



BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday, September 8, 2023 @ 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at:

<https://youtube.com/live/lfSe2xDBhRA?feature=share>

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. June 9, 2023 – *Page 1*
3. Consent Items
 - a. Discontinuation
 - i. Post-Baccalaureate Certificates in English - Southern CT State University – *Page 7*
 - ii. Sports Studies – Minor – Southern CT State University – *Page 14*
4. Action Items
 - a. New Programs
 - i. Occupational Therapy - M.S. – Southern CT State University – *Page 18*
5. Informational Items
 - a. AI Presentation – *Page 42*
 - b. Enrollment Strategy – International Students
 - c. Below Threshold
 - i. Academic Libraries – Concentration – Southern CT State University [New Academic Offering] – *Page 44*
 - ii. CT State Below Threshold Curriculum Alignment – *Page 46*
 - 3 Aligned Programs
 - 45 Degree/Certificate Modifications

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 9, 2023 @ 9:30 a.m.
Conducted via Remote Participation

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

**Ex-Officio BOR
Members:** Colena Sesanker

Staff Present: Kaylah Davis, Aynsley Diamond, Pam Heleen, Rai Kathuria

Other Attendees: B.L. Baker, David DiMattio, Amy Feest, Lisa Frank, Manisha Juthani, Kimberly
Kostelis, H. Justin Moore, Miah Lapierre Dreger, Joan Palladino, Robert Prezant
Katherine Roe

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

1. Approval of Minutes

a. May 5, 2023

Chair Ira Bloom asked for a motion to approve the minutes of the May 5, 2023, BOR ASA committee meeting. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the minutes were approved unanimously.

2. Consent Items

a. Discontinuation

i. Supply Chain Analytics – Official Certificate Program – Central CT State University
Dr. Kimberly Kostelis presented. Central Connecticut State University requested approval for the discontinuation of the Supply Chain Analytics Official Certificate Program. The School of Business - Business Studies Programs Council voted to discontinue this program due to low enrollment and limitations in curriculum. For students interested in supply chain management, there is an MS degree program offered in the School of Engineering, Science and Technology, and CCSU offers a Supply Chain Management career path in the MBA program. This discontinuation is in connection with the new program proposal and below threshold agenda items. The discontinuation is an effort to maximize resources and take an interdisciplinary approach.

There are currently no students enrolled in this program.

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

3. Action Items

a. New Programs

i. Business Analytics – B.S. – Central CT State University

Dr. Kimberly Kostelis and Dr. Lisa Frank presented. Central Connecticut State University requested approval for a new Bachelor of Science program in Business Analytics. The need for professionals who are educated in analytics continues to increase as all types of organizations feel the unprecedented impact of those changes, driving a demand for employees who can analyze and interpret data. The B.S. in Business Analytics program is designed to fulfill the educational needs of students who want to pursue a career in business analytics and provides technical data analysis skills along with insight development and problem-solving skills. A market analysis completed by Hanover confirmed feedback from external business partners that emphasized a need for students to have a better capacity in analyzing data. A business analytics lab was implemented over time to maximize resources for this program. An interdisciplinary approach was taken to share resources. Students in the School of Business take the same core courses, allowing for a pathway for transfer students, as well as a pipeline for students interested in business graduate studies.

Regent Juanita James stated that the field of business analytics is in demand and inquired on how artificial intelligence impacts educational programming. The university is putting together a group to review the impact of AI. Business program faculty members are currently doing research on the subject and integrating this into courses.

Chair Ira Bloom inquired about the additional faculty line, asking if there is the budget capacity to do this. Based on the circumstances, new program proposals are subject to financial ability. There was confirmation that there is the ability to hire faculty. This was consideration when building the program. With faculty retirements, positions were not filled, and with the new growth and an interdisciplinary approach, the lines can now be used.

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

b. Modifications

i. Graduate Reading – Remedial Reading and Language Arts Specialist – Graduate Certificate – Southern CT State University [Modification of Instructional Delivery]

Dr. Robert Prezant presented. This is the fourth of four modifications to the Graduate Reading program at Southern Connecticut State University. They requested approval for revisions to the Graduate Certificate in Remedial Reading and Language Arts Specialist. As nearly all the students matriculated in the programs work as fulltime educators/administrators in P-12 settings located around Connecticut, being physically present for classes on a weekly basis is a significant challenge. The modification of instructional delivery is to allow students to reduce their travel time and the time when they need to be physically present for their classes by more than half. In changing modality, the program can expand its geographic range and allow for more flexibility.

Regent Juanita James inquired on the topic of reading curriculum changes, and how this may impact the future and effectiveness of methodologies.

The faculty in this program are leaders in the field and if needed can put together more information on the modern approaches to learning.

Chair Ira Bloom added that this is an important topic and will be added as an agenda item

in the October meeting.

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

ii. Masters in Arts in Teaching - Secondary Education – Western CT State University
[Modification of Instructional Delivery]

Dr. Joan Palladino and Dr. Katherine Roe presented. Western Connecticut State University requested approval for the modification of the Masters in Arts in Teaching in Secondary Education. This modification is designed to recruit from a larger pool of applicants, especially underserved communities where transportation to campus is difficult, thereby increasing enrollment of high-quality diverse candidates. The online platform provides the most accessible instructional modality to accommodate the working graduate student and serves an effort to support retention. The program has already moved many courses to online to meet the needs of students, as they are working adults that have difficulty attending evening courses.

Chair Ira Bloom inquired if the courses were synchronous or asynchronous.

Courses are offered both in both formats. The goal of this program is to complete the exam and earn their certificate. Because of this, students interact frequently with advisors and attend information sessions. To mitigate the teacher shortage, students need to be in the field and filling the needs within the community. Moving to this modality and accommodating students will allow them to be in the field and take courses needed to support their practice.

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

c. CT State Program Alignment

Dr. Miah LaPierre-Dreger, Dr. Amy Feest, Dr. Brad Baker, and Dr. Paula Dowd presented. In preparation for the completion of the CT State merger, alignment of the community college programs and certificates involved synthesizing the preexisting 600+ programs and 400+ certificates, previously approved by the individually accredited institutions and the Board of Regents, into a single set of programs and certificates with common names, descriptions, learning outcomes, and courses, including a common general education core for degree programs. These two programs missed prior alignment deadlines.

i. Health Science – A.S. Degree

Professor Sesanker inquired on the reasoning for putting this forth, and the governance process that this program took.

This program underwent the new governance process which includes stages of feedback from faculty, state-wide discipline councils (SDC), public comment, back to the SDC which includes one representative from each of the 12 colleges, the provost, and Academic Council. This should have come through previously, and when it was overlooked, it went through this new governing structure.

Professor Sesanker inquired why this specific iteration was approved in the process, if it is because it is only offered in one location.

This iteration was created out of necessity at Capital Community College as it has the largest nursing program in the state, with approximately 400 or more students in the general studies program looking to enter. It was found that there was not a program that students could use as an alternative if they did not enter the nursing track, so the Health Science degree was developed. Varying programs in the health field collaborated to develop this broader program that articulates

into the 4-year institutions.

Chair Ira Bloom asked what percentage of students that intend to pursue nursing enter the program. There is not a set number, but there is a cap on the number of students that can enter.

Regent James McCarthy added that it is a national challenge as nursing programs everywhere face the problem of providing successful career paths for students that are not admitted into selective nursing programs. Building this type of program is forward thinking and serves as an option for students in and outside of a nursing program, as some who enter nursing programs may find that it is not their intended pathway any longer.

There is the expectation that this program will continue to grow.

Chair Ira Bloom asked for a motion to approve the CT State Program Alignment. On a motion by Regent James McCarthy, and second by Regent Richard Porth, a vote was taken, and the alignment was approved unanimously.

ii. Photography – Certificate

Dr. Miah LaPierre-Dreger, Dr. Amy Feest, Dr. Brad Baker, and Dr. Paula Dowd presented. The 18-credit certificate in Photography aligns with the Photography Associate Degree and serves as a stackable credential. There is zero cost for this program, as the courses are already existing.

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

d. CT State Policies

i. Associate Degrees – Revision

Dr. Miah LaPierre Dreger and Dr. Amy Feest presented. CT State Community College requested approval for the revision of Board Policy 1.13 – Associate Degrees and the rescission of BOT Policy 3.3.5. The current BOT Policy 3.3.5 – Associate Degrees – Multiple (last amended in October 1987) was written to provide guidance for managing students earning multiple degrees from more than one Connecticut community college; therefore, updates to language appropriate for the merged college environment were required. It was determined that BOR Policy 1.13 was the appropriate policy to be revised to include this new language. This policy gives clear guidance on earning a 2nd associate degree.

Regent Richard Porth asked for more detail about the process that the recommendation went through.

There were several sub committees that worked on varying policies, those committees put this through the governance process, as well as the Senate to move forward.

Chair Ira Bloom asked for a motion to approve the CT State Policy. On a motion by Regent Juanita James, and second by Regent James McCarthy, a vote was taken, and the policy was approved unanimously.

ii. Academic Standing – New

Dr. Miah LaPierre Dreger and Dr. Amy Feest presented. CT State requested approval for a new policy, Academic Standing, and the rescission of BOT 3.8 (Satisfactory Progress). The current academic standing policy (BOT 3.8, Satisfactory Progress) is complicated and leads to confusion for students, faculty, and advisors. In addition to being difficult to comprehend, it does not align with the college policy on graduation which includes a 2.0 cumulative grade point average (GPA) and completion of all required courses. The former policy was primarily procedure; with the change, policy and procedure are separate. There is also a separation of satisfactory financial progress from academic progress. There were

language revisions to move towards an affirming process where there are support structures if a student falls below average, to receive guidance on transitioning toward academic success.

Regent Juanita James added that this change focuses on student success.

Chair Ira Bloom inquired if a student would have to consult with the financial aid office. Yes, students will continue to meet with financial aid to understand their financial aid status.

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

iii. Grading, Notations, and Academic Engagement – Revision

Dr. Miah LaPierre Dreger and Dr. Amy Feest presented. CT State Community College requested approval for the revision of Board Policy 1.19 – Grading, Notations, and Academic Engagement and the rescission of BOT Policy 3.5.1. BOT Policy 3.5.1 – Granting an “Incomplete” has been determined to be out of date and BOT Policy 3.5.2 – Administrative Transcript Notations – Letters Other Than A-F has been replaced by BOR Policy 1.19. BOR Policy 1.19 was revised to reflect current CT State Community College policy and to clarify the process for Audit and Incomplete. The revision includes a change in process to give authority to the CT State Provost. CT State is not an ‘attendance’ based institution and stating that a student needs to attend a percentage of the course should describe student completion of coursework on time.

Chair Ira Bloom requested clarification on wording in the policy, “campus supervisor of enrollment supervisor”.

There was confirmation that the wording should be “campus supervisor of enrollment”.

Chair Ira Bloom inquired if there is a provision or waiver if a student completes work after the deadline.

There is typically not a provision, as it would be a grade change the following semester, however, most students complete coursework within the 10-week time-frame.

Chair Ira Bloom asked for a motion to approve the CT State Policy with the modification in wording. On a motion by Regent Juanita James, and second by Regent James McCarthy, a vote was taken, and the policy was approved unanimously.

e. CSU Professor Designation

Dr. Robert Prezant presented. SCSU President Joe Bertolino has recommended that Dr. David Pettigrew, Professor of Philosophy be appointed as Connecticut State University Professor and President Terrence Cheng has concurred. This appointment is made due to a retirement. Dr. Pettigrew is international renowned for his well-published work and is worthy of this designation.

Chair Ira Bloom called for a motion to approve the CSU Professor Nomination. On a motion by Regent Richard Porth, and second by Regent James McCarthy, a vote was taken, and the CSU Professor Nomination was approved unanimously.

4. Informational Items

a. Below Threshold

- i. Business Analytics – Official Certificate Program – Central CT State University [New Certificate]
- ii. Literacy Studies in Culturally Sustaining and Compassionate Pedagogies – Graduate Certificate – Central CT State University – [New Certificate]

- iii. Theatre – B.A. – Central CT State University [Modification of Courses / Course Substitutions]
- iv. Theatre with Specialization in Performance – B.F.A. – Central CT State University [Modification of Courses / Course Substitutions]
- v. Theatre with Specialization in Technology, Design, and Production – B.F.A. – Central CT State University [Modification of Courses / Course Substitutions]
- vi. Art and Design – B.A. – Southern CT State University [Modification of Courses / Course Substitutions]
- vii. CT State Below Threshold Curriculum Alignment – 7 Certificates
- b. Emeritus Appointments

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent James McCarthy, and second by Regent Richard Porth, a vote was taken, and the motion to adjourn was passed unanimously at 10:27 AM.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Post-Baccalaureate Certificates in English

September 21, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Post-Baccalaureate Certificates in English at Southern Connecticut State University effective Spring 2024.

A True Copy:

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

ITEM

Discontinuation of Post-Baccalaureate Certificates in English at Southern Connecticut State University.

BACKGROUND

This is the final program being discontinued in the context of restructuring related academic programming at the graduate level for teacher preparation. Since the restructuring of our graduate programs in 2017 to be compliant with US Department of Education regulations, SCSU established a new Master of Arts and Teaching (MAT) graduate degree program with several concentrations in various certification areas (e.g., Elementary, Bilingual, Special Ed, Early Childhood, Math, English, Science). This led to a natural decline in students wishing to seek certification endorsements with the CSDE through a post-baccalaureate certificate following the completion of a non-education bachelor's degree.

Students can now enter the teaching profession through an MAT graduate program and not only seek teacher certification in a subject area but simultaneously meet requirements for their professional certification requirements in obtaining a master's degree. The MAT programs are often 6-9 credits more than a post-baccalaureate certificate program.

In addition, students often find out that they are not eligible for financial aid for post-baccalaureate certificates as they are treated as undergraduate programs for this purpose and they may have reached the limits of their undergraduate financial aid eligibility.

TEACH OUT

Many students will complete their certificate program during the 2022-2023 academic year. For those left in the pipeline, they will be able to complete the relevant coursework by taking similar courses in the MAT programs through cross-listing courses.

RECOMMENDATION

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

09/8/2023 – BOR - Academic and Student Affairs Committee
09/21/2023 – Board of Regents

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 5.23.23
Program Characteristics Name of Program: POST-BACCALAUREATE CERTIFICATES - ENG BOR Accreditation Date: 1984 OHE #: See attached CIP Code Number: See attached Title of CIP Code: See Attached Program Type (<i>include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science</i>): Post-Baccalaureate 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	
Phase Out / Teach Out Period: 2 years Expected Dates of Program Termination <ul style="list-style-type: none">Date for final enrollment of new students: Fall 2022Date for final award of credential: Spring 2024	
Department where program is housed: College of Education departments and College of Arts and Sciences departments – see attached Location Offering the Program (<i>e.g., main campus</i>): Main campus	
Institutional Contact for this Proposal: Dr. Stephen J. Hegedus	Title: Dean, College of Education Tel.: 203 392-5900 e-mail: hegeduss1@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.*

This is the final programs being discontinued in the context of restructuring related academic programming at the graduate level for teacher preparation. Since the restructuring of our graduate programs in 2017 to be compliant with US Department of Education regulations we established a new Masters of Arts and Teaching (MAT) graduate degree program with several concentrations in various certification areas (e.g. Elementary, Bilingual, Special Ed, Early Childhood, Math, English, Science). This led to a natural decline in students wishing to seek certification endorsements with the CSDE through a post-baccalaureate certificate following the completion of a non-education Bachelors degree. Students can now enter into the teaching profession through an MAT graduate program and not only seek teacher certification in a subject area but simultaneously meet requirements for their professional certification requirements in obtaining a Masters degree. The MAT programs are often 6-9 credits more than a post-baccalaureate certificate program.

In addition, students often find out that they are not eligible for financial aid for post-baccalaureate certificates as they are treated as undergraduate programs for this purpose and they may have reached the limits of their undergraduate financial aid eligibility.

We have seen a significant decline in enrollments for these certificate programs and an increase in our MAT numbers. Many students will be completing their post-baccalaureate programs this academic year with a handful remaining (see teach out strategy below).

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

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

Program Name	N	Completers AY 22-23	Remaining
EPC-ARTE	20	6	14
EPC-CHEE	1	1	0
EPC-ECHE	8	2	6
EPC-EDUE	5	3	2
EPC-ENGE	4	3	1
EPC-HISE	2	2	0
EPC-MATE	1		1
EPC-SEDE	14	5	9
EPC-SPAE	1		1
Grand Total	56	24	32

At this time, we are simultaneously adding more concentrations to the MAT programs in the areas of Art, History and Modern Languages. The MAT programs at large now address many of the shortage areas of teachers in CT and is strongly supported by local district superintendents.

In addition, the Dean of Education is working with superintendents to develop cohorts of students to complete their MAT programs while in residency in positions in their schools. Having a teaching certification and a Master's degree is more desirable by our districts.

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.)

Many students will complete their certificate program this academic year. For those left in the pipeline they will be able to complete the relevant coursework by taking similar courses in the MAT programs through cross-listing courses.

SECTION 3: RESOURCES

Close Out Costs

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

There will be negligible costs as all certificate programs impacted have or will be transitioning to the MAT 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.

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

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

The main lesson is to continue to be flexible to the professional needs of the students we serve in CT and meeting the workforce needs of our school districts. Many call for flexibility and reassurance that we can provide the necessary programming to meet the certification requirements of the state (through statute) including further academic work following their hire as a teacher (e.g. a Masters degree).

SCSU was recently recognized nationally with an award for achieving national accreditation from CAEP with no conditions and no areas of improvement. The MAT graduate degree program offers more opportunities for aspiring educators in our school districts and wishing to enter the field in flexible ways.

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

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

OHE Number	Program Name	Award Level	Award	Program Status	CIP Code	College
004352	English Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Minor in Sport Studies

September 21, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Minor in Sport Studies 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 Minor in Sport Studies at Southern Connecticut State University.

BACKGROUND

The program has struggled to recruit students into the minor despite believing that it would be a popular addition to the Department of Health & Movement Science's list of offerings. One course in the minor has never been taught due to low enrollment numbers and the students have had to complete other courses in its place. Additionally, as an interdisciplinary course, faculty have relied on courses to be offered by other departments.

TEACH OUT

Courses in the department will be offered over the next couple of years. In lieu of the final course that has not been offered, course substitutions will be offered to the student. This is currently being done already when courses are not available when needed for the students in the program.

RECOMMENDATION

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

09/8/2023 – BOR - Academic and Student Affairs Committee

09/21/2023 – Board of Regents

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University		Date of Submission to CSCU Office of the Provost: 5.23.2023	
Program Characteristics			
Name of Program: Sport Studies (Department of Health and Movement Sciences)			
BOR Accreditation Date: n/a			
OHE #: n/a			
<u>CIP Code Number:</u>		Title of CIP Code:	
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): minor			
Modality of Program (check all that apply): XX <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses			
Locality of Program: XX <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both			
Phase Out / Teach Out Period: 3 years			
Expected Dates of Program Termination			
<ul style="list-style-type: none">• Date for final enrollment of new students: Spring 2023• Date for final award of credential: Spring 2026			
Department where program is housed: Health and Movement Sciences			
Location Offering the Program (e.g., main campus): Main campus			
Institutional Contact for this Proposal: Gary Morin		Title: Chairperson, Health and Movement Sciences	Tel.: 2033926089 e-mail: moring1@southernct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative
<p>Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i></p> <p>The program has struggled to recruit students into the minor despite believing that it would be a popular addition to our department's list of minor offerings. One course in the minor has never been taught due to low enrollment numbers and the students have had to complete other courses in its place. Additionally, as an interdisciplinary course we have relied on courses to be offered by other departments and over the last couple of years have not been offered or eliminated altogether required further course replacements.</p>
Phase Out/Teach Out Strategy
<p>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.) Courses in the department will be offered over the next couple of years. In lieu of the final course that has not been offered, course substitutions will be offered to the student. This is currently being done already when courses are not available when needed for the students in the program.</p>

SECTION 3: RESOURCES

Close Out Costs
What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
None

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

*APPLICATION FOR **DISCONTINUATION OF EXISTING 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.

When deciding to offer minors it is important to develop a plan that will properly announce and advertise the program across the campus to include gaining the involvement of the interdisciplinary programs and academic advisement offices. Finally, there has to be a strong commitment to offering the program by making sure there is proper leadership to ensure that courses are offered as needed and providing adequate communication about the program especially in an interdisciplinary programs which rely on the courses from other departments.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

September 21, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Occupational Therapy (CIP Code: 51.2306, OHE# TBD) leading to a Master of Science at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new program, Occupational Therapy, leading to a Master of Science (MSOT) at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Occupational Therapy	
CIP Code	51.2306	
OHE# (Leave blank for new programs)		
Degree Level	Master of Science	
Number of Collegiate Credits	60	
Date of Action (Anticipated)	09/21/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Summer 2025	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Occupational therapists evaluate and treat individuals, groups, and populations to enable them to access and engage in meaningful occupations. The word occupation, in the context of occupational therapy, means anything that a person wants to do, or needs to do, such as self-care, care of home, care of others, sleep, play/leisure, social participation, education, and/or work. As a career, occupational therapists work in healthcare settings, school systems, hospice care, community mental health facilities, homeless shelters, and many other community sites to assist individuals in performing their daily occupations. Occupational therapists are integral members of many healthcare and educational teams, providing a unique perspective and helping people to do what they want and need to do.

According to the Bureau of Labor Statistics (BLS), the job outlook for occupational therapy is expected to grow by 14% (much faster than average) and will grow across all major areas in which OTs work. The BLS also predicts that there will be more than 10,000 job openings per year for the

next 10 years. In March of 2023, LinkedIn reported 939 jobs open in CT for occupational therapists and Indeed reported over 200. Ziprecruiter reported 339+ jobs and listed the pay as between \$36-70 per hour. The BLS lists the state of CT as one of the top 5 states with the highest concentrations of OT jobs. The mean pay for the state is listed as over \$94,000 per year.

This program will address a local and nationwide shortage of occupational therapists, at a time when the United States has an aging population, increasing disability and need for rehabilitation, an increasing number of children requiring special education services, and a significant uptick in mental health distress in our nation's citizens. Needs are growing in most practice areas.

PROPOSAL

This program is developed using specific strategies to keep program length to 2 years, keep costs reasonable, and reduce financial hardship, including:

- using a subject centered integrated curriculum; this is a new and innovative approach to occupational therapy curriculum development, first implemented at Colorado State and now Duke University,
- ensuring purposely scaffolded content to meet ACOTE standards while removing redundancy and overlap between courses,
- using open access resources wherever possible, and the costly core required texts across multiple courses,
- carefully including asynchronous online and hybrid courses to allow students some flexibility with their schedules, while ensuring that they are well trained in the specific hands-on skills they need to enter fieldwork via a competency-based approach to assessment of skill development, (Competency-based education is used frequently in occupational therapy programs outside of the U.S. but is just beginning to enter the U.S.)
- allowing level II fieldwork to be completed on a part-time basis for students who need this. This is allowed by ACOTE if the fieldwork is at least 50%. This will extend the time period for completion and delay graduation for students who need to work part-time.

A master's degree in occupational therapy will allow a student to sit for the national certification exam to become a registered and licensed occupational therapist.

RECOMMENDATION

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

09/8/2023 – BOR - Academic and Student Affairs Committee
09/21/2023 – Board of Regents

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Connecticut State Colleges & Universities

APPLICATION FOR NEW PROGRAM APPROVAL

SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 5.23.23

Institution: Southern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: 2022

Program Characteristics

Name of Program: Occupational Therapy

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

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

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

Anticipated Program Initiation Date: Summer 2025

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 60

Credits in General Education: 0

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

CIP Code Number: 51.2306 Title of CIP Code: Occupational therapy/therapist

Department where program is housed: Recreation, Tourism, & Sport Management

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

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

<https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

<http://catalog.southernct.edu/graduate/tuition-and-fee-policies.html>

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

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

Provide the intended catalog description for this program: Occupational therapists evaluate and treat individuals, groups, and populations to enable them to access and engage in meaningful occupations. The word occupation, in the context of occupational therapy, means much more than employment. An occupation can be anything that a person wants to do, or needs to do, such as self-care, care of home, care of others, sleep, play/leisure, social participation, education, and/or work. A master's degree in occupational therapy allows you to sit for the national certification exam to become a registered occupational therapist and licensed in your state.

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 Council for Occupational Therapy Education (ACOTE), initial review April 2024.
- If program prepares graduates eligibility to state/professional licensure,
 - identify credential: Occupational Therapist Licensed
 - confirm NC-SARA requirements met: ☐ Yes ☒ No This is not a fully online program so this does not apply.

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

Institutional Contact for this

Proposal Name: Robert Prezant

Title: Provost.VPAA

Phone: 203-392-5350

Email: PrezantR1@southernct.edu

NOTES:

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

SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS

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

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

Clear Statement of the Program's Purpose

The program intends to graduate 36 students per year who will be eligible to sit for the national certification exam to become licensed occupational therapists.

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

This program will meet students' educational goals and career objectives by providing them with the specialized academic coursework and fieldwork training required to achieve the MSOT degree. This degree is required in order to sit for the national certification exam that is in turn required for licensure in all 50 states.

As a career, occupational therapists work in healthcare settings, school systems, hospice care, community mental health facilities, homeless shelters, and many other community sites to assist individuals in performing their daily occupations; the activities that are meaningful and important to them. Occupational therapists are integral members of many healthcare and educational teams, providing a unique perspective and helping people to DO what they want and need to do. For more information see [occupational therapy](#). The [BLS](#) reports the median salary for an occupational therapist to be over

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\$85,000 per year across the nation and over [\\$94,000 in the state of CT \(scroll down for state level data\)](#), thereby providing graduates with an annual salary that is much higher than the reported per capita income for CT residents of just under \$48,000. The career provides significant [flexibility and mobility as well](#). Occupational therapists can switch work areas readily once licensed and certified as an entry level practitioner. They can work part-time and per-diem. They are also able to specialize in many practice areas, move into [fellowship programs](#), and become additionally [certified in certain specialties](#) if they wish to continue their career path. Occupational therapists may also choose to teach in occupational therapy programs, a career that is in significant demand now, and one that will grow over time as many current occupational therapy faculty members are near retirement age and 35% of current OT faculty plan to retire by 2024 (Lockhart-Keene, 2018). As you will see in the course list below, this program will specifically and intentionally include a course about the occupation of education. This course will be beneficial for clinical practice, meets ACOTE standards, but also will support students who might be considering an eventual career in academia after practicing clinically for experience.

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

One critical national trend that will be discussed in the section below called “Addressing Identified Needs” is the nationwide shortage of healthcare professionals. However, in relation to educational trends, here we will discuss two important trends addressed by this program. Each of these trends, if not addressed, may be detrimental for students who wish to obtain an education in occupational therapy. First is the trend towards longer and more costly education and higher entry level degrees, and the second is the trend towards minimal in-person level I fieldwork.

Longer and more costly education

An important and costly trend in occupational therapy is the transition of many MSOT programs to entry level doctoral programs even though the **required entry level for practice is the masters degree**. In 2012, the American Occupational Therapy Association (AOTA, 2012) noted only four accredited entry level OTD programs and 145 accredited MOT programs. By 2020, there were 36 accredited entry level OTD programs and only 127 MOT programs (AOTA, 2020). The Accreditation Council for Occupational Therapy Education (ACOTE), the national accreditation body, now lists 87 doctoral level programs. For years, occupational therapy programs have addressed new ACOTE standards by freely adding courses, credits, and increasing program length. This has occurred so much so, that the USDE recently required ACOTE to take a stand on program length. Many of the MSOT programs had extremely high credit loads (some 70-90+ credits) and were greater than 2 years in length. Many chose to transition to OTD level rather than try to cut content or redesign entire curricula.

There are multiple consequences for students of this program expansion. First, educational costs go up substantially because of an added year of tuition. Second, the doctoral level degree requires 14 more weeks of specialized Capstone and 6 months of full-time supervised fieldwork required of the MSOT. Although during the academic portions of an OT program, many students can work at least a part-time job if the program’s schedule is structured in such a way to allow it, during full time fieldwork and the doctoral Capstone, this is typically not possible. This period of fieldwork is a financial hardship for many students even for the MSOT degree and the extra 14 weeks is an additional financial burden. Third, there is [no evidence](#) that students who graduate with an entry level doctoral degree rather than the MSOT degree make higher salaries. The result, therefore, for many students, is significantly higher costs, and potentially higher debt accumulated over a longer period of time before a student can obtain a salary working as an occupational therapist without the resultant higher salary.

This program is intentionally designed to be a 2- year MSOT degree that will do everything possible to keep costs down for the students, while providing them with excellent preparation for entry level practice. Specific strategies to keep program length to 2 years, keep costs reasonable, and reduce financial hardship include:

- using a [subject centered integrated curriculum](#) (this is a new and innovative approach to occupational therapy curriculum development, first implemented at Colorado State and now Duke University),
- ensuring purposely scaffolded content to meet ACOTE standards while removing redundancy and overlap between courses,
- using open access resources wherever possible, and using the costly core required texts across multiple courses
- carefully including a portion of asynchronous online and hybrid courses to allow students some flexibility with their schedules, while ensuring that they are well trained in the specific hands-on skills they need to enter fieldwork via a competency-based approach to assessment of skill development ([Competency based education is used frequently in occupational therapy programs outside of the U.S. but is just beginning to enter the U.S.](#)),

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- allowing level II fieldwork to be completed on a part-time basis for students who need this. This is allowed by ACOTE as long as the fieldwork is at least 50%. This will extend the time period for completion and delay graduation but will allow students who need to work part time to complete the program and fieldwork over time.

Changes to level 1 fieldwork

Occupational therapy students engage in two types of fieldwork experiences required by ACOTE. The first is level I. These are experiences that mirror course content and are meant to expose students to a variety of settings, interventions, and types of clients. The program has some flexibility in terms of how many experiences, how often they occur, and in what way. The next is level II. These fieldwork experiences happen after all coursework is completed and they have very specific requirements for length. There must be a total of 24 weeks (about 5 and a half months) of full-time practice.

The [typical level 1 fieldwork scenario years](#) ago exposed students to a variety of practice settings and people. However, prompted in part by the Covid 19 Pandemic, along with the greater availability of virtual reality and technology, and not wanting to use level II sites for level I, many programs transitioned to using [virtual](#) and [simulation](#) based fieldwork. For some programs, this is now the only level I experience provided to students. In programs without actual in person client interaction, students may enter their level II fieldwork at a disadvantage. While simulation experiences can be very beneficial, nothing matches the unpredictability of work with real, complex human beings in real, complex situations.

The ACOTE standards for level I fieldwork currently approve a variety of ways to complete level 1 fieldwork, including simulation and standardized patients, faculty-practice models, faculty-led visits, and supervised experiences in practice settings. [New models of level 1](#) fieldwork employ community partnerships and service-learning experiences to expand the in-person opportunities for students and some universities have been partnering with communities sites to provide [student run free clinics](#), often in an interprofessional format. This program will take advantage of these new advances, and will intentionally emphasize interaction with real clients and people wherever feasible and practical as well as every avenue to provide interprofessional experiences in the community.

While some occupational therapy programs have difficulty finding or creating these experiences for a variety of reasons, the program at SCSU will have a distinct advantage. There are a variety of options already in place at SCSU for these experiences to be built upon. There is a well-run clinic in Speech Language Pathology seeing approximately 120 clients per week, and many programs are already being run with clients on campus in RT. There is a community garden at SCSU that can be developed into a level one site that could be appropriate for a variety of clients in occupational therapy. There is also the Center for Excellence in Autism Spectrum Disorders which holds events such as the [Routine Traffic Stop Practice](#). OT students could become involved in these types of events as well. The program director also has long standing connections with the Romanian OT Association and two Romanian facilities that provide OT services. These provide opportunities for distance level I fieldwork via Zoom, that supports the new but growing OT profession in Romania.

Although this program will also provide acute care simulation experiences using the simulation laboratory in the HHS building, it will primarily use community-based service learning as the model of level 1 fieldwork. Student run, faculty supervised clinics will be developed for specialty fieldwork opportunities with faculty who are experts in specific areas of practice. These will be developed in areas such as neurological rehabilitation for those with Parkinson's disease or post-stroke, pediatrics handwriting "camps," and play days using assistive technology for those with severe physical disabilities, or messy play days for community occupational engagement. The program will also partner with local homeless shelters, adult day care facilities, child day care facilities, head starts, and senior centers for students to run groups with clients. These types of sites are not typically those where students do level II fieldwork, but many are considered emerging practice areas or community-based practice which is an area of practice being championed by our [international](#) and [national organizations](#). These types of level I experiences provide face to face contact with real clients for the OT students, provide free service to the local community, and do not additionally tax the local healthcare facilities which must take the level II students for 12-week fieldwork experiences.

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

The program director is an occupational therapist with over 30 years of experience, including 19 years teaching in another occupational therapy MS program in the state. She is a pediatric expert, who has specialized in autism, sensory integration, and school-based practice, but who has practiced at some point in her career in almost every practice area.

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She has been a board member of the CT OT Association, and through that volunteerism, has a host of connections in the field across the state that can assist with obtaining community fieldwork sites and adjunct faculty.

The program's Academic Fieldwork Coordinator is an occupational therapist and a social worker with 2 years of experience in social work, 3 years of experience in OT, and 14 years of teaching experience. He comes to the OT program from the social work department at SCSU, where he was teaching courses in both the social work and health science programs.

As the program grows, additional core and adjunct faculty will be recruited from the local area to provide instruction in various specialty areas of practice.

Interprofessional practice is an important component of all OT programs and therefore the program will recruit the assistance of faculty in a variety of departments in HHS and Education. OTs typically work with teachers, special educators, nurses, speech language pathologists, and athletic trainers depending on the practice setting. The program will seek interprofessional experiences with each department. Areas of potential interprofessional practice include student experiences with

- community clients providing play/leisure occupations (with Recreation therapy (RT) or Speech language pathology (SLP),
- providing interventions for children with autism (with SLP or RT),
- providing interventions for those with tinnitus (with SLPs/audiology),
- training in use of assistive technology for education and play with Special education (SPED),
- simulations in acute care with Nursing (NUR)
- work with a variety of professionals through the university Center of Excellence on autism spectrum disorders

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

ACOTE requires that the OT program's mission is reflective of the mission of the university and the College of Health and Human Services (HHS). Both stress the critical importance of access, justice, community, and service for public good. The mission of the OT program is as follows:

to intentionally cultivate a diverse and compassionate community with a sense of belonging, who will engage in occupational therapy with hope, humility, and creativity. As occupational therapists who believe in occupational rights, we will champion access to personally meaningful activities, and skillfully promote, and inspire positive change for the health, wellbeing, and resilience of all people.

Through community service learning and fieldwork, the program will seek to improve community access to meaningful occupations, thus focusing on what we call occupational justice and the public good. In addition to intentionally trying to diversify the profession through our admissions and recruitment processes, the approach to level I fieldwork of providing service learning opportunities in the local community, (as mentioned in a prior section) will support the mission of the university. The OT students will be trained in the capabilities model and cultural humility, thus enhancing their interactions with clients who are different from themselves, through a course specifically designed for this purpose.

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

Currently, students wishing to become licensed and registered master's level occupational therapists must look outside the CT state system and apply to private universities in the state. This program will provide the **first and the only public option for becoming a registered occupational therapist in the state**. The provision of this degree at SCSU may enhance or increase the number of students who apply for undergraduate degrees in related fields with BS degrees at SCSU. Programs that are typical "feeder" programs to OT at other universities are health science, psychology, and education. At SCSU, the RT program will be a feeder program as well. OT and RT have shared history and complementary philosophies.

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As mentioned earlier, the program will provide additional opportunities for interprofessional practice for those programs already at SCSU in HHS. This may benefit students in each of those programs and will likely enhance interprofessional healthcare in our local area as many of the SCSU students remain in CT.

Through specifically designed community engagement and service learning, this program may enhance the reputation of SCSU in the local community and provide additional needed free clinical services to New Haven through supervised student clinical experiences.

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

The program is designed to be innovative, following new ideas from leaders in the field of occupational therapy education and using evidence-based educational practices. This program is unique in its intentional focus on community, diversity, belonging, access, and occupational rights, through the inclusion of an entire thread of courses about these topics and as well as skills to actively bridge differences. Additionally, extremely recent changes in the profession's accreditation standards and requirements for program length have prompted new ways of imagining how occupational therapy curriculum may be organized and delivered. This program will take advantage of these recent changes and opportunities to deliver a comprehensive and subject centered integrated curriculum that can be completed in 2 years. It will be unique in its course sequence, using what is called a "top-down" approach in occupational therapy and it will be unique in its approach to assessment, using a modified competency-based model in all of the lab skill courses. As such, the program intends to be as good or better than the other private college programs in the state and more innovative and current.

The new building for the College of Health and Human Services (HHS), which will house the occupational therapy program, provides a multitude of important lab spaces required for outpatient OT practice, therapy rooms with adjoining observation rooms that can be used for experiential learning, and there are classrooms with the appropriate technology for group and case-based learning. The Interprofessional Healthcare Simulation Center and nursing lab spaces will be exceptionally important for preparation for acute care practice. The Center for Educational and Assistive Technology will provide innovative opportunities for the use of virtual reality in home safety assessment. The Anatomage table and virtual reality anatomy models both provide high tech opportunities to learn how human anatomy impacts occupational functioning.

SECTION 3: NEED AND JUSTIFICATION

Addressing Identified Needs

How does the program address CT workforce need 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)*

According to the [Bureau of Labor Statistics](#), the job outlook for occupational therapy is expected to grow by 14% (much faster than average) and will grow [across all major areas in which OTs work](#). The BLS also predicts that there will be more than 10,000 job openings per year for the next 10 years. In March of 2023, [Linked In reported 939](#) jobs open in CT for occupational therapists and Indeed reported over 200. [Ziprecruiter reported](#) 339+ jobs and listed the pay as between \$36-70 per hour. The [BLS lists the state of CT](#) as one of the top 5 states with the highest concentrations of OT jobs. The mean pay for the state is listed as over \$94,000 per year.

This program will address a [local and nationwide shortage of occupational therapists](#), at a time when the United States has [an aging population](#), increasing [disability and need for rehabilitation](#), an increasing number of children requiring special education services, and a significant uptick in mental health distress in our nation's citizens. Needs are growing in most practice areas.

