above formula to calculate the credits. The practical nursing courses were structured to be a credit-based program.

Course Descriptions – Please see Appendix E

Course Outlines – Please see Appendix F

Program of Study Chart – Please see Appendix G

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:
 - 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

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

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

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

- What is the primary purpose of the proposed degree? Career Transfer Both career and transfer
- Does the proposed degree include the Framework30? Yes No, please explain: This is a certificate program and as such, does not include all General Education courses.
- 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)

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- 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.):

LPN Advanced Placement

Graduates of an approved LPN program who apply and are accepted into the CT State Community College CT-CCNP associate degree nursing program will be eligible for a seat in the first semester (NUR*1120). The option of advanced placement for accepted LPNs into the third semester (NUR*2220) cannot be guaranteed at individual college campus sites. Eligibility for the Advance Placement option is based on the admissions ranking process, recommendation by the college Nursing Director or designee, and space available at each college campus. Once accepted, students will be informed by the college if there is space available, at which time they will be cleared to enroll in the CT State Community College NUR *1150 Course. Upon successful completion of NUR*1150 course, the student will be required to take CT State Community College NUR*1152 Course. The student will be eligible to enter NUR*2220 based on seat availability for the fall or spring semester.

CT-CCNP participates in the CT Articulation Model for Nurse Educational Mobility for LPNs. To be eligible for articulation, the LPN must:

- Hold a current unencumbered Connecticut Licensed Practical Nurse license. You are not eligible for LPN Advanced Placement if your license is not in good standing, or you do not hold a current LPN license.
- Satisfy all the CT-CCNP admission requirements.
- Submit a CT-CCNP application and be admitted to the program. The application process does not vary for LPN candidates.

Once admitted, the Director of Nursing or designee will evaluate LPN candidates for placement within the CT-CCNP. If space and resources are available for the LPN to enter the third semester of the nursing program, the following requirements must be met:

- Complete the required general education courses for the first-year curriculum of the CT-CCNP with a grade of C or higher. A&P I & II require a minimum C+ grade.
- Successfully complete the Connecticut LPN Transition Bridge Course at CT State Community College (NUR* 1150) and (NUR*1152).

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If a student chooses the advance placement option and is unsuccessful in either the CT State Community College, NUR*1150, or NUR*1152, they will be ineligible to elect to enter the program in the first semester (NUR*1120). To be eligible for entry into the first semester of the program, the student must reapply to the CT-CCNP and be accepted again to start in NUR*1120.

Applicants are encouraged to seek advisement prior to the application process. If admitted to the program, a student must contact the Director of Nursing or designee regarding advanced placement.

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:

The requirements for data collection include:

- Faculty effectiveness data
- Progression through the courses.
- Retention /Completion rates
- Clinical performance
- Professional behaviors in all labs
- NCLEX-PN pass rate – Minimum 80% as required by The CT Board of Nursing
- Graduated student Job placement
- Employment survey -Requirement by CT Board of Nurse
- Advisory Board – meets twice per academic year. The Advisory Board members are from healthcare industry leaders, clinical affiliate partners, students, faculty, and administration.

Much of this data is typically collected via surveys (student satisfaction, employer satisfaction) and from clinical evaluations. In addition, we will collect data on applicant numbers, admission rates and examine the correlation between admission criteria and program GPA, graduation, and NCLEX-PN pass rate. Once accredited, ACEN requires specific program evaluation criteria.

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.

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

As we will be using holistic admissions and collecting admissions data related to program outcomes, we will be able to determine:

- % of applicants / admits by a variety of categories including the dimensions listed above
- graduation rates
- NCLEX-PN pass rates

This data will inform any future changes to policies, procedures, and curriculum if need be.

- **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 described above, admissions criteria has been selected to reduce bias and select a cohort of students with the characteristics the PN students need, such as divergent thinking. Once in the program, the options and characteristics that support advancement in the program are as follows:

- Design of the curriculum as concept based to focus on fewer courses at a time.
- Concept Based Nursing Curriculum will thread core concepts starting in fundamentals through medical surgical nursing at the end of the program.
- CT State Community College System has various supports for students such as the Center for Academic Success and Accessibility Services, Center for Educational and Assistive Technology, the Well-being Center, and Counseling Services.
- The program will have an advisory committee made up of a diverse group of healthcare leaders from our communities.
- The Practical Nurse program will intentionally seek to have a diverse faculty group.
- Clinical Adjunct Faculty will be eligible to enroll in the part-time clinical nurse faculty preparatory course offered by Connecticut Center for Nursing Workforce (CCNW). Funding will be made available to support the clinical adjunct faculty.
- Full Time Nursing Faculty will be eligible to enroll in the full-time nurse faculty preparatory course offered by Connecticut Center for Nursing Workforce (CCNW). Funding will be made available to support the faculty.

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- The program will use competency-based assessment for all hands-on skills.

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

In the ACEN program evaluation process, data is used to inform curricular changes, and then data is collected to see if the changes addressed the original issue of concern. This is an annual process of program evaluation and “closing the loop.” If inequities are found, the faculty will meet to identify potential solutions, select changes, institute them, and collect data for the following year. This process will repeat until the data suggests it is not necessary to make further changes.

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.

Quinebaug Valley already possesses adequate resources to support this program in most areas including classroom space, laboratory space, library and tutoring support, admissions testing (TEAS test), selective admissions support, advising, counseling, etc. and is in the process of acquiring the equipment needed for the program through the prudent use of the existing College budget and the Perkins process. Regarding cost-effectiveness, nursing programs are extraordinarily expensive to operate, and it is not likely that this program will ever be profitable or even break even. However, the State of Connecticut desperately needs Practical Nurses to staff the various health care facilities located throughout the State. This program is being proposed as a for credit program in order for students to be eligible for financial aid. Students in non-credit programs are not eligible for financial aid, and proprietary schools are simply too expensive to provide enough Practical Nurse graduates to meet the State’s needs. As the population continues to age, the need for Practical Nurses will grow and become more and more urgent. Community College are best positioned to address this urgency by providing a mechanism to meet the future workforce needs of the State in a way that is affordable for the student.

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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*)

Nursing Lab Space

Quinebaug Willimantic campus has two skills labs. The skills labs are equipped to provide a simulated patient environment for pre-licensure nursing students to practice specific skills while applying critical thinking principles. This atmosphere will equip nursing students in the development of clinical skills necessary to establish a foundation, to practice safely in the healthcare setting. The skills lab will have multiple health care setting areas that include a bed, bedside table and over the bed table. The nursing skills lab will enhance the student learning across the practical nursing curriculum. Starting in the beginning semesters students will practice basic nursing care such as taking vital signs, bed making, medication administration and utilizing assistive devices to ensure patient safety. As the student progresses in the program, more advanced skills such as Foley insertion, tube feeding, and tracheostomy care will be integrated using innovative technology of mannequins and skill trainers.

Computer Labs

CT State Community College -Quinebaug campus at their Willimantic location has 2 computer labs to provide students with on-campus computer laboratories which an enrolled student can use for coursework, research, and other learning activities.

Embedded Tutoring

An embedded tutoring program is planned for practical nursing students. The embedded learning support services will be secured by grant monies. These services will provide a supportive, seamless environment for students to understand new or challenging material using innovative learning and study strategies. The embedded tutors will work closely with the course faculty for the duration of the selective courses to help students understand course concepts and enhance student engagement.

Library Services

All CT State Community College students have online access to library services through their home campus. CT State Community College at Quinebaug may use this link to access the library online resources

<https://library.ctstate.edu/quinebaugvalley>.

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General Description of Library

The Quinebaug Valley (QV) Campus Library located at the Danielson campus location subscribes to the principles held forth in the American Library Association's (ALA) Library Bill of Rights and its Code of Ethics. The Library fosters student success by teaching essential skills, building robust collections, providing important resources, and point-of-need support. We offer students, faculty, staff, and community users a welcoming space to gather, study, reflect, question, and learn.

The main library is located on the second floor of the Danielson campus, accessible by staircase, ramp, elevator, and through an entrance in the Learning Center. Hours change contingent on the academic calendar. Library services include circulation, reference, instruction, online research guides, scaffolded research, media, reserves, interlibrary loan and resource sharing, collection development, acquisitions and cataloguing, and archives. Library services, including instruction, reference appointments, and material delivery are also offered at QV's satellite campus, located at 729 Main Street in Willimantic.

