



BOR ACADEMIC & STUDENT AFFAIRS COMMITTEE

MEETING AGENDA

Friday, December 1, 2023 @ 9:30 a.m.

Conducted via Remote Participation

Meeting will live stream at:

<https://www.youtube.com/watch?v=dfMW270wUJg>

1. Call to Order: Declare Quorum
2. Approval of Minutes
 - a. October 6, 2023 – *Page 1*
3. Consent Items
 - a. Discontinuations
 - i. Early Childhood Education – Infant and Toddler Concentration – BS – Charter Oak State College – *Page 4*
 - ii. Early Childhood Education – Preschool Concentration – BS – Charter Oak State College – *Page 8*
 - iii. Social Science – BA – Western CT State University – *Page 12*
 - iv. Meteorology – BS – Western CT State University – *Page 16*
 - v. Hotel Management – AS – CT State Community College – *Page 20*
 - vi. Restaurant Management – AS – CT State Community College – *Page 24*
 - b. Modifications
 - i. Management Information Systems – BS – Central CT State University – *Page 28*
 - ii. B.A. Biology – BA to BS – Western CT State University – *Page 31*
 - iii. Early Childhood Education – Early Childhood Teacher Credential – BS – Charter Oak State College – *Page 34*
4. Action Items
 - a. New Programs
 - i. 3+2 Special Education Program – BS and MS – Central CT State University – *Page 38*
 - ii. Visual Arts – B.F.A. – Western CT State University – *Page 42*
 - iii. Software Development – B.S. – Charter Oak State College – *Page 50*
 - b. Reinstate Discontinued or Suspended Academic Program
 - i. Elementary Education – M.S. – Central CT State University – *Page 54*
 - c. New College
 - i. College of Health and Rehabilitation Sciences - Central CT State University – *Page 65*
 - d. State University Centers and Institutes
 - i. Continuation of a Center/Institute – Center for Educational and Assistive Technology – Southern CT State University – *Page 68*
5. Informational Items - Below Threshold
 - a. Child Development Associate (CDA) Training – Certificate – Charter Oak State College – New Program – *Page 70*
 - b. Business Office Technology: Administrative Support Specialist – Certificate – CT State Community

College – Modification – *Page 78*

- c. Business Office Technology: Electronic Health Records Specialist – Certificate – CT State Community College – Modification – *Page 83*
- d. Business Office Technology: Medical Option – AS – CT State Community College – Modification – *Page 87*
- e. Business Office Technology: Medical Insurance Specialist – AS – CT State Community College – Modification – *Page 93*
- f. Business Office Technology: Office Option – AS – CT State Community College – Modification – *Page 97*
- g. Music Industry – AS – CT State Community College – Modification – Below Threshold – *Page 103*
- h. Paralegal – AS – CT State Community College – Modification – *Page 108*

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 & STUDENT AFFAIRS MEETING
MINUTES**

Friday, October 6, 2023 @ 10:00 a.m.

Conducted via Remote Participation

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

Members: Professor Colena Sesanker, Workforce Development Officer Kelli Vallieres

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

Other Attendees: Missy Alexander, Levy Brown, Stephen Hegedus, Jeanette Lupinacci, Joan Palladino, Robert Prezant, Laura Raynolds, Regine Randall, Louise Shaw

The meeting was called to order at 10:01 a.m. by Chair Ira Bloom.

1. Call to Order: Declare Quorum

2. Approval of Minutes

a. September 8, 2023

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

3. Consent Items

a. Discontinuation

i. Justice and Law Administration – Paralegal Option – B.S. – Western CT State University
Dr. Missy Alexander presented. Western Connecticut State University requested approval for the discontinuation of the Paralegal Option in the Bachelor's in Science, Justice and Law Administration program. This discontinuation is connected to the Justice and Law Below Threshold item presented as an Information Item. The Paralegal option has been phased out due to diminishing interest and does not have any students currently enrolled. Added in its place is Homeland Security which is an area of increased interest among students in Justice and Law program. A master's program in Homeland Security was launched last year, and students in the undergraduate program are interested in pursuing the graduate program.

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

4. Action Items

a. New Program

i. Accelerated Bachelor of Science in Nursing – B.S.N. – Western CT State University
Dr. Missy Alexander, Dr. Jean Lupinacci, and Dr. Joan Palladino presented. Western Connecticut State University requested approval for a new accelerated Bachelor of Science in Nursing program.