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Currently in the US, [1 in 5 adults have mental health issues](#). The mental health of US citizens [is in crisis](#) according to [many government organizations and researchers](#). These issues were exacerbated by the COVID-19 pandemic. Multiple courses will address providing interventions to improve the mental health of clients being seen across the lifespan. Clients with mental health were [many of the original clients](#) of occupational therapy [when the profession first began](#) and mental health practice has been part of the role of the OT ever since.

Occupational therapists are also part of the special education team, one of the services [required by the Individuals with Disabilities Education Act](#) and [15% of school children receive special education](#). As such, the [nation's schools are one of the largest employers of occupational therapists](#). One course in this curriculum will focus specifically on the occupation of education and multiple courses will teach the skills required to work in this practice area.

Extended care facilities and hospitals are the other largest employers of OTs as the [aging population](#) grows and chronic conditions increase. One course will specifically address the aging population and how to promote healthy and engaged aging through productive occupations. Multiple courses will address the skills needed to work in these medically based practice areas with interprofessional teams. Simulation experiences with nursing students will address critical components of bedside acute care practice.

Occupational therapists also can work with children with intellectual disabilities as a result of [lead exposure](#). As part of new program development, ACOTE requires the program to examine and consider specific local needs and issues. As part of this investigation, it became apparent that New Haven [has become more focused](#) on lead exposure in the older homes of the city. There appeared to be a city-wide [outreach](#) and a new [law implemented in 2019](#). There currently is no specific rehabilitation arm of this outreach or program, but it could be an avenue of program development for the OT program to pursue. This could eventually provide additional level I fieldwork experiences as well as community access to OT for children and families in need.

The state of CT currently only provides educational options for occupational therapy at private institutions, with extensive tuition costs, and limited diversity in applicants and graduates. Positioning of this program as the first public program in the state, provides students who wish to become occupational therapists with a more cost-effective option. Additionally, the workforce of occupational therapy is currently composed primarily of white (82%) women (just shy of 90%). The profession has been trying for years to improve the diversity of its workforce. However, efforts have intensified recently, [with more extensive gathering of information](#), and greater [calls from the community of therapists to force change](#). The undergraduate population of SCSU provides a diverse body of students to draw from, and the program is committed to increasing the diversity of the profession in our state. [One recent study](#) suggested that one of the reasons that black and latino students do not enter the field is lack of knowledge. Additional barriers included application processes, lack of financial resources, and lack of student support. This program will attempt to address each of the barriers through the following:

- holistic admissions,
- recruitment at local high schools with presentations about occupational therapy,
- a faculty research agenda around these issues of recruitment, public awareness, and student supports,
- keeping program costs down wherever possible as discussed earlier,
- and a student support and mentoring program based on evidence.

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
29-1122	Occupational Therapist	\$89,470 nationally, over \$94,000 in CT
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Applicable Industries

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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
621340	Occupational therapist offices, centers, clinics.
Click or tap here to enter text.	Click or tap here to enter text.

Career/Program Pathways

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

Impact on related programming at the home institution

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution: Speech Language Pathology, Nursing, Recreational Therapy, Social Work, Marriage Family Therapy, Public Health Education
- **Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs? No impact
- Are there plans to discontinue any of the existing similar programs? No
- What is the value added of the proposed program in relation to the existing programs? As discussed in sections above, this program complements existing health- related programs housed within the College of health and Human Services, and further expands the options available for students who wish to pursue a professional health-related field/discipline.

Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): Existing resources in HHS will be used including classrooms, simulation rooms, and a variety of equipment. The PD is a new hire who also can teach in our recreation therapy program and other related disciplines. The program's Academic Fieldwork Coordinator is a current faculty member who will re-allocate his teaching workload from the health science and healthcare studies programs to the OT program. Other faculty are available to backfill in these areas. As the program grows, additional core and adjunct faculty will be recruited, in relation to program enrollment, from the local area to provide instruction in various specialty areas of practice.

- This program provides undergraduate students from SCSU and other universities with an additional graduate program opportunity. Currently there are no public university OT program options in Connecticut.

Impact on related programming across CSCU

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: None
- **Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs? This will be the only Occupational therapy program offered within CSCU
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: Occupational therapy is a degree that then requires national certification and state licensure. There are no other programs that are interchangeable with an OT program to work in this field. As discussed above, there is a nation-wide shortage of occupational therapists as well as many unfilled jobs here in the state of CT.

SECTION 4: STUDENT ENROLLMENT & RETENTION

Enrollment Projections

Complete Supplement B – Pro Forma Budget.

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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 any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

36-40 student enrolled for the first year

74-78 students enrolled per year (2 cohorts) beginning in year 2

Anticipated graduation of 36 students per year. These projections for enrollment and attrition are based on other ACOTE accredited MS-OT degree program outcomes.

Prospective Students

Describe the prospective students for the program (*this information will be provided to OHE and become publicly available; your response can help market your program and recruit students*):

Prospective students for the MS in OT Program will be graduates of approved BS degree programs in any area, who have completed the required pre-requisites and who have a desire to become occupational therapists. Students will graduate with the opportunity to sit for the national certification exam and the ability to become licensed as an occupational therapist.

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 undergraduate programs. As mentioned previously, typical feeder programs for occupational therapy include psychology, health science, exercise science, and recreation therapy. Once the program is up and running, OT students will be involved in educational events at local high schools to provide education about the profession and the possible avenues to get to the graduate level program. These events may also increase enrollment in the SCSU undergraduate programs for those who wish to eventually become an OT through graduate education. The program will initiate an undergraduate student pre-OT club to generate interest in becoming OTs when they have completed their undergraduate degree. Through involvement with the state and national OT association, the program director and faculty will initiate a targeted campaign to ensure other program directors know about this new program. This is to drive the US News and World Report ratings. OT program directors are surveyed about the rest of the OT programs so knowledge and positive attitudes towards a program translates into better rankings. This in turn can translate into more applicants.

- What student engagement strategies will be employed to advance student retention and completion in program? There will be community engagement and fieldwork throughout the program, a process for building community within the cohort beginning with orientation, and provision of OT mentors from the community. For many courses, the grading will be through a competency assessment process with "not yet" grading.

Admission Requirements

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

X ☒ Yes ☐ No

If yes, describe the selection process, including all criteria: The OT program will use a Holistic admissions process that is mission driven and appropriate for the skills needed by OT professionals.

Admissions criteria will include criteria common to all top OT programs:

- a minimum undergraduate GPA, (3.0) and undergraduate science GPA (3.2)
- letters of recommendation,
- a personal statement
- observation hours

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- an interview
- and [the OTCAS](#)

Additional criteria will also include:

- community service
- prior exposure to occupational therapy
- involvement in a variety of personally meaningful occupations
- exposure to other cultures (semester abroad or mission work for example)
- fluency in a language other than English
- prior full-time employment
- Scores on the [Beyonder Checklist](#)
- a measure of divergent thinking/creativity such as the [Divergent Association Task](#) or the [Alternative Uses Test](#) or the [Remote Associates Test](#)
- one essay prompt similar to those used by the [Kaleidoscope project](#), this will change each year

Admissions decisions will be made with a scoring rubric, with points given on a 3-point scale for each of the criteria

Undergraduate GPA will not be heavily weighted in decisions as there is evidence that [GPA does not correlate with pass](#) rate on the national certification exam.

Holistic admissions [do not appear to negatively impact OT program ranking](#), and they are [credited with improving](#) student [diversity](#).

Graduation Requirements

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

If yes, describe: In order to graduate with a degree in OT, students must pass 2 level II fieldwork experiences of 3 months each, full time work. In addition, students must complete a Capstone experience which consists of a practice certification exam, taken twice, once before FW and once after.

Experiential Learning Requirements

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

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: SCSU has existing affiliation agreements with health and education organizations and agencies ([click here](#) for the current list). ACOTE requires two fieldwork contracts per student as part of the ACOTE candidacy application. The fieldwork coordinator for the OT program will build upon these existing affiliations and will secure others as needed.

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. Skillfully implement occupational therapy service with flexibility and creativity to inspire positive change in client health and wellness through engagement in meaningful human occupations.
 - a) Evaluate occupational performance to provide effective and client-centered occupational therapy interventions.
 - b) Engage in evidence informed practice.
2. Seek out and consider diverse opinions and new ideas with curiosity and intellectual humility
 - a) Communicate effectively with all team members, including clients.
 - b) Practice cultural humility
 - c) Engage in continued learning to maintain competency
3. Champion equitable access to OT services and a range of healthy occupations within local communities
 - a) Assess community needs, considering social determinants of health and contextual features of community access to occupations.
 - b) Develop/provide programming to meet those needs.
 - c) Advocate for occupational rights and access to address the needs of underserved populations

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4. Convey the value of occupational therapy while intentionally collaborating with clients and interprofessional team members
5. Develop a professional identity as an Occupational Therapist who will thrive in their own personal/wellness professional development through balanced/ carefully chosen engagement in occupations.

Assessment of Learning Outcomes

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

Throughout the program, students' skills will be assessed through what we will be calling the CAP or Competency Assessment Process. The CAP will entail an in-person exam where students will demonstrate their competencies with specific occupational therapy skills. Additional methods of assessment in the program will be written occupational therapy documentation assignments, presentations, assignments to hone their observation skills using video annotation, and the use of a cumulative portfolio that they will begin to design in their first semester and will add to as they move through the entire program. The portfolio will be assessed in the final semester through a faculty review process between the student and the student's OT advisor. Courses also have formative quizzes, role plays, and simulations.

Additional assessment measures of program learning outcomes are required by ACOTE. As part of the occupational therapy training process, students must engage in 6 months of full-time fieldwork, which is supervised and assessed by a fieldwork educator. Scores on these forms will be used to assess competent practice, communication abilities, cultural humility, and ability to convey the value of OT to team members. Employer surveys, completed annually, will also provide data on our graduates' ability to be skillful occupational therapists. Graduate surveys completed on an annual basis will provide data on continued competency, professional development, and personal wellness and resilience as a healthcare provider. We will be gathering data on graduation rates, certification exam pass rates, time to employment and a variety of other indicators required by ACOTE.

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			
OTR511 Evaluating and assessing occupations and their environments	1,2	None	4
OTR521 Evaluating and assessing the skills of everyday living	1,2	OTR511	4
OTR531 Investigating the hidden influencers and obvious factors of occupational performance	1,2	OTR521	4
OTR541 Piecing together factors and function: Evaluating complexities of occupational performance	1,2	OTR531	3
OT512 Teaching and learning for change in self and others: The occupation of education	1,4,5	None	2
OTR514 Improving health, wellness, and quality of life through the power of human occupation	1,3,4,5	None	3
OTR522 Developing and enhancing skills through occupation and occupational therapy	1,4	OTR512, OTR514	4
OTR532 Treating from the inside out: Strategies to strengthen and leverage intrinsic factors	1,4	OTR522	4
OTR542 Piecing together factors and function: Treating complexities of occupational performance	1,3, 4	OTR532	2
OTR544 Innovating in emerging practice areas of occupational therapy	1,3,4,5	OTR532	2
OTR515 Creating community and Bridging Differences	2.3.4	None	2

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General Education Courses

Open Electives (Indicate number of credits of open electives)

Total Program Credits (must match number of credits reported on page 1): **60**

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.

N/A this is a graduate degree

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- Identify the CT State Community College program that best articulates to the proposed program: N/A
 - ☐ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☐ A.A. or A.S.
 - ☐ Transfer Ticket, specify:
 - ☐ Other pre-program or transfer track, specify:
- With respect to this CT State degree program, which of the following is true? N/A
 - ☐ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program
 - ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
 - ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree
- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☐ No, please explain: N/A this is a 60 credit graduate degree program than can not be begun post associate's degree.

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

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

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

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

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

Internal Stackable Pathways

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

N/A

Other Stackable Pathways

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

N/A

Program Evaluation

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

ACOTE requires program evaluation using [this form](#).

The requirements for data collection include:

- faculty effectiveness data
- progression
- retention
- fieldwork performance
- professional behaviors
- student satisfaction
- NBCOT pass rate
- job placement
- employer satisfaction

Much of this data is typically collected via survey (student satisfaction, employer satisfaction) and from fieldwork performance forms and data received from NBCOT.

In addition, we will collect data on applicant numbers, admission rates and examine the correlation between admission criteria and program GPA, graduation, fieldwork performance, and NBCOT pass rate.

Assuring Equitable Outcomes

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

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

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 by categories
- NBCOT pass rates by categories

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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 support, etc.) intended to advance equitable student outcomes.

As described above, admissions criteria have been carefully selected to reduce bias and select a cohort of students with the characteristics the OT 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 in modules to focus on fewer courses at a time (each semester's courses will be implemented in 6- or 8-week modules, with ½ of the courses of the semester in each module)
- The community thread of courses will begin with a course that focuses on bridging differences, cultural humility, and creating community and belonging.
- A course will focus on personal wellness and resilience.
- SCSU 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, Counseling Services, COMPASS Childcare Center.
- The College of Health and Human Services supports the Believe Fund which provides resources to help financially challenged students achieve academic success.
- The program will implement a community OT mentoring program.
- The program will have an advisory committee made up of a diverse group of practitioners.
- Faculty for the OT program, currently 50% male, will be a diverse group in one way (for the profession), the program will intentionally seek to create a diverse faculty group.
- The program will use competency-based assessment for all hands-on skills.
- All core faculty will go through an orientation and training provided by the program to ensure that the program's focus on occupation as [the core subject is explicit in every course](#) not in conflict with any [hidden curriculum](#)
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

In the ACOTE 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.

The MSOT program will utilize many of the new facilities, classrooms, labs, simulation facilities, and equipment, including the Anatomage virtual cadaver table, located in the new College of Health and Human Services building, to deliver this program to students. Approximately \$50,000 has been allocated to purchase additional equipment during the first year of program enrollment and bond funds will be prioritized for this purpose if made available to the university. The budget narrative is included in Supplement B: Pro Forma Budget (attached).

Special Resources

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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*)

ACOTE requires one laboratory space that the program has priority scheduling for. All other classroom and laboratory spaces will be within the HHS building, already in place. These include HHS 116, 112, 114, and the athletic training suite. Also, the OT program can work with nursing students in the simulation suite.

ACOTE requires library resources for the program. There are a core set of textbooks and journals. Initial purchases will be guided by the [NBCOT textbook and journal survey](#) and [Doody's Core Titles](#).

OT equipment needs include:

- assessment tools
- goniometers /gait belts
- splinting materials
- adaptive equipment kits
- sensory tools and handwriting tools
- feeding equipment
- toys/games
- wheelchairs
- transfer devices (tub seats, raised toilets etc)
- materials for activity analysis (many of these can be donated or collected)

Many of the items (toys/games/wheelchairs) are already available in HHS. Other lab equipment will need to be purchased. Some will be items students will keep, and these will be purchased for them with lab fees.

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):

Heather Miller Kuhaneck, kuhaneckh1@southernct.edu, 203-392-7089

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

Qualifications were described above. To align with accreditation standards, 0.5FTE of Dr. Kuhaneck's load credit will be allocated to program administration and 0.5FTE will be allocated to teaching.

Program Faculty

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

This program has already hired a program director. In fall 2023 the program director will allocate 0.5 FTE to program development and accreditation and 0.5 FTE to teaching in other HHS programs. In fall 2023 an existing faculty member will transfer to this program and allocate 0.5FTE to completing field placement responsibilities for accreditation and 0.5FTE to teaching in other HHS programs. We will require SCSU to hire one new faculty member at 1.0FTE during the semester that the first cohort of students enroll and begin coursework for their 2-year program. A second faculty member at 1.0FTE will be hired at the beginning of the second year when a second cohort of students enroll and begin coursework.

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

When the program is at full capacity with two simultaneous cohorts in place, our two new faculty will teach approximately 40% of the program credits. The Program Director and Fieldwork Coordinator will each also teach 0.5 FTE in the program.

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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*)

Four

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*)

There will need to be at least 5 adjuncts to address all specialty areas of practice, and we will use adjuncts in the OT in Action (fieldwork) courses.

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

Adjuncts will teach approximately 30% depending on the semester. Adjuncts will also be involved with community level I fieldwork experiences.

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

MS in OT, with at least 3 years of clinical experience

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
Heather Kuhaneck	PhD, UCONN	Occupational therapy, pediatrics and autism, play	Program Director
Kyle O'Brien	PhD, NYU	Occupational therapy and social work/mental health, aging	Academic Fieldwork Coordinator
To be hired			
To be hired			

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

See separate document for course map- sequence

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PRO FORMA BUDGET

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year (2025-26)						Second Year (2026-27)						Third Year (2027-28)					
	Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	40						40						40					
Continuing Students progressing to credential			40		38		38		76		74		38		76		74	
Headcount Enrollment	40		40		38		78		76		74		78		76		74	
Total Estimated FTE per Year ¹																		
PROJECTED Program Revenue	First Year (2025-26)						Second Year (2026-27)						Third Year (2027-28)					
	Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester		Summer Semester		Fall Semester		Spring Semester	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ² (\$7,134/semester)	285,360		285,360		271,092		556,452		542,184		527,916		556,452		542,184		527,916	
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.) (\$300/full-time student per semester)	12,000		12,000		11,400		23,400		22,800		22,200		23,400		22,800		22,200	
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$877,212						\$1,694,952						\$1,694,952					
PROJECTED Program Expenditures ³	First Year (2025-26)		Second Year (2026-27)		Third Year (2027-28)		<div>NOTES:</div> <div><div>1. All budget projections are incremental;</div><div>2. Tuition and fees are held constant at 2023-24 rates;</div><div>3. Salaries are held constant;</div><div>4. Fringe is estimated at 25%. Note: this new fringe rate reflects the change in fringe allocation starting in FY2024. OPM will cover all pension costs and University will no longer receive pension reimbursement from the State.</div><div>5. ACOTE accreditation requires the Program Director and Fieldwork Coordinator to be hired at times indicated. These individuals are responsible for developing the program and courses, obtaining approvals, and establishing all program policies, procedures, and documents. ACOTE also requires all programs to secure MOUs for field placements in advance of submitting the initial accreditation self-study document. The 2-year planning budget is provided below.</div></div> <div>Indirect Cost rate is 18%</div>											
A) - Administration (Chair or Coord.) (.5 FTE Director; .5 FTE Fieldwork)	165,000		165,000		165,000													
B)- Faculty (Full-time, total for program) (2 FTE Y1; 3 FTE Y2 & Y3)	307,500		457,500		457,500													
C)- Faculty (Part-time, total for program)	62,828		85,176		85,176													
D)- Support Staff (lab or grad assist, tutor)	75,625		87,625		87,625													
E)- Library Resources Program	10,000		5,000		5,000													
F)- Equipment (List in narrative)	100,000		70,000		70,000													
G)- Other (Accreditation, Marketing)	19,940		19,940		19,940													
H) -Estimated Indirect Costs (18%)	130,668		157,543		157,543													
Total Expenditures per Year	856,601		1,032,784		1,032,784													

Budget Detail

- A) Program Director – 12-month Faculty @ \$110,000/year + 20% (12-month appointment) + 25% fringe [0.5 FTE]
Fieldwork Coordinator – 12-month Faculty at @ \$110,000/year + 20% (12-month appointment) + 25% fringe [0.5 FTE]
- B) Full-time Faculty will include:
 - 1) Program Director will teach 0.5 FTE @ \$110,000/year + 20% (12-month appointment) + 25% fringe [Year 1, 2, 3]
 - 2) Fieldwork Coordinator will teach 0.5 FTE @ \$110,000/year + 20% (12-month appointment) + 25% fringe [Year 1, 2, 3]
 - 3) New Faculty (TBD) will teach 1.0 FTE @ \$95,000/year + 20% (12-month appointment) + 25% fringe [Year 1, 2, 3]
 - 4) New Faculty (TBD) will teach 1.0 FTE @ 100,000/year + 20% (12-month appointment) + 25% fringe [Year 2, 3]
- C) Part-time Faculty (TBD) will teach 31 credits in Year 1, 42 credits in Year 2+ @ average rate of \$2,028/credit
- D) Support staff will include:
 - 1) University Assistant (part-time @ 19 hours/week @ \$25/hour + 10% fringe) [Year 1, 2, 3]
 - 2) Graduate Assistants (1 student @ \$12,000/year in Year 1; 2 students @ \$12,000/year each in Year 2, 3)
 - 3) Secretary II will be shared with another program 0.5 FTE @\$60,000/year + 25% fringe [Year 1, 2, 3]
- E) Library Resources - \$10,000 Year 1; \$5,000 Years 2, 3 for database access and reference textbooks
- F) Equipment – \$50,000 equipment and supplies for OT program in Year 1; \$35,000 Operating Expenses in Year 1; \$55,000/year in operating expenses for Year 2, Year 3
- G) Other - \$4,940/year Annual Accreditation fees; \$15,000/year Marketing expenses

Additional Budget Information:

ACOTE Accreditation requires the university to invest resources over a 2-year period of time prior to enrolling students in the M.S. Occupational Therapy program. Total expenses for 2023 – 2025, prior to program launch are itemized below and include re-assigned time for the Program Director who will also teach in another department during this time, re-assigned time for the Fieldwork Coordinator who will also teach in another department during this time, part-time University Assistant to assist with first-year admissions, ACOTE Initial Accreditation fees, and marketing expenses to recruit the first cohort of students.

PROJECTED Program Expenditures ³ Planning Budget for Initial Accreditation (2023 – 2025)	Planning Year 1 (2023-24)	Planning Year 2 (2024-25)	Total Planning Budget
A) - Administration (Chair or Coord.) Program Director – 12-month Faculty @ \$110,000/year + 20% (12-month appointment) + 25% fringe [0.5 FTE for planning year 1 and year 2]	82,500	82,500	
B)- Administration (Chair or Coord.) Fieldwork Coordinator – 10-month Faculty at @ \$110,000/year + 25% fringe [0.5 FTE for planning year 1; 0.25 FTE for planning year 2]	68,750	34,375	
C)- Support Staff (lab or grad assist, tutor) University Assistant (part-time @ 19 hours/week @ \$25/hour + 10% fringe) [0.5 FTE for planning year 2]		13,063	
D)- Other (Accreditation, Marketing) Accreditation initial fees \$24,670 in planning year 2; Marketing \$20,000 in planning year 2	0.00	44,670	
E)- -Estimated Indirect Costs (18%)	27,225	31,429	
Total Expenditures per Year	(178,475)	(206,037)	(384,512)

Program Budget Summary:

Total Expenses for first 5-years (2023 – 2028) = \$384,512 (planning) + \$856,601 (year 1) + \$1,032,784 (year 2) + \$1,032,784 (year 3) = \$3,306,681
Total Revenues for first 5-years (2023 – 2025) = \$877,212 (year 1) + \$1,694,952 (year 2) + \$1,694,952 (year 3) = \$4,267,116
Net Profit = \$960,436

Date: June 14, 2023
To: Dr. Rai Kathuria
Provost & Senior Vice President of Academic and Student Affairs
From: Dr. Sandra Bulmer
Dean, SCSU College of Health and Human Services
RE: Additional Information for the SCSU M.S. Occupational Therapy proposal

What planning steps that were completed prior to submitting this proposal:

In 2019 the SCSU College of Health and Human Services made the decision to move forward with offering the M.S. in Occupational Therapy degree program. This decision was based on 1) the workforce need for Occupational Therapists, 2) the lack of affordable OT degree programs in our state, and 3) the opportunity to build a program that would increase enrollment at our institution and produce substantial net revenue. From a social justice perspective it was determined that a new M.S.O.T. program was a great fit for our institutional as it provides the state of Connecticut with its first public university M.S.O.T. program. In 2019 we submitted our proposal to Dr. Joe Bertolino (President), Mark Rozewski (VP Finance), and Dr. Prezant (Provost) and were granted permission to move forward. We were required to start the process this far in advance because the OT accreditation process requires 3-5 years from the date that an institution submits a letter of intent.

SCSU submitted a letter of intent in 2019 and it was accepted, securing us one of the 12 spaces per term that the Accreditation Council for Occupational Therapy Education (ACOTE) makes available for new program applications. Based on our letter of intent, ACOTE granted us the opportunity to move through the accreditation requirements in a manner that would allow us to enroll our first cohort of students as early as January 2025, pending successful acquisition of our accreditation.

Between 2019-2022 we assessed our capacity to offer an M.S.O.T. program, designed and built spaces that could accommodate an OT program in our new HHS building, built undergraduate feeder degree programs to the M.S.O.T. program, and identified cost effective ways to meet ACOTE standards and requirements. Our HHS building has been designed for a future OT program and it will share facilities that are currently being used for Athletic Training and Recreational Therapy. The College of Health and Human Services launched two undergraduate feeder programs: 1) B.S. Healthcare Studies, and 2) BHSc in Health Science. These highly successful undergraduate degree programs were approved by the CSCU Board of Regents and launched in fall 2019. Many of our current undergraduate students are planning to transition into the M.S.O.T. program once they complete their B.S. degree.

ACOTE accreditation is required in order to award OT degrees that qualify students for licensure. ACOTE awards accreditation to individual institutions and has very strict and challenging standards that must be met, according to very specific time schedules. In order to stay on track with our January 2025 admission date for new students we were required to: 1) designate a director who was required to be onsite as a full-time employee at our university no later than April 2023; and 2) hire a field coordinator who was required to be onsite as a full-time employee at our university no later than October 2023.

We were fortunate to hire a very experienced, exceptional OT Director, Dr. Heather Kuhaneck, away from Sacred Heart University to serve as our “Director” and simultaneously teach in our BHSc program. We were relieved to meet this hiring requirement because hiring a director with the proper OT credentials is among the most challenging hurdles for new programs to accomplish. There is a national shortage of

OT faculty. Dr. Kuhaneck has an outstanding reputation in her discipline and she has authored textbooks that OT students use nationally. Dr. Kuhaneck moved to SCSU in January 2023 to contribute to our goal of building the first public university program in CT. She shares our social justice vision and mission. Her leadership will enhance student demand and provide a strong network for hiring exceptional OT faculty who share our mission and vision.

We have also been fortunate to have met our second requirement to have an OT field coordinator onsite full-time by October 2023. We were able to identify a current faculty member, Dr Kyle O'Brien, who has the proper OT credentials. He has agreed to an internal department transfer into the OT program in fall 2023 and simultaneously will continue teaching undergraduate courses in healthcare studies and health science. Prior to obtaining accreditation, ACOTE requires SCSU to secure one MOU with a clinical placement host site for every enrolled OT student. Dr. O'Brien will complete this work in Fall 2023 prior to submitting our self-study document for ACOTE accreditation.

The M.S.O.T. program will not require SCSU to hire any additional faculty until our first semester when we have students enrolled and paying tuition.

What is your required timeline for ACOTE approval:

Led by Dr. Kuhaneck and Dr. O'Brien, the program planning committee spent the spring 2023 semester meeting ACOTE accreditation requirements for program and curriculum design. The program mission, objectives, and syllabus for each course was developed and approved by our SCSU Graduate Council. The CSCU program proposal and budget forms were completed. Our next steps are to achieve approval from the CSCU Academic Council and CSCU Board of Regents no later than September 2023. Our final steps will be the completion and approval of our ACOTE self-study document by April 2024, and completion of an accreditation site visit by August 2024. Once ACOTE accreditation is achieved we can begin marketing the M.S.O.T. program, enrolling students, and making preparations for our formal program launch.

In order to retain our January 2025 date for enrolling students we must meet all ACOTE deadlines or start over by submitting a new letter of intent and requesting a new cohort date. Since only 12 programs are accepted by ACOTE per term, it is likely that missing any deadline would delay program enrollment by 2 or more years.

What financial risks are associated with the ACOTE approval process:

The two SCSU faculty members who are working on ACOTE approval for the M.S.O.T. program will remain employed at SCSU regardless of whether the M.S.O.T. program is approved. Both faculty members are outstanding teachers and scholars and both are able to teach in our Healthcare Studies and Health Sciences degree programs - programs that have robust undergraduate enrollments. One of our two faculty members is already tenured.

Our HHS building facilities have been designed to accommodate the M.S.O.T. program but designed with flexibility to also serve our existing programs in Athletic Training, Recreational Therapy, and Adapted Physical Education.



CSCU AI in Higher Education Virtual Summit Executive Summary

Overview

The [CSCU AI in Higher Education Virtual Summit](#) was held on August 16, 2023 to explore the potential applications and implications of artificial intelligence in higher education. Over 125 faculty, staff, and administrators from all 6 CSCU institutions virtually gathered for a day of presentations and discussions.

The Sessions

[Session I – Introduction to AI in Higher Education w/ Dr. Collen Bielitz from SCSU](#)

This session informed the audience on what is AI, the myths and realities, and how AI is reshaping the higher education landscape and the future workforce. There was an overview of prompt engineering and also covered how AI should be approached as an equity imperative.

[Session II – AI and Pedagogy \(Dave Leads\) Zoom Webinar w/ Dr. David Ferreira from COSC](#)

This session highlighted [Assigning AI: Seven Approaches for Students, with Prompts](#) (Mollick and Mollick, 2023) on how faculty can incorporate AI within the classroom & assessments to enhance student learning while also mitigating potential risks.

[e-Brown Bag Luncheon \(All Presenters\)](#)

Break for lunch but facilitators were around for overall Q & A about AI strategies and general discussion.

[Session III – Student Guidance of AI w/ Holly Howery of COSC](#)

This session discussed how educators can work with students to better assist them with the use of AI both inside and outside the classroom. It covered the current ethical, bias, and personal data risks with AI and how do we ensure students understand how to use AI ethically and effectively.

[Session IV – The Rapidly Changing AI Landscape /w Forrest Helvie and Adrienne Dunham of CT State](#)

This session provided resources and AI demos of common AI tools to keep up with the ever-changing landscape of AI in higher education. It also covered how AI can be used in the everyday workplace such as drafting an email or to help create assignments.

Key Takeaways

- AI as a tool is here to stay and is a disruptive innovation. AI will impact the future of jobs, creating new roles in AI development and automation of routine tasks.
- Various AI tools are available for classroom use, such as for writing, coding, and editing, as well as tools for generating art, video, and audio.
- AI is being applied in higher ed for personalized learning, intelligent tutors, student success prediction, and responding to student inquiries.
- Ethical considerations like data security, AI bias, and the digital divide need to be addressed by educators and researchers.



- Educators are encouraged to explore and pilot AI tools in their classrooms, starting with lower-stakes assignments.
- Teaching students the ethical use of AI is also an equity imperative. If we do not teach students how to work with AI tools, the digital literacy gap will widen for historically underrepresented student groups.
- AI detection tools should be avoided or used with great caution due to high false positive rates disproportionately negatively impacting English language learners and international students.
- The way we think about plagiarism in the age of AI may need to transcend. For example, suggestions from Dr. Sarah Elaine Eaton on the [6 Tenets of Postplagiarism](#).
- The AI landscape is evolving rapidly. Higher ed – and CSCU - needs to stay informed about new developments.
- We are in the early stages of this disruptive innovation. This summit was a kickoff to the conversation. Faculty and staff indicated wanting more training and guidance on the use of AI inside and outside the classroom.

Survey Results

- Sessions were rated overall as excellent and that the summit was “a great first step”. Some indicated they walked away with “the courage to try with assignments”.
- There is a strong desire for more sessions and opportunities for hands on experience. For example, one respondent said: “We need more like this each semester as technology keeps evolving.”
- There are requests for CSCU to be more “out in front of AI” related to potential for academic integrity violations. There were also suggestions of creating “an AI acceptable use policy for students that can be customized by faculty for particular courses.”

Next Steps

- Consider forming an [AI advisory group](#) with students, faculty, administrators, and technology leaders to monitor AI developments and evaluate AI tools and policies for our institution.
- The AI Advisory group can also develop an initial AI acceptable use policy for students as suggested by the survey feedback above. The acceptable use information can then inform the creation of a one-page checklist for students.
- Working in tandem with national thought leaders, create a shared code of ethics to govern the use of AI and student data to develop recommendations at our CSCU institutions.
- Develop pilot programs to test an AI application that would provide personalized support and content for students.
- Continue to foster discussions and share knowledge about AI in higher education across institutions. Perhaps create an AI resource repository or website.

The AI Summit provided a successful launching point to further the conversation and exploration of AI in higher education. By continuing to engage diverse stakeholders and proceeding thoughtfully, we can realize the benefits of AI while safeguarding ethics, privacy, and humanistic educational values.

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

SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION¹

Institution: SCSU	Date of Submission to CSCU Office of the Provost: 5.23.23	
Characteristics of Below-Threshold Offering Name of Offering: Academic Libraries Type of Offering (e.g. Grad Certificate): Concentration Anticipated Initiation Date: Fall 2024 Anticipated Date of First Completion (if applicable) : Modality of Program: On ground <input checked="" type="checkbox"/> Online Combined If "Combined", % of fully online courses? Locality of Program: On Campus <input checked="" type="checkbox"/> Off Campus Both	Credit Distribution of the Offering # Credits in General Education: # Credits in Program Core Courses: # Credits of Electives in Field: # Credits of Electives: # Credits Special Requirements (e.g. internship): Total # Credits the Institution Requires to Award the Credential 36	
OHE# 7520. CIP Code No. 250101 Title of CIP Code Library and Information Science Online		
Description of Offering, Context and Justification (Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering) The Academic Libraries concentration will prepare students in the Master of Library and Information Science program for positions within academic libraries. Students will learn about the organizational structure of academic libraries and the many roles that librarians play to support institutional objectives. In the context of Connecticut, the post-secondary student population in need of the services of academic libraries and their professional staff exceeds 150,000 across 43 institutions in the categories defined by the Connecticut Office of Higher Education. The Connecticut State Colleges & Universities (CSCU) alone comprises 17 campuses and approximately 85,000 students. Learning objectives include: 1. Apply theories of user-centered customer service in addressing the information needs of individual, groups, and organizations in increasingly diverse communities. 2. Demonstrate an understanding of the principles, history, philosophy, policies and ethics of library and information science as they serve the information needs of learning communities. 3. Embrace, utilize and critically assess both current and emerging information technologies to select, organize, manage, facilitate access, and disseminate information. The concentration includes four existing courses, with details described in Section 2.		
Cost Effectiveness and Availability of Adequate Resources (As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained) This additional concentration will utilize existing resources.		
Institutional Contact for this Proposal: Dr. Eino Sierpe	Title: Associate Professor	Tel.: 392-6883 e-mail: sierpee1@southernct.edu
Institution's Unit: (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Education		

¹ This information report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council and included in the BOR-Academic and Student Affairs Committee meetings. The following academic programs are considered Below Threshold and do not require a BOR resolution:

- a) new degree options or certificate programs:
 - i. an undergraduate certificate of program of 30 credit hours or fewer which falls within an approved program,
 - iii. a new undergraduate degree option or certificate program of 15 or fewer semester credit hours,
 - iv. a new graduate option or certificate program of 12 or fewer semester credit hours
- b) academic programs that do not qualify students to become eligible for federal financial aid.

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

SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)

Curriculum

(Please provide details of the courses for the proposed offering. Mark any new courses with an asterisk * and attach descriptions. Mark any courses that are delivered fully online with a double asterisk **. Please modify this format as needed for each case)

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Core Courses				Other Requirements		
ILS 525 – Collection Development and Management			3.0			
ILS 536 – Academic Libraries		ILS 502	3.0			
ILS 575 – Instructional Design Principles			3.0			
ILS 590 – Research in Library and Information Science		9 ILS credits	3.0			
Prerequisites						
ILS 502 – Fundamentals of Library and Information Science			3.0			
Total Other Credits Required to Issue Credential						

Other Details

Learning Outcomes - L.O. (Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)

Learning Outcomes

1. Apply theories of user-centered customer service in addressing the information needs of individual, groups, and organizations in increasingly diverse communities.
2. Demonstrate an understanding of the principles, history, philosophy, policies and ethics of library and information science as they serve the information needs of learning communities.
3. Embrace, utilize and critically assess both current and emerging information technologies to select, organize, manage, facilitate access, and disseminate information.

Assessment Methodologies

The assessment methodologies include term papers, projects, exercises and participation in class discussions.

CT State Curriculum Items June 2023 Academic Council

Aligned Programs – Below Threshold for Academic Council

- 1) Photography Certificate (C2 – 18 credits)
- 2) Quality Control Certificate (C2 – 19 credits)
- 3) Construction Technology Career Program, A.S. (61 credits)

Degree/Certificate Modifications – Below Threshold

- 1) Automotive Technology: Comprehensive Auto Repair & Service, A.S. (AUTO-AS-CAR) (course modification)
- 2) Automotive Technology: General Motors Automotive Services Education Program (ASEP), A.A.S. (AUTO-AAS-ASE) (course modification)
- 3) Business Administration: Finance Certificate (FINC-CC) (course modification)
- 4) Business Office Technology: Medical Option, A.S. (MEDO-AS-BOT) (course modification)
- 5) Business Office Technology: Office Option, A.S. (OFFC-AS-BOT) (course modification)
- 6) Business Studies - TAP/CSCU Transfer Degree, A.A. (BSAD-AA-TAP) (course modification)
- 7) Communication: Human Communication, A.S. (COMM-AS-HUM) (course modification)
- 8) Communication: Journalism, A.S. (COMM-AS-JRN) (course modification)
- 9) Communication: Media Production, A.S. (COMM-AS-MDP) (course modification)
- 10) Dance, A.A. (DANC-AA) (course modification)
- 11) Dance, A.A. (DANC-AA) (additional course modifications)
- 12) Dance Certificate (DANC-CC) (course modifications; increase from 21 to 27 credits)
- 13) Dental Hygiene Degree, A.S. (DHYG-AS) (course modification)
- 14) Diagnostic Medical Sonography, A.S. (DMSN-AS) (course modification)
- 15) English Studies, CSCU Transfer Degree, A.A. (ENGL-AA-TAP) (course modification)
- 16) Exercise Science, A.S. (EXSC-AS) (course modification)
- 17) Geography Studies, CSCU Transfer Degree, A.A. (GEOG-AA-TAP) (course modification)
- 18) Graphic Design, A.S. (GRPH-AS) (course modification)
- 19) Graphic Design: Design and Illustration, A.S. (GRPH-AS-DIL) (course modification)
- 20) Graphic Design: Digital Media/Web Design, A.S. (GRPH-AS-DMW) (course modification)
- 21) Graphic Design: Digital Media/Web Design, A.S. (GRPH-AS-DMW) (additional course modifications)
- 22) Health Career Pathway Certificate (HLCP-CC) (course modification)
- 23) History Studies, CSCU Transfer Degree, A.A. (HIST-AA-TAP) (course modification)
- 24) Horticulture, A.S. (HORT-AS) (course modification)
- 25) Human Services, A.S. (HUMS-AS-HS) (course modification)
- 26) Human Services: Mental Health, A.S. (MNHL-AS-HS) (course modification)
- 27) Human Services: Child, Family, and Community Studies, A.S. (CFCS-AS-HS) (course modification)
- 28) Human Services: Human Services Management, A.S. (HSMG-AS-HS) (course modification)
- 29) Human Services: Gerontology, A.S. (GRTL-AS-HS) (course modification)
- 30) Liberal Arts and Sciences, A.A. (LASC-AA) (course modification)
- 31) Liberal Arts and Sciences, A.S. (LASC-AS) (course modification)
- 32) Medical Assisting, A.S. (MDAS-AS) (course modification)
- 33) Medical Assisting, A.S. (MDAS-AS) (additional course modifications)

- 34) Medical Laboratory Technician, A.S. (MLTC-AS) (course modification)
- 35) Nursing A.S. (NURS-AS) (course modification)
- 36) Nutrition and Dietetics, A.S. (NUDT-AS) (course modification)
- 37) Occupational Therapy Assistant, A.S. (OTAS-AS) (course modification)
- 38) Ophthalmic Design and Dispensing, A.S. (ODD-AS) (course modification)
- 39) Pathway to Teaching Careers, A.A. (PTCH-AA) (course modification)
- 40) Physical Therapist Assistant, A.S. (PTAS-AS) (course modification; corrections; minor revision to admissions language)
- 41) Political Science Studies, CSCU Transfer Degree, A.A. (POLS-AA-TAP) (course modification)
- 42) Pre-Dental Hygiene Transfer Compact, A.A. (LASC-AA-DHY) (course modification)
- 43) Psychology Studies, CSCU Transfer Degree, A.A. (PSYC-AA-TAP) (course modification)
- 44) Surgical Technology, GCC & HCC, A.S. (SURG-AS-GH) (course modification)
- 45) Therapeutic Recreation, A.S. (THER-AS) (course modification)



CT State Community College - Legacy PROGRAM Proposal

Credit Certificate Program Name: Photography Certificate

Certificate Description:

The Photography Certificate program provides new and returning students with the knowledge and skills to compete for entry-level positions in the diverse field of photography and/or the opportunity to add or combine photography skills to related expertise in graphic design, journalism, communication or public relations. Courses in the Photography Certificate program help students build a working portfolio and can also be applied toward completing the Photography Option Visual Fine Art Associate Degree.