The QV Campus Library is staffed by four full-time professionals and one part-time para-professional, including a Director of Library Services, two Reference and Instruction Librarians, a Librarian Associate II, and a part-time Library and Technology IT Assistant. The director and both librarians hold master's degrees in library and information studies from ALA-accredited institutions; the library associate para-professional holds a bachelor's degree; and the part-time assistant has an associate degree.

Overview of Library Resources

The collection in the main library consists of almost 28,000 circulating print books, dozens of non-circulating reference titles, subject specific print serials, and over 2,000 DVD/Blu-ray titles. The Library maintains a course reserves section with copies of textbooks, as well as a collection of anatomy and physiology models for student use. Through purchases of digital resources and through subscription to numerous electronic databases, the QV Campus Library provides access to 485,000 academic and reference e-book titles; over 66,000 journal, magazine, and newspaper titles, many of which are full-text and peer-reviewed; millions of sourced images, nearly 300,000 video segments; and thousands of multimedia resources. Electronic subscriptions can be searched and retrieved at various levels of content access, such as full-text, indexed with abstracts, indexed with full citation, streamed, and

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downloaded in whole or in part. Students, faculty, and staff have the ability to access the Library's electronic resources remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

In addition to the items on the shelves at the QV campus, students have access to hundreds of thousands of research materials available within the Connecticut State Colleges and Universities library consortium, which includes the 11 other community college campuses, the four state universities, the CT State Library, and Charter Oak College. Most of these resources are available through a shared online catalogue, and students may request items to be sent to them from one of these other locations with just a few clicks of a mouse. Through interlibrary loan services provided by our librarians, students may also obtain access to materials available from libraries outside the consortium and beyond the borders of Connecticut.

In support of online learning, and to facilitate electronic modes of research and document delivery, the QV Campus Library provides students with networked workstations and peripherals: 62 PCs, seven Macs, three multimedia viewing stations, three printers, two photocopiers, and access to phone chargers and flash drives. The new Willimantic Center location has 24 PCs and a laptop cart that students may utilize. At both locations, students have free Wi-fi access.

Additionally, the Library maintains and lends an inventory of media equipment, purchased to support classroom teaching and learning. Equipment includes, but is not limited to, digital photography and video cameras, an overhead projector, plasma television displays, and adaptive equipment, such as voice recorders and smartpens. The Library also maintains a very robust laptop loan program, where over 100 laptops are available to be borrowed for the entire semester. This program is on a first come, first served basis based on need. The program is also extended to the Willimantic campus.

Librarians provide support for faculty teaching in the college's online classrooms, hosted by the Blackboard Learning System, where the Library's subscription-based resources may be added to course shells using hyperlinks directed through the proxy server. Librarians also create assignment-specific research and resource guides posted to the Library website and, frequently, embedded in Blackboard course shells along with how-to video tutorials.

Student learning and research is directly supported by two full-time librarians who offer one-on-one scaffolding in the Library and who teach Information Literacy Instruction (IL) classes, both in the Library classroom computer-lab

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and in general classrooms. Working closely with faculty, librarians design each unit of IL to meet the unique needs of specific course assignments and learning outcomes. During the 2021 - 2022 Academic Year, for example, QV librarians taught 52 units of IL attended by over 500 students at the Danielson campus and QV@WT (the former location of the Willimantic campus).

The Library develops its collections using a needs-analysis model, which demands an understanding of patrons - their goals and their needs - along with a rigorous survey of the already existing collection. In keeping with the "learners first" philosophy of the college, the Library makes student-centered decisions, based on the course curricula, with an emphasis on accredited programs. Print volumes are added based upon faculty request, student need, ongoing assessment of the relevance and currency of the collection, the availability of new or updated publications, and the availability and accessibility of those same titles among the Library's electronic and streaming resources.

QV librarians periodically evaluate the requirements for different programs and degrees to ensure that the appropriate information and resources are available to students working on assignments. In preparation for the LPN program, librarians are researching and purchasing new titles in the nursing field. Print volumes unavailable at QV may be borrowed through direct resource sharing within the CSCU consortium. Using the shared discovery tool, students locate the desired resource and submit a request for transit to QV. Print resources unavailable through the consortium may be requested through librarian-mediated interlibrary loan (ILL).

The Library's e-book collection, with several full-text reference and academic databases, has thousands of titles relating to medicine, health care, and biology, including hundreds of titles dealing with specific topics in allied health and medical services. Students may search within specific e-book databases or may search all e-books at once by using the Library's discovery tool. A streaming video service, Films on Demand, provides students and faculty with access to nearly 8,000 documentary titles relating to health and medicine, biology, chemistry, and allied health.

The Library's electronic collections also include thousands of subscriptions to health and medical-related full-text journals and magazines, available through several dozen databases. All these electronic resources are accessible remotely using a NetID and password at the Connecticut Community College portal, myCommNet.

These databases include:

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- Academic Search Premier: A multi-disciplinary database with coverage in the areas of biology, chemistry, health, medicine, etc., includes over 19,000 indexed and abstracted journals and magazines. Nearly 6,000 journals are available in full-text, including more than 4,600 peer-reviewed titles.
- CINAHL: Comprehensive searchable database for nursing and allied health journals and magazines, with indexed and abstracted journals, including over 3,400 peer reviewed journals.
- Gale in Context: Science: Millions of full-text articles from science encyclopedias, reference books, national and global periodicals. Topics include biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology, and wildlife in nearly 1,900 journals in full-text. Also includes images, videos, and over 200 experiments and projects.
- Gale OneFile: Health & Wellness: Offers access to full-text medical journals, magazines, reference works, multimedia, and much more. It is a comprehensive consumer health resource that provides authoritative information on the full range of health-related issues, from current disease and disorder information to in-depth coverage of alternative medical practices.
- Gale Interactive: Chemistry and Human Anatomy: Human Anatomy includes 4,300 anatomical structures and more than 13,500 landmarks. Images can be rotated and viewed through 3D dissections. Chemistry enables students to explore elements, reactions, crystals, molecules, and compounds. Students can view 3-D models by zooming in, rotating, and dissecting them.
- Health Source: Nursing/Academic Edition: Full-text scholarly journals focused on many medical disciplines, with an emphasis on nursing and allied health. The content includes 137 full-text journals (including 118 peer-reviewed); 938 indexed journals with abstracts.
- Issues & Controversies: Thousands of articles present background information and opposing viewpoints on matters of public policy debate. Topics addressed include many in the areas of health care and medicine.

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- Medline: Over 5,200 indexed journals with abstracts containing medical information and medical journal coverage relating to medicine, nursing, health care, pre-clinical sciences, and more.
- Science Reference Center: Provides full-text for hundreds of science magazines, journals, reference books, and videos. The content includes 220 full-text science periodicals, 1,000 full-text science reference books and encyclopedias, 4,000 full-text, full length biographies of scientists, and 810 full-text science essays.

At the request of the instructor, librarians can create online research guides devoted to a particular class or assignment. These guides, which are developed in collaboration with faculty, direct students to this rich array of electronic databases and ebooks, as well as high-quality websites and information portals, such as those curated by the National Network of Libraries of Medicine, the National Institutes of Health, and the Centers for Disease Control. Librarians can also prepare and provide information literacy instruction for nursing classes that teach critical source evaluation skills and provide scaffolding for student inquiry and research.

In summary, the QV Campus Library maintains a comprehensive collection of print and digital information resources. In keeping with the “learners first” philosophy of the college, the librarians at the QV Campus Library make it their mission to teach students how to access, evaluate, and integrate information resources into their assignments. The Library uses systems of regular collection evaluation and patron assessment to provide relevant, up-to-date services to all of its populations.

Please see Appendix B for additional information.

Program Administration

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): The job posting, and the formed search committee have been completed. As the posting date closes, the search committee will begin the interview process. The new hire anticipated start date will be June 2024.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: Please see Appendix D for complete job descriptions.