WCSU has thriving nursing programs, and this accelerated program provides opportunity to students that did not originally declare an interest in nursing or are changing careers. There is a continuous demand for trained nurses within the region and state, and this new program will provide students with an additional option. The Health Horizons grant received by WCSU focuses on addressing the nursing shortage within the state. Health Horizons has confirmed that this program is needed as part of that initiative; other partners have expressed their support. The program is the same curriculum and courses as the traditional nursing program, but it only will take 15 months. Chief Workforce Officer Kelli Vallieres commented in support of this opportunity and the work being done; there is further excitement regarding the collaboration with partners and agencies throughout the state to address the shortages and demand for nurses in CT.

Regent Richard Porth supported the work and collaboration with the Governor's Workforce Council to ensure students obtain the credits, licenses, and certificates needed.

Regent Juanita James seconded the comment and added that this addresses important needs that have been previously unmet.

Chair Ira Bloom added that this is an opportunity for students who did not start with nursing aspirations for a career in Nursing but allows them to complete and prepare for passing the licensing exam.

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

5. Discussion and Presentation

a. Teaching of Reading

This presentation was developed in response to Regent Juanita James' interest in the topic and is related to the updates by Southern CT State University to their Graduate Reading Programs for the Spring term.

Dr. Stephen Hegedus, Dr. Regine Randall, Dr. Laura Shaw, Dr. Laura Raynolds presented. The faculty at SCSU are actively involved in working with legislators and communities within the state and surrounding areas on this topic. As experts on the subject, the presenters discussed how current reading curricula changes impact the future and the effectiveness of reading instruction, and intervention. The presentation can be viewed on the video recording, timestamp 44:10.

Regent Juanita James stated that she was pleased on the discussion of partnership, adding that one that may be missing is student access to books. Her follow-up questions include what is the importance of physical versus digital books related to the development of reading skills; how do we test to determine comprehension; as leaders in this area, how do we publish research, teach methodology, and share knowledge to others outside of the state; and how are students on the autism spectrum addressed as they may have a difference in language and comprehension connection.

Dr. Stephen Hegedus responded regarding students on the autism spectrum. He added that at SCSU, there is the Center of Excellence in Autism Spectrum Disorders, and he will connect with the Director of that Center to provide further details.

Regent Juanita James is familiar with the Director and their research. She is pleased to see the work being done to address this topic, as there is no universal approach to teaching reading.

Workforce Development Officer Kelli Vallieres thanked everyone for the informative presentation, and added her interest in partnerships and collaboration as this topic is important to the State Department of Education and legislators. She inquired on how the work being done at SCSU informs other institutions.

Dr. Stephen Hegedus added that he is the past president of the CT Chapter of American Association of Teacher Education, a group of 13 public and private institutions with particular interest in this topic. Within that group, there is a legislative subcommittee that connects with legislators to educate and determine constituent concerns.

Chair Ira Bloom inquired about approaches to reading, the use of phonics, best practices, and effects on the teaching of reading in digital versus physical text.

Dr. Regine Randall stated that phonics and decoding, despite it's 'bad press' is necessary to understand word parts as they relate to comprehension. The debate in this area is not on the need for phonics, but rather how much is necessary. Dr. Louise Shaw added that those within this field are aware of these debates and are asking 'why'.

Dr. Laura Raynolds commented on the impact of electronic reading, adding that change in medium, may cause reading circuits to vary. As a result of the pandemic and online learning, book companies have put their texts online, making texts more accessible. However, adding that web-based technologies are fast and may give students a false impression that deep understanding is that quick, as well. It is necessary to give students time to understand and use caution in being overly dependent on digital text.

6. Informational Items

a. Below Threshold

- i. Justice and Law Administration – B.S. – Western CT State University [New Concentration]
- ii. Applied Behavior Analysis – M.S. – Western CT State University [Modification Reallocation of Credits]

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Juanita James, second by Regent Richard Porth, a vote was taken, and the motion to adjourn was passed unanimously at 10:57 am.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Infant and Toddler Concentration – Early Childhood Education

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Early Childhood Education: Infant and Toddler Concentration at Charter Oak State College effective December 1, 2023.

A True Copy:

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

ITEM

Discontinuation of Infant and Toddler Concentration – Early Childhood Education at Charter Oak State College.