Certificate Learning Outcomes:

1. Demonstrate an understanding of terminology, concepts, techniques and equipment relating to a broad range of photographic processes and procedures.
2. Make informed and meaningful compositional/aesthetic decisions, with an emphasis on critical thinking, problem solving, creativity, project parameters and deadlines.
3. Be able to use industry standard hardware and software to produce work suitable for a variety of entry-level positions in a very competitive field.

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co- req Course #
ART 1450 (ART*250)	Digital Photography I	3	none
ART 1460 (ART*281)	Digital Photography II	3	ART 1450 (ART*250)
	Choose 1 of the following courses:	3	
	ART 1410 (ART*141) Darkroom Photography I		none
	ART 1810 (ART*176) Digital Video Art I		none
	ART 2430 (ART*243) Studio Photography I		ART 1410 (ART*141) and ART 1450 (ART*250)
	ART 2470 (ART*257) Commercial Photography		ART 2430 (ART*243)
	Choose 3 of the following courses:	9	
	ART 1410 (ART*141) Darkroom Photography I		none
	ART 1420 (ART*142) Darkroom Photography II		ART 1410 (ART*141)
	ART 1810 (ART*176) Digital Video Art I		none
	ART 2430 (ART*243) Studio Photography I		ART 1410 (ART*141)
	ART 2470 (ART*257) Commercial Photography		ART 1410 (ART*141) and ART 2430 (ART*243)
	ART 2900 (ART*290) Portfolio Preparation I (was designed to be cross- listed		Permission of the

Certificate Program Requirements (# credits)			
Course Number	Course Name	# of Credits	Pre-req/Co- req Course #
	with another course like Digital Photography II or Darkroom Photography III if a department wanted to)		instructor.
	ART 1110 (ART*111) Drawing I		none
	ART 1250 (ART109) Color Theory		none
	ART 2810 (ART 220) Digital Painting and Drawing		none
	ART 2095 (ART*293) Art Internship		Permission of the instructor
	ART 1220 (ART 121) 2-Dimensional Design		none
	DGA 1101 Intro to Computer Graphics		none
	Total Credits	18	

Resource needs have been discussed with Library Services and Information Technology Operations.
(Complete if applicable.)

Name and Title	Signature of Originator	Date

- ☐ No Library Services needed
- ☐ No Technology Services needed



CT State Community College - Legacy PROGRAM Proposal

Directions: Please provide the date, name of originator, title, and campus below.

Date:
3/23/2023

Primary Campus of Originator:
GWCC

Name of Originator:
Kititakone Panasy

Title of Originator:
Associate Prof. & PC

Program Name:

Quality Control Certificate

Degree Type:

Certificate (C2-19 credits)

Program Description:

The Quality Control Certificate program is a sequence of courses that prepares students for the Certified Quality Technician (CQT) certification examination by the American Society for Quality Control (ASQC). The program assists students to develop competencies in concepts and techniques, statistical methods, sampling principles, reliability principles and applications, metrology and calibration fundamentals, quality data, quality analysis, problem solving and cost methodology, quality audit concepts and principles, geometry, trigonometry, and metric conversion.

Graduates of this program possess the skills to identify, repair, analyze, modify, and improve basic manufacturing production systems. The experience and training gained in the Quality Control certificate program will also prepare students for implementing manufacturing cost methodologies and quality audit concepts

Program Learning Outcomes:

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

1. Identify, analyze, and solve technical problems in quality control, statistical processes, data analysis, metrology, and calibration systems
2. Configure and apply measurement systems hardware and software
3. Implement quality assessments and analyze data from test results

Resource needs have been discussed with Library Services and Information Technology Operations.
(Complete if applicable.)

Name and Title	Signature of Originator	Date

☒ **No Library Services needed**

☒ **No Technology Services needed**

Certificate Program Requirements			
Course Number		Course Name	# of Credits
1	EGR*1120 or MFG*1424	Engineering Drawing Specs Blueprint Reading	3
2	MFG*1413	Principles of Quality Control	3
3	MFG*2439	Geometric Dimension & Tolerancing (GD&T)	3
4	MFG*1411	Manufacturing Materials & Processes 1	3
5	MFG*2216	Tool Design	4
6	MFG*2230	Statistical Process Control	3
Program Credits			19



CT State Community College - Legacy PROGRAM Proposal

Directions: Please provide the date, name of originator, title, and campus below.

Date:

March 6, 2023

Primary Campus of Originator:

Norwalk Community College

Name of Originator:

Edmond Yalda

Title of Originator:

Program Coordinator

Program Name:

Construction Technology Career Program, A.S.

Degree Type:

A.S., Associate of Science

Program Description:

The Construction Technology AS degree program provides the foundational and in-depth technical knowledge for individuals interested in building efficient and functional communities. The program was designed in collaboration with leaders and companies in the Connecticut architectural and construction sector. This program thoughtfully prepares graduates for careers in the construction industry as construction managers, project superintendents, and building officials.

The Construction Technology degree program will be lecture and studio based. The program will also provide hands-on building opportunities. For example, how to build formwork, tie rebars for footing, and calculating the number of cubic yards of concrete required. Furthermore, the class will teach about construction methods while maintaining building code requirements. Other opportunities will include creating sustainable building forms using advanced framing methods and using superior wall construction as the method to eliminate construction waste.

Program Learning Outcomes:

1. Identify commonly used building materials.
2. Develop basic business and accounting skills.
3. Understand the different methods of construction, structural and mechanical systems, and surveying equipment.
4. Understand and analyze construction contract documents and calculate construction estimates.
5. Read and interpret blueprints.
6. Develop technical communication skills for effective collaboration and cooperation with other students, instructors, clients, and other stakeholders.

Resource needs have been discussed with Library Services and Information Technology Operations.
(Complete if applicable.)

Name and Title	Signature of Originator	Date
Edmond Yalda -Program Coordinator	Edmond Yalda	March 6,2023

- ☐ No Library Services needed
- ☐ No Technology Services needed

General Education Core Courses (22 credits)			
Course Number		Course Name	# of Credits
1	ENG*1010	English Composition	3
2	MATH 1600	College Algebra (or higher)	3
3	ENG 1020 SBSX or HISX	Composition II and Literature (WRIX) Choose any Social/Behavioral Science (SBSX) or History (HISX) course	3
4	PHYS 1201	Physics or PHYS1104 (Mechanics) (SCRX)	4
5	ARCH 1002	Architecture of the World (ARHX)	3
6	COMM 130	Public Speaking (ORAX)	3
7	CCS 1001	College and Career Success (CLIX)	3
General Education Core Credits			22

Program Requirements			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
ACCT1130	Principles of Financial Accounting	3	
ARCH 1008	Construction Materials and Methods	3	n/a
ARCH 2010	Environmental Systems	3	ARCH-1008
ARCH 2015	Construction Documents	3	n/a-ARCH1005
ARCH 2029	Structures	3	ARCH1008, MATH1600 co-req PHYS1201
BUSN1100	Introduction to Business	3	
BUSN1150	Business Software Applications	3	
BUSN2100	Business Communications	3	
ARCH 1129	Fundamentals of Construction Management	3	ARCH 1008
ARCH 2229	Construction Estimating	3	MATH1010 or higher
CAD D1140	Architectural CAD	3	
Gen Ed Elective	Choose any General Education Course	3	
ENG 1020	Composition II and Literature (WRIX)		
CTC Elective	Choose a Construction Course or (Internship)	3	
	Program Requirement Credits	39	
	General Education Core Credits	22	
	Program Total Credits	61	



Directions: Please provide the date, name of originator, title, and campus below.

Date:

02/24/2023

Primary Campus of Originator:

Naugatuck Valley

Name of Originator:

Mark Schnubel

Title of Originator:

Coordinator

Program Name (Aligned):

AUTO-AS-CAR Comprehensive Auto Repair & Service

Program Name (Modified):

AUTO-AS-CAR Comprehensive Auto Repair & Service

Degree Type (Aligned):

AS

Degree Type (Modified):

AS

Summary of Modifications:

Change program gen ed core requirement

from: Elective - Physics any level (lab required) Credits: 4

To: Elective SCRX - Scientific Reasoning Course Credits: 4 OR Elective SCKX - Scientific Knowledge Course Credits: 3-4

Program Description (Aligned):

Program Description (Modified):

No changes to existing catalog description

Program Learning Outcomes (Aligned):

Program Learning Outcomes (Modified):

No changes to existing program learning outcomes catalog description

General Education Core Courses (21-25 credits) (Aligned)				General Education Core Courses (21-25 credits) (Modified)			
	Course Number	Course Name	# of Credits		Course Number	Course Name	# of Credits
1.	Elective	Physics any level (lab required)	4	1.	SCRX/SCKX Elective	Any Scientific Reasoning (SCRX) or Scientific Knowledge (SCKX) course	3-4
					NO OTHER MODIFICATIONS TO EXISTING GEN ED CORE		
General Education Core Credits				General Education Core Credits			21-24

Program Requirements (36-39 credits) (Aligned)					Program Requirements (36-39 credits) (Modified)				
	Course Number	Course Name	# of Credits	Pre-req /Co-req Course #		Course Number	Course Name	# of Credits	Pre- req /Co-req Course #
1.					1.	NO PROPOSED MODIFICATIONS TO PROGRAM REQUIREMENTS			

Program Requirement Credits		Program Requirement Credits	39
General Education Core Credits		General Education Core Credits	21-24
Program Total Credits (60-61)		Program Total Credits (60-61)	60-63

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	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Automotive Technology: General Motors Automotive Services Education Program (ASEP) OHE #: 21483</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AAS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 62-64</p> <p># Credits in General Education: 21-23</p> <p><u>CIP Code Number</u>: 47.0604 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Automotive Technology: General Motors Automotive Services Education Program (ASEP)</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AAS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 62-64</p> <p># Credits in General Education: 21-23</p> <p><u>CIP Code Number</u>: 47.0604 Title of CIP Code:</p>										
<p>Department where program is housed: School for Engineering & Technology</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Gateway</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math 1000 or higher	3-4	MATH 1001 or MATH 1002	3
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Automotive Technology: General Motors Automotive Service Education Program (ASEP), AAS (AUTO-AAS-ASE)

The Automotive Service Education Program (ASEP) was designed by General Motors (GM) and Gateway Community College, now Gateway campus of CT State Community College. This unique, cooperative program educates students for a challenging career in General Motors and AC Delco sponsored automotive service facilities. Through a special arrangement, students attend classes and labs at the North Haven Campus and then work full-time at a sponsoring GM or AC Delco facility. Vehicles, parts, engines, specialized tools, service information, and materials are provided by General Motors Corporation. The automotive curriculum is designed to meet all Automotive Service Excellence (ASE) Accredited Training Program requirements for national accreditation. This program is offered at the North Haven campus only.

Program Entry Requirements

Prospective students must obtain paid internship sponsorship through a GM dealership or AC Delco affiliated independent service center. Students must meet employment eligibility guidelines for the sponsoring employer. Students must Have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads

Students must purchase required tool set that meets program standards.

Internship Requirements

Students receive industry experience through mandatory paid internships at participating General Motors dealerships or qualified AC Delco independent service facilities. This experience is credited toward the ASE hands-on requirements that must be met prior to sitting for the certification exams. Internships will be tracked and monitored by the program coordinator. Successful internship completion requires that all assigned General Motors Center of Learning training courses be completed with a minimum grade of Pass.

Students seeking acceptance into the Automotive Technology (GM-ASEP) A.A.S. degree program will have to apply to the program by June 1 prior to their enrollment in the program. Requirements to apply are:

- Interview with the GM ASEP Program Coordinator to verify eligibility
- Be eligible for college level Math
- Be eligible for college level English
- Complete the Automotive Program placement exam if required
- Have a valid driver's license issued by one of the 50 states in United States that does not have any restrictions that would prohibit the student from operating an automotive on public roads

Selection of students will be completed by July 1 and students will be notified shortly after. Once students are selected for enrollment into the program, they will have until August 30th to find a sponsor for their internships at a GM automotive dealership or AC Delco repair facility to remain in the degree program. Sponsorship of students is a requirement throughout the program to include at the time of graduation. Upon completion of the ASEP program, students will receive an Associate in Applied Science degree in Automotive Technology from Connecticut State Community College. The program offers opportunities for future specialization and advancement to management. This program has been evaluated by the National Institute for Automotive Service Excellence (ASE) and is certified as an *ASE Accredited Training Program*. During their final semester students are encouraged to take the (ASE) exams for each of the eight automotive subject areas for national certification.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Learning Outcomes:

Upon successful completion of all program requirements, the graduate will:

- Meet ASE Accredited Training Program required outcomes for Master Automotive Service Technology (MAST) certified programs.
- Demonstrate workplace skills including but not limited to resume preparation, seeking employment, maintaining a safe and healthy workplace environment, demonstrating workplace ethics, and teamwork.
- Apply knowledge of automotive theory to safely perform the duties of an entry level automotive technician.
- Identify and use appropriate tools, testing, and measurement equipment to perform the duties of an entry level service technician.
- Use current reference and training materials from accepted industry publications and standards to accomplish duties required of an entry level service technician.
- Earn corporate credit for web based and embedded classroom / laboratory training in the GM Center of Learning Training Web Site
- Demonstrate knowledge and understanding of all fundamental automotive concepts as outlined by ASE Accredited Training Program requirements.
- Meet the industry ASE accreditation training outcome requirements for General Motors Steering and Suspension, Braking, Engine Propulsion, Electrical, Engine Performance, Transmission/Transaxle and Climate Control/Safety systems as assessed by existing instruments in the current course
- Demonstrate practical application of all above outcomes by successful completion of an in-dealership internship as assessed by existing instruments in current course.

This program follows a 12 week semester format. Students alternate between 12 weeks of on-campus instruction and 12 weeks of paid internship work.

The Automotive Technology: General Motors - Automotive Service Education (ASEP) program at Gateway Community College is accredited by the Automotive Service Excellence (ASE) Education Foundation as an ASE Accredited Training Program. During their final semester students are encouraged to take the ASE exams for each of the eight automotive subject areas for national certification.

Once students are selected for enrollment into the program, they will have until August 30 to find a sponsor for their paid internships at a GM automotive dealership or AC Delco repair facility in order to remain in the degree program.

Sponsorship of students is a requirement throughout the program to include at the time of graduation. This program is offered at the North Haven campus only.

This program prepares students to sit for the Automotive Service Excellence (ASE) exams A1-A8, G1 and L1. Students may also receive industry credentials through ProCut (on vehicle rotor service), Snap-on (ShopKey Information System) AllData (Service Information), and Fluke (Digital Meter). Students also receive credit from the General Motors Center of Learning for GM courses that are embedded in the curriculum. Successful Students receive credit for approximately 80% of the GM Service Training Standard courses and are well on their way to Master Certification.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Program Requirements

General Education Courses (21-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~Math 1000 or higher 3 credits~~ [MATH 1001 - Quantitative Literacy](#) Credits: 3
OR [MATH 1002 - Math for Science and Technology](#) Credits: 3
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
OR [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
OR [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
OR [Elective WRIX - Written Communication II Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (41 credits)

- [AUTO 1010 - Introduction to General Motors Automotive Systems](#) Credits: 2
- [AUTO 1014 - General Motors Steering & Suspension Systems](#) Credits: 3
- [AUTO 1012 - General Motors Braking Systems](#) Credits: 3
- [AUTO 1195A - General Motors Internship 1A](#) Credits: 1
- [AUTO 1195B - General Motors Internship 1B](#) Credits: 1
- [AUTO 1018 - General Motors Engine Propulsion Systems](#) Credits: 3
- [AUTO 1016 - General Motors Electrical Systems](#) Credits: 3
- [AUTO 1195C - General Motors Internship 1C](#) Credits: 1
- [AUTO 1295 - General Motors Internship 2](#) Credits: 3
- [AUTO 2001 - General Motors Powertrain Control System](#) Credits: 3
- [AUTO 2003 - General Motors Manual Drivetrain Systems](#) Credits: 3
- [AUTO 2030 - Service and Parts Department Management](#) Credits: 3
- [AUTO 2395A - General Motors Internship 3A](#) Credits: 1
- [AUTO 2395B - General Motors Internship 3B](#) Credits: 1
- [AUTO 2395C - General Motors Internship 3C](#) Credits: 1
- [AUTO 2005 - General Motors Automotive Drivetrain Systems](#) Credits: 3
- [AUTO 2007 - General Motors Climate Control and Safety Systems](#) Credits: 3
- [AUTO 2495 - General Motors Internship 4](#) Credits: 3

Total Credits: 62-64

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SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
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<p>Original Program Characteristics</p> <p>Name of Program: Finance</p> <p>OHE #: 21375</p> <p>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</p> <p>Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Certificate</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 27-28</p> <p># Credits in General Education: NA</p> <p><u>CIP Code Number</u>: 52.0801 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Finance</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Certificate</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 27-28</p> <p># Credits in General Education: NA</p> <p><u>CIP Code Number</u>: 52.0801 Title of CIP Code:</p>		
<p>Department where program is housed: School for Business & Hospitality</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Gateway, Middlesex, Naugatuck Valley, Norwalk, Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.eedu

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 167 Principles of Statistics → MATH 1200 Statistics I	3	MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Business Administration: Finance Certificate (FINC-CC)

Location(s): [Gateway](#), [Middlesex](#), [Naugatuck Valley](#), [Norwalk](#), [Tunxis](#)

This option provides the student with an understanding of the principles and concepts of finance within the general framework of basic general business knowledge. It is designed for the student planning a career in financial or general business management. This program provides the preliminary knowledge required for transfer to a four- year institution and for an entry-level position in finance.

Certificate Learning Outcomes:

- Demonstrate an understanding of basic theory and practice of business administration and finance.
- Demonstrate the ability to read, understand, and prepare standard types of business communications.
- Demonstrate analytical, problem-solving, and decision-making skills applicable to business administration and finance.
- Demonstrate proficiency in the use and interpretation of data and information as applied to the various applications in business administration and finance.

Required Courses

-
- [ENG 1010 - Composition](#) Credits: 3
 - [BFIN 1250 - Principles of Banking](#) Credits: 3
 - [BFIN 2100 - Principles of Finance](#) Credits: 3
 - [BFIN 2300 - Investment Principles](#) Credits: 3
 - [BFIN 2350 - International Finance](#) Credits: 3
 - [ACCT 1130 - Principles of Financial Accounting](#) Credits: 3
 - [ECON 1001 - Principles of Macroeconomics](#) Credits: 3
 - [ECON 1002 - Principles of Microeconomics](#) Credits: 3
 - ~~MATH 1200 - Statistics I~~ [MATH 1200 - Statistics I](#) Credits: 3
OR [MATH 1201 - Statistics I with Computer Applications](#) Credits: 4

Total Credits: 27-28

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Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits	
Original Program Characteristics Name of Program: Business Office Technology: Medical Option OHE #: 21408 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 61-64 # Credits in General Education: 22-24 <u>CIP Code Number</u> : 51.0717 Title of CIP Code:	
Modified Program Characteristics Name of Program: Business Office Technology: Medical Option 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 61-64 # Credits in General Education: 22-24 <u>CIP Code Number</u> : 51.0717 Title of CIP Code:	
Department where program is housed: School for Business & Hospitality Location Offering the Program (<i>e.g., main campus</i>): Gateway, Manchester	
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	
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*109 (MATH 1001) Quantitative Literacy or MAT*165 (MATH 1201) Elementary Statistics (Statistics I) with Computer Applications or higher	3-4	MATH 1000 Mathematics of Finance or higher	3-4
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.

1. No changes. Original attached

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
 No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Business Office Technology: Medical Option, AS (MEDO-AS-BOT)

Location(s): Gateway, Manchester

In today's fast-paced, technology-driven workplace, administrative support professionals are highly valued members of any organization. They must use technology to originate, access, manage and manipulate information. In addition, they function independently in initiating office communications, accessing and tracking records and information, and problem-solving the various details of the day-to-day office operations. As contributing members of management teams, administrative professionals must assume a high level of responsibility and work independently to exercise initiative and judgment and to adapt to new technologies and procedures.

Highly skilled administrative medical professionals are essential in any health care setting. This option prepares students with the competencies and knowledge necessary to excel and contribute as a positive team member in the medical administrative environment. Students become proficient in word processing, medical terminology, computerized communication, health information principles, medical coding and reimbursement, and state-of-the-art medical software simulations integrating practice management and Electronic Health Records applications.

The national and local job market continues to be strong for students enrolled in this option. According to the Bureau of Labor Statistics, employment of medical records and health information technicians is expected to increase by 8 percent from 2019 to 2029, faster than the average for all occupations. This growth is a direct result of the Health Information Technology for Economic and Clinical Health (HITECH) Act of 2009, which was passed to promote and expand the adoption of health information technology as well as an aging workforce in this specialty area, which is promoting continued demand for these highly skilled health care professionals. Subsequently, the extensive use of electronic health records by all types of healthcare providers will lead to an increased need for medical administrative professionals to organize and manage the associated information in all areas of the healthcare industry.

Learning Outcomes:

Business Office Technology: Upon successful completion of all Business Office Technology degree program requirements, graduates will be able to:

- Demonstrate keyboarding and data-entry speed and accuracy, including proofreading, using industry accepted standards.
- Create and modify standard types of business communications in both printed and electronic forms.
- Acquire up-to-date skills in the following areas: accounting, word processing, spreadsheet, database, project management, presentation, personal information management, web technologies, and speech recognition.
- Show effective time management and organizational skills.
- Display strong interpersonal and human relations skills required for success in a professional setting including: professionalism, adaptability to change, initiative, confidentiality, positive attitude and human-relations and creativity.
- Demonstrate decision-making ability; acquire and utilize information to solve problems; demonstrate computer knowledge; communication skills and business procedures using ability-based projects; and demonstrate responsibility, positive attitude, self-management, honesty and confidentiality.
- Contribute as a productive team member in a culturally and intellectually diverse global environment.

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

- Define and apply medical terminology.
- Execute medical office procedures used in today's technological work environment.
- Understand and perform medical practice management/patient accounting operations.
- Demonstrate accuracy in medical billing and coding procedures.
- Understand and adhere to the importance of federal regulations, medical ethics, legal implications, and patient confidentiality when handling protected health information.

Upon completion of this option, graduates can elect to take the following national industry-recognized certifications:

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- Certified Professional Coder (CPC) via the American Association of Professional Coders (AAPC)
- Certified Professional Biller (CPB) via the American Association of Professional Coders (AAPC)
- Certified Electronic Health Record Specialist (CEHRS) via the National Healthcareer Association (NHA)
- Certified Billing and Coding Specialist (CBCS) via the National Healthcareer Association (NHA)
- Certified Medical Reimbursement Specialist (CMRS) via American Medical Billing Association (AMBA)

General Education Courses (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 or MATH 1201 or higher](#)
[MATH 1000 or higher](#) Credits: 3-4 ([MATH 1001](#) or [MATH 1201](#) Recommended)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1100 - Principles of the Human Body](#) Credits: 3 AND [BIO 1100L](#) Lab Credits: 1
OR [BIO 1111 - Cell Biology with Organ Systems](#) Credits: 4
- [SOC 1001 - Principles of Sociology](#) Credits: 3
OR [PSY 1011 - General Psychology I](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
OR [BUSN 2100 - Business Communications](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Core Courses (24-25 credits)

- [BOT 1101 - Keyboarding and Document Production I](#) Credits: 3
- [BOT 1604 - Office Accounting](#) Credits: 3
OR [ACCT 1130 - Principles of Financial Accounting](#) Credits: 3
- [BOT 2200 - Digital Workplace Technologies](#) Credits: 3
- [CSA 1111 - Spreadsheet Applications](#) Credits: 3
- [BOT 2095 - Cooperative Work Experience](#) Credits: 3
OR [BOT 2195 - Administrative Practicum](#) Credits: 4
OR [CIS 1143 - Project Management](#) Credits: 3
- [BMGT 2020 - Principles of Management](#) Credits: 3
OR [BMGT 2100 - Organizational Behavior](#) Credits: 3
OR [BMGT 2200 - Human Resource Management](#) Credits: 3
- **Application Electives (6 credits):**
Choose 2 from the following list:
 - [BOT 1102 - Keyboarding and Document Production II](#) Credits: 3
 - [BOT 1307 - Word Processing Applications](#) Credits: 3
 - [BOT 2109 - Integrated Applications](#) Credits: 3
 - [CSA 1110 - Introduction to Software Applications](#) Credits: 3

Medical Option Required Courses (15 credits)

- [BOT 1800 - Medical Terminology and Anatomy](#) Credits: 3
OR [HIMT 1000 - Medical Terminology](#) Credits: 3
- [BOT 1801 - Medical Coding I](#) Credits: 3
- [BOT 1802 - Medical Coding II](#) Credits: 3
- [BOT 2808 - Medical Practice Management Applications](#) Credits: 3
OR [HIMT 2110 - Health Information Management Principles](#) Credits: 3
- [BOT 2807 - Foundations/Management of Medical Insurance](#) Credits: 3
OR [BOT 2810 - Electronic Health Records](#) Credits: 3

Total Credits: 61-64

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	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Business Office Technology: Office Option. OHE #: 21410 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 61-64 # Credits in General Education: 22-24 <u>CIP Code Number</u>: 52.0407 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Business Office Technology: Office Option 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 61-64 # Credits in General Education: 22-24 <u>CIP Code Number</u>: 52.0407 Title of CIP Code:</p>		
<p>Department where program is housed: School for Business & Hospitality Location Offering the Program (<i>e.g., main campus</i>): Gateway, Manchester</p>		
<p>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</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

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

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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*109 (MATH 1001) Quantitative Literacy or MAT*165 (MATH 1201) Elementary Statistics (Statistics I) with Computer Applications or higher	3-4	MATH 1000 Mathematics of Finance or higher	3-4
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.

1. No changes. Original attached

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
 No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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Connecticut State Colleges & Universities

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Business Office Technology: Office Option, AS (OFFC-AS-BOT)

Location(s): [Gateway](#), [Manchester](#)

In today's fast-paced, technology-driven workplace, administrative support professionals are highly valued members of any organization. They must use technology to originate, access, manage and manipulate information. In addition, they function independently in initiating office communications, accessing and tracking records and information, and problem-solving the various details of the day-to-day office operations. As contributing members of management teams, administrative professionals must assume a high level of responsibility and work independently to exercise initiative and judgment and to adapt to new technologies and procedures.

This option provides students with the skills necessary to excel in this rapidly changing and challenging office environment. Students will become skilled in keyboarding, word processing, business and computerized communication, and office applications and procedures.

Graduates of this program have gained entry-level employment in a variety of administrative support settings throughout the local communities. Graduates have recently been placed in positions at colleges and universities, insurance carriers, elementary and secondary schools, construction companies, municipalities, home health and social organizations, etc.

Learning Outcomes:

Upon successful completion of all Business Office Technology degree program requirements, graduates will be able to:

- Demonstrate keyboarding and data-entry speed and accuracy, including proofreading, using industry accepted standards.
- Create and modify standard types of business communications in both printed and electronic forms.
- Acquire up-to-date skills in the following areas: accounting, word processing, spreadsheet, database, project management, presentation, personal information management, web technologies, and speech recognition.
- Show effective time management and organizational skills.
- Display strong interpersonal and human relations skills required for success in a professional setting including: professionalism, adaptability to change, initiative, confidentiality, positive attitude and human relations and creativity.
- Demonstrate decision-making ability; acquire and utilize information to solve problems; demonstrate computer knowledge; communication skills and business procedures using ability-based projects; and demonstrate responsibility, positive attitude, self-management, honesty and confidentiality.
- Contribute as a productive team member in a culturally and intellectually diverse global environment.

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

- Exhibit verbal, non-verbal and written communication skills.
- Perform advanced business application skills.
- Develop a portfolio that showcases talents, promotes self-evaluation, and provides validation for employment or promotion.
- Apply business concepts and critical thinking skills to make sound professional and ethical decisions in the workplace.

Upon completion of this option, graduates can elect to take the following industry-recognized certifications:

- Microsoft Office Specialist (certifications by exam per application)
- Certified Associate in Project Management (CAPM)
- Certified Administrative Professional (CAP)

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

General Education Courses (22-24 credits)

- [ENG 1010 - Composition Credits: 3](#)
- ~~MATH 1001 or 1201 or higher~~ [MATH 1000 or higher Credits: 3-4 \(MATH 1001 or MATH 1201 Recommended\)](#)
- [Elective ARHX - Arts & Humanities Course Credits: 3-4](#)
- [SOC 1001 - Principles of Sociology Credits: 3](#)
OR [PSY 1011 - General Psychology I Credits: 3](#)
- [COMM 1301 - Public Speaking Credits: 3](#)
OR [BUSN 2100 - Business Communications Credits: 3](#)
- [BIO 1100 - Principles of the Human Body Credits: 3](#)
- [BIO 1100L - Principles of the Human Body Lab Credits: 1](#)
OR [BIO 1111 - Cell Biology with Organ Systems Credits: 4](#)
- [CCS 1001 - College & Career Success Credits: 3](#)

Program Core Courses (24-25 credits)

- [BOT 1101 - Keyboarding and Document Production I Credits: 3](#)
- [BOT 1604 - Office Accounting Credits: 3](#)
OR [ACCT 1130 - Principles of Financial Accounting Credits: 3](#)
- [BOT 2200 - Digital Workplace Technologies Credits: 3](#)
- [CSA 1111 - Spreadsheet Applications Credits: 3](#)
- [BOT 2095 - Cooperative Work Experience Credits: 3](#)
OR [BOT 2195 - Administrative Practicum Credits: 4](#)
OR [CIS 1143 - Project Management Credits: 3](#)
- [BMGT 2020 - Principles of Management Credits: 3](#)
OR [BMGT 2100 - Organizational Behavior Credits: 3](#)
OR [BMGT 2200 - Human Resource Management Credits: 3](#)
- **Application Electives:** Choose 2 from the following list:
 - [BOT 1102 - Keyboarding and Document Production II Credits: 3](#)
 - [BOT 1307 - Word Processing Applications Credits: 3](#)
 - [BOT 2109 - Integrated Applications Credits: 3](#)
 - [CSA 1110 - Introduction to Software Applications Credits: 3](#)

Office Option Required Courses (15 credits)

- [ENG 1020 - Composition II and Literature Credits: 3](#)
OR [ENG 1030 - Composition II and Non-fiction Texts Credits: 3](#)
- [CSA 2112 - Database Applications Credits: 3](#)
OR [CSA 2113 - Advanced Applications Credits: 3](#)
- [CST 0000 - Web Essentials Credits: 3](#)
OR [CIS 1001 - Introduction to Computers Credits: 3](#)
- **Business/Ethics Electives:** Choose 2 from the following list:
 - [BUSN 2310 - Business Law I Credits: 3](#)
 - [BUSN 2340 - Legal Environment of Business Credits: 3](#)
 - [BMGT 2040 - Managerial Communications Credits: 3](#)
 - [BENT 2180 - Entrepreneurship Credits: 3](#)
 - [BMKT 2010 - Principles of Marketing Credits: 3](#)
 - [BMKT 2200 - Sales Credits: 3](#)
 - [BUSN 2400 - Business Ethics Credits: 3](#)
 - [PHIL 1012 - Bioethics Credits: 3](#)

Total Credits: 61-64

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
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<p>Original Program Characteristics</p> <p>Name of Program: Business Studies - TAP/CSCU</p> <p>OHE #: 21396</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61-64</p> <p># Credits in General Education: 31-33</p> <p><u>CIP Code Number</u>: 52.0201 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Business Studies - TAP/CSCU</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 61-65</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number</u>: 52.0201 Title of CIP Code:</p>		
<p>Department where program is housed: School for Business & Hospitality</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p>
		<p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>

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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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*167 Principles of Statistics (Quantitative Reasoning) → MATH 1200 Statistics I	3	MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Business Studies - TAP/CSCU Transfer Degree, AA (BSAD-AA-TAP)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

CSCU Pathway Transfer, A.A. degree programs are for Connecticut Community College students who wish to transfer to one of the Connecticut State Universities or Charter Oak without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline. Community College students can complete associate degree programs that transfer without hassle to all Connecticut State Universities and Charter Oak State College offering their major. Upon transfer, students are guaranteed full junior status and can complete a

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bachelor's degree in their major without losing any credits or be required to take any extra credits. This Business Studies Associate Degree serves as the single community college degree to all of the State University and Charter Oak State College business majors listed below. Students will declare a specific field when they transfer.

With this degree you will be able to transfer to the following majors:

At Central Connecticut State University:

- Accounting, B.S.
- Finance, B.S.
- Management, B.S.
- Marketing, B.S.

At Eastern Connecticut State University:

- Accounting, B.S.
- Business Administration, B.S.
- Finance, B.S.

At Southern Connecticut State University:

- Accounting, B.S.
- Business Administration- Business Economics Concentration, B.S.
- Business Administration- Finance Concentration, B.S.
- Business Administration- Management, B.S.
- Marketing, B.S.

At Western Connecticut State University:

- Accounting, B.S.
- Business Management- Financial Management Option, B.B.A.
- Business Management- Supervisory Management Option, B.B.A.
- Marketing, B.B.A.

At Charter Oak State College:

- Business Administration, B.A.

Learning Outcomes:

Upon successful completion of all courses in the program, students will be able to:

- demonstrate both accounting and finance concepts as applied to the sound fiscal management of a business enterprise
- demonstrate various micro- and macroeconomic principles and their influence on the organizational decision-making process
- demonstrate marketing's role in the development of a successful business strategy
- demonstrate the impact of leadership, employee behavior and organizational culture in attaining organizational goals and objectives
- demonstrate both the ethical and legal implications of managerial decisions and the effect of those decisions on organizational stakeholders
- demonstrate the integration of knowledge and apply learned skills for real-world business decision making
- demonstrate group dynamics and the benefits of a team-based approach in business

Framework (General Education) Courses (31-34 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1200 Statistics I](#) [MATH 1200 - Statistics I](#) Credits: 3
[OR MATH 1201 - Statistics I with Computer Applications](#) Credits: 4
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4

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- [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [ECON 1001 - Principles of Macroeconomics](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Pathway Courses (30-31 credits)

Minimum grades are required for transfer, students should speak with their advisor.

- [ECON 1002 - Principles of Microeconomics](#) Credits: 3
- [ACCT 1130 - Principles of Financial Accounting](#) Credits: 3 ^{2,3}
- [ACCT 1170 - Principles of Managerial Accounting](#) Credits: 3 ^{2,3}
- [MATH 1500 - Applied Business Math](#) Credits: 3
- **OR** [MATH 2600 - Calculus I](#) Credits: 4
- **OR** [MATH 2500 - Calculus for Business and Social Science](#) Credits: 3
- [BMKT 2010 - Principles of Marketing](#) Credits: 3
- [BMGT 2020 - Principles of Management](#) Credits: 3
- **OR** [BMGT 2100 - Organizational Behavior](#) Credits: 3
- [BFIN 2100 - Principles of Finance](#) Credits: 3
- [BUSN 2310 - Business Law I](#) Credits: 3
- **OR** [BUSN 2340 - Legal Environment of Business](#) Credits: 3 ^{2,3}
- [BUSN 2100 - Business Communications](#) Credits: 3
- **OR** [BMGT 2040 - Managerial Communications](#) Credits: 3
- Unrestricted Elective Credits 3

Total Credits: 61-65

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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<p>Original Program Characteristics</p> <p>Name of Program: Communication: Option #2: Human Communication OHE #: 21425 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 09.0101 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Communication: Option #2: Human Communication. 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 09.0101 Title of CIP Code:</p>										
<p>Department where program is housed: School of Arts & Humanities Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Manchester, Naugatuck Valley, Norwalk</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
College Level Algebra (MATH 1010 Intermediate Algebra or higher) OR Math for Liberal Arts (MATH 1100 Quantitative Reasoning)	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Communication: Human Communication, AS (COMM-AS-HUM)

Location(s): [Asnuntuck](#), [Capital](#), [Manchester](#), [Naugatuck Valley](#), [Norwalk](#)

Communication studies prepare students to participate in the professional, social, and civic life in an ethical, intellectually curious, and engaged manner. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media.