Program Faculty

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How many new full-time faculty, if any, will need to be hired for this program? One Program Director, One FT Faculty Member

If any new full-time hires, what percentage of program credits will they teach? Approximately 50 %

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) One

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

What percentage of program credits will be taught by adjunct faculty? Approximately 50%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: CT Registered Nurse License and a Master's Degree in Nursing.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
To be Hired – See Appendix D			

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

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Appendix B - Budget

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET – YEARS 1 through 3

Institution: **Quinebaug Valley** Program: **Practical Nursing**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year (2024-25)						Second Year (2025-26)						Third Year (2026-27)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Students (first time matriculating)	0	0	0	0	0	24	0	0	0	0	0	24	0	0	0	0	0	24
Continuing Students progressing to credential	24 ¹	0	23	0	22	0	24	0	23	0	22	0	24	0	23	0	22	0
Headcount Enrollment	24	0	23	0	22	24	24	0	23	0	22	24	24	0	23	0	22	24
Total Estimated FTE per Year¹	23 FT + 8 FTE from PT summer students = 31 FTE						23 FT + 8 FTE from PT summer students = 31 FTE						23 FT + 8 FTE from PT summer students = 31 FTE					
PROJECTED Program Revenue	First Year (2024-25)						Second Year (2025-26)						Third Year (2026-27)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	

¹ Enrollments have been adjusted to account for an 8.4% attrition rate (i.e., a loss of two students from each cohort). Cohorts have been color shaded for ease of tracking, cohort 1 yellow, 2, orange, 3 green, 4 blue, 5 lavender, 6 red.

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	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
Tuition ²	59,664 ²	0	57,178	0	54,692 ³	30,432 ⁴	62,647	0	60,037	0	57,426	31,954	65,780	0	63,039	0	60,298	33,551	
Tuition from Internal Transfer ²	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Program Specific Fees (lab fees, etc.)	11,688 ⁵	0	11,201	0	10,714	4,920 ⁶	11,688	0	11,201	0	10,714	4,920	11,688	0	11,201	0	10,714	4,920	
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Annual Program Revenue	\$240,489						\$250,587						\$261,191						
PROJECTED Program Expenditures³	First Year (2024-25)		Second Year (2025-26)		Third Year (2026-27)		<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-</p>												
Administration (Chair or Coordinator) ⁴	141,244 ⁷		145,929		150,480														
Faculty (Full-time, total for program) ⁴	95,579 ⁸		98,368		101,156														
Faculty (Part-time, total for program) ⁴	220,243 ⁹		231,255		242,818														

² \$2,486 tuition/semester x 24 students for 1st year. Estimated increase of 5% in each subsequent year.

³ FT Tuition for 15 credit summer session

⁴ PT Summer tuition and fees for six summer credits at \$1,268 for 1st year x 24 students. Estimated increase of 5% in each subsequent year.

⁵ \$487 (Clinical Program Fee – Level 1) x 24 students

⁶ Supplemental course fee level 1 (\$102.5) x 2 courses x 24 students = \$4,920

⁷ Academic Division Director – Nursing and Allied Health CCP 22 step 3 (108,788 per contract + 30% fringe). Each year this is increased based on salary figure in 4C’s contract salary grid.

⁸ Allied health FT faculty (\$73,523 per contract + 30% fringe) Yearly increases per salary scale in 4C’s contract.

⁹ With Clinical groups of 6 students there is a total of 3240 clinical hours across all three sessions divided by 45(# contact hours per clinical credit) = the equivalent of 72 credits x \$2,158 contractual cost per credit = \$155,376 + 7 non-clinical credits at \$2,006 Total = \$169,418.+ 30% fringe gives a total of \$220,243. I have added 5% for each subsequent year.

Application for New Program Approval

Support Staff (lab or grad assist, tutor)	0	0	0	<p>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>
Library Resources Program ¹⁰	0	0	0	
Equipment (List in narrative)	15,000 ¹¹	15,000	15,000	
Other ⁵	15,000 ¹²	15,000	15,000	
Estimated Indirect Costs ⁶	121,767 ¹³	126,388	131,114	
Total Expenditures per Year	\$608,833	\$631,940	\$655,568	

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

¹⁰ Library resources are already in place no additional resources will be needed.

¹¹ \$10,000 for consumable supplies, \$5,000 for new equipment

¹² TEAS test site fee, background check fee, accreditation application and site survey, etc.

¹³ 487,066 total costs for 1st year x 25% (indirect cost rate from QV business office) = \$121,767. Based on this formula each subsequent year.

Application for New Program Approval

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

PRO FORMA BUDGET – YEARS 4 and 5

Institution: **Quinebaug Valley** Program: **Practical Nursing**

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	Fourth Year (2027-28)						Fifth Year (2028-29)												
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer								
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT							
Internal Transfer (from other programs)	0	0	0	0	0	0	0	0	0	0	0	0							
New Students (first time matriculating)	0	0	0	0	0	24		0	0	0	0	24							
Continuing Students progressing to credential	24 ¹⁴	0	23	0	22	0	24	0	23	0	22	0							
Headcount Enrollment	24	0	23	0	22	24	24	0	23	0	22	24							
Total Estimated FTE per Year¹	23 FT + 8 FTE from PT summer students = 31 FTE						23 FT + 8 FTE from PT summer students = 31 FTE												
PROJECTED Program Revenue	Fourth Year (2027-28)						Fifth Year (2028-29)												
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer								

¹⁴ Enrollments have been adjusted to account for an 8.4% attrition rate (i.e., a loss of two students from each cohort). Cohorts have been color shaded for ease of tracking, cohort 1 yellow, 2, orange, 3 green, 4 blue, 5 lavender, 6 red.

Application for New Program Approval

	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT						
Tuition ²	69,069 ¹⁵	0	66,191	0	63,313 ¹⁶	35,228 ¹⁷	72,521	0	69,499	0	66,478	36,990						
Tuition from Internal Transfer ²	0	0	0	0	0	0	0	0	0	0	0	0						
Program Specific Fees (lab fees, etc.)	11,688 ¹⁸	0	11,201	0	10,714	4,920 ¹⁹	11,688	0	11,201	0	10,714	4,920						
Other Revenue (annotate in narrative)	0	0	0	0	0	0	0	0	0	0	0	0						
Total Annual Program Revenue	\$272,627						\$284,011											
PROJECTED Program Expenditures³	Fourth Year (2027-28)		Fifth Year (2028-29)		<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</p>													
Administration (Chair or Coordinator) ⁴	155,076 ²⁰		159,718															
Faculty (Full-time, total for program) ⁴	103,941 ²¹		106,731															
Faculty (Part-time, total for program) ⁴	254,959 ²²		267,707															

¹⁵ \$2,486 tuition/semester x 24 students for 1st year. Estimated increase of 5% in each subsequent year.

¹⁶ FT Tuition for 15 credit summer session

¹⁷ PT Summer tuition and fees for six summer credits at \$1,268 for 1st year x 24 students. Estimated increase of 5% in each subsequent year.

¹⁸ \$487 (Clinical Program Fee – Level 1) x 24 students

¹⁹ Supplemental course fee level 1 (\$102.5) x 2 courses x 24 students = \$4,920

²⁰ Academic Division Director – Nursing and Allied Health CCP 22 step 3 (\$108,788 per contract + 30% fringe). Each year this is increased based on salary figure in 4C’s contract salary grid.

²¹ Allied health FT faculty (\$73,523 per contract + 30% fringe). Yearly increases per salary scale in 4C’s contract.

²² With Clinical groups of 6 students there is a total of 3240 clinical hours across all three sessions divided by 45(# contact hours per clinical credit) = the equivalent of 72 credits x \$2,158 contractual cost per credit = \$155,376 + 7 non-clinical credits at \$2,006 Total = \$169,418.+ 30% fringe gives a total of \$220,243. I have added 5% for each subsequent year.

Application for New Program Approval

Support Staff (lab or grad assist, tutor)	0	0		(FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.
Library Resources Program ²³	0	0		² Revenues from all courses students will be taking.
Equipment (List in narrative)	15,000 ²⁴	15,000		³ Capital outlay costs, instructional spending for research and services, etc. can be excluded.
Other ⁵	15,000 ²⁵	15,000		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.
Estimated Indirect Costs ⁶	135,994 ²⁶	141,039		⁵ e.g., student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.
Total Expenditures per Year	\$679,970	\$705,195		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.

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

²³ Library resources are already in place no additional resources will be needed.

²⁴ \$10,000 for consumable supplies, \$5,000 for new equipment

²⁵ TEAS test site fee, background check fee, accreditation application and site survey, etc.