BACKGROUND AND RATIONALE

Charter Oak State College developed the Early Childhood Education (ECE) major in 2018 with five approved concentrations:

- Preschool
- Infant & Toddler
- ECTC (Early Childhood Teacher Credential)
- Program Administration and Leadership
- Montessori

The ECTC Concentration led to a separate credential, issued by OEC (Office of Early Childhood). However, OEC is now requiring institutions of higher education to obtain accreditation through NAEYC (National Association for the Education of Young Children) so that any student who graduates from the program, in any teaching concentration, will be eligible to earn the ECTC. Due to this change, the college will no longer need to offer a separate infant and toddler concentration.

Students who previously enrolled in this program will now enroll in the concentration that will be called the ‘Teaching Concentration.’ With over 200 students currently enrolled in the ECE program, this change will provide less confusion for both academic advisors and students.

TEACH OUT

The college will allow all students enrolled in the Infant and Toddler Concentration to complete this program. However, new applicants will enter into the one teaching concentration of the ECE major as soon as this approval is granted.

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.

12/1/2023 – BOR - Academic and Student Affairs Committee

12/14/2023 – Board of Regents

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 9/29/2023 Submission to CSCU Office of the Provost for Academic Council: 10/17/2023
Program Characteristics Name of Program: BS- Early Childhood Education (Infant and Toddler Concentration) BOR Accreditation Date: 4/5/2018 OHE #: 19325 <u>CIP Code Number:</u> 13.1210 Title of CIP Code: Early Childhood Education & Teaching Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): Bachelor of Science Modality of Program (check all that apply): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: Spring 2026 Expected Dates of Program Termination <ul style="list-style-type: none">Date for final enrollment of new students: Fall 2023Date for final award of credential: Spring 2026	
Department where program is housed: Early Childhood Education Location Offering the Program (e.g., main campus): Online	
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost Tel. 860-515-3727; e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Rationale for Modification Charter Oak State College developed the Early Childhood Education (ECE) major in 2018 with five approved concentrations: <ul style="list-style-type: none">- Preschool- Infant & Toddler- ECTC (Early Childhood Teacher Credential)- Program Administration and Leadership- Montessori The ECTC Concentration led to a separate credential, issued by OEC (Office of Early Childhood). However, OEC is now requiring institutions of higher education to obtain accreditation through NAEYC (National Association for the Education of Young Children) so that any student who graduates from the program, in any teaching concentration, will be eligible to earn the ECTC. Due to this change, the college will no longer need to offer a separate infant and toddler concentration. Students who previously enrolled in this program will now enroll in the concentration that will be called the 'Teaching Concentration.' With over 200 students currently enrolled in the ECE program, this change will provide less confusion for both academic advisors and students.
Phase Out/Teach Out Strategy Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)

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

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

The college will allow all students enrolled in the Infant and Toddler Concentration to complete this program. However, new applicants will enter into the one teaching concentration of the ECE major, as soon as this approval is granted.

SECTION 3: RESOURCES

Close Out Costs

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

N/A

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

This concentration is being eliminated due to a change in OEC requirements for teachers to earn the ECTC credential.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Preschool Concentration – Early Childhood Education

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Early Childhood Education: Preschool Concentration at Charter Oak State College effective December 1, 2023.

A True Copy:

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

ITEM

Discontinuation of Preschool Concentration – Early Childhood Education at Charter Oak State College.

BACKGROUND AND RATIONALE

Charter Oak State College developed the Early Childhood Education (ECE) major in 2018 with five approved concentrations:

- Preschool
- Infant & Toddler
- ECTC (Early Childhood Teacher Credential)
- Program Administration and Leadership
- Montessori

The ECTC Concentration led to a separate credential, issued by OEC (Office of Early Childhood). However, OEC is now requiring institutions of higher education to obtain accreditation through NAEYC (National Association for the Education of Young Children) so that any student who graduates from the program, in any teaching concentration, will be eligible to earn the ECTC. Due to this change, the college will no longer need to offer a separate preschool concentration.

Students who previously enrolled in this program will now enroll in the concentration that will be called the ‘Teaching Concentration.’ With over 200 students currently enrolled in the ECE program, this change will provide less confusion for both academic advisors and students.