Students who complete the major will have knowledge of foundational theories of communication; prevailing communication research paradigms; media industry structure and practices; prevailing criticism of media practice and performance; media influence on individuals and groups; the interplay of media systems in a global context; roles and functions of communication in interpersonal, group, organizational, and public contexts; conventions of public address and advocacy; and the impact and ethics of persuasion.

Students will be able to think critically; develop and present arguments; communicate effectively in interpersonal, group, organizational, and public contexts; and invent, arrange, and deliver effective and ethical messages via oral, print, and electronic modes.

Students will have the opportunity to focus in one of three areas of specialization: Human Communication, Media Communication, and Journalism, each preparing students for in-demand careers.

Learning Outcomes:

- Describe the Communication discipline and its central questions
- Employ Communication theories, perspectives, principles, and concepts
- Create messages appropriate to the audience, purpose, and context
- Critically analyze messages
- Apply ethical communication principles and practices
- Influence public discourse

Communication General Education Core (21-22 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1010 Intermediate Algebra or higher \(3-4 credits\)](#) or [MATH 1100 Quantitative Reasoning \(3 credits\)](#) or [MATH 1100 or higher Credits: 3-4 \(MATH 1100 recommended\)](#)
- [COMM 1201 - Film Study and Appreciation](#) Credits: 3
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
OR [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- Social and Behavioral Science Elective: [PSY 1011](#), [SOC 1001](#), [HIST 1001](#), [ANTH 1001](#) or [ANTH 1005](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
OR [COMM 1302 - Interpersonal Communication](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Communication Program Core (24 Credits)

- [COMM 1000 - Introduction to Communication](#) Credits: 3
- [COMM 1010 - Introduction to Mass Communication](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
OR [COMM 1302 - Interpersonal Communication](#) Credits: 3
- [COMM 1306 - Social Media in Contemporary Society](#) Credits: 3
- [COMM 1401 - Journalism I](#) Credits: 3
OR [COMM 1604 - Video Filmmaking](#) Credits: 3
OR [COMM 1612 - Audio Production](#) Credits: 3
OR [COMM 2512 - Screenwriting](#) Credits: 3
- Communication Elective (any COMM) Credits: 3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- Open Electives *Credits: 6*

Human Communication Courses (15 credits)

- [COMM 1303 - Group Communication](#) *Credits: 3*
- [COMM 1305 - Intercultural Communication](#) *Credits: 3*
- [SOC 1001 - Principles of Sociology](#) *Credits: 3*
 - OR** [PSY 1011 - General Psychology I](#) *Credits: 3*
 - OR** [ANTH 1005 - Introduction to Cultural Anthropology](#) *Credits: 3*
- Communication Elective (any COMM) *Credits: 3*
- Open Elective *Credits: 3*

Total Credits: 60-61

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	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Communication: Option #3: Journalism OHE #: 21426 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 09.0101 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Communication: Option #3: Journalism 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 09.0101 Title of CIP Code:</p>										
<p>Department where program is housed: School of Arts & Humanities Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Housatonic, Manchester, Middlesex, Norwalk</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
College Level Algebra (MATH 1010 Intermediate Algebra or higher) OR Math for Liberal Arts (MATH 1100 Quantitative Reasoning)	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Communication: Journalism, AS (COMM-AS-JRN)

Location(s): [Asnuntuck](#), [Capital](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Norwalk](#)

Communication studies prepare students to participate in the professional, social, and civic life in an ethical, intellectually curious, and engaged manner. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media.

Students who complete the major will have knowledge of foundational theories of communication; prevailing communication research paradigms; media industry structure and practices; prevailing criticism of media practice and performance; media influence on individuals and groups; the interplay of media systems in a global context; roles

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

and functions of communication in interpersonal, group, organizational, and public contexts; conventions of public address and advocacy; and the impact and ethics of persuasion.

Students will be able to think critically; develop and present arguments; communicate effectively in interpersonal, group, organizational, and public contexts; and invent, arrange, and deliver effective and ethical messages via oral, print, and electronic modes.

Students will have the opportunity to focus in one of three areas of specialization: Human Communication, Media Communication, and Journalism, each preparing students for in-demand careers.

Program Learning Outcomes:

- Describe the Communication discipline and its central questions
- Employ Communication theories, perspectives, principles, and concepts
- Create messages appropriate to the audience, purpose, and context
- Critically analyze messages
- Apply ethical communication principles and practices
- Influence public discourse

Communication General Education Core (21-22 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1010 Intermediate Algebra or higher \(3-4 credits\) or MATH 1100 Quantitative Reasoning \(3 credits\)](#)
[MATH 1100 or higher Credits: 3-4 \(MATH 1100 recommended\)](#)
- [COMM 1201 - Film Study and Appreciation](#) Credits: 3
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
OR [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- Social and Behavioral Science Elective: [PSY 1011](#), [SOC 1001](#), [HIST 1001](#), [ANTH 1001](#) or [ANTH 1005](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
OR [COMM 1302 - Interpersonal Communication](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Communication Program Core (24 Credits)

- [COMM 1000 - Introduction to Communication](#) Credits: 3
- [COMM 1010 - Introduction to Mass Communication](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
OR [COMM 1302 - Interpersonal Communication](#) Credits: 3
- [COMM 1306 - Social Media in Contemporary Society](#) Credits: 3
- [COMM 1401 - Journalism I](#) Credits: 3
OR [COMM 1604 - Video Filmmaking](#) Credits: 3
OR [COMM 1612 - Audio Production](#) Credits: 3
OR [COMM 2512 - Screenwriting](#) Credits: 3
- Communication Elective (any COMM) Credits: 3
- Open Electives Credits: 6

Journalism Courses (15 credits)

- [COMM 1401 - Journalism I](#) Credits: 3
- [COMM 2401 - Publications Workshop](#) Credits: 3
- [COMM 2995 - Internship](#) Credits: 3

Media Production Elective - choose one

- [COMM 1603 - Television Production](#) Credits: 3
- [COMM 1612 - Audio Production](#) Credits: 3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- [COMM 1604 - Video Filmmaking](#) Credits: 3
- [COMM 2512 - Screenwriting](#) Credits: 3
- [COMM 1402 - Photojournalism](#) Credits: 3
- [COMM 1601 - Digital Video Production](#) Credits: 3

Advanced Writing Elective - choose one

- [ENG 2100 - Creative Writing](#) Credits: 3
- [COMM 1304 - Introduction to Public Relations](#) Credits: 3
- [COMM 1502 - Sports Reporting](#) Credits: 3
- [COMM 1511 - Media Writing](#) Credits: 3

Total Credits: 60-61

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
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<p>Original Program Characteristics</p> <p>Name of Program: Communication: Option #1: Media Production. OHE #: 21427 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 09.0101 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Communication: Option #1: Media Production. 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 09.0101 Title of CIP Code:</p>		
<p>Department where program is housed: School of Arts & Humanities Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Manchester, Middlesex, Norwalk</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>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</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
College Level Algebra (MATH 1010 Intermediate Algebra or higher) OR Math for Liberal Arts (MATH 1100 Quantitative Reasoning)	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Communication: Media Production, AS (COMM-AS-MDP)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Manchester](#), [Middlesex](#), [Norwalk](#)

Communication studies prepare students to participate in the professional, social, and civic life in an ethical, intellectually curious, and engaged manner. The discipline of communication focuses on how people use messages to generate meanings within and across various contexts, cultures, channels, and media.

Students who complete the major will have knowledge of foundational theories of communication; prevailing communication research paradigms; media industry structure and practices; prevailing criticism of media practice and performance; media influence on individuals and groups; the interplay of media systems in a global context; roles and functions of communication in interpersonal, group, organizational, and public contexts; conventions of public address and advocacy; and the impact and ethics of persuasion.

Students will be able to think critically; develop and present arguments; communicate effectively in interpersonal, group, organizational, and public contexts; and invent, arrange, and deliver effective and ethical messages via oral, print, and electronic modes.

Students will have the opportunity to focus in one of three areas of specialization: Human Communication, Media Communication, and Journalism, each preparing students for in-demand careers.

Learning Outcomes:

- Describe the Communication discipline and its central questions
- Employ Communication theories, perspectives, principles, and concepts
- Create messages appropriate to the audience, purpose, and context
- Critically analyze messages
- Apply ethical communication principles and practices
- Influence public discourse

Communication General Education Core (21-22 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1010 Intermediate Algebra or higher \(3-4 credits\) or MATH 1100 Quantitative Reasoning \(3 credits\)](#)
[MATH 1100 or higher Credits: 3-4 \(MATH 1100 recommended\)](#)
- [COMM 1201 - Film Study and Appreciation](#) Credits: 3
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
OR [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- Social and Behavioral Science Elective: [PSY 1011](#), [SOC 1001](#), [HIST 1001](#), [ANTH 1001](#) or [ANTH 1005](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
OR [COMM 1302 - Interpersonal Communication](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Communication Program Core (24 Credits)

- [COMM 1000 - Introduction to Communication](#) Credits: 3
- [COMM 1010 - Introduction to Mass Communication](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- OR [COMM 1302 - Interpersonal Communication](#) Credits: 3
- [COMM 1306 - Social Media in Contemporary Society](#) Credits: 3
- [COMM 1401 - Journalism I](#) Credits: 3
OR [COMM 1604 - Video Filmmaking](#) Credits: 3
OR [COMM 1612 - Audio Production](#) Credits: 3
OR [COMM 2512 - Screenwriting](#) Credits: 3
- Communication Elective (any COMM) Credits: 3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- Open Electives *Credits: 6*

Media Production Courses (15 Credits)

- [COMM 1612 - Audio Production](#) *Credits: 3*
- [COMM 1604 - Video Filmmaking](#) *Credits: 3*
 - OR** [COMM 1603 - Television Production](#) *Credits: 3*
- [COMM 2995 - Internship](#) *Credits: 3*
- Digital Arts Design Elective: [COMM 1501](#) or any course from DAT, DGA, or GRA *Credits: 3*

Media Production Elective - choose one

- [COMM 2401 - Publications Workshop](#) *Credits: 3*
- [COMM 1401 - Journalism I](#) *Credits: 3*
- [COMM 2512 - Screenwriting](#) *Credits: 3*
- [COMM 2513 - Scriptwriting for Media](#) *Credits: 3*
- [COMM 1601 - Digital Video Production](#) *Credits: 3*
- [COMM 1603 - Television Production](#) *Credits: 3*
- [COMM 1604 - Video Filmmaking](#) *Credits: 3*
- [COMM 1613 - Radio Production](#) *Credits: 3*
- [COMM 2601 - Advanced Digital Video Production](#) *Credits: 3*
- [COMM 2611 - Advanced Audio Production](#) *Credits: 3*

Total Credits: 60-61

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
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<p>Original Program Characteristics</p> <p>Name of Program: Dance</p> <p>OHE #: 21431</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61</p> <p># Credits in General Education: 22</p> <p><u>CIP Code Number</u>: 50.0301 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Dance</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 61-62</p> <p># Credits in General Education: 22-23</p> <p><u>CIP Code Number</u>: 50.0301 Title of CIP Code:</p>		
<p>Department where program is housed: School of Arts & Humanities</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Naugatuck Valley</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 135 Topics in Contemporary Math (MATH 1001 Quantitative Literacy)	3	MATH 1000 (Mathematics of Finance) or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Dance, AA (DANC-AA)

Location(s): [Naugatuck Valley](#)

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

Learning Outcomes:

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

- Demonstrate and execute warm-up exercises specific to all dance forms (ballet, modern, ethnic, jazz).
- Execute a desirable physical activity, preparation, and training for the arts as a dancer, actor, or/and musician intellectually.
- Execute a variety of choreographic styles to enhance and broaden movement.
- Use choreographic vocabulary appropriately, utilizing time, space and energy.
- Demonstrate kinesthetic awareness, mental and physical coordination, rhythmic sensitivity, and musicality.
- Identify dancers and choreographers, describe their contributions to the field of dance, and discuss their processes in creating dance.
- Choreograph and perform movement and demonstrate performance skills of concentration, projection, characterization, expression and ensemble work.
- Demonstrate the ability to schedule and conduct rehearsals, and produce a performance that includes staging, lighting, costuming, decor, and publicity.

General Education Courses (22-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 Quantitative Literacy \(3 credits\)](#)
[MATH 1000 or higher](#) Credits: 3-4 ([MATH 1100 Recommended](#))
- [MUS 1001 - Music History & Appreciation I](#) Credits: 3
OR [THR 1101 - Introduction to Theater](#) Credits: 3
OR [THR 1110 - Acting I](#) Credits: 3
- [BIO 1005 - Introduction to Biology](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
OR [ANTH 1001 - Introduction to Anthropology](#) Credits: 3
OR [SOC 1001 - Principles of Sociology](#) Credits: 3
- [COMM 1000 - Introduction to Communication](#) Credits: 3
OR [ENG 1020 - Composition II and Literature](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (39 credits)

- [THR 1102 - Theater History](#) Credits: 3
OR [ANTH 1005 - Introduction to Cultural Anthropology](#) Credits: 3
OR [HLTH 1051 - Health and Wellness Promotion](#) Credits: 3
- [DANC 1001 - History and Appreciation of World Dance](#) Credits: 3
- [DANC 1002 - Ballet: Renaissance to Romantic](#) Credits: 3
- [DANC 1013 - Modern Dance: Early 20th Cent-1940s](#) Credits: 3
- [DANC 1011 - Jazz I: Afro-American/Caribbean](#) Credits: 3
- [DANC 2002 - Ballet II: Classical to Contemporary](#) Credits: 3
- [DANC 2013 - Modern Dance II: Second Generation America](#) Credits: 3
- [DANC 2021 - Dance Repertory/Ensemble I](#) Credits: 3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- [DANC 1111 - Jazz II: Broadway and Film](#) Credits: 3
- [DANC 2022 - Choreographic Principles/Ensemble I](#) Credits: 3
- [DANC 1018 - Dance Pedagogy for Young Children](#) Credits: 3
- [DANC 1075 - Kinesiology for Dancers](#) Credits: 3
- [DANC 2121 - Dance Repertory/Ensemble II](#) Credits: 3
 - OR [DANC 2122 - Choreographic Principles/Ensemble II](#) Credits: 3
 - OR 3 total credits from among the 1-credit course options Credits: 3
 - [DANC 1009 - Ballroom Dance](#)
 - [DANC 1010 - Tap](#)
 - [DANC 1014 - Hip Hop and Dance](#)
 - [DANC 1031 - Contemporary African Dance](#)
 - [DANC 1040 - Pilates Wellness](#)
 - [DANC 2009 - Ballroom Dance II](#)
 - [DANC 2061 - Yoga I](#)

Total Credits: 61-62

Directions: Please provide the date, name of originator, title, and campus below.

Date: 11/29/2022

Name of Originator: Alexander Bratt

Title of Originator: Professor of Theatre / Chair of the ARTS

Primary Campus of Originator: Naugatuck Valley

Program Name (Aligned):

Dance, AA (DANC-AA)

Program Name (Modified):

Dance, AA (DANC-AA)

Degree Type (Aligned):

AA

Degree Type (Modified):

AA

Summary of Modifications:

Expand course options under Arts and Humanities.

Require BIO 1011 Introduction to Nutrition under Scientific Reasoning/Scientific Knowledge, to align with the State of Connecticut's revised (May 2021) requirements to be qualified for public school teacher certification in Dance; a course in Nutrition is required for certification.

All other aspects of the program remain unchanged.

Program Description (Aligned):

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

Program Description (Modified):

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

Program Learning Outcomes (Aligned):

Learning Outcomes:

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

- Demonstrate and execute warm-up exercises specific to all dance forms (ballet, modern, ethnic, jazz).
- Execute a desirable physical activity, preparation, and training for the arts as a dancer, actor, or/and musician intellectually.
- Execute a variety of choreographic styles to enhance and broaden movement.
- Use choreographic vocabulary appropriately, utilizing time, space and energy.
- Demonstrate kinesthetic awareness, mental and physical coordination, rhythmic sensitivity, and musicality.
- Identify dancers and choreographers, describe their contributions to the field of dance, and discuss their processes in creating dance.
- Choreograph and perform movement and demonstrate performance skills of concentration, projection, characterization, expression and ensemble work.
- Demonstrate the ability to schedule and conduct rehearsals, and produce a performance that includes staging, lighting, costuming, decor, and publicity.

Program Learning Outcomes (Modified):

Learning Outcomes:

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

- Demonstrate and execute warm-up exercises specific to all dance forms (ballet, modern, ethnic, jazz).
- Execute a desirable physical activity, preparation, and training for the arts as a dancer, actor, or/and musician intellectually.
- Execute a variety of choreographic styles to enhance and broaden movement.
- Use choreographic vocabulary appropriately, utilizing time, space and energy.
- Demonstrate kinesthetic awareness, mental and physical coordination, rhythmic sensitivity, and musicality.
- Identify dancers and choreographers, describe their contributions to the field of dance, and discuss their processes in creating dance.
- Choreograph and perform movement and demonstrate performance skills of concentration, projection, characterization, expression and ensemble work.
- Demonstrate the ability to schedule and conduct rehearsals, and produce a performance that includes staging, lighting, costuming, decor, and publicity.

General Education Core Courses (21-25 credits) (Aligned)				General Education Core Courses (21-25 credits) (Modified)			
	Course Number	Course Name	# of Credits		Course Number	Course Name	# of Credits
1.	ENG 1001	English Composition	3	1.	ENG 1001	English Composition	3
2.	MAT 1001	Quantitative Literacy	3	2.	MAT 1001	Quantitative Literacy	3
3.	MUS 1001, or THR 1101, or THR 1110	Music History & Appreciation I, or Introduction to Theater, or Acting I	3 3 3	3.	MUS 1001 or THR 1101 or THR 1110, or MUS 1004, or DANC 1115	Music History & Appreciation I, or Introduction to Theater, or Acting I, or World Music, or Dance as Cultural Expression	3 3 3 3 3
4.	BIO 1005	Introduction to Biology	4	4.	BIO 1011	Introduction to Nutrition	3
5.	PSY 1011, or ANTH 1011, or SOC 1001	General Psychology I, or Introduction to Anthropology, or Principles of Sociology	3 3 3	5.	PSY 1011, or ANTH 1011, or SOC 1001	General Psychology I, or Introduction to Anthropology, or Principles of Sociology	3 3 3
6.	COMM 1000, or ENG 1020	Introduction to Communication, or Composition II and Literature	3 3	6.	COMM 1301, or ENG 1020	Public Speaking, or Composition II and Literature	3 3
7.	CCS 1001	College & Career Success	3	7.	CCS 1001	College & Career Success	3
General Education Core Credits			22	General Education Core Credits			21

Program Requirements (36-39 credits) (Aligned)					Program Requirements (36-39 credits) (Modified)				
	Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #		Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #
1.	DANC 1001	History and Appreciation of World Dance	3		1.	DANC 1001	History and Appreciation of World Dance	3	
2.	DANC 1002	Ballet: Renaissance to Romantic	3		2.	DANC 1002	Ballet: Renaissance to Romantic	3	
3.	DANC 1013	Modern Dance: Early 20th Cent-1940s	3		3.	DANC 1013	Modern Dance: Early 20th Cent-1940s	3	
4.	DANC 1011	Jazz I: Afro-American/Caribbean	3		4.	DANC 1011	Jazz I: Afro-American/Caribbean	3	
5.	DANC 2002	Ballet II: Classical to Contemporary	3	DANC 1002	5.	DANC 2002	Ballet II: Classical to Contemporary	3	DANC 1002
6.	DANC 2013	Modern Dance II: Second Generation America	3	DANC 1013	6.	DANC 2013	Modern Dance II: Second Generation America	3	DANC 1013
7.	DANC 2021	Dance Repertory/ Ensemble I	3		7.	DANC 2021	Dance Repertory/ Ensemble I	3	
8.	DANC 1111	Jazz II: Broadway and Film	3		8.	DANC 1111	Jazz II: Broadway and Film	3	
9.	DANC 2022	Choreographic Principles/ Ensemble I	3		9.	DANC 2022	Choreographic Principles/ Ensemble I	3	
10.	DANC 1018	Dance Pedagogy for Young Children	3		10.	DANC 1018	Dance Pedagogy for Young Children	3	
11.	DANC 1075	Kinesiology for Dancers	3		11.	DANC 1075	Kinesiology for Dancers	3	
12.	THR 1102, or	Theater History, or	3		12.	THR 1102, or	Theater History, or	3	

CT State Community College Common Program Template - MODIFIED

	ANTH 1005, or	Introduction to Cultural Anthropology, or	3			ANTH 1005, or	Introduction to Cultural Anthropology, or	3	
	HLTH 1051	Health and Wellness Promotion	3			HLTH 1051	Health and Wellness Promotion	3	
13.	DANC 2121, or	Dance Repertory/ Ensemble II, or	3		13.	DANC 2121, or	Dance Repertory/ Ensemble II, or	3	
	DANC 2122, or	Choreographic Principles/ Ensemble II, or	3			DANC 2122, or	Choreographic Principles/ Ensemble II, or	3	
		3 total credits from among the 1-credit course options:	3				3 total credits from among the 1-credit course options:	3	
	DANC 1009,	Ballroom Dance,	1			DANC 1009,	Ballroom Dance,	1	
	DANC 1010,	Tap,	1			DANC 1010,	Tap,	1	
	DANC 1014,	Hip Hop and Dance,	1			DANC 1014,	Hip Hop and Dance,	1	
	DANC 1031,	Contemporary African Dance,	1			DANC 1031,	Contemporary African Dance,	1	
	DANC 1040,	Pilates Wellness,	1			DANC 1040,	Pilates Wellness,	1	
	DANC 2009,	Ballroom Dance II,	1			DANC 2009,	Ballroom Dance II,	1	
	DANC 2061	Yoga I	1			DANC 2061	Yoga I	1	
			39					39	

Program Requirement Credits	39	Program Requirement Credits	39
General Education Core Credits	22	General Education Core Credits	21
Program Total Credits	61	Program Total Credits	60



Modified Certificate Template

This template should be used by the faculty discipline and program workgroups to modify an official record of a below threshold certificate change. All original information as approved should be included, with revisions highlighted within the document and summarized in the “Summary of Changes.” Please use the form below, or the original approved template with revisions highlights can be copied here, with a summary of changes and effective date included and all changes highlighted within the document.

Directions: *Please provide the date, name of originator, title, and campus below.*

Date: 11/29/2022

Name of Originator: Alexander Bratt

Title of Originator: Professor of Theater / Chair of the ARTS

Primary Campus of Originator: Naugatuck Valley

ALIGNED

Credit Certificate Program Name: Dance Certificate (DANC-CC)

MODIFIED

Credit Certificate Program Name: Dance Certificate (DANC-CC)

Summary of Changes:

Certificate description and curriculum have been expanded to match the State of Connecticut’s revised (May 2021) requirements to be qualified for public school teacher certification in Dance.

Effective Date of Changes: Fall 2023

Certification Description:

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

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

Certification Description:

The field of dance education is taking an exciting step forward in Connecticut's public schools. An increasing number of school systems have been including dance and movement education in their grades K - 12 arts curriculum. To support this activity, and to comply with the requirements of federal education legislation known as "No Child Left Behind" (NCLB), the Connecticut State Department of Education worked for several years with educators and the dance community to develop guidelines for teacher certification in dance, thereby ensuring that well-prepared educators deliver in-school dance programs.

Per federal law, all public-school teachers in core subjects are required to be "Highly Qualified," i.e., certified in the subject area they teach. Certification is literally a "license" to be a public-school teacher within a state. Because the NCLB law includes the arts among the core subjects, dance teachers will be required to be certified in dance, just as math teachers must be certified in math, science teachers certified in science, and art teachers in art. By implementing dance certification, Connecticut joins the vast majority of other states that offer teacher certification in dance. In order to be qualified for public school teacher certification, an applicant must have successfully completed coursework in each of the following: Applied study in Ballet; Two applied courses in Modern Dance; applied study in a third folkloric dance form (e.g., Ballroom, Tap, Jazz, or African); choreographic principles; dance history and cultures; applied Kinesiology/Anatomy; Nutrition in a wellness or fitness context; and Dance Education methods/curriculum. Students completing this Dance Certificate will have met each of these requirements.

This certificate in Dance allows students the opportunity to explore dance through seminar, lecture, field work (attending live performances), and lab (dance exercises) participation. The Dance certificate enhances technique, broadens one's repertoire, builds choreographic options and production skills, expands artistic training, and provides a strong foundation in all aspects of dance. This program is tailored for individuals who seek employment or those presently working in studio, theatre, education, non-profit, or community service environments, students wanting to broaden their foundation of dance foundation, and for individuals working in the arts or entertainment industries. Graduates are not only well prepared for employment, but confident in his/her participation on the arts especially dance. It is recommended that students entering this program of study should have a familiarity with dance and the basic foundations of dance.

Note: To be qualified for public school teacher certification, an applicant must hold a college degree from an accredited institution. A Formal Pathways to Dance Certification K-12 has been designed for the public-school teacher wishing to obtain the State of Connecticut's certification. This Dance certificate may be used towards that K-12 certification.

Certificate Learning Outcomes:

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

- Demonstrate mastery skills and techniques necessary for studio and/or theatre dance.
- Execute a comprehensive historical repertoire of various dance genres using appropriate movement vocabulary.
- Critically assess and demonstrate dance as a means of communication and reflection of one's society.
- Demonstrate critical thinking and reflection when assessing the movement capabilities of collaborative performers and appraise and adjust their teaching and performing techniques accordingly.
- Execute production skills from the choreographic process to the performance.
- Identify resources for the dance instructor and performer, including texts and music.
- Apply French movement terminology when discussing dance.

Certificate Learning Outcomes:

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

- Demonstrate mastery skills and techniques necessary for studio and/or theatre dance.
- Execute a comprehensive historical repertoire of various dance genres using appropriate movement vocabulary.
- Critically assess and demonstrate dance as a means of communication and reflection of one's society.
- Demonstrate critical thinking and reflection when assessing the movement capabilities of collaborative performers and appraise and adjust their teaching and performing techniques accordingly.
- Execute production skills from the choreographic process to the performance.
- Identify resources for the dance instructor and performer, including texts and music.
- Apply French movement terminology when discussing dance.

Certificate Program Requirements (# credits) (ALIGNED)				Certificate Program Requirements (# credits) (MODIFIED)			
Course Number	Course Name	# of Credits	Pre-req/Co-req Course #	Course Number	Course Name	# of Credits	Pre-req/Co-req Course #
DANC 1001	History and Appreciation of World Dance	3		DANC 1001	History and Appreciation of World Dance	3	
DANC 1002	Ballet: Renaissance to Romantic	3		DANC 1002	Ballet: Renaissance to Romantic	3	
DANC 1011, or	Jazz I: Afro-American/Caribbean, or	3		DANC 1011, or	Jazz I: Afro-American/Caribbean,	3	
DANC 1111	Jazz II: Broadway and Film	3		DANC 1111	Jazz II: Broadway and Film	3	
				OR	(Complete all three classes below for a total of three credits.)		
				DANC 1009, and	Ballroom Dance I, and	1	

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Dental Hygiene</p> <p>OHE #: 21240</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 96 (32 pre-admission)</p> <p># Credits in General Education: 22-23</p> <p><u>CIP Code Number</u>: 51.0602 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Dental Hygiene</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 96 (32 pre-admission)</p> <p># Credits in General Education: 22</p> <p><u>CIP Code Number</u>: 51.0602 Title of CIP Code:</p>										
<p>Department where program is housed: School of Nursing and Health Careers</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Tunxis</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27006 e-mail: ddimattio@commnet.edu</p>								

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*137 Intermediate Algebra (MATH 1010 Intermediate Algebra) or 137L Intermediate Algebra for Liberal Arts (MATH 1011 Applied Algebra with Modeling) or higher	3-4	MATH 1002 Math for Science & Technology or MATH 1010 Intermediate Algebra or MATH 1011 Applied Algebra with Modeling	3
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Dental Hygiene, AS (DHYG-AS)

Location(s): [Tunxis](#)

The Tunxis Campus of CT State Community College Dental Hygiene program provides the skills and knowledge necessary to function effectively as an integral member of the dental health team. The program has a 30-year affiliation with University of Connecticut (UConn) School of Dental Medicine. The program utilizes the facilities of the UConn School of Dental Medicine, federal, state and local hospitals, and community health clinics. Graduates of the program are eligible to take the examinations for licensure given by National and Commission on Dental Competency Assessments (CDCA). Graduates who pass both boards are eligible for a Connecticut license. The program is the only state supported dental hygiene program in Connecticut.

The Dental Hygiene program's faculty are highly qualified with a wide range of clinical and community experience.

- Dental classes are held in a state-of-the-art simulated dental clinic and lab facilities.
- Tunxis Campus of CT State Community College is the only publicly supported program in Connecticut to provide a degree in Dental Hygiene.
- Students have many opportunities to participate in community outreach service learning projects on the local, national and international level.

Learning Outcomes:

The Dental Hygiene Program will utilize the following graduation outcomes in assessing students. Tunxis Community College dental hygiene students strive for achievement of these abilities as well as traditional grades.

- **Health Promotion** - develops, implements, and evaluates health promotion strategies directed toward assisting individuals as well as diverse populations achieve oral wellness as a component of overall health and awareness.
- **Process of Care and Evidence-Based Practice** - provides care to all clients without regard to economic, social, cultural, religious, or health status, based upon an individualized human need, evidence-based practice which includes assessment, diagnosis, planning, implementation, education, evaluations, and documentation.
- **Teamwork** - effectively engages in interpersonal activities and teamwork.
- **Technology** - appropriately and effectively uses technology to accomplish assigned tasks.
- **Oral and Written Communication** - delivers oral presentations or written text using appropriate information and/or analysis for the rhetorical situation.
- **Critical Thinking and Problem Solving** - identifies the problem or deficit, formulates an argument, explains, and analyzes relationships clearly, draws reasonable inferences, and conclusions that are logical.
- **Ethical and Professional Standards** - identifies and reflects critically on ethical issues presented in classroom, simulation, community settings, or clinical patient care. Demonstrates professionalism across the curriculum in all aspects of the program.

Career Fields for Dental Hygiene Grads: Dental hygienists may work in a variety of health care settings such as private dental offices, schools, public health clinics, hospitals, managed care organizations, correctional institutions, nursing homes or in a corporate environment. In addition to the clinical role, dental hygienists may also work in an administrative capacity in any of these locations.

Accreditation and Affiliation: The Tunxis Community College program in Dental Hygiene is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611-2678. The Commission's web address is: <http://www.ada.org/en/coda>.

Licensure for Graduates: Dental hygiene students at Tunxis Campus have excellent outcomes on the Dental Hygiene National and Regional Clinical Boards which qualifies them to apply for licensure to practice.

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Selective Admissions Criteria:

- Completion of the Admission Test for Dental Hygiene (ATDH). Exam is administered through the American Dental Association. Application and guide may be found at: [Admission Test for Dental Hygiene and Users Guide](#). Students should release scores to Tunxis Dental Hygiene Program.
- Applicant must complete [CHEM 1110](#), [ENG 1010](#), [MATH 1010](#) or [MATH 1011](#) or higher, and [BIO 2111](#), with a minimum combined GPA in prerequisite courses of 2.7. A minimum of a “C” must be achieved in each prerequisite course. Pass/Fail is not accepted.
- Applicant must take science courses within 5 years of applying to the program; and all science courses must be 4 credits with on ground laboratory components. Grades will be averaged for any science course repeated within this time frame.
- Applicant must attend a dental hygiene information session.
- Applicant is encouraged to enroll in the Health Careers Pathway.
- Applicant is encouraged to complete general education courses prior to applying to the program.

Admission Requirements and Prerequisite Courses

- [BIO 1210 - General Biology I](#) Credits: 4
- [ENG 1010 - Composition](#) Credits: 3
- [CHEM 1110 - Concepts of Chemistry](#) Credits: 4
- [MATH 1010 - Intermediate Algebra](#) Credits: 3
- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4
- [BIO 2350 - Microbiology](#) Credits: 4
- [DHYG 2005 - Nutrition for Health Professionals](#) Credits: 3
- [PSY 1011 - General Psychology I](#) Credits: 3

General Education Courses (22-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1010 Intermediate Algebra](#) or [MATH 1011 Applied Algebra with Modeling](#) or higher (3-4 Credits)
[MATH 1002 Math for Science & Technology](#) or [MATH 1010 Intermediate Algebra](#) or [MATH 1011 Applied Algebra with Modeling](#) Credits: 3 ([MATH 1010](#) or [1011](#) Recommended)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1210 - General Biology I](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (74 credits)

- [CHEM 1110 - Concepts of Chemistry](#) Credits: 4
- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4
- [BIO 2350 - Microbiology](#) Credits: 4
- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [DHYG 2005 - Nutrition for Health Professionals](#) Credits: 3
- [DHYG 2008 - Dental Hygiene Professionalism, Ethics, and Jurisprudence](#) Credits: 2
- [DHYG 2009 - Fundamentals of Dental Hygiene Theory](#) Credits: 3
- [DHYG 2010C - Fundamentals of Dental Hygiene Clinic](#) Credits: 2
- [DHYG 2012 - Diagnostic Radiography for the Dental Hygienist](#) Credits: 4
- [DHYG 2025 - Dental Materials for the Dental Hygienist](#) Credits: 2
- [DHYG 2028 - Histology & Oral Anatomy for the Dental Hygienist](#) Credits: 4
- [DHYG 2033 - Oral Medicine and Pathology](#) Credits: 2

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- [DHYG 2139 - Dental Hygiene II Theory](#) Credits: 3
- [DHYG 2140C - Dental Hygiene II Clinic](#) Credits: 3
- [DHYG 2259 - Dental Hygiene III Theory](#) Credits: 3
- [DHYG 2260C - Dental Hygiene III Clinic](#) Credits: 4
- [DHYG 2362 - Periodontics](#) Credits: 2
- [DHYG 2364 - Pharmacology](#) Credits: 3
- [DHYG 2267 - Community Oral Health](#) Credits: 3
- [DHYG 2375 - Pain Control and Local Anesthesia for the Dental Hygienist](#) Credits: 3
- [DHYG 2379 - Dental Hygiene IV Theory](#) Credits: 2
- [DHYG 2380C - Dental Hygiene IV Clinic](#) Credits: 4
- [DHYG 2268 - Civic Engagement for the Dental Hygienist](#) Credits: 3

Total Credits: 96 (32 pre-admission)

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SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023
Most Recent NECHE Institutional Accreditation Action and Date: February 2023	
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).	
Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits	
Original Program Characteristics Name of Program: Diagnostic Medical Sonography OHE #: 21241 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 79 (19 pre-admission) # Credits in General Education: 23 CIP Code Number: 51.0910 Title of CIP Code:	
Modified Program Characteristics Name of Program: Diagnostic Medical Sonography 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 79 (19 pre-admission) # Credits in General Education: 23 CIP Code Number: 51.0910 Title of CIP Code:	
Department where program is housed: School for Nursing & Health Careers	
Location Offering the Program (<i>e.g., main campus</i>): Gateway	
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	
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*175 College Algebra & Trigonometry (MATH 1600 Pathway to Calculus: College Algebra) (pre-admission requirement)	3	MATH 1610: Precalculus	4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives <i>(Indicate number of credits of open electives)</i>			
Total Program Credits:			

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Diagnostic Medical Sonography, AS (DMSN-AS)

Location(s): [Gateway](#)

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

Learning Outcomes:

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

The CT State Community College Gateway Campus Diagnostic Medical Sonography Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) by the recommendation of the Joint Review Committee of Education in Diagnostic Medical Sonography (JRC- DMS). Accreditation is in the Abdomen-Extended, OBGYN and Vascular concentration. Commission on Accreditation of Allied Health Education Programs (CAAHEP) 9355 113th St. N, #7709, Seminole, FL 33775, Phone: 727-210-2350, Fax: 727-210-2354, www.caahep.org The Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS) is a nonprofit organization in existence to establish, maintain and promote quality standards for educational programs in Diagnostic Medical Sonography (DMS). JRC-DMS 6021 University Boulevard, Suite 500, Ellicott City, MD 21043, www.jrcdms.org

Admission Process

The Diagnostic Medical Sonography program (DMS) is a selective admissions program. All students must first apply to the Connecticut State Community college. Unless waived, all applicants must take placement tests in reading, English and mathematics. Students must attend a specific DMS program information session within one year prior to applying to the program and complete the sign in documentation. Students must have a minimum GPA of 2.7 and complete the following courses prior to the application deadline.

- [ENG 1010 - Composition](#) (grade of "C" or higher)
- [MATH 1610 Precalculus](#) (grade of "C" or higher)
- [PHYS 1101 - Physics for Life Sciences](#) (grade of "C" or higher)

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- [BIO 2111 - Anatomy & Physiology I](#) (grade of “C “or higher taken within the past five years of the program start date)
- [BIO 2112 - Anatomy & Physiology II](#) (grade of “C or higher”, and taken within the past five years of the start date)
- *Students may apply to the program while in the process of completing [BIO 2112](#) during the spring semester of application year.*

General Education Courses (23 credits)

- [ENG 1010 - Composition](#) Credits: 3 (pre-admission requirement)
- [MATH 1600 Pathway to Calculus: College Algebra](#) (3 Credits)
- [MATH 1610 - Precalculus](#) Credits: 4 (pre-admission requirement)
- [COMM 1301 - Public Speaking](#) Credits: 3
- [PHYS 1101 - Physics for Life Sciences](#) Credits: 4 (pre-admission requirement)
- [PSY 1011 - General Psychology I](#) Credits: 3
- [ENG 1020 - Composition II and Literature](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (56 credits)

- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4 (pre-admission requirement)
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4 (pre-admission requirement)
- [DMS 1000 - Principles of Sonography](#) Credits: 3
- [DMS 1000L - Principles of Sonography Lab](#) Credits: 2
- [DMS 1120 - Abdomen/Small Parts Sonography I](#) Credits: 3
- [DMS 1120L - Abdomen/Small Parts Sonography I Lab](#) Credits: 1
- [DMS 1121 - Obstetrics and Gynecology Sonography I](#) Credits: 3
- [DMS 1121L - Obstetrics and Gynecology Sonography I Lab](#) Credits: 1
- [DMS 1095 - Clinical Practicum I](#) Credits: 2
- [DMS 1123 - Vascular Sonography I](#) Credits: 3
- [DMS 1123L - Vascular Sonography 1 Lab](#) Credits: 1
- [DMS 1124 - Sonographic Physics and Instrumentation I](#) Credits: 4
- [DMS 1195 - Clinical Practicum II](#) Credits: 2
- [DMS 2095 - Clinical Internship I](#) Credits: 4
- [DMS 2221 - Abdomen/Small Parts Sonography II](#) Credits: 3
- [DMS 2222 - Vascular Sonography II](#) Credits: 3
- [DMS 2195 - Clinical Practicum III](#) Credits: 3
- [DMS 2295 - Clinical Internship II](#) Credits: 1
- [DMS 2225 - Obstetrics and Gynecology Sonography II](#) Credits: 3
- [DMS 2226 - Advances in Sonography Seminar](#) Credits: 3
- [DMS 2395 - Clinical Practicum IV](#) Credits: 3

Total Credits: 79 (Pre-Program Credits: 19)

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: English Studies - TAP/CSCU Transfer</p> <p>OHE #: 21418</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 60-61</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number</u>: 23.1401 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: English Studies - TAP/CSCU Transfer</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 60-61</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number</u>: 23.1401 Title of CIP Code:</p>		
<p>Department where program is housed: School for Arts & Humanities</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Any Math 1000 or higher (college level) course vetted for Quantitative Reasoning	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.
- 2.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

English Studies - TAP/CSCU Transfer Degree, AA (ENGL-AA-TAP)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

The English Studies program provides students with a strong foundation in the liberal arts while introducing them to the study of literature and creative writing at the college level. The program is one of the Connecticut State Colleges & Universities (CSCU) Pathway Transfer, A.A. degree programs for Connecticut State Community College (CT State) students who wish to transfer to one of the Connecticut State Universities (CSU) or Charter Oak State College (COSC) without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline. CT State students can complete associate degree programs that transfer without hassle to all Connecticut State Universities and Charter Oak State College offering their major. Upon transfer, students are guaranteed full junior status and can complete a bachelor's degree in their major without losing any credits or be required to take any extra credits.