²⁶ 448,428 total costs for 1st year x 25% (indirect cost rate from QV business office) = \$112,102. Estimated increase of 5% in each subsequent year.

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: 04/05/2024 Review by Provosts Council: 05/03/2024 Final approval by institution: 05/17/2024 Submission of this form to the CSCU Office of the Provost for Academic Council: 05/22/2024
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023	
Program Characteristics	
Name of Program: Mechanical/Electrical Manufacturing Basics (MEMB-CC)	
Modality of Program (check all that apply): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 0%	
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Program website: Program: Electronic Engineering Technology, AS (ELET-AS) - Connecticut State Community College - Modern Campus Catalog™ (ctstate.edu) / Program: Mechanical Engineering Technology, AS (MCET-AS) - Connecticut State Community College - Modern Campus Catalog™ (ctstate.edu)	
Program Type (degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate): Certificate C2	
Anticipated Program Initiation Date: Fall 2024	
Anticipated Date of First Completion: Spring 2027	
Total # Credits in Program: Electrical Track – 22 / Mechanical Track - 21	
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 3 years	
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	
CIP Code Number: 15-1301 Title of CIP Code: Drafting and Design Technology/Technician General	
Department where program is housed: Engineering and Technology	
Location Offering the Program (e.g., main campus): CT State Community College – Three Rivers Campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: This certificate will provide a college level certificate to students interested in the Electric Boat Marine Draft Person Apprentice Program. This furthers our goal of being responsive to industry requests while maintaining academic integrity. This program was developed in response to Connecticut manufacturers’ needs for a highly skilled workforce to match the needs of regional industry and provides a college credential for current and potential employees at the completion of a list of requested existing credit level courses. Since this certificate is specific to Electric Boat, it is tailored to their needs. The student who completes this certificate program has a choice to pursue employment or to matriculate in an associate degree program.	
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? <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: N/A • If program prepares graduates eligibility to state/professional licensure, 	

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

- identify credential: N/A
- confirm NC-SARA requirements met: Yes No

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

Institutional Contacts for this Proposal:

Jim Doran, Interim PC Engineering, 8604494498, jdoran@trcc.commnet.edu

Michael Stefanowicz, Executive Dean, Academic Affairs, 860.612.7039; mstefanowicz@commnet.edu

Paula Dowd, Dean, School of Nursing & Health Careers, pdowd@commnet.edu

NOTES:

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for the following new academic programs, which are considered Below Threshold and do not require a BOR resolution:
 - Undergraduate certificates ≤ 30 credits within an approved program (if changes are required to the parent program, submit the relevant program modification form)
 - Undergraduate certificates ≤ 15 credits
 - Graduate certificates ≤ 12 credits
 - Non-credit bearing certificates

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

How does the program align with the institutional mission? *(Provide a concise statement)* This furthers our goal of being responsive to industry requests while maintaining academic integrity. This program was developed in response to Connecticut manufacturers' needs for a highly skilled workforce to match the needs of regional industry and provides a college credential for current and potential employees at the completion of a list of requested existing credit level courses.

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.)*
Students enrolled in the program are in the Electrical / Mechanical Design Apprenticeship Program at the Electric Boat Division of General Dynamics
- 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 faculty for this program have diverse experiences. At Three Rivers, the faculty teaching the non-math courses have industrial as well as academic experience and therefore can relate the material presented to real world experience, including spending time on the submarines that students will be designing. Three Rivers has worked with Electric Boat for many years providing for the educational needs of their workforce.

- 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?

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Recruitment is done by Electric Boat which as a government contractor are required to follow established diversity rules.

- 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. Student progress is tracked both by faculty and by the Training Department of Electric Boat. Extra tutoring is provided by Electric Boat to ensure successful student outcomes
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Non-successful students will be interviewed to incorporate lessons learned and a review will be conducted with Electric Boat

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

The credits from this program will allow the students to pursue an A.S in Electronic Engineering Technology or an A.S in Mechanical Engineering Technology

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
This is a hybrid program specifically designed for Electric Boat.

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.

Electric Boat will cover all costs. The benefit to the college is that the students from Electric Boat will be folded into the regular Three Rivers student population.

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 of the classes in the program require special resources. The courses are already offered at Three Rivers and the lab resources are sufficient.

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.

Electric Boat offers this program as part of their apprenticeship program and successful completion is required for continued employment.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Students will be encouraged to continue their education during the presentations of the program.

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification \(SOC\)](#) system. Provide SOC code number(s) and name(s): 17-3012 Electrical / Electronic Drafters // 17-3013 Mechanical Drafters

What would be the median estimated earnings for a graduate in this profession *(if more than one SOC code listed, include earnings for each)*? \$54,000/yr for both

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System \(NAICS\)](#). Provide NAICS code(s) and title(s): 54134 – Drafting Services

Career/Program Pathways

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

Does this program prepare students for another program? Yes, specify program: AS Electronic/Mechanical Engineering Technology 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. Apply the ability to use appropriate mathematical and computational skills needed for manufacturing and engineering technology applications (both tracks)
2. Demonstrate the ability to think critically and identify, evaluate and solve complex technical and non-technical problems (both tracks)
3. Demonstrate creativity in designing problem solutions, and conduct and interpret experimental data and outcomes (both tracks)
4. Demonstrate proficiency on the operation of common metal cutting tools and lathe operations, as well as on associated precision measuring tools and instruments (mechanical track)
5. Understand the effects of processing (including heat treatment) on the properties of engineering materials and demonstrate an ability to perform and interpret data from standard materials tests, e.g. tensile, hardness, etc (mechanical track)
6. Demonstrate the ability to perform static equilibrium analyses on structures and simple machines (mechanical track)
7. Apply electrical circuits and system concepts and perform accurate electrical measurements using a variety of electrical test instruments (electrical track)

Assessment of Learning Outcomes

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

Written Examinations / Labs

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: Jim Doran
- Email: Jdoran@trcc.commnet.edu Phone: 860-449-4498

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program BS – Information Technology / MS – Educational Technology / 8 years spent on Nuclear Submarines as a Reactor Operator, 30 years Millstone Power Station in various capacities including Engineering Training.

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

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

NEW CERTIFICATE – 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? 2

What percentage of program credits will be taught by adjunct faculty? 16%

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
Jim Doran	Master's Degree, Boise State University	Electrical Engineering	Program Coordinator, Engineering

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			
Electrical Track			
MATH1600 Pathways to Calculus: College Algebra	1,2	None	3
MATH1610 Precalculus	1,2	MATH 1600	4
EETA1010 DC Circuits	3,7	None	4
EETA1014 AC Circuits	3,7	EETA 1010	4
MFG 1004 Manufacturing Processes	4	None	4
EGR 1120 Engineering Drawing Specs	5	None	3
Mechanical Track			
MATH1600 Pathways to Calculus: College Algebra	1,2	None	3
MATH1610 Precalculus	1,2	MATH 1600	4
PHYS 1201 General Physics	3,6		
Material Science	5		
MFG 1004 Manufacturing Processes	4	None	4
EGR 1120 Engineering Drawing Specs	5	None	3
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			22/21

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

What are the admissions requirements for the program? High School Diploma; <https://ctstate.edu/admissions-registration/investing-in-a-ct-state-education>

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

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

Describe the prospective students for the program: Students associated with the EB Apprenticeship Program / Students seeking an advantage to be hired by Electric Boat

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Institution: CTSTATE: Three Rivers Campus Program: EB Certificate Program
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	F T	PT	F T	PT	F T	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)		9		9					19		19				31		31	
Continuing Students progressing to credential																		
Headcount Enrollment																		
Total Estimated FTE per Year¹	6						12						20					
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	F T	PT	F T	PT	F T	PT	FT	PT
Tuition ²		\$6,678		\$8,595				\$8,595		\$7,530			\$19,100		\$15,905			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)*								\$14,586		\$14,586			\$14,586		\$14,586			
Total Annual Program Revenue	\$15,273						\$45,297						\$64,177					
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																		
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴		\$15,635	\$36,482															
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year		\$15,635	\$36,482															

*Other Revenue: Fixed price agreement with Third Party

*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

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: 5/24/2024 Submission to CSCU Office of the Provost for Academic Council: 5/22/24
--	---

Most Recent NECHE Institutional Accreditation Action and Date:

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: Replacing two 1-credit courses with one 3-credit course. Total credits required to complete program increases to 63. CIP code change

Original Program Characteristics
Name of Program: **Music Industry, AS (MUSI-AS)**
OHE #: 21447
Modality of Program (*check all that apply*): On ground Online Hybrid, % of fully online courses 10%
Locality of Program: On Campus Off Campus Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): Associate of Science, AS
Date Program was Initiated: 2/24/2022
Total # Credits in Program: 62-63
Credits in General Education: 21-22
[CIP Code Number](#): 50.0901 Title of CIP Code: Music, General

Modified Program Characteristics
Name of Program: **Music Industry, AS (MUSI-AS)**
OHE #: 21447
Modality of Program (*check all that apply*): On ground Online Hybrid, % of fully online courses 10%
Locality of Program: On Campus Off Campus Both
Program Type (*degree type, abbreviation, name, e.g., Associates, AS, Associate of Science*): Associate of Science, AS
Date Program was Initiated: 2/24/2022
Total # Credits in Program: 63-65
Credits in General Education: 21-22
[CIP Code Number](#): **50.0913** Title of CIP Code: **Music Technology**

Department where program is housed: School of Arts & Humanities
Location Offering the Program (*e.g., main campus*): Capital

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

Institutional Contacts for this Proposal:
Joshua Hummel, Program Coordinator, 860-906-5039, jhummel@mxcc.commnet.edu
Michael Stefanowicz, Executive Dean, Academic Affairs, 860.612.7039; mstefanowicz@commnet.edu
Brad Baker, Dean, School of Arts & Humanities, bbaker@commnet.edu

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

I propose the following modification to the Music Industry Program:

Replace the 1-credit courses, MUS 1301 Group Piano I and MUS 1302 Group Piano II, with the single 3-credit MUS 1300 Beginning Piano. One semester of piano instruction is sufficient for aspiring producers, mixing and mastering engineers, and other music industry professionals.

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
MUS 1301 Group Piano I	1	MUS 1300 Beginning Piano	3
MUS 1302 Group Piano II	1		
Total Credits Original Program	2	Total Credits Modified Program	3

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

Assessment of Learning Outcomes

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

- 1. Apply a comprehensive knowledge of the principles and practices of managing musical artists and music institutions in an administrative/managerial function.** MUS 1701 – Intro to Music Business
- 2. Apply a comprehensive knowledge of the principles and practices of managing and administrating commercial music/media institutions in sales, advertising, and publicity.** MUS 1702 – Arts and Entertainment Management
- 3. Operate and manage a complete recording studio.** MUS 1600 – Intro to Music Production
- 4. Operate and execute all functions and processes involved in a recording project, from recording the artist, mixing and editing the music, to packaging compact disks for commercial distribution.** MUS 1600 – Intro to Music Production

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5. **Produce professional quality studio music through the use of music technologies and music software.** MUS 1600 – Intro to Music Production
6. **Demonstrate proficiency in acoustic music theory.** MUS 1100 – Fundamentals of Music
7. **Demonstrate proficiency in piano/keyboard skills.** MUS 1300 – Beginning Piano
8. **Demonstrate a general knowledge of Western music.** MUS 1000 – Music History & Appreciation
9. **Communicate effectively, think critically, reason scientifically and quantitatively, and employ a global perspective.**
MUS 1004 – World Music

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	9	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process.	3
MATH 1000 – Math of Finance	9	MATH 0988 / MATH 0989 with a grade of D- or higher OR placement using multiple measures	3
MUS 1001 Music History – Medieval-Baroque OR MUS 1002 Music History – Classical-Contemporary	8,9 8,9	Eligibility for ENG 1010	3
Elective SCRX or SCKX	9	TBD	3-4
Elective SBSX	9	TBD	3
ENG 1020 – Composition II and Lit	9	ENG 1010 with a C or higher	3
CCS 1001 – College and Career Success	9	none	3
MUS 1600 – Intro to Music Production	3,4,5,6,7,8,9	none	3
MUS 1004 – World Music OR MUS 1007 – Today's Music OR MUS 1008 – Today's Music: Gospel, Rag, Blues, Jazz OR MUS 1102 – Music Theory II	8,9 8,9 8,9 6,8,9	MUS 1004, 1007, 1008 Eligibility for ENG 1010 MUS 1102 Pre: MUS 1201 with a "C" or higher, or by permission of the instructor Co: MUS 1202 . This prerequisite can only be overridden by permission of the instructor upon the successful completion of a placement test.	3
MUS 1701 – Intro to Music Business	1,2,8,9	Eligibility for ENG 1010	3
MUS 1100 – Fundamentals of Music OR MUS 1101 – Music Theory I	6,7,8,9 6,7,8,9	MUS 1100 none MUS 1100 Pre: A very basic understanding of notation before beginning this class is highly recommended. Successful completion of MUS 1100 is recommended, but not required. Co: MUS 1201	3
MUS 1300 – Beginning Piano	6,7,8,9	none	3
MUS 1011 – Survey of the Recording Industry	8,9	Eligibility for ENG 1010	3
MUS 1602 – Electronic Music Composition I	3,4,5,6,7,8,9	MUS 1301 with a "C" or above; or permission by the instructor	3
MUS 2603 – Electronic Music Composition II	3,4,5,6,7,8,9	MUS 1602 with a "C" or above; or by permission of the instructor	3
MUS 1702 – Arts and Entertainment Management OR BMGT 2020 – Principles of Management	1,2,9 9	MUS 1702 ENG 1010 or permission from the Music Program Coordinator BMGT 2020 ENG 1010 with a grade of C- or higher	3
MUS 2606 – Music for Film, TV and Other Media	3,4,5,6,7,8,9	MUS 2603 or by Music Program Coordinator's approval. Demonstrated knowledge and success in music theory, rudimentary acoustic composition, as well as digital music software programs are highly recommended.	3
MUS 2605 – Principles of Sound Recording	3,4,5,6,7,8,9	Pre: MUS 2603 Co: MUS 2604	3
MUS 2604 – Advanced Music Mixing and Processing	3,4,5,6,7,8,9	Pre: MUS 2603 Co: MUS 2605	3
MUS 2095 – Music Industry Internship	1,2,3,4,5,6,7,8,9	Approval of Music Program Coordinator	3
Open Elective	1,2,3,4,5,6,7,8,9	TBD	3-4
Open Electives (Indicate number of credits of open electives)			3-4
Total Program Credits:			63-65

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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. **n/a**

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://catalog.ctstate.edu/preview_program.php?catoid=15&poid=5423&returnto=960

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

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): **27-2040 Musicians, Singers, and Related Workers**

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? **\$41.36/hr**

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): **NAICS 71 Arts, Entertainment, and Recreation**

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): **Joshua Hummel, jhummel@ccc.commnet.edu, 860.906.5039**

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? **2 adjunct faculty**

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: **Required Internship**

Prospective Students

Describe the prospective students for the program: **The ideal student is interested in entrepreneurial or established music industry work, especially as producers, engineers, managers, agents, dj's, recording artists, label execs, publishers, and composers.**

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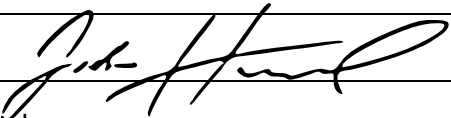


COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals	New Programs/Courses		
	DC/PC Signature	CEO Signature <i>(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)</i>	New Program Approval Supplement B <i>(“Budget” included for each campus)</i>	New Program Approval Section 6 <i>(“Cost Effectiveness and Resources” included for each campus)</i>
ACC				
CCC				
GWCC				
HCC				
MCC				
MxCC				
NVCC				
NWCC				
NCC				
QVCC				
TRCC				
TxCC				

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REQUIRED SIGNATURES

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council		5.3.24
School Area Curriculum Council	Amy Royal	5/10/24
Curriculum Congress		
School Area Academic Dean	<i>B.L. Baker</i>	5/20/24
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

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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: 5/17/24 Submission to CSCU Office of the Provost for Academic Council: 5/22/24
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 2023 Initial Accreditation	
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: 0 ; Program Learning Outcomes updated as per recommendation of accrediting body	
Original Program Characteristics Name of Program: Nursing (NURS-AS) OHE #: 21283 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 Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associates of Science, AS Date Program was Initiated: 04/21/2022 Total # Credits in Program: 71-72 # Credits in General Education: 22-23 <u>CIP Code Number</u> : 53.3801 Title of CIP Code: Registered Nurse	
Modified Program Characteristics Name of Program: Nursing (NURS-AS) 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 Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input checked="" type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associates of Science, AS Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Spring 2026 Total # Credits in Program: 71-79 (this accounts for two pre-requisite courses that some students may need to complete) # Credits in General Education: 22-23 <u>CIP Code Number</u> : 58.3801 Title of CIP Code: Registered Nurse	
Department where program is housed: School of Nursing & Health Careers Location Offering the Program (<i>e.g., main campus</i>): Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk, Three Rivers	
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	

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Institutional Contacts for this Proposal:

Constance Hotchkiss, Division Director, Nursing, Allied Health & Veterinary Technology, 860-738-6372, chotchkiss@nwcc.edu

Michael Stefanowicz, Executive Dean, Academic Affairs, 860.612.7039; mstefanowicz@commnet.edu

Paula Dowd, Dean, School of Nursing & Health Careers, pdowd@commnet.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 end of program learning outcomes were revised to reflect the recommendations from a recent curriculum review. The number of outcomes was decreased, and the wording revised to be more concise.