TEACH OUT

The College will allow all students enrolled in the Preschool Concentration to complete this program. However, new applicants will enter into the one teaching concentration of the ECE major as soon as this approval is granted.

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.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 9/29/2023 Submission to CSCU Office of the Provost for Academic Council: 10/17/2023
Program Characteristics Name of Program: BS- Early Childhood Education (Preschool Concentration) BOR Accreditation Date: 4/5/2018 OHE #: 19325 <u>CIP Code Number:</u> 13.1210 Title of CIP Code: Early Childhood Education & Teaching Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): Bachelor of Science Modality of Program (check all that apply): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: Spring 2026 Expected Dates of Program Termination <ul style="list-style-type: none">Date for final enrollment of new students: Fall 2023Date for final award of credential: Spring 2026	
Department where program is housed: Early Childhood Education Location Offering the Program (e.g., main campus): Online	
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost Tel. 860-515-3727; e-mail: dferreira@charteroak.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Rationale for Modification Charter Oak State College developed the Early Childhood Education (ECE) major in 2018 with five approved concentrations: <ul style="list-style-type: none">- Preschool- Infant & Toddler- ECTC (Early Childhood Teacher Credential)- Program Administration and Leadership- Montessori The ECTC Concentration led to a separate credential, issued by OEC (Office of Early Childhood). However, OEC is now requiring institutions of higher education to obtain accreditation through NAEYC (National Association for the Education of Young Children) so that any student who graduates from the program, in any teaching concentration, will be eligible to earn the ECTC. Due to this change, the college will no longer need to offer a separate preschool concentration. Students who previously enrolled in this program will now enroll in the concentration that will be called the 'Teaching Concentration.' With over 200 students currently enrolled in the ECE program, this change will provide less confusion for both academic advisors and students. Phase Out/Teach Out Strategy Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
Connecticut State Colleges & Universities

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

The college will allow all students enrolled in the Preschool Concentration to complete this program. However, new applicants will enter into the one teaching concentration of the ECE major, upon approval of this concentration elimination.

SECTION 3: RESOURCES

Close Out Costs

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

N/A

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

This concentration is being eliminated due to a change in OEC requirements for teachers to earn the ECTC credential.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BA – Social Science – Western Connecticut State University

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Arts in Social Science at Western Connecticut State University effective Fall 2023.

A True Copy:

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

ITEM

Discontinuation of Bachelor of Arts in Social Science at Western Connecticut State University

BACKGROUND

The Social Science (SS) major is an interdisciplinary program requiring courses in the Social Science department's other majors plus related courses in history. The SS major's only proprietary requirements are a three-course research sequence required by the other department majors (Anthropology/Sociology and Political Science) which can be taught by any department member. The degree has suffered a severe decline and now has only 10 enrolled majors, a more than 75% decline from its high of 46 in 2012. This discontinuance is part of an academic improvement process to strengthen the Anthropology/Sociology and Political Science degrees and was undertaken in response to the university's last periodic Academic Program Review per BOR policy.

RATIONALE

With requirements in both Anthropology/Sociology and Political Science, SS effectively pulls potential enrollments from the other two majors. Furthermore, its multiple options were designed to satisfy requirements for a discontinued social studies teaching certification program. The result is competition among too many departmental programs for too few students to sustain them all. Furthermore, while there is no question that the skills developed in this program are valuable, it has not resulted in a reliable stream of students who persist to degree completion.

TEACH OUT

In Fall 2023, WCSU admitted the last cohort of incoming students into the BA in Social Science. The Department will develop a teach-out plan to facilitate degree completion for currently enrolled SS majors. Since the Department will continue offering the research sequence, students completing this major during the teach-out phase will discern no difference in the program delivery since they will have the same experience as their predecessors.

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: January 17, 2023* Submission to CSCU Office of the Provost for Academic Council: 10/31/2023	
Program Characteristics Name of Program: Social Science BOR Accreditation Date: 10/1/1973 OHE #: 210 CIP Code Number: 45.0101 Title of CIP Code: Social Sciences, General Program Type: Bachelor of Arts 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: 4 years. Expected Dates of Program Termination <ul style="list-style-type: none"> Date for final enrollment of new students: Fall 2023 Date for final award of credential: Spring 2027 		
Department where program is housed: Social Sciences Location Offering the Program (e.g., <i>main campus</i>): Midtown Campus		
Institutional Contact for this Proposal: Dr. Michelle Brown	Title: Dean, Macricostas School of Arts & Sciences	Tel.: (203) 837-9400 E-mail: brownml@wcsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative: Describe the rationale for discontinuing this program.