Learning Outcomes:

Program Objectives:

- Complete an Associate of Arts degree in English Studies.
- Transfer seamlessly into a Bachelor of Arts (BA) degree program in English with junior-level status in the receiving CSCU institution as part of the CSCU Transfer Tickets program.

Upon successful completion of all English Transfer Ticket degree program requirements, graduates will

- Analyze in writing literary texts using the conventions and discourse of English studies.
- Recognize at an introductory level the relationships among literature, culture, and history across multiple cultures, genres, and time periods.
- Demonstrate an understanding of the function of aesthetic elements in literature.

In addition, the graduate will complete the comprehensive learning outcomes identified within the General Education Core.

Students are free to choose any courses at or above 1000-level to complete 11- 14 credits of unrestricted electives. If Unrestricted Electives are used to take additional ENG courses, keep the CSU/COSC policies (listed below) in mind. Students should meet with their advisor before selecting any additional courses.

Central Connecticut State University (CCSU). For the English BA, Pathway students can use in the major either of the British or American surveys (221, 222, 231, 232) that they do not use to fulfill the other Pathway requirements. Creativity Course: Study Area I: Arts & Humanities Global Knowledge Course: Study Area II: Social Sciences

Eastern Connecticut State University (ECSU). For the English BA, Literary Studies, three (and sometimes four) additional 200-level ENG courses can be applied: one from ENG 210 (Fiction), ENG 213 (Poetry), & ENG 114 (Childrens Literature); one from ENG 250 (Studies in Ethnic Literature), ENG 251 (African American Literature), ENG 262 (Women in Literature), ENG 263 (Women in Poetry), & ENG 264 (Poetry and Women's Lives); one from ENG 281 (Creative Writing); and one from ENG 221 (American Literature I), ENG 222 (American Literature II), ENG 231 (British Literature I), & ENG 232 (British Literature II)

- For the English BA, Rhetoric and Composition, ENG 281 can be applied.
- For the English BA, Cultural Studies, two from ENG 114, ENG 250, ENG 251, ENG 262; and one from ENG 281 can be applied.
- For the English BA, Creative Writing one from ENG 210, ENG 213, ENG 214 (Drama), ENG 263, and ENG 264; and one from ENG 281, can be applied
- Creativity Course: Creative Expressions
- Global Knowledge Course: Individuals and Society

Southern Connecticut State University (SCSU). For the English BA, Literature OR English BA, Professional Writing, no additional 100- or 200-level courses will be applied. For the English BA, Creative Writing, ENG 282 (Creative Writing: Poetry) & ENG 283 (Creative Writing: Fiction) will be applied

- Creativity Course: Creative Drive
- Global Knowledge Course: Global Awareness

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Western Connecticut State University (WCSU).

- For the English BA, 2 of the remaining courses from ENG 221, ENG 222, ENG 231, & ENG 232 will be applied
- Creativity Course: General Education Elective / Second Exposure to Creative Process and also Explorations if outside the major
- Global Knowledge Course: Intercultural Competency and also Explorations if outside the major

Charter Oak State College.

- For the English BA, 4 additional 200-level courses will be applied Creativity Course: Open Elective
- Global Knowledge Course: Global Understanding

Students may need to use the unrestricted credits to take courses that prepare them for required courses in the degree program. Students should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities or to begin work on completing a minor. Central Connecticut State University will require that students complete a minor by earning at least 18 credits in one area outside the major field; students must complete at least 9 of those minor credits at Central. Students can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSC-but not ECSU. Students are encouraged to meet with their advisor to determine which courses to select. Information on additional courses students might take if they have free elective room, including major courses as well as remaining general education courses for each CSU, with equivalency information for each CSU, can be found at <http://www.ct.edu/transfer/transferring>

Framework Courses (31-34 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [Elective QUAX - Quantitative Reasoning Course](#) Credits: 3-4
- [MATH 1000 or higher \(3-4 Credits\)](#)
- [MATH 1100 Quantitative Reasoning or higher \(3-4 Credits\)](#)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRXX - Scientific Reasoning Course](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- Written Communication II:
 - [ENG 1020 - Composition II and Literature](#) Credits: 3
 - **OR** [ENG 1030 - Composition II and Non-fiction Texts](#) Credits: 3
- [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Pathway Courses (26-29 credits)

- [Elective CRTY - Creativity Course](#) Credits: 3 - a Creative Writing course is strongly encouraged
- [Elective GLKY - Global Knowledge Course](#) Credits: 3
- [ENG 2620 - American Literature I](#) **AND** [ENG 2540 - British Literature II](#) Credits: 6
- **OR** [ENG 2520 - British Literature I](#) **AND** [ENG 2640 - American Literature II](#) Credits: 6
- Western Literature or World Literature Course Credits: 3 (options include: [ENG 2320](#), [ENG 2340](#), [ENG 2420](#), [ENG 2440](#))
 - **OR** any other course (see italicized note below) that meets these four criteria:
 1. 75% of the authors are non-English, non-American (here we trust the judgment of faculty for, say, a foreign-born writer now writing in America in English; one clear standard might be a writer in translation)
 2. Historical breadth of the course (not a Contemporary Indian Literature course, for example)
 3. Cultural breadth (across cultures; not Western African Literature, for example, but African Literature)
 4. Not necessarily multi-genre (a world literature course in a single genre could fulfill this).
- (This course must be approved by English Studies Program Coordinator)
- Open Electives - Credits: 14

Total Credits: 60-61

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023
Most Recent NECHE Institutional Accreditation Action and Date: February 2023	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).	
Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits	
Original Program Characteristics Name of Program: Exercise Science OHE #: 21274 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-61 # Credits in General Education: 22-23 CIP Code Number: 31.0505 Title of CIP Code:	
Modified Program Characteristics Name of Program: Exercise Science 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 22-24 CIP Code Number: 31.0505 Title of CIP Code:	
Department where program is housed: School of Nursing & Health Careers Location Offering the Program (<i>e.g., main campus</i>): Gateway, Manchester, 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	
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*109 (MATH 1001) Quantitative Literacy / MAT*123 (MATH 1003) Elementary Statistics	3	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Exercise Science, AS (EXSC-AS)

Location(s): [Gateway](#), [Manchester](#), [Norwalk](#), [Three Rivers](#)

The Exercise Science Program is designed to provide fundamental and theoretical knowledge as well as practical skills necessary to assume the role of a health fitness professional in commercial and clinical settings. With an emphasis on exercise physiology and health, the program integrates cutting edge research with fundamental theories of learning and basic clinical skills. Graduates of the program will be prepared for a career in health fitness and will demonstrate sound communication skills, lifelong learning, safe and effective care, within their legal scope, and compassion for those they work with.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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

- Demonstrate an understanding of human anatomy and physiology, exercise physiology and knowledge in a holistic wellness model that promotes health beyond just the physical aspect.
- Demonstrate sound knowledge and clinical skills needed for health screenings, exercise testing and exercise prescription with a variety of populations.
- Demonstrate an understanding of a variety of public health concerns including physical inactivity, nutrition, chronic disease and disability and human performance.
- Develop leadership, interpersonal, and communication skills which lead to increased collaboration with a variety of health care professionals in a multidisciplinary approach to wellness.
- Practice sound, prudent, and ethical functions necessary in health fitness and allied health professions.

Career Opportunities are available in:

- Human performance Centers
- Personal Training
- Wellness Centers
- Rehabilitation Centers
- Corporate Wellness Centers
- Community Centers

General Education Courses (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MAT*109 (MATH 1001) Quantitative Literacy / MAT*123 (MATH 1003) Elementary Statistics (3 Credits)~~
- [MATH 1100 Quantitative Reasoning or higher](#) Credits: 3-4
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1111 - Cell Biology with Organ Systems](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (38 credits)

- [EXSC 1001 - Introduction to Exercise Science](#) Credits: 3
- [EXSC 2030 - Exercise Testing and Program Design](#) Credits: 4
- [EXSC 2031 - Exercise Programming for Clinical Populations](#) Credits: 3
- [EXSC 2032 - Aspects of Strength and Conditioning](#) Credits: 3
- [EXSC 2040 - Exercise Physiology with Lab](#) Credits: 4
- [EXSC 2050 - Kinesiology with Lab](#) Credits: 4
- [EXSC 2095 - Field Placement in Exercise Science](#) Credits: 3
- [BIO 1011 - Introduction to Nutrition](#) Credits: 3
- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4
- [ENG 1020 - Composition II and Literature](#) Credits: 3

Total Credits: 60-62

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Geography Studies - TAP/CSCU Transfer.</p> <p>OHE #: TBA</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61-64</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>		
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<p>Department where program is housed: School for Social & Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimmattio@commnet.edu</p>

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

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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math 100 or higher (college level) course vetted for TAP Quantitative Reasoning	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Geography - TAP/CSCU Transfer Degree, AA (GEOG-AA-TAP)

Location(s): [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

Students interested in careers in geography, urban planning, earth and environmental studies, tourism, international relations, digital data and mapping, and any form of global studies should consider this program. The Geography Studies, Associate in Arts degree provides flexibility and will allow a student to pursue a career requiring an associate degree or transfer to a four-year institution to pursue a bachelor's degree in geography, geography-related fields, or almost any other liberal arts program.

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

- Demonstrate an understanding of the basic concepts of physical and human geography and the methods of critical analysis geographer's use.
- Comprehend how geographers use spatial tools (maps, statistics, etc.) to help analyze and assess global activities.
- Demonstrate an understanding of the importance of spatial analysis, and how different fields within geography illustrate the *interdependence of global systems*.
- Apply basic knowledge and research skills that are sufficient to allow one to pursue a Bachelor's degree in geography or an associated field, and/or find employment in a geography-related field that requires an Associate degree.

This program is transfer focused. It is designed to prepare students with an interest in geography, urban planning, earth and environmental issues, tourism, international relations, digital data and mapping, and any form of global studies to transfer to a four-year college or university in pursuit of a bachelor's degree.

With this degree students will be able to transfer to the following majors:

At Central Connecticut State University:

Geography with Specialization in Environmental Geography, B.A.
Geography with Specialization in General/Regional Geography, B.A.
Geography with Specialization in Geographic Information Science, B.A.
Geography with Specialization in Planning, B.A.
Geography with Specialization in Tourism, B.A.

At Southern Connecticut State University:

Geography, B.A.
Geography - Concentration: Geographic Information Science and Technology, B.S.

Framework Courses (31-34 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [Elective QUAX - Quantitative Reasoning Course](#) Credits: 3-4
- **MATH 1100 Quantitative Reasoning or higher**
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRXX - Scientific Reasoning Course](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Pathway Courses (30 credits)

- [Elective CRTY - Creativity Course](#) Credits: 3
- [GEOG 1000 - Introduction to Geography](#) Credits: 3
- [GEOG 1010 - World Regional Geography](#) Credits: 3

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- [GEOG 1020 - Introduction to Human Geography](#) Credits: 3
- [GEOG 2900 - Geography and Tourism Development](#) Credits: 3 (is strongly recommended if you are planning to pursue Specialization in Tourism at CCSU, otherwise an Unrestricted Elective may be substituted for this requirement).
- Electives
 - It is recommended students select up to 9 credits of Unrestricted Electives in a single discipline/subject based upon your field of interest in geography. These courses can be used to complete 50% of the minor requirement for all CCSU Geography degrees or can be used to begin a minor or second major at SCSU. Some suggested disciplines include ANTH, EARTH, ECO, ENVS, GEOG, GEOL, HIST, MATH, POLS, CSA, CSC, CST. Central Connecticut State University will require that you complete a minor by earning at least 18 credits in one area outside your major field you must complete at least 9 of those minor credits at Central. CCSU allows you to major *and* minor in Geography as long as your minor is in a different specialization from the major.
 - For students planning on attending ECSU or WCSU, choose any 9 credits of unrestricted electives.
 - Students are encouraged to meet with Guided Pathways Advisor to determine which courses to select. Credits: 9
- Remaining Unrestricted Electives
 - Students are free to choose any courses at or above 1000-level to complete unrestricted electives, although they may need to use these credits to take courses that prepare for required courses in the degree program. They should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities. They can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSC-but not ECSU. Students are encouraged to meet with their Guided Pathways Advisor to determine which courses to select.
 - Credits: 6-9

Total Credits: 61-64

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Graphic Design: Design and Illustration Option. OHE #: 21445 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 50.0409 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Graphic Design: Design and Illustration Option. 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u>: 50.0409 Title of CIP Code:</p>		
<p>Department where program is housed: School for Arts & Humanities Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Manchester, Three Rivers, Tunxis</p>		
<p>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</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math 100 (MATH 1000) or higher [Math 137 (MATH 1010) recommended]	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Graphic Design: Design & Illustration, AS (GRPH-AS-DIL)

Location(s): [Asnuntuck](#), [Manchester](#), [Three Rivers](#), [Tunxis](#)

The purpose of the Graphic Design Associate Degree program is to:

- provide a graphic design **terminal or transfer** program in the area of graphic design, digital media, computer graphics and advertising;
- to offer a degree program for those considering an entry-level position in related graphic design fields; and
- to provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of the application of acquired technical knowledge. Computer use will be an integral part of the program.

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Design & Illustration Option:

Illustration is a parallel field to Graphic Design and many designers are also illustrators. This option provides students with project-based, hands-on and digital classes in Illustration, drawing and painting to lay the foundation for transfer or career opportunities in Illustrating for design. It provides Graphic Design students an Illustration track to a 4-year transfer degree and/or career in illustration, with an emphasis on design.

Program Learning Outcomes: Upon successful completion of all Graphic Design degree program requirements, graduates will:

- Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
- Develop an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.
- Integrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
- Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
- Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
- Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
- Develop a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.
- Demonstrate knowledge and skill in the application of the Principles of Design, Elements of Art, Visual Literacy and as an option, gain industry experience through internship.

Design & Illustration Learning Outcomes: In addition to the Graphic Design A.S. program learning outcomes students will:

- Become competent in a variety of artistic and digital media. Develop the ability to identify, analyze, and solve design problems.
- Obtain an understanding of the aesthetics of illustration and of the history and current state of design. Become proficient in the selection and use of relevant technologies and computer software in illustration. Ability to use available software and non-digital processes to sketch, model, and produce an illustration.
- Design and develop an illustration from sketch to mockup to finished process.
- Become proficient in presenting work as well as discussing and constructively critiquing the work of others.

The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

Graphic Design General Education Core (21-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1000 or higher (MATH 1010 recommended)~~
MATH 1100 or higher Credits: 3-4 (MATH 1100 Recommended)
- Arts & Humanities Elective: [ARTH 1012](#) preferred or choose from [ARTH 1001](#), [ARTH 1002](#), [ARTH 1003](#), or [ART 1060](#) Credits: 3
- [Elective SCR-X - Scientific Reasoning Course](#) Credits: 4
OR [Elective SCK-X - Scientific Knowledge Course](#) Credits: 3-4
- [Elective SBS-X - Social / Behavioral Science Course](#) Credits: 3
OR [Elective HIS-X - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
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- [CCS 1001 - College & Career Success](#) Credits: 3

Graphic Design Program Core (27 credits)

- [GRA 1501 - Graphic Design I](#) Credits: 3
- [ART 1110 - Drawing I](#) Credits: 3
- [DGA 1101 - Introduction to Computer Graphics](#) Credits: 3
 - OR [GRA 2300 - Digital Imaging I](#) Credits: 3
- [ART 1250 - Color Theory](#) Credits: 3
 - OR [ART 1210 - Two-Dimensional Design](#) Credits: 3
- [GRA 2001 - Typography & Design I](#) Credits: 3
 - OR [GRA 2201 - Illustration I](#) Credits: 3
 - OR [ART 1120 - Drawing II](#) Credits: 3
- [GRA 2401 - Digital Page Design](#) Credits: 3
 - OR [GRA 2502 - Graphic Design II](#) Credits: 3
- [DGA 2101 - Advanced Computer Graphics](#) Credits: 3
 - OR [GRA 2301 - Digital Imaging II](#) Credits: 3
 - OR [ART 1450 - Digital Photography I](#) Credits: 3
- [ART 1810 - Digital Video Art I](#) Credits: 3
 - OR [ART 1450 - Digital Photography I](#) Credits: 3
 - OR [COMM 1604 - Video Filmmaking](#) Credits: 3
- [ART 2094 - Cooperative Education](#) Credits: 3
 - OR [GRA 2095 - Graphic Design Internship](#) Credits: 3
 - OR [GRA 2090 - Graphic Design Capstone](#) Credits: 3
 - OR 2000-level elective studio course Credits: 3 (see list below)
 - OR [ART 2090 - Portfolio Preparation I](#) Credits: 1-3
 - OR [DGA 2098 - Special Topics: Graphic Design](#) Credits: 3

Design & Illustration Electives (12 credits)

Choose 4 courses:

- [ART 1120 - Drawing II](#) Credits: 3
- [ART 1130 - Figure Drawing I](#) Credits: 3
- [ART 1210 - Two-Dimensional Design](#) Credits: 3
 - OR [ART 1220 - Three-Dimensional Design](#) Credits: 3
- [ART 1510 - Painting I](#) Credits: 3
 - OR [ART 1550 - Watercolor I](#) Credits: 3
- [ART 1770 - Printmaking I](#) Credits: 3
- [ART 2810 - Digital Painting & Drawing](#) Credits: 3
- [ART 2090 - Portfolio Preparation I](#) Credits: 1-3
 - OR [GRA 2098 - Special Topics in Graphic Design](#) Credits: 3
- [GRA 2201 - Illustration I](#) Credits: 3 preferred in this track
- [GRA 2202 - Illustration II](#) Credits: 3 preferred in this track
- [GRA 2306 - Digital Illustration](#) Credits: 3
- [GRA 2705 - 3D Computer Modeling](#) Credits: 3
- [GRA 2090 - Graphic Design Capstone](#) Credits: 3

Total Credits: 60 - 63

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
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<p>Original Program Characteristics</p> <p>Name of Program: Graphic Design: Digital Media/Web Design Option. OHE #: 21446 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 CIP Code Number: 50.0409 Title of CIP Code:</p>										
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<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

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Original Program		Proposed Modified Program	
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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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)

Location(s): [Asnuntuck](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Three Rivers](#), [Tunxis](#)

The purpose of the Graphic Design Associate Degree program is to:

- provide a graphic design **terminal or transfer** program in the area of graphic design, digital media, computer graphics and advertising
- offer a degree program for those considering an entry-level position in related graphic design fields; and
- to provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts,

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aesthetics, terminology and vocabulary, and to provide an awareness of the application of acquired technical knowledge. Computer use will be an integral part of the program.

The Digital Media/Web Design program prepares students with a foundation of courses in art, graphic design, and digital media. This provides our students with a broad range of skills and the opportunity to explore a variety of career options. Web and Media design is in high demand as an industry and career track. This option focuses on digital media and web development to prepare students for a career in time-based media and web design.

Program Learning Outcomes: Upon successful completion of all Graphic Design degree program requirements, graduates will:

- Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
- Develop an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.
- Integrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
- Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
- Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
- Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
- Develop a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.
- Demonstrate knowledge and skill in the application of the Principles of Design, Elements of Art, Visual Literacy and as an option, gain industry experience through internship.

Digital Media/Web Design Learning Outcomes: In addition to the Graphic Design A.S. program learning outcomes students will:

- Demonstrate proficiency in the skills that are required in today's graphic design industry.
- Attain an expanded awareness and a critical understanding of graphic design products.
- Demonstrate proficiency with graphic design and digital media software that are industry standards. Become proficient in principles of Interaction Design and user experience processes as they relate to front-end web design and interactive graphics.

The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

Graphic Design General Education Core (21-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1000 or higher (MATH 1010 recommended)~~
MATH 1100 or higher Credits: 3-4 (MATH 1100 Recommended)
- Arts & Humanities Elective: [ARTH 1012](#) preferred or choose from [ARTH 1001](#), [ARTH 1002](#), [ARTH 1003](#), or [ART 1060](#) Credits: 3
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
OR [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
OR [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
OR [Elective WRIX - Written Communication II Course](#) Credits: 3

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- [CCS 1001 - College & Career Success](#) Credits: 3

Graphic Design Program Core (27 credits)

- [GRA 1501 - Graphic Design I](#) Credits: 3
- [ART 1110 - Drawing I](#) Credits: 3
- [DGA 1101 - Introduction to Computer Graphics](#) Credits: 3
 - OR [GRA 2300 - Digital Imaging I](#) Credits: 3
- [ART 1250 - Color Theory](#) Credits: 3
 - OR [ART 1210 - Two-Dimensional Design](#) Credits: 3
- [GRA 2001 - Typography & Design I](#) Credits: 3
 - OR [GRA 2201 - Illustration I](#) Credits: 3
 - OR [ART 1120 - Drawing II](#) Credits: 3
- [GRA 2401 - Digital Page Design](#) Credits: 3
 - OR [GRA 2502 - Graphic Design II](#) Credits: 3
- [DGA 2101 - Advanced Computer Graphics](#) Credits: 3
 - OR [GRA 2301 - Digital Imaging II](#) Credits: 3
 - OR [ART 1450 - Digital Photography I](#) Credits: 3
- [ART 1810 - Digital Video Art I](#) Credits: 3
 - OR [ART 1450 - Digital Photography I](#) Credits: 3
 - OR [COMM 1604 - Video Filmmaking](#) Credits: 3
- [ART 2094 - Cooperative Education](#) Credits: 3
 - OR [GRA 2095 - Graphic Design Internship](#) Credits: 3
 - OR [GRA 2090 - Graphic Design Capstone](#) Credits: 3
 - OR 2000-level elective studio course Credits: 3 (see list below)
 - OR [ART 2090 - Portfolio Preparation I](#) Credits: 1-3
 - OR [DGA 2098 - Special Topics: Graphic Design](#) Credits: 3

Digital Media/Web Design Electives (12 credits)

Choose courses for a minimum of 12 credits

- [ART 1810 - Digital Video Art I](#) Credits: 3
- [ART 1880 - Animation Fundamentals](#) Credits: 3
- [ART 1450 - Digital Photography I](#) Credits: 3
- [ART 2090 - Portfolio Preparation I](#) Credits: 1-3
 - OR [DGA 2098 - Special Topics: Graphic Design](#) Credits: 3
- [COMM 1604 - Video Filmmaking](#) Credits: 3
- [CST 0000 - Web Essentials](#) Credits: 3
- [CSC 1271 - Web Development and Design I](#) Credits: 4
- [DGA 2507 - Motion Graphics and Effects](#) Credits: 3
- [GRA 2301 - Digital Imaging II](#) Credits: 3
 - OR [DGA 2101 - Advanced Computer Graphics](#) Credits: 3
- [DGA 2508 - User Experience Design](#) Credits: 3
- [GRA 2207 - Interactive Media](#) Credits: 3
- [GRA 2600 - Web Design](#) Credits: 3 preferred on this track
- [GRA 2601 - Web Design II](#) Credits: 3
- [GRA 2705 - 3D Computer Modeling](#) Credits: 3
- [GRA 2090 - Graphic Design Capstone](#) Credits: 3

Total Credits: 60-62



Directions: Please provide the date, name of originator, title, and campus below.

Date:
4/10/23

Primary Campus of Originator:
Three Rivers

Name of Originator:
Sandra Jeknavorian

Title of Originator:
Art and Design SDC Chair

Program Name (Aligned):

GRPH-AS-DMW
Graphic Design: Digital Media/Web Design

Program Name (Modified):

GRPH-AS-DMW
Graphic Design: Digital Media/Web Design

Degree Type (Aligned):

A.S.

Degree Type (Modified):

A.S.

Summary of Modifications:

Removal of course: CST 0000 Web Essentials as an elective choice in the Digital Media/Web Design Electives of the GRPH-AS-DMW degree. There still remain 17 other courses for students to choose from.

The CIS, Cyber, MIS, Networking SDC has removed this course from the CT State Catalog and has incorporated the Web Essentials course content into the already existing course CIS 1002 Survey of Computing Applications, and the new name change from "Survey of Computing Applications" to "Foundations of Computing".

Program Description (Aligned):

Program Description (Modified):

No proposed modifications to existing catalog description

Program Learning Outcomes (Aligned):

Program Learning Outcomes (Modified):

No proposed modifications to existing program learning outcomes

Proposed Program Modification(s):

Graphic Design: Digital Media/Web Design, AS (GRPH-AS-DMW)

Location(s): [Asnuntuck](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Three Rivers](#), [Tunxis](#)

Graphic Design General Education Core (21-24 credits)

[ENG 1010 - Composition](#) Credits: 3

MATH 1100 or higher Credits: 3-4 ([MATH 1100](#) Recommended) (Pending Spring 2023 Shared Governance Approval)

Arts & Humanities Elective: [ARTH 1012](#) preferred or choose from [ARTH 1001](#), [ARTH 1002](#), [ARTH 1003](#), or [ART 1060](#) Credits: 3

[Elective SCRX - Scientific Reasoning Course](#) Credits: 3-4

OR [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4

[Elective SBSX - Social / Behavioral Science Course](#) Credits: 3

OR [Elective HISX - Historical Knowledge Course](#) Credits: 3

[Elective ORAX - Oral Communication Course](#) Credits: 3

OR [Elective WRIX - Written Communication II Course](#) Credits: 3

[CCS 1001 - College & Career Success](#) Credits: 3

Graphic Design Program Core (27 credits)

[GRA 1501 - Graphic Design I](#) Credits: 3

[ART 1110 - Drawing I](#) Credits: 3

[DGA 1101 - Introduction to Computer Graphics](#) Credits: 3

OR [GRA 2300 - Digital Imaging I](#) Credits: 3

[ART 1250 - Color Theory](#) Credits: 3

OR [ART 1210 - Two-Dimensional Design](#) Credits: 3

[GRA 2001 - Typography & Design I](#) Credits: 3

OR [GRA 2201 - Illustration I](#) Credits: 3

OR [ART 1120 - Drawing II](#) Credits: 3

[GRA 2401 - Digital Page Design](#) Credits: 3

OR [GRA 2502 - Graphic Design II](#) Credits: 3

[DGA 2101 - Advanced Computer Graphics](#) Credits: 3

OR [GRA 2301 - Digital Imaging II](#) Credits: 3

OR [ART 1450 - Digital Photography I](#) Credits: 3

[ART 1810 - Digital Video Art I](#) Credits: 3

OR [ART 1450 - Digital Photography I](#) Credits: 3

OR [COMM 1604 - Video Filmmaking](#) Credits: 3

[ART 2094 - Cooperative Education](#) Credits: 3

OR [GRA 2095 - Graphic Design Internship](#) Credits: 3

OR [GRA 2090 - Graphic Design Capstone](#) Credits: 3

OR 2000-level elective studio course Credits: 3 (see list below)

OR [ART 2090 - Portfolio Preparation I](#) Credits: 1-3

OR [DGA 2098 - Special Topics: Graphic Design](#) Credits: 3

Digital Media/Web Design Electives (12 credits)

Choose courses for a minimum of 12 credits

[ART 1810 - Digital Video Art I](#) Credits: 3

[ART 1880 - Animation Fundamentals](#) Credits: 3

[ART 1450 - Digital Photography I](#) Credits: 3

[ART 2090 - Portfolio Preparation I](#) Credits: 1-3

OR [DGA 2098 - Special Topics: Graphic Design](#) Credits: 3

[COMM 1604 - Video Filmmaking](#) Credits: 3

~~[CST 0000 - Web Essentials](#) Credits: 3 (course to be removed)~~

[CSC 1271 - Web Development and Design I](#) Credits: 4

[DGA 2507 - Motion Graphics and Effects](#) Credits: 3

[GRA 2301 - Digital Imaging II](#) Credits: 3

OR [DGA 2101 - Advanced Computer Graphics](#) Credits: 3

[DGA 2508 - User Experience Design](#) Credits: 3

[GRA 2207 - Interactive Media](#) Credits: 3

[GRA 2600 - Web Design](#) Credits: 3 preferred on this track

[GRA 2601 - Web Design II](#) Credits: 3

[GRA 2705 - 3D Computer Modeling](#) Credits: 3

[GRA 2090 - Graphic Design Capstone](#) Credits: 3

Total Credits: 63-65

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023
Most Recent NECHE Institutional Accreditation Action and Date: February 2023	
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).	
Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits	
Original Program Characteristics Name of Program: Graphic Design: Graphic Design Option. OHE #: 21444 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u> : 50.0409 Title of CIP Code:	
Modified Program Characteristics Name of Program: Graphic Design: Graphic Design Option 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-62 # Credits in General Education: 21-23 <u>CIP Code Number</u> : 50.0409 Title of CIP Code:	
Department where program is housed: School for Arts & Humanities Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Gateway, Housatonic, Manchester, Norwalk, Three Rivers, Tunxis	
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	
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math 100 (MATH 1000) or higher [Math 137 (MATH 1010) recommended]	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Graphic Design, AS (GRPH-AS)

Location(s): [Asnuntuck](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Norwalk](#), [Three Rivers](#), [Tunxis](#)

The purpose of the Graphic Design Associate Degree program is to:

- provide a graphic design **terminal or transfer** program in the area of graphic design, digital media, computer graphics and advertising;
- offer a degree program for those considering an entry-level position in related graphic design fields; and
- provide greater technical knowledge and awareness of the creative visual arts to the community. The program is structured to equip students with a sound foundation in technical skills, graphic design concepts, aesthetics, terminology and vocabulary, and to provide an awareness of the application of acquired technical knowledge. Computer use will be an integral part of the program.

This degree provides the Graphic Design student with a broad, art-based degree primarily for transfer with fundamental skills developed in 2D, 3D and time-based studios. It provides students with a Graphic Design track to 4-year university programs with a broad and foundational art and design background.

In addition to the general Graphic Design degree, students may choose Graphic Design :Design & Illustration or Graphic Design: Digital Media/Web Design

Program Learning Outcomes: Upon successful completion of all Graphic Design degree program requirements, graduates will:

- Demonstrate an understanding and appreciation of graphic design as a form of communication and art.
- Develop an ability to use design processes and principles to create visual products that convey a specific message to a targeted audience.
- Integrate creative thinking skills and strategies and use problem-solving techniques across a wide range of media.
- Communicate an understanding of how creative processes and skills are integrated with printing and other reproduction processes found in the graphic design field.
- Demonstrate knowledge of new technologies such as computer graphics that continue to evolve into important production tools.
- Identify the varied career paths within the graphics industry including, but not limited to, art direction, illustration, project design, production art, graphic design and media direction.
- Develop a portfolio of work reflecting knowledge, techniques, and creativity gained during the student's course of study.

In addition to the Graphic Design A.S. program learning outcomes students will:

- Demonstrate knowledge and skill in the application of the Principles of Design, Elements of Art, Visual Literacy and as an option, gain industry experience through internship.
- Integrate skills, techniques, and the safe use of materials and equipment necessary for studio art creation. Combine an understanding of art, design concepts, critical thinking, and problem solving in order to apply these skills to art processes using a variety of media.
- Communicate and critique art and concepts using specific art vocabulary.
- Apply a strong fine arts foundation and high quality, relevant coursework in preparation for career or transfer.
- Evaluate and demonstrate a historical, cross-cultural appreciation and awareness of the field of visual art. Develop an understanding of the principles and elements of two-dimensional and three-dimensional design and their applications to various studio disciplines.

The Graphic Design A.S. transfers to 4-year State Universities and private 4-year Art Schools in-state such as the Hartford Art School, and out of state, Mass College of Art, Springfield College, SCAD. Students may enroll in art and graphic design courses full- or part-time. There are no requirements or prerequisites (other than individual course prerequisites) for students wishing to take courses part-time or as electives for other programs. Graphic design/fine arts faculty members are available for consultation with students who wish to enroll in the program and, thereafter, for course selection and transfer information.

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Graphic Design General Education Core (21-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1000 or higher (MATH 1010 recommended)~~
[MATH 1100 or higher](#) Credits: 3-4 ([MATH 1100](#) Recommended)
- Arts & Humanities Elective: [ARTH 1012](#) preferred or choose from [ARTH 1001](#), [ARTH 1002](#), [ARTH 1003](#), or [ART 1060](#) Credits: 3
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
OR [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
OR [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
OR [Elective WRIX - Written Communication II Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Graphic Design Program Core (27 credits)

- [GRA 1501 - Graphic Design I](#) Credits: 3
- [ART 1110 - Drawing I](#) Credits: 3
- [DGA 1101 - Introduction to Computer Graphics](#) Credits: 3
OR [GRA 2300 - Digital Imaging I](#) Credits: 3
- [ART 1250 - Color Theory](#) Credits: 3
OR [ART 1210 - Two-Dimensional Design](#) Credits: 3
- [GRA 2001 - Typography & Design I](#) Credits: 3
OR [GRA 2201 - Illustration I](#) Credits: 3
OR [ART 1120 - Drawing II](#) Credits: 3
- [GRA 2401 - Digital Page Design](#) Credits: 3
OR [GRA 2502 - Graphic Design II](#) Credits: 3
- [DGA 2101 - Advanced Computer Graphics](#) Credits: 3
OR [GRA 2301 - Digital Imaging II](#) Credits: 3
OR [ART 1450 - Digital Photography I](#) Credits: 3
- [ART 1810 - Digital Video Art I](#) Credits: 3
OR [ART 1450 - Digital Photography I](#) Credits: 3
OR [COMM 1604 - Video Filmmaking](#) Credits: 3
- [ART 2094 - Cooperative Education](#) Credits: 3
OR [GRA 2095 - Graphic Design Internship](#) Credits: 3
OR [GRA 2090 - Graphic Design Capstone](#) Credits: 3
OR 2000-level elective studio course Credits: 3 (see list below)
OR [ART 2090 - Portfolio Preparation I](#) Credits: 1-3
OR [DGA 2098 - Special Topics: Graphic Design](#) Credits: 3

Studio Electives (12 credits)

2D Studio Elective - Choose 2

- [ART 2090 - Portfolio Preparation I](#) Credits: 1-3
- [ART 1450 - Digital Photography I](#) Credits: 3
- [ART 1510 - Painting I](#) Credits: 3
- [ART 1550 - Watercolor I](#) Credits: 3
- [ART 1770 - Printmaking I](#) Credits: 3
- [ART 2810 - Digital Painting & Drawing](#) Credits: 3
- [ART 1250 - Color Theory](#) Credits: 3
- [ART 1120 - Drawing II](#) Credits: 3
- [ART 1130 - Figure Drawing I](#) Credits: 3
- [ART 1210 - Two-Dimensional Design](#) Credits: 3

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- [GRA 2600 - Web Design](#) Credits: 3
- [GRA 2090 - Graphic Design Capstone](#) Credits: 3
- [GRA 2001 - Typography & Design I](#) Credits: 3
- [GRA 2201 - Illustration I](#) Credits: 3
- [GRA 2301 - Digital Imaging II](#) Credits: 3
 - OR [DGA 2101 - Advanced Computer Graphics](#) Credits: 3
- [GRA 2306 - Digital Illustration](#) Credits: 3
-
- **3D Studio Elective - Choose 1**
- [ART 1220 - Three-Dimensional Design](#) Credits: 3
- [GRA 2705 - 3D Computer Modeling](#) Credits: 3
-
- **Time-Based Studio Elective - Choose 1**
- [ART 1810 - Digital Video Art I](#) Credits: 3
- [ART 1880 - Animation Fundamentals](#) Credits: 3
- [COMM 1604 - Video Filmmaking](#) Credits: 3
- [DGA 2507 - Motion Graphics and Effects](#) Credits: 3

Total Credits: 60 - 62

Directed Electives are to be selected in consultation with faculty advisor and must meet stated contact hour requirement. See lists of electives offered by campus.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Health Career Pathway OHE #: 21275 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Cert Date Program was Initiated: Fall 2023 Total # Credits in Program: 28-29 # Credits in General Education: n/a <u>CIP Code Number</u>: 51.0899 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Health Career Pathway 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Cert Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 28 # Credits in General Education: n/a <u>CIP Code Number</u>: 51.0899 Title of CIP Code:</p>		
<p>Department where program is housed: School for Nursing & Health Careers Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Northwestern Connecticut, Quinebaug Valley, Tunxis</p>		
<p>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</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*137 Intermediate Algebra (MATH 1010 Intermediate Algebra) or higher	3-4	MATH 1002 Math for Science & Technology or MATH 1010 Intermediate Algebra or MATH 1011 Applied Algebra with Modeling	3
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Health Career Pathway Certificate (HLCP-CC)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Northwestern Connecticut](#), [Quinebaug Valley](#), [Tunxis](#)

The Health Career Pathway Certificate program is designed to assist students in achieving success in health care programs. Students will be provided with an overview of the various health career professions. Credits from this program may be applied toward health care program requirements within Connecticut State Community College. Completion of the certificate does NOT guarantee acceptance into health care programs. Students are responsible for verifying specific requirements for their program of interest.