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
No changes			
Total Credits Original Program		Total Credits Modified Program	

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.

<p>While providing nursing care to individuals, families, groups, communities, and populations within the health care system, the nursing graduate:</p> <ol style="list-style-type: none"> 1. Demonstrates communication strategies that promote accurate exchange of information, prevent and manage conflict, and establish and maintain therapeutic relationships. 2. Integrates evidence-based practice into clinical decision-making for the provision of patient-centered care. 3. Uses data and patient care technology to communicate, differentiate, and manage patient information to support clinical decision-making for optimal patient outcomes. 	<ol style="list-style-type: none"> 1. Provide high quality, safe, patient-centered care across the life span to individuals, families, communities, and populations. 2. Use evidence-based practice to drive nursing care related to health promotion, risk reduction, disease prevention, and illness and injury management. 3. Demonstrate professional and collaborative verbal, nonverbal, and electronic communication to foster interprofessional care.
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<p>4. Integrates leadership and priority-setting skills into the management and coordination of safe, quality, patient-centered care.</p> <p>5. Uses the nursing process to provide patient-centered care that is responsive to the patient's physiological, pharmacological, psychological, cultural, and sociological preferences, values, and needs.</p> <p>6. Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles into cost effective, standard-based nursing care.</p> <p>7. Uses quality improvement to promote the delivery of patient-centered care and to optimize patient outcomes.</p> <p>8. Promotes a safe culture that minimizes the risk of harm to patients, self, and others at the work unit and health care system levels</p> <p>9. Analyzes the impact of the health care system on the provision of safe, quality patient-centered care at the level of the work unit.</p> <p>10. Collaborates with the interprofessional health care team to manage and coordinate the provision of safe, quality, patient-centered care.</p>	<p>4. Promote health equity when caring for diverse populations within an evolving health care system.</p> <p>5. Exhibit leadership, professionalism, and integrity congruent with safe, ethical practice as a generalist nurse.</p>
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Assessment of Learning Outcomes

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

Learning outcomes are measured using a variety of assessment methodologies including but not limited to: examinations, quizzes, writing assignments, formative and summative clinical evaluations, skill validations, simulations, and standardized testing.

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
PROGRAM REQUIREMENTS			
BIO 2111 Anatomy & Physiology I*	1,2	ENG 1010 AND BIO 1210 OR BIO 1111 OR (BIO 1005 AND CHEM 1110) ALL WITH A C OR HIGHER	4
BIO 2112 Anatomy & Physiology II	1,2	BIO 2111 WITH A C OR HIGHER	4
SOC 1001 Principles of Sociology	1,4	ELIGIBILITY FOR ENG 1010	3
PSY 2001 Lifespan Development	1,4	PSY 1011 WITH A GRADE OF C- OR HIGHER	3
NUR 1120C Nursing in Health & Illness I	1,2,3,4,5	PRE-REQUISITE: BIO 2111 C+ OR HIGHER, ENG 1010 C OR HIGHER, MAT 1200 OR HIGHER WITH A C OR HIGHER	9

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		PRE-REQUISITE/COREQUISITE: BIO 2112 C+ OR HIGHER, PSY 1011 C OR HIGHER	
NUR 1125C Nursing in Health & Illness II	1,2,3,4,5	PRE-REQUISITE: NUR 1120C (C Grade or higher), BIO 2112 C+ OR HIGHER, PSY 1011 C OR HIGHER PRE-REQUISITE/CO-REQUISITE: BIO2350 C OR HIGHER, PSY 2001 C OR HIGHER	8
NUR 2220C Nursing in Health & Illness III	1,2,3,4,5	PRE-REQUISITE: NUR 1125C (C grade or higher) OR NUR 1152C (C grade or higher), BIO 2350 C OR HIGHER, PSY 2001 C OR HIGHER PRE-REQUISITE/COREQUISITE: SOC 1001 C OR HIGHER, ENG 1020 OR ANY ENG COURSE THAT MEETS THE WRITTEN COMMUNICATION II OUTCOMES C OR HIGHER	9
NUR 2225C Nursing in Health & Illness IV	1,2,3,4,5	PRE-REQUISITE: NUR 2220C (C grade or higher), SOC 1001 C OR HIGHER, ENG 1020 OR ANY ENG COURSE THAT MEETS THE WRITTEN COMMUNICATION II OUTCOMES C OR HIGHER PRE-REQUISITE/COREQUISITE: ARTS & HUMANITIES COURSE C OR HIGHER CO-REQUISITE: NUR 2226	8
NUR 2226 Transition to Professional Nursing Practice	2,3,4,5	PRE-REQUISITE: NUR 2220C (C grade or higher), SOC 1001 (C grade or higher), ENG 1020 OR ANY ENG COURSE THAT MEETS THE WRITTEN COMMUNICATION II OUTCOMES (C grade or higher) PRE-REQUISITE/COREQUISITE: ARTS & HUMANITIES COURSE	1
Program Requirement Credits			49

GENERAL EDUCATION CORE

Course Number and Name	Pre-Requisite(s)	Credit Hours
ENG 1010 English Composition	ELIGIBILITY FOR ENG 1010	3
MAT 1200 Statistics or higher	MATH 0988/MATH 0989 WITH C- OR HIGHER OR PLACEMTN USING MUTLIPLE MEASURES	3
BIO 2350 Microbiology*	BIO 1005 OR BIO 1210 OR BIO 1111 AND CHEM 1110 OR HIGHER AND ENG 1010 ALL WITH C OR HIGHER	4
PSY 1011 General Psychology	ELIGIBILITY FOR ENG 1010	3
ENG 1020 Composition II and Literature or any course that meets the Written Communication II outcomes	ENG 1010 WITH A C OR HIGHER	3
Arts & Humanities Elective		3
CCS 1001 College Career Success	ELIGIBILITY FOR INTENSIVE/DEVELOPMENTAL-LEVEL ENGLISH CLASS ENG 096 OR 0930 OR HIGHER	3
General Education Core Credits		22
Open Electives (<i>Indicate number of credits of open electives</i>)		0
Total Program Credits: pre-requisites for BIO 2111 and BIO 2350 may add an additional 8 credits		71-79*

Description of Related Modification(s)

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements
No changes

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 required

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.ct.edu/academics/nursing
IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 3

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Provide estimated cost of program (tuition and fees): \$ https://ctstate.edu/investing-in-a-ct-state-education OR url for link to tuition/fee information:
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Catalog Description Provide the catalog description for this program (with proposed modifications if applicable): see attached revised catalog information
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): 29-1141 Registered Nurses What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)? \$47.53/hr (\$98,862.40 annual)
Applicable Industries Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 621399 Registered Nurses
Career/Program Pathways Does this program prepare students for another program? <input checked="" type="checkbox"/> Yes, specify program: BSN <input type="checkbox"/> 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): How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
Admissions Requirements What are the admissions requirements for the program? BIO 2111 Anatomy & Physiology I, ENG 1010 Composition, MAT 1200 Statistics or higher, CCS 1001 College Career Success
Graduation Requirements Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:
Program Work Experiences Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support: Clinical Affiliation agreements are already in place with numerous clinical facilities and healthcare providers.
Prospective Students Describe the prospective students for the program: Students interested in a healthcare career who have successfully completed the admission requirements with a grade of C or higher, with the exception of BIO 2111 Anatomy & Physiology I which requires a C+ or higher.