The Social Sciences (SS) major is an interdisciplinary program requiring courses in the department's other majors plus cognates in history. The SS major's only proprietary requirements are a three-course research sequence required by the other department majors (Anthropology/Sociology and Political Science) and which can be taught by any department member. The degree has suffered a severe decline and now has only 10 enrolled majors, a more than 75% decline from its high of 46 in 2012. This discontinuance is part of an academic improvement process to strengthen the Anthropology/Sociology and Political Science degrees and was undertaken in response to the university's last periodic Academic Program Review per BOR policy.

Rationale:

With requirements in both Anthropology/Sociology and Political Science, SS effectively pulls potential enrollments from the other two majors. Furthermore, its multiple options were designed to satisfy requirements for a discontinued social studies teaching certification program. The result is competition among too many departmental programs for too few students to sustain them all. Furthermore, while there is no question that the skills developed in this program are valuable, it has not resulted in a reliable stream of students who persist to degree completion.

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.)

In Fall 2023, we admitted the last cohort of incoming students into the BA in Social Sciences. The Department will develop a teach-out plan to facilitate degree completion for currently enrolled SS majors. Since the Department will continue offering the research sequence, students completing this major during

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

the teach-out phase will discern no difference in the program delivery since they will have the same experience as their predecessors.

SECTION 3: RESOURCES

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

Limited financial impact as all but two general social sciences courses are part of the remaining social sciences degrees. Potential reduction in part-time faculty of 4 sections per year @ 27,000 per year.

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.

Overall, WCSU has found that our professionally focused degrees are more attractive to students. Nevertheless, the more traditional liberal arts disciplines are an important component of those professional degrees and a liberal arts education more generally. The strongest demand for any social sciences courses at WCSU is in the disciplinary foundations and topics that directly address social structures that re-enforce inequity. I have encouraged the department to collaborate with other similarly focused programs to investigate the feasibility of developing a program that addresses the current demand for workforce training in diversity, equity, and inclusion and social justice more broadly. Partnerships with degrees focused on health and human services is likely to prove fruitful given the common foundations in sociology and politics that these programs share.

*Discussed at Senate and via governance. Decision made by Interim President Paul Beran and presented to the University Senate on January 17, 2023.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of BS – Meteorology – Western Connecticut State University

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Science Meteorology program at Western Connecticut State University effective Fall 2023.

A True Copy:

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

ITEM

Discontinuation of Bachelor of Science in Meteorology at Western Connecticut State University

BACKGROUND

The BS in Meteorology has suffered persistent severe enrollment, retention, persistence, and degree completion declines for the last 10 years. These problems, coupled with the high cost of program operation, have rendered the program unsustainable. This discontinuance is part of an academic improvement process to reimagine the existing BS as a new BS/MS 4+1 dual degree program in climate science. This improvement process includes moving the meteorology faculty into the Biology Department with other climate scientists and was undertaken in response to the university's last periodic Academic Program Review per BOR policy.

RATIONALE

Despite being the only Meteorology program in the CSU System, WCSU is not attracting majors to this discipline. Furthermore, while there is no question that the skills developed in this program are valuable, it has not resulted in a reliable stream of students who persist to degree completion. Most students seeking this major at WCSU are not prepared for the level of math and physics required to do computational weather analysis and forecasting. Most require multiple semesters to pass three levels of calculus, physics with calculus, and statistics preparatory for the upper-level courses. Due to the combination of this cohort thinning, natural attrition, and declining enrollments, it is typical that only one (1) to four (4) students are eligible to register for any upper-level courses in the major. As a result, WCSU has for several years been running the second half of the major as Student Independent Studies (SIS) to facilitate degree progress. Regularly offering nearly half of the degree in SIS format—particularly the upper-level—is pedagogically unsound, disliked by both students and faculty, and imprudently pulls resources from successful programs.

TEACH OUT

In Fall 2023, WCSU admitted the last cohort of incoming students into the BS in meteorology. The Department will develop a teach-out plan to facilitate degree completion for these and other currently enrolled MTR majors. Since the second half of the major is already delivered predominantly via SIS (Student Independent Study), students completing this major during the teach-out phase will discern no difference in the program delivery.