Learning Outcomes: Upon successful completion of all program requirements, the student should be able to:

- Identify a variety of career opportunities and roles available in health care professions
- Demonstrate an understanding of the impact of psychological principles and how they relate to the health care field
- Demonstrate critical thinking, logical reasoning, and problem-solving skills
- Demonstrate competence in written and oral communication
- Explain the methods of scientific inquiry that lead to the acquisition of knowledge
- Communicate using appropriate scientific terminology
- Define and apply college success and resilience strategies
- Recognize cultural identity and value of diversity

Credits from this program may be applied toward nursing and allied health program requirements. Students are responsible for verifying specific requirements of their program of interest. Completion of the certificate does NOT guarantee acceptance into a nursing or allied health program. Course recommendations vary for students pursuing nursing or other allied health professions. Students should meet with their Guided Pathway Advisor prior to registering for courses.

Required Courses

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1010 Intermediate Algebra or higher \(3-4 credits\)](#)
[MATH 1002 - Math for Science and Technology](#) Credits: 3
OR [MATH 1010 - Intermediate Algebra](#) Credits: 3
OR [MATH 1011 - Applied Algebra with Modeling](#) Credits: 3
- [PSY 1011 - General Psychology I](#) Credits: 3
- [CHEM 1110 - Concepts of Chemistry](#) Credits: 4
OR [CHEM 1210 - General Chemistry I](#) Credits: 4
OR [PHYS 1100 - Introductory Physics](#) Credits: 4 or higher
- [BIO 1005 - Introduction to Biology](#) Credits: 4
OR [BIO 1210 - General Biology I](#) Credits: 4
OR [BIO 1111 - Cell Biology with Organ Systems](#) Credits: 4
- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4
- [CCS 1001 - College & Career Success](#) Credits: 3

Total Credits: 28

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	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: History Studies, A.A. OHE #: TBA 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA Date Program was Initiated: Fall 2023 Total # Credits in Program: 61-65 # Credits in General Education: 31-35 CIP Code Number: Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: History Studies, A.A. 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 61-65 # Credits in General Education: 31-35 CIP Code Number: Title of CIP Code:</p>		
<p>Department where program is housed: School for Social & Behavioral Sciences Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>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</p>		
Institutional Contact for this Proposal: Dr. David DiMattio		Title: Dean, Science & Mathematics Tel.: x27066 e-mail: ddimattio@commnet.edu

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Any Math course higher than Math 137 (MATH 1010) vetted for quantitative reasoning	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

History Studies - TAP/CSCU Transfer Degree, AA (HIST-AA-TAP)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

This program is designed to provide you with a foundation in the area of History Studies. Upon completion of the CSCU Pathway Transfer, A.A. Degree: History Studies program, you will be able to transfer seamlessly within the Connecticut State College and University system, being guaranteed full junior status in your pursuit of a bachelor's degree in the same discipline, without losing any credits or being required to take extra credits upon transfer.

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Learning Outcomes:

Students who complete the CSCU Pathway Transfer, A.A. Degree: History Studies program will demonstrate familiarity with historical methods of inquiry and analysis and will be able to

- Define and interpret primary and secondary historical sources.
- Explain and evaluate the influence of historical agency (race, class, gender, region/location, and/or belief system) in the context of defined periods.

Framework Courses (31-35 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [Elective QUAX - Quantitative Reasoning Course](#) Credits: 3-4
- **MATH 1100 Quantitative Reasoning or higher**
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRXX - Scientific Reasoning Course](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [Elective CLIX - Continued Learning/Information Literacy Course](#) Credits: 3-4

Pathway Courses (30 credits)

- [Elective CRTY - Creativity Course](#) Credits: 3
- [Elective GLKY - Global Knowledge Course](#) Credits: 3
- [HIST 1016 - US History from Reconstruction](#) Credits: 3
- [HIST 1015 - US History to 1877](#) Credits: 3
- HIST Electives: 2 courses 2000-level Credits: 6
- 4 Unrestricted Electives (12 credits)

Students should consider beginning or completing work on foreign language requirements (at CCSU, ECSU and WCSU) not already met in high school and beginning work on a minor (required at CCSU - up to 9 credits can be completed at the community college). They may also complete other General Education requirements for CCSU, WCSU, SCSU, and CO-but NOT ECSU. Students who do not use open electives to complete at least 6 credits of additional history courses, minor courses or remaining foreign language requirements will not complete the baccalaureate in under 120 credits at CCSU.

Students can elect to take up to 6 credits of additional history courses as electives. The guidelines for HIST electives are as follows:

1. They must all be at the 1000- or 2000- level
2. No more than 6 credits can be at the 2000-level and no more than 6 can be at the 1000-level
3. No methodology or capstone courses will be accepted into the major
4. These additional history courses will be accepted as specifically designated or history elective courses in the major at all CSUs and CO.
5. [HIST 1001 - Western History to the 1500s](#) and [HIST 1002 - Western History from the 1500s](#): WCSU will receive only one or the other in the major.
6. [HIST 1021 - World History to the 1400s](#) and [HIST 1022 - World History since 1500s](#): WCSU will receive neither in the major.

Total Credits: 60-65

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<p>Original Program Characteristics</p> <p>Name of Program: Horticulture</p> <p>OHE #: 21224</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 60-62</p> <p># Credits in General Education: 22</p> <p><u>CIP Code Number</u>: 01.1103 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Horticulture</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 60-63</p> <p># Credits in General Education: 22-23</p> <p><u>CIP Code Number</u>: 01.1103 Title of CIP Code:</p>										
<p>Department where program is housed: School for Science & Mathematics</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Tunxis</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*135 Topics in Contemporary Mathematics (MATH 1001 Quantitative Literacy)	3	MATH 1000 Mathematics of Finance or higher [MATH 1100 Quantitative Reasoning recommended]	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Horticulture, AS (HORT-AS)

Location(s): [Naugatuck Valley](#)

The Horticulture Program is designed as a career program leading to the associate in science degree. The goal of the Horticulture Program is to prepare students for employment in plant production, landscape services, landscape design, or for further education. The program includes the completion of two full years of study and an appropriate supervised cooperative work experience with nurseries, landscape businesses and greenhouses. Naugatuck Valley campus is a member of the CT Nursery and Landscape Association, CT Greenhouse Growers Association, CT Horticulture Society, and CT Florist Association.

The Horticulture Program is recognized by the Guaranteed Admissions Program with the UCONN College of Agriculture, Health, and Natural Resources. Students interested in the UCONN guaranteed admissions program must speak with the Horticulture Program Coordinator before registering.

Visit <http://admissions.uconn.edu/apply/transfer/gap> for additional details.

Program Learning Outcomes:

- Demonstrate proficiency in the construction of hardscape landscape components, including pavers, concrete and wood structures.
- Identify common ornamental trees and shrubs, ground covers by botanical and common names, and describe characteristics of each.
- Review and discuss the characteristics of soil, structure, soil erosion, and soil restoration.
- Identify common herbaceous perennials and annuals by botanical and common names, and describe characteristics of each.
- Analyze and design landscapes for both residential and commercial properties utilizing a variety of sustainable horticulture techniques and procedures and meet the needs of a diverse clientele.
- Select the proper procedures, define the physiological basis, and describe practical applications of the reproduction of plants by asexual and sexual methods.
- Describe proper design and operation of greenhouse environmental systems, and evaluate their advantages and disadvantages in commercial production.
- Summarize and assess plant growth requirements for commercial production of greenhouse crops, and economically produce a crop from seed or cutting to harvest and sales.
- Relate basic knowledge of botany to plant growth and culture.
- Solve problems related to the use of soil amendments, fertilizers, and plant growth control chemicals, and apply effective cost estimating, pricing, and record keeping techniques.
- Identify, analyze, and troubleshoot common landscape and greenhouse pests and diseases within the landscape utilizing integrated pest management

General Education Courses (22-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 Quantitative Literacy](#) (3 credits)
- [MATH 1000 or higher](#) Credits: 3-4 ([MATH 1100](#) Recommended)
- [ART 1110 - Drawing I](#) Credits: 3
- [BIO 1550 - Botany](#) Credits: 4
- [ECON 1001 - Principles of Macroeconomics](#) Credits: 3
- [ENG 1020 - Composition II and Literature](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Required Courses (38-40 credits)

- [HORT 1001 - Landscape Construction](#) Credits: 4
- [HORT 1002 - Woody Plants](#) Credits: 3
- [HORT 1003 - Herbaceous Plants](#) Credits: 3
- [HORT 1004 - Soil Systems](#) Credits: 3

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- [HORT 2002 - Landscape Design 1](#) Credits: 3
- [HORT 2007 - Landscape Maintenance](#) Credits: 3
- [HORT 2008 - Landscape Contract Administration](#) Credits: 3
- [HORT 2015 - Integrated Pest Management](#) Credits: 3
- [HORT 2022 - Greenhouse Management](#) Credits: 4
- [HORT 2095 - CWE Cooperative Work Experience](#) Credits: 3

Choose 2 courses from:

- [HORT 1006 - Fruit Production](#) Credits: 3
- [HORT 1007 - Vegetable and Herb Production](#) Credits: 3
- [HORT 1200 - Horticulture of Cannabis](#) Credits: 3
- [HORT 1015 - Turf Management](#) Credits: 3
- [HORT 2003 - Landscape Design 2](#) Credits: 3
- [HORT 2004 - Computers in Landscape Design](#) Credits: 3
- [HORT 2019 - Arboriculture](#) Credits: 3
- [HORT 2024 - Plant Propagation and Hybridization](#) Credits: 4
- [HORT 2050 - Hydroponic Production](#) Credits: 4

Total Credits: 60-63

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Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits		
Original Program Characteristics		
Name of Program: Human Services: Human Services: Option #2: Child, Family, and Community Studies		
OHE #: TBA		
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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS		
Date Program was Initiated: Fall 2023		
Total # Credits in Program: 61-63		
# Credits in General Education: 22-24		
<u>CIP Code Number:</u>	Title of CIP Code:	
Modified Program Characteristics		
Name of Program: Human Services: Option #2: Child, Family, and Community Studies		
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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS		
Initiation Date for Modified Program: Fall 2023		
Anticipated Date of First Graduation: Fall 2023		
Total # Credits in Program: 61-63		
# Credits in General Education: 22-24		
<u>CIP Code Number:</u>	Title of CIP Code:	
Department where program is housed: School for Social & Behavioral Sciences		
Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Middlesex		
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		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 104 Quantitative Reasoning: Quantway I (MATH 1001 Quantitative Literacy) or higher	3-4	MATH 1000 Mathematics of Finance or higher Recommended: MATH 1100 Quantitative Reasoning or MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications or MATH 1600 Pathway to Calculus: College Algebra	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services: Child, Family, and Community Studies, AS (CFCS-AS-HS)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Middlesex](#)

The Human Services program is designed to provide education and training for individuals seeking employment in various human service settings. The program is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood programming, addiction counseling, advocacy, social justice, and other related fields.

Opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

This career program is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, counseling-related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. All majors must complete a minimum of three credits in an Human Services Field Work I. Finally, students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work and field work may involve travel which is at the student's own expense, coordination, and planning.

Learning Outcomes:

- Explain and compare the theories pertaining to adjustment, learning theories, and development theories; and explain and compare treatment methods and intervention modalities theories.
- Explain and compare the etiological factors in psychopathology, including the biological, sociological, environmental, and psychological factors.
- Demonstrate the use of methods of research and reporting, using psychological, sociological, educational, therapeutic, and clinical terminology.
- Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship.
- Demonstrate an understanding of the normative developmental patterns and how this understanding impacts our understanding of abnormal behavior and clinical/treatment interventions.
- Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities.
- Demonstrate skills in client needs assessment and in the provision of information and referral for client access to resources; and use appropriate human service practice skills within the context of providing human services.
- Demonstrate an awareness of self as a change agent.
- Analyze the impact of collaborative social service systems.
- Explain the history and development of human services in the United States.
- Demonstrate knowledge of social welfare as a system designed to serve people, groups, community and society.
- Demonstrate knowledge of the language, terminology, theories, models, techniques, interventions, and strategies applicable to human services.
- Explain interventions, techniques, and strategies for assisting individuals, families, groups, organizations, and communities.
- Demonstrate an understanding of the impact of discrimination, racism, micro/macroaggressions, inequities, and oppression on individuals and society.
- Demonstrate a basic knowledge of results-based accountability in a disciplined way of thinking and acting to improve entrenched, complex, and current social problems.

Human Services General Education Core (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3

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- **MATH 1001 Quantitative Literacy or higher (3-4 credits) MATH 1000 or higher Credits: 3-4 (Recommend: [MATH 1003](#), [MATH 1100](#), [MATH 1200](#), OR [MATH 1600](#))**
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4 ([BIO 1100](#) AND [BIO 1100L](#) recommended)
- [POLS 1002 - American Government](#) Credits: 3
 - OR [POLS 1003 - State and Local Government](#) Credits: 3
 - OR [HIST 1016 - US History from Reconstruction](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Human Services Program Core (27 credits)

- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [HSER 1001 - Introduction to Human Services](#) Credits: 3
- [HSER 2441 - Human Services Agencies and Organizations](#) Credits: 3
- [HSER 2242 - Human Services Skills and Methods](#) Credits: 3
 - OR [HSER 2247 - Change Theory and Strategies in Behavioral Health Care](#) Credits: 3
- [HSER 2420 - Group and Interpersonal Relations](#) Credits: 3
- [HSER 2106 - Professional, Legal, and Ethical Issues in Human Services](#) Credits: 3
- [HSER 2696 - Human Services Field Work I](#) Credits: 3
 - OR [HSER 2543 - Social and Contemporary Issues in Human Services](#) Credits: 3
- [HSER 2351 - Working with Individuals and Families](#) Credits: 3
- [PSY 1011 - General Psychology I](#) Credits: 3

Child, Family, and Community Studies Courses (12 credits)

- [ECED 1376 - Health and Wellness](#) Credits: 3
- [ECED 2515 - Exceptional Learners](#) Credits: 3
- [ECED 2875 - Children, Families, and Communities](#) Credits: 3
- [ECED 1001 - Introduction to Early Childhood Care and Education](#) Credits: 3
 - OR [ECED 1377 - Guiding and Understanding Children's Behavior](#) Credits: 3
 - OR [ECED 2825 - Anti-Bias, Equity, and Diversity in Education](#) Credits: 3
 - OR [HSER 2435 - Family Violence Across the Lifespan](#) Credits: 3

Total Credits: 61-63

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Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
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<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Human Services: Option #1: General Degree</p> <p>OHE #: TBA</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61-63</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Human Services: Option #1: General Degree</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 61-63</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>		
<p>Department where program is housed: School for Social & Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 104 Quantitative Reasoning: Quantway I (MATH 1001 Quantitative Literacy) or higher	3-4	MATH 1000 Mathematics of Finance or higher Recommended: MATH 1100 Quantitative Reasoning or MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications or MATH 1600 Pathway to Calculus: College Algebra	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services, AS (HUMS-AS-HS)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

The Human Services program is designed to provide education and training for individuals seeking employment in various human service settings. The program is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood programming, addiction counseling, advocacy, social justice, and other related fields.

Opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

This career program is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, counseling-related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. All majors must complete a minimum of three credits in an Human Services Field Work I. Finally, students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work and field work may involve travel which is at the student's own expense, coordination, and planning.

In addition to the Human Services general degree, students can choose one of these options:

- [Human Services: Child, Family, and Community Studies, AS \(CFCS-AS-HS\)](#)
- [Human Services: Gerontology, AS \(GRTL-AS-HS\)](#)
- [Human Services: Mental Health, AS \(MNHL-AS-HS\)](#)
- [Human Services: Human Services Management, AS \(HSMG-AS-HS\)](#)

Learning Outcomes:

- Explain and compare the theories pertaining to adjustment, learning theories, and development theories; and explain and compare treatment methods and intervention modalities theories.
- Explain and compare the etiological factors in psychopathology, including the biological, sociological, environmental, and psychological factors.
- Demonstrate the use of methods of research and reporting, using psychological, sociological, educational, therapeutic, and clinical terminology.
- Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship.
- Demonstrate an understanding of the normative developmental patterns and how this understanding impacts our understanding of abnormal behavior and clinical/treatment interventions.
- Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities.
- Demonstrate skills in client needs assessment and in the provision of information and referral for client access to resources; and use appropriate human service practice skills within the context of providing human services.
- Demonstrate an awareness of self as a change agent.
- Analyze the impact of collaborative social service systems.
- Explain the history and development of human services in the United States.
- Demonstrate knowledge of social welfare as a system designed to serve people, groups, community and society.
- Demonstrate knowledge of the language, terminology, theories, models, techniques, interventions, and strategies applicable to human services.
- Explain interventions, techniques, and strategies for assisting individuals, families, groups, organizations, and communities.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- Demonstrate an understanding of the impact of discrimination, racism, micro/macroaggressions, inequities, and oppression on individuals and society.
- Demonstrate a basic knowledge of results-based accountability in a disciplined way of thinking and acting to improve entrenched, complex, and current social problems.

Human Services General Education Core (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 Quantitative Literacy or higher \(3-4 credits\)](#)
[MATH 1000 or higher Credits: 3-4 \(Recommend: \[MATH 1003\]\(#\), \[MATH 1100\]\(#\), \[MATH 1200\]\(#\), OR \[MATH 1600\]\(#\)\)](#)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4 ([BIO 1100](#) AND [BIO 1100L](#) recommended)
- [POLS 1002 - American Government](#) Credits: 3
 OR [POLS 1003 - State and Local Government](#) Credits: 3
 OR [HIST 1016 - US History from Reconstruction](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Human Services Program Core (27 credits)

- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [HSER 1001 - Introduction to Human Services](#) Credits: 3
- [HSER 2441 - Human Services Agencies and Organizations](#) Credits: 3
- [HSER 2242 - Human Services Skills and Methods](#) Credits: 3
 OR [HSER 2247 - Change Theory and Strategies in Behavioral Health Care](#) Credits: 3
- [HSER 2420 - Group and Interpersonal Relations](#) Credits: 3
- [HSER 2106 - Professional, Legal, and Ethical Issues in Human Services](#) Credits: 3
- [HSER 2696 - Human Services Field Work I](#) Credits: 3
 OR [HSER 2543 - Social and Contemporary Issues in Human Services](#) Credits: 3
- [HSER 2351 - Working with Individuals and Families](#) Credits: 3
- [PSY 1011 - General Psychology I](#) Credits: 3

Program Courses (12 credits)

- [PSY 2001 - Lifespan Development](#) Credits: 3
 OR [PSY 2004 - Child and Adolescent Development](#) Credits: 3
- Elective - SOC or ANTH Credits: 3
- Open Electives (2 courses) Credits: 6

Total Credits: 61-62

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
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<p>Original Program Characteristics</p> <p>Name of Program: Human Services: Option #3: Gerontology Studies</p> <p>OHE #: TBA</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61-63</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Human Services: Option #3: Gerontology Studies</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 61-63</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>										
<p>Department where program is housed: School for Social & Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Capital</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
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Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p>								
		<p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 104 Quantitative Reasoning: Quantway I (MATH 1001 Quantitative Literacy) or higher	3-4	MATH 1000 Mathematics of Finance or higher Recommended: MATH 1100 Quantitative Reasoning or MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications or MATH 1600 Pathway to Calculus: College Algebra	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services: Gerontology, AS (GRTL-AS-HS)

Location(s): [Capital](#)

The Human Services program is designed to provide education and training for individuals seeking employment in various human service settings. The program is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood programming, addiction counseling, advocacy, social justice, and other related fields.

Opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

This career program is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, counseling-related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. All majors must complete a minimum of three credits in an Human Services Field Work I. Finally, students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work and field work may involve travel which is at the student's own expense, coordination, and planning.

Learning Outcomes:

- Explain and compare the theories pertaining to adjustment, learning theories, and development theories; and explain and compare treatment methods and intervention modalities theories.
- Explain and compare the etiological factors in psychopathology, including the biological, sociological, environmental, and psychological factors.
- Demonstrate the use of methods of research and reporting, using psychological, sociological, educational, therapeutic, and clinical terminology.
- Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship.
- Demonstrate an understanding of the normative developmental patterns and how this understanding impacts our understanding of abnormal behavior and clinical/treatment interventions.
- Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities.
- Demonstrate skills in client needs assessment and in the provision of information and referral for client access to resources; and use appropriate human service practice skills within the context of providing human services.
- Demonstrate an awareness of self as a change agent.
- Analyze the impact of collaborative social service systems.
- Explain the history and development of human services in the United States.
- Demonstrate knowledge of social welfare as a system designed to serve people, groups, community and society.
- Demonstrate knowledge of the language, terminology, theories, models, techniques, interventions, and strategies applicable to human services.
- Explain interventions, techniques, and strategies for assisting individuals, families, groups, organizations, and communities.
- Demonstrate an understanding of the impact of discrimination, racism, micro/macroaggressions, inequities, and oppression on individuals and society.
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services General Education Core (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 - Quantitative Literacy or higher \(3-4 credits\)](#)
[MATH 1000 or higher](#) Credits: 3-4 (Recommend: [MATH 1003](#), [MATH 1100](#), [MATH 1200](#), OR [MATH 1600](#))
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4 ([BIO 1100](#) AND [BIO 1100L](#) recommended)
- [POLS 1002 - American Government](#) Credits: 3
 - OR [POLS 1003 - State and Local Government](#) Credits: 3
 - OR [HIST 1016 - US History from Reconstruction](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Human Services Program Core (27 credits)

- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [HSER 1001 - Introduction to Human Services](#) Credits: 3
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 - OR [HSER 2543 - Social and Contemporary Issues in Human Services](#) Credits: 3
- [HSER 2351 - Working with Individuals and Families](#) Credits: 3
- [PSY 1011 - General Psychology I](#) Credits: 3

Gerontology Courses (12 credits)

- [PSY 2010 - Death and Dying](#) Credits: 3
 - OR [SOC 2025 - Death and Dying](#) Credits: 3
- [HSER 1034 - Introduction to the Mental Health System](#) Credits: 3
- [PSY 2001 - Lifespan Development](#) Credits: 3
- [HSER 1070 - Introduction to Gerontology](#) Credits: 3

Total Credits: 61-63

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

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Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits		
Original Program Characteristics Name of Program: Human Services: Option #5: Human Services Management OHE #: TBA 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 61-63 # Credits in General Education: 22-24 CIP Code Number: Title of CIP Code:		
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Department where program is housed: School for Social & Behavioral Sciences Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Middlesex		
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Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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Original Program		Proposed Modified Program	
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Total Credits Original Program		Total Credits Modified Program	

Learning Outcomes - L.O.

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

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Detailed Curriculum for Modified Program

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No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services: Human Services Management, AS (HSMG-AS-HS)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Middlesex](#)

The Human Services program is designed to provide education and training for individuals seeking employment in various human service settings. The program is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood programming, addiction counseling, advocacy, social justice, and other related fields.

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Learning Outcomes:

- Explain and compare the theories pertaining to adjustment, learning theories, and development theories; and explain and compare treatment methods and intervention modalities theories.
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services General Education Core (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 Quantitative Literacy or higher \(3-4 credits\)](#)
[MATH 1000 or higher Credits: 3-4 \(Recommend: MATH 1003, MATH 1100, MATH 1200, OR MATH 1600\)](#)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4 ([BIO 1100](#) AND [BIO 1100L](#) recommended)
- [POLS 1002 - American Government](#) Credits: 3
 OR [POLS 1003 - State and Local Government](#) Credits: 3
 OR [HIST 1016 - US History from Reconstruction](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Human Services Program Core (27 credits)

- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [HSER 1001 - Introduction to Human Services](#) Credits: 3
- [HSER 2441 - Human Services Agencies and Organizations](#) Credits: 3
- [HSER 2242 - Human Services Skills and Methods](#) Credits: 3
 OR [HSER 2247 - Change Theory and Strategies in Behavioral Health Care](#) Credits: 3
- [HSER 2420 - Group and Interpersonal Relations](#) Credits: 3
- [HSER 2106 - Professional, Legal, and Ethical Issues in Human Services](#) Credits: 3
- [HSER 2696 - Human Services Field Work I](#) Credits: 3
 OR [HSER 2543 - Social and Contemporary Issues in Human Services](#) Credits: 3
- [HSER 2351 - Working with Individuals and Families](#) Credits: 3
- [PSY 1011 - General Psychology I](#) Credits: 3

HS Management Courses (12 credits)

- [BUSN 2100 - Business Communications](#) Credits: 3
 OR [PSY 2047 - Industrial & Organizational Psychology](#) Credits: 3
- [BMGT 2020 - Principles of Management](#) Credits: 3
 OR [HSER 2600 - Supervision and Management in Human Services](#) Credits: 3
- [BMG* 203 - Leadership](#) Credits: 3
- [BUSN 2100 - Business Communications](#) Credits: 3
 OR [BMGT 2040 - Managerial Communications](#) Credits: 3

Total Credits: 61-63

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Human Services: Option #4: Mental Health</p> <p>OHE #: TBA</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61-63</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Human Services: Option #4: Mental Health</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 61-63</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>										
<p>Department where program is housed: School for Social & Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Housatonic, Middlesex</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 104 Quantitative Reasoning: Quantway I (MATH 1001 Quantitative Literacy) or higher	3-4	MATH 1000 Mathematics of Finance or higher Recommended: MATH 1100 Quantitative Reasoning or MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications or MATH 1600 Pathway to Calculus: College Algebra	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services: Mental Health, AS (MNHL-AS-HS)

Location(s): [Asnuntuck](#), [Capital](#), [Housatonic](#), [Middlesex](#)

The Human Services program is designed to provide education and training for individuals seeking employment in various human service settings. The program is also designed to provide a basis for those who choose to continue their education in social work, early intervention and prevention, gerontology, mental health, home visitation, early childhood programming, addiction counseling, advocacy, social justice, and other related fields.

Opportunities in human services include working in group homes, social service agencies, youth recreational centers, educational settings, senior centers and assisted living programs. Human services is a broad field and students learn in courses which areas they would like to focus on for their careers.

This career program is designed to prepare students for diverse employment opportunities and competent performance in a variety of entry-level community, counseling-related, and social service minded organizations. Instruction is cross-disciplinary and designed for maximum transferability for those wishing to continue their studies to psychology, social work, education, or other helping professions. Emphasis is on the empirical and theoretical aspects of the social sciences and application through experiential learning including a practicum. This degree is interdisciplinary in nature and embraces the holistic approach. All majors must complete a minimum of three credits in an Human Services Field Work I. Finally, students may be required to complete a background check, drug screening, and proof of health (e.g., vaccinations) for field work and field work may involve travel which is at the student's own expense, coordination, and planning.

Program Learning Outcomes:

- Explain and compare the theories pertaining to adjustment, learning theories, and development theories; and explain and compare treatment methods and intervention modalities theories.
- Explain and compare the etiological factors in psychopathology, including the biological, sociological, environmental, and psychological factors.
- Demonstrate the use of methods of research and reporting, using psychological, sociological, educational, therapeutic, and clinical terminology.
- Demonstrate an understanding of the personality and behavioral factors, both integrative (adaptive) and disintegrative (maladaptive) which contribute to individuals/clients' coping skills dealing with stress, conflict, and hardship.
- Demonstrate an understanding of the normative developmental patterns and how this understanding impacts our understanding of abnormal behavior and clinical/treatment interventions.
- Integrate knowledge and skill in achieving competency in functional and responsive therapeutic abilities.
- Demonstrate skills in client needs assessment and in the provision of information and referral for client access to resources; and use appropriate human service practice skills within the context of providing human services.
- Demonstrate an awareness of self as a change agent.
- Analyze the impact of collaborative social service systems.
- Explain the history and development of human services in the United States.
- Demonstrate knowledge of social welfare as a system designed to serve people, groups, community and society.
- Demonstrate knowledge of the language, terminology, theories, models, techniques, interventions, and strategies applicable to human services.
- Explain interventions, techniques, and strategies for assisting individuals, families, groups, organizations, and communities.
- Demonstrate an understanding of the impact of discrimination, racism, micro/macroaggressions, inequities, and oppression on individuals and society.
- Demonstrate a basic knowledge of results-based accountability in a disciplined way of thinking and acting to improve entrenched, complex, and current social problems.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Human Services General Education Core (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 Quantitative Literacy or higher \(3-4 credits\)](#)
[MATH 1000 or higher Credits: 3-4 \(Recommend: **MATH 1003, MATH 1100, MATH 1200, OR MATH 1600**\)](#)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRXX - Scientific Reasoning Course](#) Credits: 4 ([BIO 1100](#) **AND** [BIO 1100L](#) recommended)
- [POLS 1002 - American Government](#) Credits: 3
 OR [POLS 1003 - State and Local Government](#) Credits: 3
 OR [HIST 1016 - US History from Reconstruction](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Human Services Program Core (27 credits)

- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [HSER 1001 - Introduction to Human Services](#) Credits: 3
- [HSER 2441 - Human Services Agencies and Organizations](#) Credits: 3
- [HSER 2242 - Human Services Skills and Methods](#) Credits: 3
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- [HSER 2696 - Human Services Field Work I](#) Credits: 3
 OR [HSER 2543 - Social and Contemporary Issues in Human Services](#) Credits: 3
- [HSER 2351 - Working with Individuals and Families](#) Credits: 3
- [PSY 1011 - General Psychology I](#) Credits: 3

Mental Health Courses (12 credits)

- [ANTH 1018 - Health, Healing, and Culture](#) Credits: 3
- [HSER 1034 - Introduction to the Mental Health System](#) Credits: 3
- [HSER 2800 - Foundations of Research Methods in Human Services and Education](#) Credits: 3
- [PSY 2045 - Abnormal Psychology](#) Credits: 3

Total Credits: 61-63

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<p>Original Program Characteristics</p> <p>Name of Program: Liberal Arts and Sciences - A.A. OHE #: 21178 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-66 # Credits in General Education: 30-34 CIP Code Number: 24.0101 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Liberal Arts and Sciences - A.A. 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-66 # Credits in General Education: 30-34 CIP Code Number: 24.0101 Title of CIP Code:</p>		
<p>Department where program is housed: School for Social & Behavioral Sciences Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>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</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

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Rationale for Modification

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math 100 (MATH 1000) or higher (college level) course vetted for TAP Quantitative Reasoning	3-4	MATH 1100 Quantitative Reasoning or higher Recommended: MATH 1100 Quantitative Reasoning or MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications or MATH 1400 or MATH 1500 Applied Business Math	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

Briefly describe assessment methodologies to be used in measuring the program learning outcomes:
 No changes. Original attached.

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
No changes. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Liberal Arts & Sciences, AA (LASC-AA)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

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

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Program Learning Outcomes:

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

General Education Courses (30-34 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1000 or higher (college level) course vetted for TAP Quantitative Reasoning (3-4 credits)~~
- [MATH 1100 or higher](#) Credits: 3-4 ([MATH 1100](#) or [MATH 1200](#) or [MATH 1201](#) or [MATH 1004](#) or [MATH 1500](#) Recommended)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRXX - Scientific Reasoning Course](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (30-32 credits)

- [Elective ARTS - Visual or Performing Arts Elective](#) Credits: 3
- [Elective BHEL - Behavioral Science Elective](#) Credits: 3
- **OR** [Elective SSCI - Social Science Elective](#) Credits: 3
- [Elective HUM - Humanities Elective](#) Credits: 3
- [Elective FLNG - Foreign Language Elective](#) Credits: 6-8
- The completion of three years of study up to the third level in a single language at the high school level waives the language requirement for the Liberal Arts and Science, A.A. Degree. If a student can waive the required 6-8 credits of a language, they must substitute 6-8 credits of open elective courses at the 1000 level or above.
Transfer institutions can vary widely in their foreign language requirements. Additionally, Sign language courses do not transfer in this requirement at all schools. For example, Sign language courses fulfill this requirement at CCSU, but not ECSU. Before selecting a language sequence, check the specific transfer requirements for the colleges and universities to which you are considering transferring and/or consult an advisor.
- [Elective LART - Liberal Arts Elective](#) Credits: 6 - choose two courses at the 1000 level
- [Elective OPEN - Any 1000 or 2000 level course](#) Credits: 9 Choose 3 courses

Diversity Requirement

Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program or elective courses.

Total Credits: 60-66

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<p>Original Program Characteristics</p> <p>Name of Program: Liberal Arts and Sciences - A.S. OHE #: 21172 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 62-67 # Credits in General Education: 32-34 CIP Code Number: 24.0101 Title of CIP Code:</p>		
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<p>Department where program is housed: School for Social & Behavioral Sciences Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
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Institutional Contact for this Proposal: Dr. David DiMaggio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimaggio@commnet.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:

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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
Math 100 (MATH 1000) or higher (college level) course vetted for TAP Quantitative Reasoning	3-4	MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications or MATH 1600 Pathway to Calculus: College Algebra or MATH 1610 Precalculus or MATH 2600 Calculus I or MATH 2610 Calculus II	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Liberal Arts & Sciences, AS (LASC-AS)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

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

Program Learning Outcomes:

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

General Education Courses (32-34 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1000 or higher (college level) course vetted for TAP Quantitative Reasoning (3-4 credits)~~
- [MATH 1200 - Statistics I](#) Credits: 3
- [OR MATH 1201 - Statistics I with Computer Applications](#) Credits: 4
- [OR MATH 1600 - Pathway to Calculus: College Algebra](#) Credits: 3
- [OR MATH 1610 - Precalculus](#) Credits: 4
- [OR MATH 2600 - Calculus I](#) Credits: 4
- [OR MATH 2610 - Calculus II](#) Credits: 4
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3
- **Choose One Science Sequence**
[BIO 1210 - General Biology I](#) Credits: 4 **AND** [BIO 1220 - General Biology II](#) Credits: 4
or [CHEM 1210 - General Chemistry I](#) Credits: 4 **AND** [CHEM 1220 - General Chemistry II](#) Credits: 4
or [PHYS 1201 - General Physics I](#) Credits: 4 **AND** [PHYS 1202 - General Physics II](#) Credits: 4
or [PHYS 2201 - Calculus-Based Physics I](#) Credits: 4 **AND** [PHYS 2202 - Calculus-Based Physics II](#) Credits: 4

Program Courses (30-33 credits)

All courses must be at the 1000 level or above.

- Choose one additional course in Arts: ART, ARTH, MUS, or THR Credits: 3
- Choose one additional course in Social/Behavioral Science: Credits: 3
ANTH, ECON, GEOG, POLS, PSYC, SOC, WMS
- Choose one additional course in Humanities: Credits: 3
ENG, HIST, PHIL, HUM, COMM, INDS, ARAB, CHNS, FREN, GERM, ITAL, JAPN, LATN, RUSN, SPAN, SGN, ASL
- Choose TWO additional courses in Science, Mathematics, or Computer Science: Credits: 6-8
ASTR, BIO, CHEM, CSC, ERTH, ENV, GEOL, MATH, OCEN, PHYS, SCI
- Choose one additional course in MATH at level 1600 or higher: Credits: 3-4
[MATH 1600](#), [MATH 1610](#), [MATH 2600](#), [MATH 2610](#) sequence **STRONGLY** suggested

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

- **Choose 12 Credits of 1000-level or Above Electives Credits: 12**
Remaining Unrestricted Electives- You should use these credits to take courses that prepare you for requirements in your transfer degree program. **You should also consider using unrestricted electives to meet foreign language requirements if you do not already meet the foreign language requirement at your transfer institution.**

Diversity Requirement

Students must take two courses totaling 6 credits or more designated to meet the CT State Diversity requirements. This requirement can be met with General Education courses and/or with Liberal Arts & Science program courses and electives.

Total Credits: 62-67

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).		
Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits		
Original Program Characteristics Name of Program: Medical Assisting OHE #: 21279 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 60-64 # Credits in General Education: 22-24 CIP Code Number: 51.0801 Title of CIP Code:		
Modified Program Characteristics Name of Program: Medical Assisting. 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 60-64 # Credits in General Education: 22-24 CIP Code Number: 51.0801 Title of CIP Code:		
Department where program is housed: School for Nursing & Health Careers Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Housatonic, Northwestern Connecticut, Norwalk, Quinebaug Valley, 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		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimmattio@commnet.edu

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

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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math 137 (MATH 1010) Intermediate Algebra or higher	3-4	MATH 1000 Mathematics of Finance or higher Recommended MATH 1002 Math for Science & Technology or MATH 1100 Quantitative Reasoning	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Medical Assisting, AS (MDAS-AS)

Location(s): [Asnuntuck](#), [Capital](#), [Housatonic](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#)

The Medical Assisting Program provides students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, there are career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, health insurance companies, and more. The program provides the student the opportunity to have a broader perspective and prepare for further educational opportunities in acquired clinical and administrative knowledge, skills, laboratory, and administrative careers during practicum/externship.

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Learning Outcomes:

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

- *Apply for a national medical assisting certification examination*
- *Perform all medical assisting skills at entry level competency*
- *Become a professional collaborative member of the health care team delivering safe quality care*
- *Obtain strong oral, written, and interpersonal communication skills*
- *Use Critical thinking skills for handling issues related to effective patient care*
- *Develop social skills, respect, and empathy appropriate for dealing with patients from a variety of backgrounds and cultures*
- *Develop business skills for gathering and updating data accurately across a range of data management systems*

This is not a selective admissions program; however, students must meet course prerequisite requirements to progress in the program. To progress in this program, students must obtain a grade of 'C' or higher in all MED courses. This program may help prepare students for stackable credentials. With additional experience and/or coursework, students may qualify to take a variety of certification exams.