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Connecticut State Community College Nursing Program
Catalog Information

The Connecticut Community College Nursing Program (CT-CCNP) is an innovative, six semester associate degree program offered at six Connecticut State Community College campuses (Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk, and Three Rivers). The CT-CCNP prepares students for entry-level practice as a registered nurse. The CT-CCNP is a selective admissions program.

For admission criteria please refer to: [Information Packet 2024-2025 Final.pdf](#)

Mission

The Connecticut Community College Nursing Program (CT-CCNP) is dedicated to developing excellence in nursing by providing affordable, innovative, and academically rigorous nursing education. Our program strives to prepare graduates with knowledge, skills, and attitudes to meet the ever-increasing complexity of the healthcare needs for the diverse communities served.

Vision

The Vision of the CT-CCNP is to prepare safe, competent, and compassionate entry-level nurses who transform the lives of persons and communities. The CT-CCNP endeavors to be a personally and professionally rewarding academic program that fosters diversity, innovation, quality, and excellence.

Philosophy

CT-CCNP is committed to achieving excellence in nursing education and patient care based on our beliefs about the concepts of teaching and learning, nursing, person, society and environment, and health which provide a framework for the curriculum of our nursing program.

Teaching and Learning

We aim to create safe and nurturing academic initiatives supporting lifelong learning. The faculty strives to equip students with critical thinking and clinical judgment skills to provide safe, competent, high-quality care. We believe a robust educational foundation enables nurses to translate the knowledge to practice evidence-based care for people and the community.

Nursing

Nursing is a scholarly discipline focusing primarily on caring human interactions. Establishing meaningful human relationships helps promote healing. It encompasses autonomous and collaborative care that includes protection, promotion, and optimization of health and abilities, preventing illness and injury, and alleviating suffering. Nurses accomplish this by diagnosing and treating the human response to health conditions. We believe it is the moral responsibility of nursing to provide culturally congruent, compassionate, and competent care to all human beings.

Person

We believe in the nature of holism of an individual in the pure sense in which the whole is bigger than the sum of parts. We believe it is imperative to honor and care for the unique needs of individuals. Person is the main focus and priority of self-care in relation to one another, including families, communities, and populations. Every individual deserves to be respected regardless of personal differences.

Society and Environment

We believe a caring environment can accelerate healing by making people feel safe and comfortable. The environment includes internal (physiological, psychological, spiritual) and external (cultural, political, social) factors influencing a person's well-being. We believe it is society's responsibility to eliminate healthcare inequities and create a fair environment in which all human lives can flourish.

Health

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Health is not just a state free of symptoms of diseases but a dynamic state of being in which an individual can realize their maximum developmental and behavioral potential. An identified primary goal of nursing is to restore and maintain the health of the person and communities. Health and illness exist on parallel continuums such that even people with chronic or debilitating illnesses may experience optimal levels of health through adaptation. We believe it is imperative to focus on the totality of a person's health parameters.

Graduates are eligible to apply for licensure through the Connecticut Department of Public Health and take the National Council Licensing Examination for Registered Nurses (NCLEX-RN.)

The CT-CCNP offers an advanced placement option for LPNs who are admitted to the RN nursing program. Eligibility for the advanced placement option is based on the admissions ranking process, recommendation by the college LPN Advisor, and space availability at each college campus. If space and resources are available for the LPN to enter the third semester of the nursing program, the following requirements must be met:

- Complete the required general education courses for the first-year curriculum of the CT-CCNP with a grade of C or higher. A&P I & II require a minimum C+ grade.
- Successfully complete NUR 1150 LPN to AD RN Bridge Course and NUR 1152C LPN to RN Transition
- LPN program graduates may enroll in NUR 1150 prior to licensure as an LPN but are required to have current Connecticut LPN licensure to enroll in NUR 1152C

The CT-CCNP curriculum has been approved by the Connecticut Board of Regents for Higher Education and the Connecticut State Board of Examiners for Nursing, with the consent of the Commissioner of the Connecticut Department of Public Health.

The CT State Community College Nursing Programs at Capital, Gateway, Naugatuck Valley, Northwestern, Norwalk, and Three Rivers are individually accredited by the:

Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326, (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for each nursing program is Continuing Accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.com/accreditedprograms/programsearch.htm>

Licensure Disclosure Statement:

The Connecticut Community College Nursing Program (CT-CCNP) at Capital Community College, Gateway Community College, Naugatuck Valley Community College, Norwalk Community College, Northwestern Connecticut Community College, and Three Rivers Community College meet the state education requirements for a Registered Nurse license in the state of Connecticut.

The CT-CCNP has not determined if the associate degree registered nurse program meets the state education requirements in any other state, any U.S. Territory, or the District of Columbia. Applicants should investigate licensure requirements prior to accepting an offer of admission to any CT CCNP program.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to seek licensure in any state other than Connecticut need to consult with the state professional licensing board. The state professional licensing boards make the decision on whether an individual is eligible for licensure based on the rules and regulations in place at the time the individual submits their application for licensure.


Websites for each State Regulatory Agency for Nursing can be found at this link: <https://www.ncsbn.org/membership/member-boards.page>


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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT



COVER SHEET FOR ALL CURRICULUM PROPOSALS

Check all Campuses making this proposal.	ALL Proposals	New Programs/Courses		
	DC/PC Signature	CEO Signature <i>(CEO signature needed for all new programs and any new courses that have new facility/resource costs associated with the course)</i>	New Program Approval Supplement B <i>(“Budget” included for each campus)</i>	New Program Approval Section 6 <i>(“Cost Effectiveness and Resources” included for each campus)</i>
ACC				
CCC	<i>Catherine Leary</i>			
GWCC	Bienvenido R. Tabuzo, Jr.			
HCC				
MCC				
MxCC				
NVCC				
NWCC	<i>Constance Hoellmi</i>			
NCC	Ezechiele Dominique			
QVCC				
TRCC	<i>Cynthia Arpin</i>			
TxCC				

GOVERNANCE BODY	SIGNATURES	DATE
Statewide Discipline Council		4-5-2024

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

School Area Curriculum Council		
Curriculum Congress		
School Area Academic Dean		
CT State Provost		
*Campus CEO (if applicable)		
*CT State President (if applicable)		

CSCU Board of Regents

RESOLUTION

concerning

STUDENT SERVICES AT CT STATE COMMUNITY COLLEGE

August 28, 2024

WHEREAS, The Board of Regents recognizes, as we begin the 2024-25 academic year, the critical importance of prioritizing key student support services at the 12 CT State campuses, which serve many first-generation and non-traditional students, and seeks to align these priorities with the strategic and necessary use of available resources;

WHEREAS, The Board of Regents is responsible for the coordination of “programs and services” among the institutions within its jurisdiction to ensure that such programs and services best serve the higher educational interests of the Connecticut State Colleges and Universities System and its students in accordance with Section 10a-6(a) of the Connecticut General Statutes; and

WHEREAS, On November 15, 2023, CT State presented a deficit mitigation plan to the Board of Regents. This plan included adjustments to current services as part of a comprehensive strategy to achieve the necessary deficit reduction, with the goal of minimizing the impact on students; now, therefore, be it

RESOLVED, That the Board of Regents directs the CSCU Chancellor, in collaboration with the President of CT State, to present to the Board of Regents Finance & Infrastructure Committee and the Board’s Academic & Student Affairs Committee, during their regularly scheduled October committee meetings, a plan to strategically restore and/or adjust certain student services across CT State affected by the FY2024/FY2025 deficit mitigation efforts; and be it further

RESOLVED, That the plan should prioritize the key student service areas, such as Library Hours; Tutoring Services; Disability Services; Academic Advising and Counseling; Mental Health Support; Wraparound Services (Food Pantry, Transportation, Childcare); and Emergency Student Funding; and be it further

RESOLVED, That the plan must align with the institution’s strategic priorities and goals, provide a timeline, and identify funding sources for the strategic adjustment of student services, including the proposed allocation, as may be necessary, from CT State’s available undesignated reserves for this purpose. Upon review and recommendation by the Board’s committees on Finance and Infrastructure and Academic and Student Affairs, the plan will be submitted for final approval by the Board of Regents.