The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs (CAAHEP): 9355 113th St. N, #7709, Seminole, FL 33775, Phone: 727-210-2350, Fax: 727-210-2354, www.caahep.org Medical Assisting Education Review Board (MAERB): 2020 N. California Ave., #213 Suite 7 Chicago, IL 60647, 1-800-228-2262, www.maerb.org

General Education Courses (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~[MATH 1010 Intermediate Algebra or higher](#)~~ (3-4 credits)
[MATH 1000 or higher](#) Credits: 3-4 ([MATH 1002](#) or [MATH 1100](#) Recommended)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1100 - Principles of the Human Body](#) Credits: 3
- **AND** [BIO 1100L - Principles of the Human Body Lab](#) Credits: 1
- [PSY 1011 - General Psychology I](#) Credits: 3
 OR [SOC 1001 - Principles of Sociology](#) Credits: 3
 OR [ANTH 1005 - Introduction to Cultural Anthropology](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
 OR [ENG 1020 - Composition II and Literature](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (36-38 credits)

- [MDAS 1025 - Medical Terminology for Clinical and Administrative Professions](#) Credits: 3
- [MDAS 1011 - Administrative Medical Assisting](#) Credits: 3
- [MDAS 1012 - Medical Insurance and Billing](#) Credits: 3
- [MDAS 1033 - Clinical Medical Assisting](#) Credits: 4
- [MDAS 2016 - Electronic Medical Records](#) Credits: 3
- [MDAS 2042 - Clinical Procedures and Practices](#) Credits: 4
- [MDAS 2045 - Clinical Laboratory Procedures](#) Credits: 4
- [MDAS 2050 - Principles of Pharmacology](#) Credits: 3
- [MDAS 2095 - Medical Assisting Practicum/Externship](#) Credits: 4
- Directed Electives in BIO, CHEM, COMM, CSA, CSC, HIMT, HLTH, HPE, MATH, MDAS, MLT, or PSYC Credits: 5-7

Total Credits: 60-62



Directions: Please provide the date, name of originator, title, and campus below.

Date: 04/14/2023	Primary Campus of Originator: Housatonic Community College
Name of Originator: Letizia Morales	Title of Originator: Coordinator of Medical Assisting

Program Name (Aligned):

Medical Assisting

Program Name (Modified):

Medical Assisting

Degree Type (Aligned):

Associates Degree

Degree Type (Modified):

Associates Degree

Summary of Modifications:

We are seeking a change to the Bio General Education requirement to the Associates Degree in Medical Assisting. Aligned now it states BIO 1100 -Principles of the Human Body Credits 3 AND BIO 1100L -Principles of Human Body Lab Credits one.

Modified would be BIO 1100 or Higher

Also proposing a Pharmacology lab as a separate course. 1 credit, 3 contact hours. Legacy Degree had Principles of Pharmacology MED 250 and Pharmacology Lab MED 250L. Proposing adding Principles of Pharmacology Lab MDAS 2050L. They will be two separate classes as to allow for separate instructors and different class modalities such as lecture being taught online and lab traditional.

Program Description (Aligned):

The Medical Assisting Program provides students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, there are career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, health insurance companies, and more. The program provides the student the opportunity to have a broader perspective and prepare for further educational opportunities in acquired clinical and administrative knowledge, skills, laboratory, and administrative careers during practicum/externship.

Program Description (Modified):

The Medical Assisting Program provides students with a general education core complemented by focused medical assisting career courses in preparation for employment in the health care field. As multi-skilled practitioners, there are career positions available in medical offices, hospitals, hospice care, laboratories, ambulatory care centers, health insurance companies, and more. The program provides the student the opportunity to have a broader perspective and prepare for further educational opportunities in acquired clinical and administrative knowledge, skills, laboratory, and administrative careers during practicum/externship.

Program Learning Outcomes (Aligned):

<p>Upon successful completion of all program requirements, graduates will be able to:</p> <ul style="list-style-type: none"> • Apply for a national medical assisting certification examination • Perform all medical assisting skills at entry level competency • Become a professional collaborative member of the health care team delivering safe quality care • Obtain strong oral, written, and interpersonal communication skills • Use Critical thinking skills for handling issues related to effective patient care • Develop social skills, respect, and empathy appropriate for dealing with patients from a variety of backgrounds and cultures • Develop business skills for gathering and updating data accurately across a range of data management systems
--

Program Learning Outcomes (Modified):

<p>Upon successful completion of all program requirements, graduates will be able to:</p> <ul style="list-style-type: none"> • Apply for a national medical assisting certification examination • Perform all medical assisting skills at entry level competency • Become a professional collaborative member of the health care team delivering safe quality care • Obtain strong oral, written, and interpersonal communication skills • Use Critical thinking skills for handling issues related to effective patient care • Develop social skills, respect, and empathy appropriate for dealing with patients from a variety of backgrounds and cultures • Develop business skills for gathering and updating data accurately across a range of data management systems
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General Education Core Courses (Aligned)				General Education Core Courses (Modified)			
	Course Number	Course Name	# of Credits		Course Number	Course Name	# of Credits
1.	ENG 1001	English Composition	3	1.	ENG 1001	English Composition	3
2.	MATH 1000 or higher	Quantitative reasoning	3-4	2.	MATH 1000 or higher	Quantitative reasoning	3-4
3.	ARHX	Elective Arts & Humanities course	3-4	3.	ARHX	Elective Arts & Humanities course	3-4
4.	BIO 110 & BIO 1100L	Principles of the Human Body with LAB	4	4.	BIO 1100 or Higher	Principles of the Human Body or higher	3-4
5.	PSY1011 or SOC 1011 or ANTH 1005	General Psychology I or Principles of Sociology or Introduction to Cultural Anthropology	3	5.	PSY1011 or SOC 1011 Or ANTH 1005	General Psychology I or Principles of Sociology or Introduction to Cultural Anthropology	3
6.	COMM1301 or ENG 1020	Public Speaking or Composition II and Literature	3	6.	COMM1301 or ENG 1020	Public Speaking or Composition II and Literature	3
7.	CCS 1001	College & Career Success	3	7.	CCS 1001	College & Career Success	3
General Education Core Credits			22-24	General Education Core Credits			21-24

Program Requirements (36-39 credits) (Aligned)					Program Requirements (36-39 credits) (Modified)				
	Course Number	Course Name	# of Credits	Pre-req/ Co-req Course #		Course Number	Course Name	# of Credits	Pre-req/ Co-req Course#
1.	MDAS1025	Medical Terminology for Clinical & Administrative Professions	3	Eligible ENG 1010	1.	MDAS1025	Medical Terminology for Clinical & Administrative Professions	3	Eligible ENG 1010
2.	MDAS1011	Administrative Medical Assisting	3	Eligible ENG 1010	2.	MDAS1011	Administrative Medical Assisting	3	Eligible ENG 1010
3.	MDAS1012	Medical Insurance and Billing	3	Eligible ENG 1010	3.	MDAS1012	Medical Insurance and Billing	3	Eligible ENG 1010
4.	MDAS1033	Clinical Medical Assisting	4	Eligible ENG 1010	4.	MDAS1033	Clinical Medical Assisting	4	Eligible ENG 1010
5.	MDAS2016	Electronic Medical Records	3	Eligible ENG 1010	5.	MDAS2016	Electronic Medical Records	3	Eligible for ENG 101
6.	MDAS2042	Clinical Procedures and Practices	4	MDAS 1025 & 1033, both with C or higher	6.	MDAS2042	Clinical Procedures and Practices	4	MDAS 1025 & 1033, both with C or higher
7.	MDAS2045	Clinical Laboratory Procedures	4	MDAS 1025 or 1033, both with C or higher	7.	MDAS2045	Clinical Laboratory Procedures	4	MDAS 1025 or 1033, both with C or higher
8.	MDAS2050	Principles of Pharmacology	3	Eligible ENG 1010 and MATH 1002	8.	MDAS2050	Principles of Pharmacology	3	Eligible ENG 1010 and MATH 1002
9.					9.	MDAS2050L	Principles of Pharmacology Lab	1	Eligible for Math 1000 or higher
10.	MDAS2095	Medical Assisting Practicum/Externship	4	MDAS courses with a C or higher and permission of PC	10.	MDAS2095	Medical Assisting Practicum/Externship	4	MDAS courses with a C or higher and permission of PC
11.	Directed Electives	Directed Electives in BIO, CHEM, COMM, CSA, CSC, HIMT, HLTH, HPE, MATH, MDAS, MLT, or PSYC	7-9		11.	Directed Electives	Directed Electives in BIO, CHEM, COMM, CSA, CSC, HIMT, HLTH, HPE, MATH, MDAS, MLT, or PSYC	7-9	

Program Requirement Credits	38-40	Program Requirement Credits	39-41
General Education Core Credits	22-24	General Education Core Credits	21-24
Program Total Credits (60-61)	60-64	Program Total Credits (60-61)	60-65

Resource needs have been discussed with Library Services and Information Technology Operations.
(Complete if applicable.)

Name and Title	Signature of Originator	Date
Letizia Morales Coordinator of Medical Assisting	Letizia Morales	04/14/2023

- ☒ No Library Services needed
☒ No Technology Services needed

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).		
Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits		
Original Program Characteristics		
Name of Program: Medical Laboratory Technician		
OHE #: 21281		
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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS		
Date Program was Initiated: Fall 2023		
Total # Credits in Program: 63-64		
# Credits in General Education: 22-23		
<u>CIP Code Number</u> : 51.1004 Title of CIP Code:		
Modified Program Characteristics		
Name of Program: Medical Laboratory Technician		
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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS		
Initiation Date for Modified Program: Fall 2023		
Anticipated Date of First Graduation: Fall 2023		
Total # Credits in Program: 63-64		
# Credits in General Education: 22-23		
<u>CIP Code Number</u> : 51.1004 Title of CIP Code:		
Department where program is housed: School for Nursing & Health Careers		
Location Offering the Program (<i>e.g., main campus</i>): Quinebaug Valley		
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		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*137 (MATH 1010) Intermediate Algebra	3	MATH 1002 Math for Science & Technology or MATH 1003 Elementary Statistics or MATH 1010 Intermediate Algebra	3
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Medical Laboratory Technician, AS (MLTC-AS)

Location(s): [Quinebaug Valley](#)

The Medical Laboratory Technician (MLT) program at Quinebaug Valley Campus of CT State Community College prepares the student to work in a clinical laboratory setting. As the student progresses through the program they will obtain the required knowledge that will allow them to work in any of the laboratory departments in a clinical lab. The student will complete instructional courses in Clinical Hematology, Clinical Chemistry, Clinical Microbiology, Immunology, Immunohematology, and Urinalysis/Body Fluids, as well as the general education-required courses. After completion of the program, the student will graduate with an Associate's Degree (A.S.) and be eligible to sit for the National Registry examinations. Graduates are well-prepared to enter the workforce immediately upon graduation and to begin their careers as laboratory professionals.

Learning Outcomes:

In addition to General Education Outcomes, learners who complete the Medical Laboratory Technician degree will:

- Apply knowledge of theory and principles related to body fluids, chemistry, hematology, microbiology, immunology, blood bank, and laboratory information systems;
- Apply knowledge of fundamental biological characteristics related to laboratory testing;
- Apply principles of performing basic laboratory procedures;
- Accurately perform venipuncture and capillary puncture procedures;
- Assess results by correlating laboratory data with clinical or other laboratory data;
- Evaluate laboratory data to recognize disease states;
- Prepare and process specimens, equipment, and instruments as well as controls and reagents;
- Perform with ethical and legal guidelines as well as within the profession's scope of practice.

Graduates of the degree program will be eligible to sit for the MLT American Society for Clinical Pathology (ASCP) national certification exam.

The Medical Laboratory Technician Program at Quinebaug Valley Campus of CT State Community College is programmatically accredited by the Accrediting Bureau of Health Education Schools (ABHES), Accrediting Bureau of Health Education Schools, 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, Main: (301) 291-7550, Website: www.abhes.org, Email: info@abhes.org

Please note, this is a suggested plan of study for a full-time student. Part-time students may have their schedule adjusted accordingly. Students may need additional courses in remedial math and/or English. Students must meet with their academic advisor prior to registering for any core MLT courses. Students must earn a B- or better in all MLT courses prior to be eligible for the Clinical Internships. Students are required to show proof of physical examination; Measles, Mumps, and Rubella (MMR), varicella and Hepatitis B immunity; Tetanus shot within past 5 years; and a negative Tuberculosis (TB) test prior to being accepted for any internship courses. Internship sites may require students to undergo a criminal background check.

General Education Courses (22-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1010 Intermediate Algebra](#) (3 credits)
- [MATH 1002 - Math for Science and Technology](#) Credits: 3
- [OR MATH 1003 - Elementary Statistics](#) Credits: 3
- [OR MATH 1010 - Intermediate Algebra](#) Credits: 3
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1111 - Cell Biology with Organ Systems](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Program Courses (41 credits)

- [BIO 2350 - Microbiology](#) Credits: 4
- [CHEM 1110 - Concepts of Chemistry](#) Credits: 4
- [HLTH 1070 - Medical Law and Ethics](#) Credits: 3
- [MLT 1001 - Introduction to Clinical Laboratory/Principles of Lab Analysis](#) Credits: 3
- [MLT 1002 - Urinalysis and Body Fluids](#) Credits: 2
- [MLT 1041 - Phlebotomy for MLTs](#) Credits: 1
- [MLT 2000 - Clinical Hematology and Coagulation](#) Credits: 4
- [MLT 2002 - Clinical Chemistry](#) Credits: 4
- [MLT 2004 - Clinical Immunology and Immunohematology](#) Credits: 4
- [MLT 2006 - Clinical Microbiology](#) Credits: 4
- [MLT 2095 - Clinical Internship I](#) Credits: 4
- [MLT 2195 - Clinical Internship II](#) Credits: 4

Total Credits: 63-64

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SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).		
Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits		
Original Program Characteristics Name of Program: Nursing 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 71-73 # Credits in General Education: 22-24 CIP Code Number: 51.3801 Title of CIP Code:		
Modified Program Characteristics Name of Program: Nursing 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 71-73 # Credits in General Education: 22-24 CIP Code Number: 51.3801 Title of CIP Code:		
Department where program is housed: School for Nursing & Health Careers Location Offering the Program (<i>e.g., main campus</i>): Capital, Gateway, Naugatuck Valley, Northwestern Connecticut, 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		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimmattio@commnet.edu

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

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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*137 (MATH 1010) Intermediate Algebra or higher	3-4	MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Nursing: Connecticut Community College Program, AS (NURS-AS)

Location(s): [Capital](#), [Gateway](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Three Rivers](#)

The Connecticut Community College Nursing Program (CT-CCNP) is an innovative associate degree program of study offered at six Connecticut State Community College campuses (Capital, Gateway, Naugatuck Valley, Northwestern CT, Norwalk and Three Rivers community colleges). The common nursing programming offers a five-semester curriculum designed to prepare registered nurses to function in the professional role utilizing current standards of nursing practice.

The curriculum is built upon courses from the social and biological sciences, liberal arts, and nursing; these courses provide the foundation for the practice of nursing. The curriculum is organized by concepts that guide student learning about the nursing profession, health and illness, health care systems and patients who are the recipients of nursing care. The curriculum is guided by local, regional, and national standards and trends within healthcare, higher education, and the nursing discipline. The delivery of the curriculum is accomplished through a dynamic educational experience that involves active and diverse learning processes.

Learning Outcomes: While providing nursing care to individuals, families, groups, communities, and populations within the health care system, the nursing graduate:

- Demonstrates communication strategies that promote accurate exchange of information, prevent and manage conflict, and establish and maintain therapeutic relationships.
- Integrates evidence-based practice into clinical decision-making for the provision of patient-centered care.
- Uses data and patient care technology to communicate, differentiate, and manage patient information to support clinical decision-making for optimal patient outcomes.
- Integrates leadership and priority-setting skills into the management and coordination of safe, quality, patient-centered care.
- 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.
- Integrates integrity and accountability that upholds established regulatory, legal, and ethical principles into cost effective, standard-based nursing care.
- Uses quality improvement to promote the delivery of patient-centered care and to optimize patient outcomes.
- Promotes a safe culture that minimizes the risk of harm to patients, self, and others at the work unit and health care system levels.
- Analyzes the impact of the health care system on the provision of safe, quality, patient-centered care at the level of the work unit.
- Collaborates with the interprofessional health care team to manage and coordinate the provision of safe, quality, patient-centered care.

The Connecticut Community College Nursing Program (CT-CCNP) prepares the student for entry-level practice as a registered nurse. The CT-CCNP is a selective admissions program. For admission criteria please refer to: <https://www.ct.edu/files/pdfs/nursing-info-packet.pdf>

The CT-CCNP Concept-Based Curriculum (CBC) is organized by Concepts within the categories of Nursing Profession, Health and Illness, Health Care Systems and Patient Attributes. The curriculum is guided by local, regional and national standards and trends within healthcare, higher education, and the nursing discipline. The delivery of the curriculum is accomplished through a dynamic educational experience, which involves active and diverse learning processes. CT-CCNP graduates possess the capacity for sound clinical judgment that enables the achievement of optimum patient outcomes along the health-illness continuum across the lifespan.

After the Associate in Science degree is awarded, the graduate is 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 graduate is prepared to function as a safe, competent entry-level practitioner within

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settings across health care systems such as acute care (general or specialty hospitals), subacute or long-term care, and community based care settings such as provider offices and clinics.

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

General Education Courses (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1010 or higher (3-4 credits)~~
- [MATH 1200 - Statistics I](#) Credits: 3
- [OR MATH 1201 - Statistics I with Computer Applications](#) Credits: 4
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 2350 - Microbiology](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
- [ENG 1020 - Composition II and Literature](#) Credits: 3
- [OR ENG 1030 - Composition II and Non-fiction Texts](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (49 credits)

- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4
- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [PSY 2001 - Lifespan Development](#) Credits: 3
- [NUR 1120C - Nursing in Health & Illness I](#) Credits: 9
- [NUR 1125C - Nursing in Health & Illness II](#) Credits: 8
- [NUR 2220C - Nursing in Health & Illness III](#) Credits: 9
- [NUR 2225C - Nursing in Health & Illness IV](#) Credits: 8
- [NUR 2226 - Transition to Professional Nursing Practice](#) Credits: 1

Total Credits: 71-73

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Nutrition and Dietetics</p> <p>OHE #: 21284</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 63</p> <p># Credits in General Education: 22</p> <p><u>CIP Code Number</u>: 19.0504 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Nutrition and Dietetics</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 63</p> <p># Credits in General Education: 22</p> <p><u>CIP Code Number</u>: 19.0504 Title of CIP Code:</p>										
<p>Department where program is housed: School for Nursing & Health Careers</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Gateway</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
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<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*137 (MATH 1010) Intermediate Algebra	3	MATH 1002 Math for Science & Technology or MATH 1600 Pathway to Calculus: College Algebra	3
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Nutrition and Dietetics, AS (NUDT-AS)

Location(s): [Gateway](#)

There is a growing demand for qualified personnel in the field of dietetics throughout the United States. The Nutrition and Dietetics Technician, Registered (NDTR) works under the supervision of a Registered Dietitian Nutritionist (RDN) in health care, food service management, and community nutrition programs. NDTRs also function as active members of the nutrition team by assessing, planning, implementing, and evaluating the nutritional care of individuals, or by supervising food service operations. The program reflects the coordination of theory and practice that is required for students to acquire the knowledge, attitudes, and skills necessary for competent practice in dietetics. A minimum of 450 hours of supervised internship provides opportunities to practice these skills.

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The mission of the Nutrition and Dietetics program is to prepare graduates to become entry-level nutrition and dietetics technicians, registered with the competence and adaptability to compete successfully in diverse employment markets wherever food, nutrition, and fitness are emphasized.

Program Goal #1

The program will prepare graduates to be competent entry-level nutrition and dietetics technicians, registered.

Objectives:

1. At least 50% of program graduates take the CDR credentialing exam for nutrition and dietetics technicians within 12 months of program completion.
2. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for nutrition and dietetics technicians is at least 70%.
3. At least 80% of students complete program/degree requirements within 3 years (150% of the program length).
4. At least 80% of graduates who completed the graduate survey will agree or strongly agree that the Nutrition and Dietetics program provides adequate teaching and training to become a competent dietetics professional.

Program Goal #2

To prepare graduates to successfully enter the Nutrition and Dietetics workforce.

Objectives:

1. Of graduates who seek employment, at least 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.
2. At least 70% of employers will rate program graduates in their employ as having a satisfactory knowledge base for entry-level practice on surveys.
3. At least 80% of graduates are confident in their ability to communicate in writing, speaking, and presenting Nutrition and Dietetics information to a variety of individuals and groups.

Program Student Learning Outcomes:

Accreditation Council for Education in Nutrition and Dietetics (ACEND) Competency Standards for Core Competencies (CNDT) for Nutrition and Dietetics Technician programs are incorporated into this program.

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation

- CNDT 1.1 Access data, references, patient education materials, consumer and other information from credible sources.
- CNDT 1.2 Evaluate information to determine if it is consistent with accepted scientific evidence.
- CNDT 1.3 Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria.
- CNDT 1.4 Implement actions based on care plans, protocols, policies and evidence-based practice.

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes, and behaviors for the nutrition and dietetics technician practitioner level of practice.

- CNDT 2.1 Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Practice for the Nutrition and Dietetics Technician, Registered, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
- CNDT 2.2 Use clear and effective oral and written communication.
- CNDT 2.3 Prepare and deliver sound food and nutrition presentations to a target audience.
- CNDT 2.4 Demonstrate active participation, teamwork and contributions in group settings.
- CNDT 2.5 Function as a member of interprofessional teams.
- CNDT 2.6 Refer situations outside the nutrition and dietetics technician scope of practice or area of competence to a registered dietitian nutritionist or other professional.
- CNDT 2.7 Actively contribute to nutrition and dietetics professional and community organizations.
- CNDT 2.8 Demonstrate professional attributes in all areas of practice.
- CNDT 2.9 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
- CNDT 2.10 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

Domain 3. Clinical and Customer Services: Development and delivery of information, products, and services to individuals, groups, and populations.

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- CNDT 3.1 Perform nutrition screening and identify clients or patients to be referred to a registered dietitian nutritionist.
- CNDT 3.2 Perform specific activities of the Nutrition Care Process as assigned by registered dietitian nutritionists in accordance with the Scope of Practice for the Nutrition and Dietetics Technician, Registered for individuals, groups and populations in a variety of settings.
- CNDT 3.3 Provide nutrition and lifestyle education to well populations.
- CNDT 3.4 Promote health improvement, food safety, wellness and disease prevention for the general population.
- CNDT 3.5 Develop nutrition education materials for disease prevention and health improvement that are culturally and age appropriate and designed for the literacy level of the audience.
- CNDT 3.6 Present an educational session to a target population.
- CNDT 3.7 Perform supervisory functions for purchasing, production, and service of food that meets nutrition guidelines, cost parameters, and health needs.
- CNDT 3.8 Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.

Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

- CNDT 4.1 Deliver nutrition services through quality improvement and customer satisfaction activities.
- CNDT 4.2 Perform supervisory, education, and training functions.
- CNDT 4.3 Use current information technologies to develop, manage and disseminate nutrition information and data.
- CNDT 4.4 Assist in developing a plan for a new service including budget.
- CNDT 4.5 Implement and adhere to budgets.
- CNDT 4.6 Assist with marketing clinical and customer services.
- CNDT 4.7 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.

Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

- CNDT 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
- CNDT 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
- CNDT 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CNDT 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).
- CNDT 5.5 Promote team involvement and value the skills of each member.
- CNDT 5.6 Mentor others.
- CNDT 5.7 Identify and articulate the value of precepting.

The Nutrition and Dietetics program is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995; (312) 899-0040 ext. 5400 or (800) 877-1600; www.eatright.org/acend.

Graduates of the program are encouraged to take the Commission on Dietetic Registration's registration examination to become a NDTR. Graduates may take the Association of Nutrition & Foodservice Professional exam to become a Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP.) Graduates are also eligible for membership in the Academy of Nutrition and Dietetics and the Association of Nutrition & Foodservice Professionals. Students who wish to transfer to an approved four-year program in dietetics should consult the program coordinator regarding the transferability of courses.

Admissions Procedure: All students must first apply to and be accepted by the College. Unless waived, all applicants must take placement tests in reading, English, and mathematics. Students in this program are responsible for expenses for uniforms, physical examinations, travel to field sites, parking, meals, CPR training, and drug testing.

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Specific information about these costs and coverage for accident and liability insurance is available from the Program Coordinator, Elaine Lickteig, and in the Nutrition & Dietetics Student Guide. A complete physical examination is required before supervised internship begins. Financial aid information is available through the College Financial Aid office.

Graduation Requirements: In addition to the College's general requirements, this program requires a minimum grade of "C" (73 percent) in each and all science, math and program-specific courses. The student must also successfully complete all of the program competencies and must pass the National Restaurant Association Sanitation exam. The program coordinator reserves the right to recommend to the College the withdrawal of any student from the Nutrition and Dietetics program whose health, clinical performance, attendance, or conduct does not meet the program standards. Students are encouraged to complete the program requirements within 5 years. Upon successful completion of the Nutrition and Dietetics program, graduates will receive a verification statement. The signed verification statement documents that an individual has completed the requirements of a nutrition and dietetics education program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®). It allows the CT State Community College Nutrition and Dietetics program graduate to establish eligibility to sit for the registration examination for nutrition and dietetics technicians.

Program Requirements

General Education Courses (22 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~[MATH 1010 Intermediate Algebra](#) (3 credits)~~
[MATH 1002 - Math for Science and Technology](#) Credits: 3
[OR MATH 1600 - Pathway to Calculus: College Algebra](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CHEM 1110 - Concepts of Chemistry](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [ENG 1020 - Composition II and Literature](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (41 credits)

- [HOSP 1109 - Food Safety Certification](#) Credits: 1
- [BIO 1111 - Cell Biology with Organ Systems](#) Credits: 4
- [NTRN 1001 - Introduction to Dietetics](#) Credits: 3
- [NTRN 1002 - Nutrition I: Principles of Nutrition](#) Credits: 3
- [NTRN 1020 - Foods](#) Credits: 3
- [NTRN 1003 - Nutrition Therapy I](#) Credits: 3
- [NTRN 1005 - Food Management System](#) Credits: 3
- [NTRN 2095 - Nutrition Internship I](#) Credits: 3
- [NTRN 2000 - Nutrition Through the Life Cycle](#) Credits: 3
- [NTRN 2001 - Community Nutrition Education](#) Credits: 3
- [NTRN 2195 - Nutrition Internship II](#) Credits: 3
- [NTRN 2002 - Nutrition Therapy II](#) Credits: 3
- [NTRN 2005 - Management in Dietetics](#) Credits: 3
- [NTRN 2295 - Nutrition Internship III](#) Credits: 3

Total Credits: 63

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Occupational Therapy Assistant OHE #: 21285 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 63-64 # Credits in General Education: 22-23 CIP Code Number: 51.0803 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Occupational Therapy Assistant 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 63-65 # Credits in General Education: 22-24 CIP Code Number: 51.0803 Title of CIP Code:</p>										
<p>Department where program is housed: School for Nursing & Health Careers Location Offering the Program (<i>e.g., main campus</i>): Manchester</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
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Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu								

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

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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*109 (MATH 1001) Quantitative Literacy	3	MATH 1003 Elementary Statistics or MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications (recommended)	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Occupational Therapy Assistant, AS (OTAS-AS)

Location(s): [Manchester](#)

The Occupational Therapy Assistant (OTA) program is designed for students with an interest in working with individuals who are limited in what they can do because of a physical, emotional or developmental disability, illness or the aging process. The goal of occupational therapy is to help people of any age - from newborns to the elderly - live their lives to the fullest - at home, at work or at school - by making it possible for them to perform life's everyday activities.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Founded in 1917, occupational therapy is a well-established profession and offers many exciting opportunities for the Certified Occupational Therapy Assistant. Occupational therapy is an expanding specialty in the healthcare field. Working under the indirect supervision of a Registered Occupational Therapist, the Certified Occupational Therapy Assistant provides patients training on ways to perform life's daily activities, such as bathing, dressing and cooking. An occupational therapy assistant also offers patients and their families suggestions on how to adapt home, work and school environments to best meet the patient's special circumstances.

The Occupational Therapy Assistant program at Manchester Campus of CT State Community College combines coursework with a four-month supervised clinical experience that focuses on the psycho-social, physical and developmental aspects of practicing occupational therapy.

Learning Outcomes:

The American Occupational Therapy Association in its VISION 2025 statement describes Occupational Therapy as "an inclusive profession that maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living." The OTA program offers an accelerated, a full-time and part-time plan of study, thereby enabling the student to complete the program in 3 semesters, 4 semesters or 5 semesters, respectively. Upon successful completion of all Occupational Therapy Assistant degree program requirements, graduates will:

- Sit for the national certification exam.
- Demonstrate the clinical skills required for working as an Occupational Therapy Assistant.
- Demonstrate the interpersonal skills necessary to function as a Certified Occupational Therapy Assistant.
- Comprehend the scope of occupational therapy practice.
- Apply principles in analysis and application of occupational therapy treatment in the spectrum of human occupation.

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

The Occupational Therapy Assistant program at the Manchester campus of CT State Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 6116 Executive Blvd., Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is <https://www.nbcot.org/Educators-Folder/SchoolPerformance>.

Graduates of the program are eligible to sit for the national certification examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT) - . After successful completion of this exam, the graduate will be a Certified Occupational Therapy Assistant (COTA). Additionally, all states require licensure to practice; However, state licenses are usually based on the results of the NBCOT certification exam. A felony conviction may affect a graduate's ability to sit for the NBCOT certification exam or attain state licensure.

Courses with an OTA designator are offered exclusively during the day. All course work must be completed with a grade of C or better and a minimum GPA of 2.5 must be maintained throughout the program. The clinical semester, which is offered both fall and spring semesters, provides a four-month, full-time, supervised learning experience with a focus on psychosocial, physical dysfunction and developmental disability areas of practice. If critical unforeseen circumstances arise, students have 18 months upon completion of academic work to complete the clinical semester. Due to standards set by The Joint Commission (TJC), students are advised that the fieldwork sites to which they are assigned for fieldwork rotations, as well as state regulations, may require that they submit to a criminal background check before beginning their fieldwork experiences. Manchester Campus of CT State Community College cannot be responsible for finding an alternate clinical placement for a student who fails to pass the background check. A student who is unable to complete the required fieldwork experience will be unable to complete the requirements for the associate degree in Occupational Therapy Assistant but may be able to apply some or all of the credits completed to an associate degree in General

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Studies. Students are advised to meet with a Guided Pathways Advisor to discuss degree completion requirements.

Application: In addition to completing the CT State Community College Application for Admission, students who are interested in pursuing a career in Occupational Therapy are required to fill out a separate Occupational Therapy Assistant Application (applications are available on the OTA Program webpage) and the application packet is submitted electronically, per the directions specified on the application. The Occupational Therapy Assistant Program utilizes a selective admissions process and applicants are required to meet specific admission criteria in preparation for the academic rigor of the OTA Program. To qualify for application to the Occupational Therapy Assistant Program, students must have a grade point average at or above 2.5., and have completed [BIO 1111](#), [ENG 1010](#), and [PSY 1011](#) with a grade of C or better, as well as [CCS 1001](#) . Applicants must also be eligible for college level math, and have attended an OTA Information Session.

General Education Courses (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~[MATH 1001 Quantitative Literacy](#) (3 credits)~~
- [MATH 1003 - Elementary Statistics](#) Credits: 3
- [OR MATH 1200 - Statistics I](#) Credits: 3
- [OR MATH 1201 - Statistics I with Computer Applications](#) Credits: 4 (Recommended)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1111 - Cell Biology with Organ Systems](#) Credits: 4
- [ANTH 1018 - Health, Healing, and Culture](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (41 credits)

- [PSY 2001 - Lifespan Development](#) Credits: 3
- [OTA 1000 - Foundations of Occupational Therapy](#) Credits: 3
- [OTA 1200 - Neurologic Intervention in Occupational Therapy](#) Credits: 4
- [OTA 2095 - Level I Advanced Fieldwork](#) Credits: 1
- [OTA 2008 - Healthcare Management in Occupational Therapy](#) Credits: 3
- [OTA 2010 - Occupational Therapy Practice in Pediatrics](#) Credits: 3
- [OTA 2010L - Occupational Therapy Practice in Pediatrics Lab](#) Credits: 1
- [OTA 2016 - Occupational Therapy Practice in Physical Dysfunction](#) Credits: 3
- [OTA 2016L - Occupational Therapy Practice in Physical Dysfunction Lab](#) Credits: 1
- [OTA 2018 - Occupational Therapy Practice in Mental Health](#) Credits: 3
- [OTA 2018L - Occupational Therapy Practice in Mental Health Lab](#) Credits: 1
- [OTA 2034 - Documentation in Occupational Therapy](#) Credits: 3
- [OTA 2195 - Level II Fieldwork](#) Credits: 11
- [OTA 2090 - Clinical Seminar in Occupational Therapy](#) Credits: 1

Total Credits: 63-65

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).		
Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits		
Original Program Characteristics		
Name of Program: Ophthalmic Design and Dispensing		
OHE #: 21286		
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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS		
Date Program was Initiated: Fall 2023		
Total # Credits in Program: 68-70		
# Credits in General Education: 22-24		
<u>CIP Code Number</u> : 51.1801 Title of CIP Code:		
Modified Program Characteristics		
Name of Program: Ophthalmic Design and Dispensing		
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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS		
Initiation Date for Modified Program: Fall 2023		
Anticipated Date of First Graduation: Fall 2023		
Total # Credits in Program: 68-69		
# Credits in General Education: 22-23		
<u>CIP Code Number</u> : 51.1801 Title of CIP Code:		
Department where program is housed: School for Nursing & Health Careers		
Location Offering the Program (<i>e.g., main campus</i>): Middlesex		
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		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT* 137 (MATH 1010) Intermediate Algebra, or any higher MAT course vetted for Math	3-4	MATH 1010 Intermediate Algebra or MATH 1600 Pathway to Calculus: College Algebra	3
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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Ophthalmic Design & Dispensing, AS (ODD-AS)

Location(s): [Middlesex](#)

The Ophthalmic Design and Dispensing (OD&D) at Middlesex Campus of Connecticut (CT) State Community College is designed for students that have solid math and problem-solving skills, love to help others and enjoy hands-on work. Students would like to work in a medical-related field, but without the time and financial commitments in getting a PhD. The OD&D program at Middlesex Campus of CT State Community College provides an affordable and flexible Associate Degree to meet student needs. This two-year degree program prepares students for future work as licensed opticians working to help others through the design and dispensing of eyeglasses, contact lenses and low-vision aids.

This program is designed for individuals who are interested in becoming licensed opticians. Successful completion of this program will be accepted in lieu of the four-year, 8000-hour apprenticeship requirement to become a licensed optician in the State of Connecticut. This degree is also accepted in many states in order to be eligible for licensure.

Learning Outcomes:

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

- Communicate effectively through development of proficiency in oral/written/electronic communication skills
- Demonstrate proficiency in critical thinking and problem-solving skills
- Complete the requirements for National Certification by the American Board of Opticianry
- Complete the requirements for National Certification by the National Contact Lens Examiners
- Demonstrate the practical skills required to successfully complete the optical portion of the State of Connecticut - Board of Examiners State Practical Exam
- Demonstrate the practical skills required to successfully complete the contact lens portion of the State of Connecticut - Board of Examiners State Practical Exam
- Demonstrate familiarity with the statutes and regulations in Chapter 381 (Opticians) of the Connecticut General Statutes and Regulations and successfully complete the State Law portion of the State of Connecticut - Board of Examiners State Practical Exam
- Meet the minimum education requirement for licensing as an optician in all of the states requiring licensure for opticians

Selective Admission: Enrollment in the program is restricted because of limited lab facilities, and early application is encouraged.

- Only completed applications with all documents will be considered.
- Students are admitted to the fall term only.
- Students must meet with program coordinator and take a program-specific math worksheet as part of the admissions process.
- Students must be eligible for ENG*101 Composition and MAT*137 to begin this program.
- Official transcripts are required for transfer credit.
- Ophthalmic Design and Dispensing students must receive a grade of C or better in Ophthalmic Dispensing courses in order to obtain a degree in this program. With an OD&D Degree from Middlesex Campus of CT State Community College, a student can get work in an optical shop, corporate optical business, private Optometrist's office, or a private Ophthalmologist's office.

Most students are able to finish the program within 21 months or 2- calendar years. Our program encourages lifelong learning and many of our students continue on to bachelors degrees. A small percent of students choose to continue their education to become Optometrists and Ophthalmologists, both of which require Doctoral level degrees.

Spurred by the demographic of the baby boomers and the elderly, an increasing demand for eyewear and contact lenses should be good for the optician. As the aging population continues to grow, more demand will be created for corrective lenses and a requirement for regular vision care. Fashion will also continue to drive the demand for

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dispensing opticians. As ophthalmic and contact technology continues to develop the demand for the services of opticians will increase.

The Ophthalmic Design and Dispensing Program is accredited by the Commission on Opticianry Accreditation, PO Box 592, Canton, NY 13617.

General Education Courses (22-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1010 - Intermediate Algebra or higher (3-4 credits)~~
[MATH 1010 - Intermediate Algebra](#) Credits: 3
[OR MATH 1600 - Pathway to Calculus: College Algebra](#) Credits: 3
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1118 - Anatomy and Physiology of the Eye](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (46 credits)

- [BMGT 2020 - Principles of Management](#) Credits: 3
- [OPDD 1001 - Introduction to Ophthalmic Dispensing](#) Credits: 4
- [OPDD 1002 - Ophthalmic Dispensing I](#) Credits: 4
- [OPDD 1003 - Ophthalmic Dispensing II](#) Credits: 3
- [OPDD 1009 - Optical Business Management](#) Credits: 3
- [OPDD 1010 - Ophthalmic Materials I](#) Credits: 4
- [OPDD 1011 - Ophthalmic Materials II](#) Credits: 4
- [OPDD 1020 - Contact Lenses I](#) Credits: 3
- [OPDD 1021 - Contact Lenses II](#) Credits: 4
- [OPDD 1022 - Contact Lenses III](#) Credits: 4
- [OPDD 1030 - Low Vision](#) Credits: 1
- [OPDD 1004 - Ophthalmic Dispensing III](#) Credits: 3
- [OPDD 1012 - Ophthalmic Materials III](#) Credits: 4
- [OPDD 2095 - Opticianry Practicum](#) Credits: 2

Total Credits: 68-69

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SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Physical Therapist Assistant. OHE #: 21297 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Date Program was Initiated: Fall 2023 Total # Credits in Program: 67-69 # Credits in General Education: 23-25 CIP Code Number: 40.0801 Title of CIP Code:</p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Physical Therapist Assistant 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 checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Fall 2023 Total # Credits in Program: 67-68 # Credits in General Education: 23-24 CIP Code Number: 40.0801 Title of CIP Code:</p>										
<p>Department where program is housed: School for Nursing & Health Careers Location Offering the Program (<i>e.g., main campus</i>): Naugatuck Valley, Norwalk</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT* 167+ Principles of Statistics (MATH 1200 Statistics I) or Higher	3-4	MATH 1200 Statistics I	3
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Physical Therapist Assistant, AS (PTAS-AS)

Location(s): [Naugatuck Valley](#), [Norwalk](#)

Mission: The Physical Therapist Assistant (PTA) Program is committed to high standards as it educates students with the knowledge, clinical skills, professional behaviors, and core values essential to evidence-based and culturally competent contemporary physical therapy care.