A True Copy:

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

Connecticut State Colleges and Universities (CSCU) - BOR Enrollment Report

Fall 2023 census

(10/30/2023)

		CT State												Charter Oak State College	State Universities					Grand Total	
		Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern CT	Norwalk	Quinebaug Valley	Three Rivers	Tunxis		Unduplicated Total	Central	Eastern	Southern	Western		CSCU Total
Total Student Headcount	FT	432	588	1,725	926	1,532	699	1,840	350	1,226	462	954	1,313	12,047	539	6,900	3,256	6,301	3,067	19,524	32,110
	PT	897	1,736	3,948	2,045	2,602	1,077	3,077	626	2,640	735	1,813	1,748	22,944	1,227	2,812	723	2,519	1,070	7,124	31,295
	Total	1,329	2,324	5,673	2,971	4,134	1,776	4,917	976	3,866	1,197	2,767	3,061	34,991	1,766	9,712	3,979	8,820	4,137	26,648	63,405
Total Student FTE	FT	426	566	1,441	909	1,384	677	1,495	361	1,070	417	836	1,164	10,745	451	6,611	3,217	6,052	2,997	18,877	30,073
	PT	379	842	1,709	957	1,123	547	1,332	322	1,113	340	797	782	10,241	492	1,215	250	984	492	2,941	13,675
	Total	805	1,408	3,150	1,866	2,507	1,224	2,826	682	2,183	757	1,633	1,945	20,986	943	7,826	3,467	7,036	3,490	21,818	43,748
UG Headcount	FT	432	588	1,725	926	1,532	699	1,840	350	1,226	462	954	1,313	12,047	*	6,375	3,184	5,392	2,997	17,948	29,995
	PT	897	1,736	3,948	2,045	2,602	1,077	3,077	626	2,640	735	1,813	1,748	22,944	*	1,542	655	1,389	545	4,131	27,075
	Total	1,329	2,324	5,673	2,971	4,134	1,776	4,917	976	3,866	1,197	2,767	3,061	34,991	*	7,917	3,839	6,781	3,542	22,079	57,070
UG FTE	FT	426	566	1,441	909	1,384	677	1,495	361	1,070	417	836	1,164	10,745	*	6,148	3,153	5,233	2,929	17,462	28,207
	PT	379	842	1,709	957	1,123	547	1,332	322	1,113	340	797	782	10,241	*	700	221	504	237	1,662	11,904
	Total	805	1,408	3,150	1,866	2,507	1,224	2,826	682	2,183	757	1,633	1,945	20,986	*	6,848	3,374	5,737	3,166	19,124	40,111
Grad Headcount	FT														*	525	72	909	70	1,576	1,576
	PT														*	1,270	68	1,130	525	2,993	2,993
	Total														*	1,795	140	2,039	595	4,569	4,569
Grad FTE	FT														*	464	64	819	69	1,415	1,415
	PT														*	515	29	480	256	1,279	1,279
	Total														*	979	93	1,299	324	2,694	2,694
Certificate Headcount (credit)	UG	83	89	158	85	143	70	170	20	98	80	93	68	1,157	47	6	0	26	0	32	1,236
	G	0	0	0	0	0	0	0	0	0	0	0	0	0	1	404	0	185	8	597	598
	Total	83	89	158	85	143	70	170	20	98	80	93	68	1,157	48	410	0	211	8	629	1,834
First year students	FT	217	222	625	352	561	259	724	130	433	183	394	494	4,594	2	1,416	613	1,211	694	3,934	8,530
	PT	165	228	612	293	427	170	463	86	291	109	268	271	3,383	24	25	1	16	13	55	3,462
	Total	382	450	1,237	645	988	429	1,187	216	724	292	662	765	7,977	26	1,441	614	1,227	707	3,989	11,992
First generation	FT	80	240	632	332	398	181	625	86	470	119	237	366	3,766	0	2,164	962	2,081	848	6,055	9,821
	PT	254	670	1,412	723	689	280	1,089	180	958	214	587	570	7,626	0	281	35	358	127	801	8,427
	Total	334	910	2,044	1,055	1,087	461	1,714	266	1,428	333	824	936	11,392	0	2,445	997	2,439	975	6,856	18,248
Ethnicity	White	750	421	1,790	637	1,823	1,045	2,019	669	1,021	825	1,549	1,608	14,157	882	5,448	2,588	4,238	2,088	14,362	29,401
	Hispanic	213	778	1,930	1,200	1,027	415	1,817	185	1,802	185	591	861	11,004	379	1,841	542	1,947	1,026	5,356	16,739
	Black	223	863	1,342	854	722	138	554	38	602	57	265	221	5,879	362	1,228	340	1,608	362	3,538	9,779
	Asian	35	122	262	90	265	57	162	20	191	26	111	163	1,504	52	472	130	344	144	1,090	2,646
	Other International	108	140	349	190	297	121	365	64	250	104	251	208	2,447	85	540	364	618	511	2,033	4,565
Hanley/PACT eligible **	Yes	455	491	1,514	896	1,368	680	1,529	439	832	398	1,053	1,083	10,738							
	No	959	1,904	4,065	2,468	2,796	1,200	3,174	710	3,238	791	1,899	2,184	25,388							
Pell awarded	Yes	675	1,334	2,515	1,398	1,655	635	2,209	393	1,493	529	1,227	1,350	15,413	731	2,903	1,102	2,975	1,539	8,519	24,663
	No	654	990	3,158	1,573	2,479	1,141	2,708	583	2,373	668	1,540	1,711	19,578	952	5,014	2,737	3,806	2,003	13,560	34,090
Retention	1st year	68%	58%	67%	57%	67%	64%	71%	62%	66%	67%	59%	66%	65%	^N/A	79%	84%	76%	70%	77%	
	2nd year																				
Transfer rate	In																				
	***Out	9%	0%	15%	17%	19%	18%	17%	8%	8%	9%	13%	17%	14.0%							
Graduation rate	3-year	39%	7%	14%	13%	22%	25%	15%	22%	11%	28%	16%	19%	18%							
	6-year														^N/A	49%	58%	48%	50%	50%	

Connecticut State Colleges and Universities (CSCU) - BOR Completions Report

2023-24 Current Year

	CT State													Charter Oak State College	State Universities					Grand Total
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern CT	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	CT State (Unduplicated) Total		Central	Eastern	Southern	Western	CSU Total	
Bachelor's degree														431	1,516	806	1,561	777	4,660	5,091
Associate's degree	117	221	658	359	630	266	622	170	546	161	391	431	4,572	57	0	5	0	6	11	4,640
UG Certificates	145	30	93	40	112	67	168	36	56	48	54	135	984	55	7	0	41	0	48	1,087
Graduate Certificates														1	203	0	111	0	314	315
Graduate Degrees														32	433	79	631	162	1,305	1,337
Total credentials	262	251	751	399	742	333	790	206	602	209	445	566	5,556	576	2,159	890	2,344	945	6,338	12,470

Percent Change from 2022-23 (1 Year Prior)

	CT State													Charter Oak State College	State Universities					Grand Total
	Asnuntuck	Capital	Gateway	Housatonic	Manchester	Middlesex	Naugatuck Valley	Northwestern CT	Norwalk	Quinebaug Valley	Three Rivers	Tunxis	CT State (Unduplicated) Total		Central	Eastern	Southern	Western	CSU Total	
Bachelor's degree														3%	-15%	-5%	-7%	-8%	-10%	-9%
Associate's degree	-10%	-20%	16%	1%	12%	-17%	8%	4%	10%	42%	1%	2%	5%	16%	0%	150%	0%	0%	38%	5%
UG Certificates	-2%	-36%	-11%	-70%	-3%	8%	-31%	50%	4%	-27%	20%	-39%	-22%	45%	75%	0%	5%	0%	12%	-19%
Graduate Certificates														-50%	10%	0%	-15%	0%	-1%	-1%
Graduate Degrees														-11%	-12%	-24%	-6%	-22%	-12%	-12%
Total credentials	-6%	-23%	11%	-18%	9%	-13%	-4%	10%	10%	17%	3%	-12%	-1%	6%	-12%	-7%	-7%	-11%	-9%	-5%