Vision: The program emphasis on innovative and data-driven teaching methods, technology, and communication facilitates learning in the classroom and the clinic as the program endeavors to educate students who:

- Strive for excellence as physical therapist assistants by providing safe and effective interventions.
- Commit to high ethical standards.
- Appreciate and value racial, social, economic, and cultural diversity.

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- Utilize critical reflection.
- Invest in community involvement.
- Engage in lifelong learning.
- Provide patient-centered interprofessional collaborative care.

Philosophy: We believe the Physical Therapist Assistant curriculum:

- Develops appropriate and critical professional behaviors and core values to create ethical practitioners.
- Is based on a liberal arts education and the concentrated study and application of new knowledge in physical therapy.
- Emphasizes the development of written, oral, and technological communication skills.
- Provides a variety of learning experiences to enhance the student's critical thinking abilities, problem solving skills, and values identification.
- Promotes inter-professional education with other disciplines and programs within the college and community.

Program Outcomes:

- 70% or more of admitted students will complete the program within 1 ½ times the length of the program (3 years) as reported using Commission on Accreditation in Physical Therapy Education (CAPTE) standards.
- The two-year overall passing rate of the graduates who choose to take the Physical Therapist Assistant national licensure examination will be at least 85%.
- 90% of the graduates who seek employment as a Physical Therapist Assistant will attain a position within one year of graduation.

Program Goals: Upon successful completion of all program requirements, the Physical Therapist Assistant Program will prepare graduates who:

- Display skill competence in the cognitive, psychomotor, and affective domains necessary to provide safe, effective, and evidence-based physical therapy services under the direction and supervision of a physical therapist.
- Demonstrate effective communication and education skills through professional interactions with consideration for individual differences, values, preferences, and expressed needs.
- Demonstrate self-assessment and interest in lifelong learning by participating in professional development activities which include volunteerism, advocacy, and leadership.
- Adhere to ethical, professional behavior, legal, regulatory, and licensure standards within their scope of work as a physical therapist assistant.
- Participate in the healthcare environment as an effective member of the healthcare team while providing patient-centered interprofessional collaborative care.

Program Description: The Physical Therapist Assistant (PTA), two-year Associate of Science degree programs, are designed to develop the competencies and knowledge required for entering the field of Physical Therapy. The Physical Therapist Assistant Programs will provide fundamental and theoretical knowledge as well as practical skills to prepare the student to assume the role of the PTA. Each program is approved by the Board of Regents for Higher Education and individually accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Graduates are eligible to take the National Physical Therapist Assistant Examination administered by The Federation of State Boards of Physical Therapy (FSBPT). Graduates who pass this exam are eligible to apply for a license in the State of Connecticut or their respective state of practice.

Each program prepares the student to be a licensed health care professional who works under the direction and supervision of the physical therapist providing physical therapy interventions and associated data collection techniques. Interventions include therapeutic exercise, physical modalities, and other specialized clinical skills needed in a variety of settings such as acute care hospitals, rehabilitation hospitals, subacute and long-term care facilities, outpatient physical therapy clinics, school systems, and home care settings.

PTAs help people from birth to end of life who have medical, or other health-related conditions, that limit their ability to move and perform functional activities in their daily lives. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches,

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canes, or walkers, manual therapy, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

Admissions: Admission to the program is selective and competitive; a limited number of students are admitted per cohort. Space is limited. Meeting minimum requirements does not guarantee admission into the program. Please contact the specific program location for their application and requirements. The program at CSCC Naugatuck Valley campus has a spring semester (January) start to each cohort. The program at CSCC Norwalk campus has a fall semester (August) start to each cohort.

General Education Courses (23-24)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1200 - Statistics I](#) or Higher [MATH 1200 - Statistics I](#) Credits: 3
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1210 - General Biology I](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4

Program Courses (44 credits)

- [CCS 1001 - College & Career Success](#) Credits: 3
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4
- [PTA 1200 - Introduction to Physical Therapy](#) Credits: 3
- [PTA 1250 - Foundational Skills in Physical Therapy](#) Credits: 4
- [PTA 1300 - Clinical Anatomy & Kinesiology](#) Credits: 3
- [PTA 1450 - Physical Agents in Physical Therapy](#) Credits: 3
- [PTA 1500 - Physical Therapy Interventions in Orthopedics](#) Credits: 4
- [PTA 1550 - Pathology for the Physical Therapist Assistant I](#) Credits: 3
- [PTA 2500 - Physical Therapy Interventions in Special Populations](#) Credits: 3
- [PTA 2550 - Pathology for the Physical Therapist Assistant II](#) Credits: 3
- [PTA 2580 - PTA in the Healthcare Arena](#) Credits: 1
- [PTA 2694 - Physical Therapist Assistant Part-Time Clinical Experience](#) Credits: 1
- [PTA 2794 - Physical Therapy Assistant Full-Time Clinical Experience I](#) Credits: 3
- [PTA 2894 - Physical Therapist Assistant Full-Time Clinical Experience II](#) Credits: 3
- [PTA 2990 - Physical Therapy Seminar](#) Credits: 3

Total Credits: 67-68



Directions: <i>Please provide the date, name of originator, title, and campus below.</i>	
Date: 9 Feb 2023	Primary Campus of Originator: NVCC/NCC
Name of Originator: Janet Gangaway	Title of Originator: Program Director, PTA NVCC

Program Name (Aligned):	Program Name (Modified):
Physical Therapist Assistant	Physical Therapist Assistant

Degree Type (Aligned):	Degree Type (Modified):
A.S.	A.S.

Summary of Modifications:

Admissions: #3b. Remove "or higher" #4. Remove "and any previous PTA coursework" Correct course numbers. Program required courses: PTA 2600 should be PTA 2694 PTA 2700 should be PTA 2794 PTA 2800 should be PTA 2894 PTA 2900 should be PTA 2990

Program Description (Aligned):	Program Description (Modified):
See Attached	See Attached

Program Learning Outcomes (Aligned):	Program Learning Outcomes (Modified):
See Attached	No changes - See Attached

Resource needs have been discussed with Library Services and Information Technology Operations.
(Complete if applicable.)

Name and Title	Signature of Originator	Date

- ☐ No Library Services needed
☐ No Technology Services needed

Program Name: Physical Therapist Assistant (PTA) Program

Degree Type: Associate of Science (AS)

Program Description:

Mission:

The Physical Therapist Assistant (PTA) Program is committed to high standards as it educates students with the knowledge, clinical skills, professional behaviors, and core values essential to evidence-based and culturally competent contemporary physical therapy care.

Vision:

The program emphasis on innovative and data-driven teaching methods, technology, and communication facilitates learning in the classroom and the clinic as the program endeavors to educate students who:

- Strive for excellence as physical therapist assistants by providing safe and effective interventions.
- Commit to high ethical standards.
- Appreciate and value racial, social, economic, and cultural diversity.
- Utilize critical reflection.
- Invest in community involvement.
- Engage in lifelong learning.
- Provide patient-centered interprofessional collaborative care.

Philosophy:

We believe the Physical Therapist Assistant curriculum:

- Develops appropriate and critical professional behaviors and core values to create ethical practitioners.
- Is based on a liberal arts education and the concentrated study and application of new knowledge in physical therapy.
- Emphasizes the development of written, oral, and technological communication skills.
- Provides a variety of learning experiences to enhance the student's critical thinking abilities, problem solving skills, and values identification.
- Promotes inter-professional education with other disciplines and programs within the college and community.

Program Outcomes:

1. 70% or more of admitted students will complete the program within 1 ½ times the length of the program (3 years) as reported using Commission on Accreditation in Physical Therapy Education (CAPTE) standards.
2. The two-year overall passing rate of the graduates who choose to take the Physical Therapist Assistant national licensure examination will be at least 85%.
3. 90% of the graduates who seek employment as a Physical Therapist Assistant will attain a position within one year of graduation.

Program Goals:

Upon successful completion of all program requirements, the Physical Therapist Assistant Program

will prepare graduates who:

1. Display skill competence in the cognitive, psychomotor, and affective domains necessary to provide safe, effective, and evidence-based physical therapy services under the direction and supervision of a physical therapist.
2. Demonstrate effective communication and education skills through professional interactions with consideration for individual differences, values, preferences, and expressed needs.
3. Demonstrate self-assessment and interest in lifelong learning by participating in professional development activities which include volunteerism, advocacy, and leadership.
4. Adhere to ethical, professional behavior, legal, regulatory, and licensure standards within their scope of work as a physical therapist assistant.
5. Participate in the healthcare environment as an effective member of the healthcare team while providing patient-centered interprofessional collaborative care.

Program Description:

The Physical Therapist Assistant (PTA), two-year Associate of Science degree programs, are designed to develop the competencies and knowledge required for entering the field of Physical Therapy. The Physical Therapist Assistant Programs will provide fundamental and theoretical knowledge as well as practical skills to prepare the student to assume the role of the PTA.

Each program is approved by the Board of Regents for Higher Education and individually accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Graduates are eligible to take the National Physical Therapist Assistant Examination administered by The Federation of State Boards of Physical Therapy (FSBPT). Graduates who pass this exam are eligible to apply for a license in the State of Connecticut or their respective state of practice.

Each program prepares the student to be a licensed health care professional who works under the direction and supervision of the physical therapist providing physical therapy interventions and associated data collection techniques. Interventions include therapeutic exercise, physical modalities, and other specialized clinical skills needed in a variety of settings such as acute care hospitals, rehabilitation hospitals, subacute and long-term care facilities, outpatient physical therapy clinics, school systems, and home care settings.

PTAs help people from birth to end of life who have medical, or other health-related conditions, that limit their ability to move and perform functional activities in their daily lives. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, manual therapy, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

Admissions:

Admission to the program is selective and competitive; a limited number of students are admitted per cohort. Space is limited. Meeting minimum requirements does not guarantee admission into the program.

Please contact the specific program location for their application and requirements. The program at CSCC Naugatuck campus has a spring semester (January) start to each cohort. The program at CSCC Nowalk campus has a fall semester (August) start to each cohort.

1. Complete all College admission requirements.
2. Complete PTA Application. Must be submitted by the posted deadline, including supporting materials.
3. Completion of the prerequisite courses:
 - a. BIO 121 (General Biology I) with a C+ or better within 5 years of the application deadline
 - b. MAT 1200 (Statistics I) ~~(MAT 167 or higher)~~ with a C or better within 5 years of the application deadline
 - c. ENG 101 (English Composition) with a C or higher
 - d. PSY 111 (General Psychology) with a C or higher
4. Have a minimum admissions GPA of 2.5. The 4 admission requirements ~~and any previous PTA coursework~~ are used in the calculation of this GPA.
5. Complete the Test of Essential Academic Skills (TEAS) exam with a minimum score of 60%. There are no exemptions from this entrance exam based on prior education. For the PTA program, the TEAS test expires after 3 years. Students may take the nursing or allied health version of the test, as the content of both is the same. Students may take either the in-person or online version of the TEAS test. Students may take the TEAS test at any school, in any state; have the TEAS test scores sent to the respective campus. Students may repeat the TEAS to improve their score.
6. Documented volunteer/observational experience totaling at least 20 hours in two different settings. Please contact the individual campus requested for specific requirements.
7. Students must be able to perform common physical therapy functions as defined in the program's Technical Standards.

Additional Program Information

In addition to tuition and fees, students in the PTA Program are responsible for additional costs, such as, books, American Physical Therapy Association (APTA) student membership, clinical site requirements, appropriate attire for lab and clinical experiences, licensure review courses, required certifications, and transportation. Students must complete all medical requirements, including but not limited to current immunizations and medical forms. Students will pay an Allied Health Fee each semester.

Students will be required by the program to undergo a background check which may include fingerprinting for felony convictions and undergo a drug/substance screening. Students who do not pass the background check may be excluded from clinical sites, may not be able to meet the competencies required for graduation from the program, may not be eligible to take the licensure exam, and/or may not be eligible for PTA licensure. Students who have a positive toxicology screen will have their case reviewed, which may result in dismissal from the program.

The Physical Therapist Assistant program at Naugatuck Valley Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), American Physical Therapy Association, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The Physical Therapist Assistant Program at Norwalk Community College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Those with program questions should contact the Program Directors directly. See their respective website for current contact information.

With respect to code 668.43 (a)(5)(v), the program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following:

CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands.

For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy (FSBPT) website at www.fsbpt.org.

Transfer options

Courses from an associate level PTA degree do not typically transfer to a graduate level Doctor of Physical Therapy (DPT) program, however, general education courses, such as math and English will count toward the bachelor's degree required for admission to a PT program. PTA/technical education courses may transfer to a four-year school as electives. Check with the school you plan to attend for details. PTAs who go on to PT school have the advantage of vast background knowledge in physical therapy, as well as the ability to work a flexible schedule for higher pay while attending school.

The PTA program does not accept transfer students or credits toward PTA courses from U.S. or international programs, including PT, Occupational Therapy (OT), PTA, Occupational Therapy Assistant (OTA), or any other similar program. There are strict accreditation requirements, as well as extensive variability between programs across the country and around the world. All students wishing to graduate from a PTA program must complete the entire technical portion of the program at one campus. This does not exclude individuals from completing general education (non-PTA) courses at another institution.

General Education Core Courses			
Course Number		Course Name	# of Credits
1	ENG*1001	Written Communication I - English Composition	3
2	MAT* 1200 167+	Math – Principles of Statistics I or Higher	3-4
3	Any course vetted for TAP arts & humanities outcomes	Arts & Humanities	3
4	BIO* 1210	Scientific Reasoning – General Biology I (BIO 1210)	4
5	PSY* 1011	Social / Behavioral Science – General Psychology I	3
6	Any ENG vetted for TAP written communication II outcomes	Written Communication II	3
7	BIO* 2111	Scientific Knowledge and Understanding – Anatomy & Physiology I	4
8	CCS 1001	College and Career Success – includes diversity requirement	3
General Education Core Credits			26-27

Program Required Courses			
Course Number	Course Name	# of Credits	Pre-req./Co-req. Course #
BIO 2112	Anatomy & Physiology II	4	C or higher BIO 2111
PTA* 1200	Introduction to Physical Therapy Currently PTA 120	3	PTA major
PTA* 1250	Foundational Skills in Physical Therapy Currently PTA 125	4	PTA major
PTA* 1300	Clinical Anatomy & Kinesiology Currently PTA 130 @ NVCC only	3	PTA Major
PTA* 1450	Physical Agents in Physical Therapy Currently PTA 145 @ NVCC, PTA 230 @ NCC	3	PTA Major, C or higher PTA 1200, 1250, 1300
PTA* 1500	Physical Therapy Interventions in Orthopedics Currently PTA 150 @ NVCC, PTA 235 @ NCC	4	PTA Major, C or higher PTA 1200, 1250, 1300

Program Required Courses			
PTA* 1550	Pathology for the Physical Therapist Assistant I Currently PTA 155 @ NVCC, PTA 253 @ NCC	3	PTA Major, C or higher PTA 1200, 1250, 1300
PTA* 2500	Physical Therapy Interventions in Special Populations Currently PTA 251 @ NVCC, PTA 250 @ NCC	3	PTA Major, C or higher in PTA 1450, 1500, 1550
PTA* 2550	Pathology for the Physical Therapist Assistant II Currently PTA 255 @ NVCC, no equivalent @ NCC	3	PTA Major, C or higher in PTA 1450, 1500, 1550
PTA* 2580	The Physical Therapist Assistant in the Healthcare Arena Currently PTA 258 @ NVCC, PTA 259 @ NCC	1	PTA Major, C or higher in PTA 1450, 1500, 1550
PTA* 2694	PTA Part Time Clinical Experience Currently part of PTA 258 @ NVCC, PTA 261 @ NCC	1	PTA Major, C or higher in PTA 1450, 1500, 1550
PTA* 2794	PTA Full Time Clinical Experience I Currently PTA 262	3	PTA Major, C or higher in PTA 2500, 2550, 2580, 2600
PTA* 2894	PTA Full Time Clinical Experience II Currently PTA 265	3	PTA Major, C or higher in PTA 2500, 2550, 2580, 2600
PTA* 2990	Physical Therapy Seminar Currently PTA 260 @ NVCC, PTA 258 @ NCC	3	PTA Major, C or higher in PTA 2500, 2550, 2580, 2600
			TOTAL

	Total Program Requirement Credits		41
	General Education Core Credits		26-27
	Program Total Credits		67-68

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	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Political Science Studies</p> <p>OHE #: TBA</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61-64</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Political Science Studies</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 61-64</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>		
<p>Department where program is housed: School for Social & Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>

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

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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Any Math course higher than Math 137 (MATH 1010) vetted for quantitative reasoning	3-4	MATH 1100 Quantitative Reasoning or higher	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Political Science Studies - TAP/CSCU Transfer Degree, AA (POLS-AA-TAP)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

CSCU Pathway Transfer, A.A. degree programs are for Connecticut Community College students who wish to transfer to one of the Connecticut State Universities or Charter Oak without either losing any credits or being required to take extra credits in order to complete a bachelor's degree in that same discipline. Community College students can complete associate degree programs that transfer without hassle to all Connecticut State Universities and Charter Oak State College offering their major. Upon transfer, students are guaranteed full junior status and can complete a bachelor's degree in their major without losing any credits or be required to take any extra credits.

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Learning Outcomes: Upon successful completion of the CSCU Pathway Transfer: Political Science Studies degree program, students will have met the following competency outcomes and goals:

- Aesthetic Dimensions
- Continuing Learning/Information Literacy
- Critical Analysis/Logical Thinking
- Ethics
- Quantitative Reasoning
- Historical Knowledge and Understanding
- Oral Communications
- Scientific Reasoning
- Scientific Knowledge and Understanding
- Social Phenomena
- Written Communication

With this degree students will be able to transfer to the following majors:

At Central Connecticut State University: Political Science, B.A.
At Eastern Connecticut State University: Political Science, B.A.
At Southern Connecticut State University: Political Science, B.A., Political Science, B.S.
At Western Connecticut State University: Political Science, B.A.
At Charter Oak State College: General Studies - Political Science Concentration, B.A.

Framework Courses (31-34 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [Elective QUAX - Quantitative Reasoning Course](#) Credits: 3-4
MATH 1100 Quantitative Reasoning or higher
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Pathway Courses (30 credits)

- [Elective CRTY - Creativity Course](#) Credits: 3
- [Elective GLKY - Global Knowledge Course](#) Credits: 3
- [POLS 1002 - American Government](#) Credits: 3
- One additional POLS course Credits: 3
- One additional POLS course Credits: 3
- Unrestricted Electives Credits: 15

You are free to choose any courses at or above 1000-level to complete unrestricted electives, although you may need to use these credits to take courses that prepare you for required courses in the degree program. You should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities or to begin work on completing a minor. Central Connecticut State University will require that you complete a minor by earning at least 18 credits in one area outside your major field; you must complete at least 9 of those minor credits at Central. You can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSC-but not ECSU. You are encouraged to meet with your advisor to determine which courses to select.

Total Credits: 61-64

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<p>Original Program Characteristics</p> <p>Name of Program: Pre-Dental Hygiene Transfer Compact.</p> <p>OHE #: 21298</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 65-66</p> <p># Credits in General Education: 22-23</p> <p><u>CIP Code Number</u>: 24.0101 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Pre-Dental Hygiene Transfer Compact</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 65-66</p> <p># Credits in General Education: 22-23</p> <p><u>CIP Code Number</u>: 24.0101 Title of CIP Code:</p>		
<p>Department where program is housed: School for Nursing & Health Careers</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Gateway</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT*137 (MATH 1010) Intermediate Algebra or higher	3-4	MATH 16xx or MATH 26xx	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Pre-Dental Hygiene Transfer Compact, AA (LASC-AA-DHY)

Location(s): [Gateway](#)

The CT State Community College Pre-Dental Hygiene Transfer Compact is designed to provide academic opportunities for students who are seeking a Bachelor of Science Degree in Dental Hygiene at University of New Haven (UNH). Students may complete pre-requisite and general education courses at CT State Community College and transfer into the University of New Haven's Dental Hygiene Program. Students who complete the Associate in Arts Degree and have followed the Pre-Dental Hygiene track are eligible to apply for admission to the University of New Haven's Dental Hygiene Program.

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Learning Outcomes:

Students who complete the Associate in Arts Degree and have followed the Pre- Dental Hygiene track are eligible to apply for admission to the University of New Haven's Dental Hygiene Program. After completing the Bachelor of Science Degree in Dental Hygiene from the University of New Haven, graduates will be eligible to take both the Dental Hygiene National Board Examination and the Northeast Regional Board Examination in order to apply for the Registered Dental Hygienist (RDH) License.

The Program in Dental Hygiene at the University of New Haven is accredited by the Commission on Dental Accreditation of the American Dental Association. The University of New Haven Dental Hygiene articulation agreement states that students must receive a "C" or higher in all pre-dental hygiene transfer compact courses in order to be transferred to UNH.

General Education Courses (22-23 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~[MATH 1010 Intermediate Algebra or higher \(3-4 Credits\)](#)~~
[MATH 16xx or MATH 26xx](#) Credits: 3-4
- [ARTH 1001 - Global Art History Prehistory to 1500 CE](#) Credits: 3
OR [ARTH 1002 - Global Art History 1500 CE to present](#) Credits: 3
OR [MUS 1001 - Music History & Appreciation I](#) Credits: 3
- [CHEM 1110 - Concepts of Chemistry](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
- [ENG 1020 - Composition II and Literature](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (43 credits)

- [BIO 1005 - Introduction to Biology](#) Credits: 4
OR [BIO 1210 - General Biology I](#) Credits: 4
- [BIO 2111 - Anatomy & Physiology I](#) Credits: 4
- [BIO 2112 - Anatomy & Physiology II](#) Credits: 4
- [BIO 2350 - Microbiology](#) Credits: 4
- [COMM 1301 - Public Speaking](#) Credits: 3
- [SOC 1001 - Principles of Sociology](#) Credits: 3
- [PHIL 1101 - Ethics](#) Credits: 3
- [PSY 1012 - General Psychology II](#) Credits: 3
- [NTRN 1002 - Nutrition I: Principles of Nutrition](#) Credits: 3
- [HIST 1001 - Western History to the 1500s](#) Credits: 3
OR [HIST 1002 - Western History from the 1500s](#) Credits: 3
- [DENT 1005 - Introduction to Dental Hygiene I](#) Credits: 1
- [DENT 1006 - Introduction to Dental Hygiene II](#) Credits: 1
- [ECON 1001 - Principles of Macroeconomics](#) Credits: 3
OR [ECON 1002 - Principles of Microeconomics](#) Credits: 3
- [FREN 1012 - Elementary French II](#) Credits: 4 or higher
OR [ITAL 1012 - Elementary Italian II](#) Credits: 4 or higher
OR [SPAN 1012 - Elementary Spanish II](#) Credits: 4 or higher

Total Credits: 65-66

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<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Psychology Studies</p> <p>OHE #: 21181</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 61-63</p> <p># Credits in General Education: 31-33</p> <p><u>CIP Code Number</u>: 42.0101 Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Psychology Studies</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AA</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 61-64</p> <p># Credits in General Education: 31-34</p> <p><u>CIP Code Number</u>: 42.0101 Title of CIP Code:</p>		
<p>Department where program is housed: School for Social & Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Asnuntuck, Capital, Gateway, Housatonic, Manchester, Middlesex, Naugatuck Valley, Northwestern Connecticut, Norwalk, Quinebaug Valley, Three Rivers, Tunxis</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>

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

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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
MAT 167 Principles of Statistics (MATH 1200 Statistics I)	3	MATH 1200 Statistics I or MATH 1201 Statistics I with Computer Applications	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Psychology Studies - TAP/CSCU Transfer Degree, AA (PSYC-AA-TAP)

Location(s): [Asnuntuck](#), [Capital](#), [Gateway](#), [Housatonic](#), [Manchester](#), [Middlesex](#), [Naugatuck Valley](#), [Northwestern Connecticut](#), [Norwalk](#), [Quinebaug Valley](#), [Three Rivers](#), [Tunxis](#)

CSCU Transfer Degrees are Associate degree programs offered by CT State Community College providing seamless transfer, with only 60 credits remaining, to complete a Bachelor's degree at any CT State University or Charter Oak State College. For more information see: <https://www.ct.edu/transfer/tickets>

Students must declare the Psychology Studies, A.A., CSCU Pathway Transfer major as their intended path of study. With this degree, students will be able to transfer to the following majors at a Connecticut State University or Charter Oak State College:

- Central Connecticut State University Psychological Science, B.A.
- Eastern Connecticut State University Psychology, B.S. Once you transfer to Eastern, you will have the opportunity, with the permission of an advisor, to select one of the following concentrations: Behavior Analysis Developmental Psychology, Industrial-Organizational Psychology, Mental Health Counseling
- Southern Connecticut State University Psychology, B.A.
- Western Connecticut State University Psychology, B.A.
- Charter Oak State College Psychology, B.S.

Learning Outcomes:

- Students can transfer to one of the four state universities in the CSCU System including Charter Oak State College.
- Understand and use terminology appropriate to Psychology Studies.
- Understand theories and research methods used in Psychology Studies.
- Apply critical thinking and problem-solving skills in Psychology Studies.
- Recognize the need to engage in life-long learning.

There is a recommended course of study for the CSCU Pathway Transfer Degree: Psychology Studies, A.A. If you are studying part time, simply follow the order of the courses listed here. Note that not all courses will be available every semester. You will notice that in many instances you will be able to choose the specific course you will take from within a category from provided lists of the courses in the required categories. Students are strongly encouraged to take PSY 112 General Psychology II, which can fulfill the Social/Behavioral Science (SBSX) General Education Requirement. Students can also take one or two additional PSY courses, with advisement.

For Unrestricted Electives, students are free to choose any courses at or above 1000-level to complete unrestricted electives, although you may need to use these credits to take courses that prepare you for required courses in the degree program. You should also consider using unrestricted electives to meet foreign language requirements at Central, Eastern and Western Connecticut State Universities or to begin work on completing a minor. Central Connecticut State University will require that you complete a minor by earning at least 18 credits in one area outside your major field; you must complete at least 9 of those minor credits at Central. You can also complete other General Education requirements for CCSU, SCSU, WCSU, and COSC-but not ECSU. You are encouraged to meet with your advisor to determine which courses to select.

To graduate and be guaranteed admission to a State University or Charter Oak State College, the student must have an overall 2.0 grade point average.

Framework Courses (31-34 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1200 Statistics I](#)
[MATH 1200 - Statistics I](#) Credits: 3
[OR MATH 1201 - Statistics I with Computer Applications](#) Credits: 4
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4

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- [Elective SCRX - Scientific Reasoning Course](#) Credits: 4
- [Elective SBSX - Social / Behavioral Science Course](#) Credits: 3
- [Elective WRIX - Written Communication II Course](#) Credits: 3
- [Elective SCKX - Scientific Knowledge Course](#) Credits: 3-4
- [Elective HISX - Historical Knowledge Course](#) Credits: 3
- [Elective ORAX - Oral Communication Course](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Pathway Courses (30 credits)

- [PSY 1011 - General Psychology I](#) Credits: 3
 - [PSY 2001 - Lifespan Development](#) Credits: 3
 - OR [PSY 2004 - Child and Adolescent Development](#) Credits: 3
 - OR [PSY 2008 - Psychology of Adult Development and Aging](#) Credits: 3*(For students considering transferring to CCSU, [PSY 2001](#) is the recommended choice. For students considering transferring to WCSU, any course in this list other than [PSY 2001](#) is recommended.)*
 - [PSY 2045 - Abnormal Psychology](#) Credits: 3
 - [Elective GLKY - Global Knowledge Course](#) Credits: 3
 - [Elective CRTY - Creativity Course](#) Credits: 3
 - THE ELECTIVES CHOSEN FROM THE BELOW TWO CATEGORIES MUST COMBINE FOR 15 CREDITS
Choose one or two of the three courses below:
 - [PSY 2040 - Social Psychology](#) Credits: 3
 - OR [PSY 2043 - Theories of Personality](#) Credits: 3
 - OR [PSY 2047 - Industrial & Organizational Psychology](#) Credits: 3
- Unrestricted Electives Credits: 9-12 *(Students are strongly encouraged to take [PSY 1012 General Psychology II](#). Students can also take one or two additional PSY courses, with advisement.)*

Total Credits: 61-64

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SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023									
Most Recent NECHE Institutional Accreditation Action and Date: February 2023										
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>										
<p>Original Program Characteristics</p> <p>Name of Program: Surgical Technology (SURG-AS-GH)</p> <p>OHE #: 21318</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 62-64</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> 51.0909 <u>Title of CIP Code:</u></p>										
<p>Modified Program Characteristics</p> <p>Name of Program: Surgical Technology</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 62-64</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> 51.0909 <u>Title of CIP Code:</u></p>										
<p>Department where program is housed: School for Nursing & Health Careers</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Gateway, Housatonic</p>										
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"> <tr> <td>Program Discontinued:</td> <td>CIP:</td> <td>OHE#:</td> <td>BOR Accreditation Date:</td> </tr> <tr> <td>Phase Out Period</td> <td colspan="3">Date of Program Termination</td> </tr> </table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:							
Phase Out Period	Date of Program Termination									
<p>Institutional Contact for this Proposal: Dr. David DiMattio</p>		<p>Title: Dean, Science & Mathematics</p> <p>Tel.: x27066 e-mail: ddimattio@commnet.edu</p>								

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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:
 This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math 109 (MATH 1001) Quantitative Literacy or higher	3-4	MATH 1000 Mathematics of Finance or higher Recommended: MATH 1100 Quantitative Reasoning	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

Surgical Technology, AS (SURG-AS-GH)

Location(s): [Gateway](#), [Housatonic](#)

Surgical Technologists are integral members of the surgical team who work closely with surgeons, registered nurses, and anesthesia personnel. Surgical Technologists are also responsible for assembling and organizing all the specialized instruments, equipment and tools needed for a wide variety of surgical procedures. They are experts in sterile technique and are responsible for maintaining the sterile field during surgery.

Learning Outcomes: Upon successful completion of the program, the graduate will:

- Apply principles of anatomy, physiology, pathophysiology, and microbiology to perioperative patient care.

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- Distinguish the elements, action, and use of medications and anesthetic agents used during the perioperative experience.
- Demonstrate safe practice in the role of Surgical Technologist.
- Display competence in technical skills and aseptic technique in the perioperative environment.
- Practice responsible and accountable behavior within the role and competencies of the Surgical Technologist.
- Organize the intraoperative environment efficiently as a member of the surgical team.
- Apply learned knowledge and skills in the cognitive, psychomotor, and affective domains to become nationally certified as a Surgical Technologist.

General Education Courses (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- ~~MATH 1001 or higher (3-4 credits)~~
- [MATH 1000 or higher](#) Credits: 3-4 ([MATH 1100](#) Recommended)
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1111 - Cell Biology with Organ Systems](#) Credits: 4
- [PSY 1011 - General Psychology I](#) Credits: 3
- [ENG 1020 - Composition II and Literature](#) Credits: 3
- **OR** [ENG 1080 - Composition II: Technical Writing and Presentations](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (40 credits)

- [SUR 1109 - Microbiology for Surgical Technologists](#) Credits: 2
- [SUR 1110 - Operating Room Techniques](#) Credits: 4
- [SUR 1090 - Operating Room Skills Seminar](#) Credits: 4
- [SUR 2094 - Clinical Surgical Experience I](#) Credits: 6
- [SUR 2194 - Clinical Surgical Experience II](#) Credits: 6
- [SUR 2213 - Surgical Procedures I](#) Credits: 3
- [SUR 2214 - Surgical Procedures II](#) Credits: 3
- [SUR 2215 - Surgical Technology Pharmacology](#) Credits: 3
- [SUR 2290 - Advanced Seminar for Surgical Technologist](#) Credits: 3
- [HIMT 1000 - Medical Terminology](#) Credits: 3
- **OR** [MDAS 1025 - Medical Terminology for Clinical and Administrative Professions](#) Credits: 3
- **OR** [BOT 1800 - Medical Terminology and Anatomy](#) Credits: 3
- [CSA 1110 - Introduction to Software Applications](#) Credits: 3

Total Credits: 62-64

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State	Date of Submission to CSCU Office of the Provost: May 19, 2023	
Most Recent NECHE Institutional Accreditation Action and Date: February 2023		
<p>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>).</p> <p>Total Number of courses and course credits to be modified by this application: 1 course requirement/ 3-4 credits</p>		
<p>Original Program Characteristics</p> <p>Name of Program: Therapeutic Recreation</p> <p>OHE #: TBA</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Date Program was Initiated: Fall 2023</p> <p>Total # Credits in Program: 62-64</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>		
<p>Modified Program Characteristics</p> <p>Name of Program: Therapeutic Recreation</p> <p>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</p> <p>Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p>Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): AS</p> <p>Initiation Date for Modified Program: Fall 2023</p> <p>Anticipated Date of First Graduation: Fall 2023</p> <p>Total # Credits in Program: 62-64</p> <p># Credits in General Education: 22-24</p> <p><u>CIP Code Number:</u> Title of CIP Code:</p>		
<p>Department where program is housed: School for Social & Behavioral Sciences</p> <p>Location Offering the Program (<i>e.g., main campus</i>): Manchester</p>		
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <p>Program Discontinued: CIP: OHE#: BOR Accreditation Date:</p> <p>Phase Out Period Date of Program Termination</p> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
Institutional Contact for this Proposal: Dr. David DiMattio	Title: Dean, Science & Mathematics	Tel.: x27066 e-mail: ddimattio@commnet.edu

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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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:

This program realigned the Math general education requirement to the modified college wide Math discipline during the consolidation of our 12 college campuses into one Connecticut State Community College.

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
Math*109 (MATH 1001) Quantitative Literacy or Math*165 (MATH 1201) Elementary Statistics (Statistics I) with Computer Applications	3-4	MATH 1000 Mathematics of Finance or higher Recommended: MATH 1100 Quantitative Reasoning	3-4
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.

1. No changes. Original attached.

Assessment of Learning Outcomes

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

No changes. Original attached.

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
No changes except as noted above. Original attached.			
Open Electives (Indicate number of credits of open electives)			
Total Program Credits:			

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Therapeutic Recreation, AS (THER-AS)

Location(s): [Manchester](#)

Therapeutic Recreation is a specialized allied health field within the recreation profession. According to the American Therapeutic Recreation Association (ATRA) "Recreational therapy, also known as therapeutic recreation, is a systematic process that utilizes recreation and other activity-based interventions to address the assessed needs of individuals with illness/and or disabling conditions, as a means to psychological health, recovery and well- being."

The Therapeutic Recreation associate degree is designed to address the need for a degree beyond the Therapeutic Recreation certificate. In addition to earning the Therapeutic Recreation Director (TRD) certification within the associate degree, a graduate from the associate degree in Therapeutic Recreation will have potential advancement opportunities in the field. This could include supervisory opportunities within the Therapeutic Recreation department in a long-term care setting or other health care settings working with an older population.

The associate degree in Therapeutic Recreation will also prepare students to work in a variety of therapeutic recreation settings such as rehabilitation facilities, correctional centers, group homes, community-based programs serving individuals with special needs and facilities for individuals with disabilities.

Students can expect to find employment upon completion of this degree program in a variety of Therapeutic Recreation settings or transfer to a baccalaureate institution in Therapeutic Recreation.

Learning Outcomes: Upon successful completion of all Therapeutic Recreation associate degree program requirements the graduate will:

- Demonstrate the ability to understand and apply the necessary skills required of a Therapeutic Recreation professional in a variety of therapeutic recreation settings.
- Demonstrate knowledge of the varied needs of individuals identified as having special needs and the positive outcomes of the therapeutic recreation interventions by utilizing evidence-based practice modalities.
- Demonstrate the ability to assess, plan, implement, document, and evaluate therapeutic programs for individuals with special needs within both a therapeutic and community setting.
- Demonstrate the ability to conduct a variety of therapeutic modalities, interventions, and facilitation techniques to meet the varied needs of individuals within the therapeutic recreation setting.
- Demonstrate leadership, interpersonal and communication skills within the classroom setting and through work experience within a therapeutic recreation setting.
- Demonstrate professional behavior consistent with the therapeutic recreation code of ethics while participating in supervised internship experiences within the program.

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

General Education Courses (22-24 credits)

- [ENG 1010 - Composition](#) Credits: 3
- [MATH 1001 Quantitative Literacy \(3 credits\) or MATH 1201 Statistics I with Computer Applications \(4 credits\)](#)
[MATH 1000 or higher](#) Credits: 3-4 ([MATH 1100 Recommended](#))
- [Elective ARHX - Arts & Humanities Course](#) Credits: 3-4
- [BIO 1100 - Principles of the Human Body](#) Credits: 3
- **AND** [BIO 1100L - Principles of the Human Body Lab](#) Credits: 1
- [PSY 1011 - General Psychology I](#) Credits: 3
- [COMM 1301 - Public Speaking](#) Credits: 3
- [CCS 1001 - College & Career Success](#) Credits: 3

Program Courses (40 credits)

- [HSER 2420 - Group and Interpersonal Relations](#) Credits: 3
- **OR** [PSY 1005 - The Psychology of Group Dynamics](#) Credits: 3

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- [TREC 1001 - Introduction to Therapeutic Recreation](#) Credits: 3
- [TREC 1002 - Processes and Techniques in Therapeutic Recreation](#) Credits: 3
- [TREC 2001 - Therapeutic Recreation Program Planning](#) Credits: 3
- [TREC 2023 - Therapeutic Recreation Leisure and Aging](#) Credits: 3
- [TREC 2015 - Therapeutic Recreation Leadership & Supervision](#) Credits: 3
 - OR [HSER 2600 - Supervision and Management in Human Services](#) Credits: 3
- [SOSC 2094 - Cooperative Education/Work Experience](#) Credits: 3
 - OR [HSER 2696 - Human Services Field Work I](#) Credits: 3
- [PSY 2001 - Lifespan Development](#) Credits: 3
- [PSY 2045 - Abnormal Psychology](#) Credits: 3
- [TREC 2095 - Professional Practicum in Therapeutic Recreation](#) Credits: 4
- [PSY 1163 - Children with Disabilities](#) Credits: 3
- [PSY 1173 - Adults with Disabilities](#) Credits: 3
- [HSER 1001 - Introduction to Human Services](#) Credits: 3

Total Credits: 62-64