Per university review in 2022-2023, the faculty in this program are now developing a proposal for a 4+1 degree in Climate Science and Meteorology.

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.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
CSCU: APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Western Connecticut State University	Final approval by institution: January 17, 2023* Submission to CSCU Office of the Provost for Academic Council: 10/31/2023	
Program Characteristics Name of Program: Meteorology BOR Accreditation Date: 1/17/1989 OHE #: 2555 <u>CIP Code Number:</u> 40.0401 Title of CIP Code: Atmospheric Sciences and Meteorology, General Program Type: Bachelor of Science 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: 4 years. Expected Dates of Program Termination <ul style="list-style-type: none"> Date for final enrollment of new students: Fall 2023 Date for final award of credential: Spring 2027 		
Department where program is housed: Biology Location Offering the Program (<i>e.g., main campus</i>): Midtown Campus		
Institutional Contact for this Proposal: Dr. Michelle Brown	Title: Dean, Macricostas School of Arts & Sciences	Tel.: (203) 837-9400 E-mail: brownml@wcsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative: Describe the rationale for discontinuing this program.

The BS in Meteorology has suffered persistent severe enrollment, retention, persistence, and degree completion declines for the last 10 years. These problems, coupled with a high cost of program operation, have rendered the program unsustainable. This discontinuance is part of an academic improvement process to reimagine the existing BS as a new BS/MS 4+1 dual degree program in climate science. This improvement process includes moving the meteorology faculty into the Biology Department with other climate scientists and was undertaken in response to the university's last periodic Academic Program Review per BOR policy.

Rationale:

Despite being the only Meteorology program in the CSU System, we are not attracting majors to this discipline. Furthermore, while there is no question that the skills developed in this program are valuable, it has not resulted in a reliable stream of students who persist to degree completion. Most students seeking this major at WCSU are not prepared for the level of math and physics required to do computational weather analysis and forecasting. Most require multiple semesters to pass three levels of calculus, physics with calculus, and statistics preparatory for the upper-level courses. Due the combination of this cohort thinning, natural attrition, and declining enrollments, it is typical that only one (1) to four (4) students are eligible to register for any upper-level courses in the major. As a result, we have for several years been running the second half of the major as Student Independent Studies (SIS) to facilitate degree progress. Regularly offering nearly half of the degree in SIS format—particularly the upper-level—is pedagogically unsound, disliked by both students and faculty, and imprudently pulls resources from successful programs.

Enrollment in Meteorology (Heads)

	2018 F	2019 F	2020 F	2021 F	2022 F	2023 F
BS Meteorology	34	31	25	27	34	30

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

CSCU: APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

Although 30 students may not seem like a low number, spread over 4 years, and with staggered success in meeting the calculus pre-requisites, this leads to major courses with enrollments of 2-7 students, which is unsustainable.

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.)

In Fall 2023, we admitted the last cohort of incoming students into the BS in meteorology. The Department will develop a teach-out plan to facilitate degree completion for these and other currently enrolled MTR majors. Since the second half of the major is already delivered predominantly via SIS (Student Independent Study) due to insufficient, students completing this major during the teach-out phase will discern no difference in the program delivery.

Per university review in 2022-2023, the faculty in this program are now developing a proposal for a 4+1 degree in Climate Science and Meteorology.

SECTION 3: RESOURCES

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

Immediate cost reductions will be seen in a reduced use of adjunct faculty in the Macricostas School of Arts and Sciences as we transition the full-time faculty to general education courses (along with the teach out courses). The anticipated reduction is approximately \$35,000 per semester during the teach out. Longer term cost reductions will depend on the proposed 4+1 degree.

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.

The robust mathematical prerequisite structure of this program complies with the American Meteorological Society. WCSU's participation in the CSCU LSAMP grant will create an opportunity to bolster the university's math support infrastructure in other programs with heavy mathematical foundations, like this BS. Reimagining this degree with multiple math pathways will help us in the design of future calculus-based degree programs.

*Discussed at Senate and via governance. Decision made by Interim President Paul Beran and presented to the University Senate on January 17, 2023.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of AS – Hotel Management – CT State Community College

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Associate of Science Hotel Management program at CT State Community College effective Spring 2023.

A True Copy:

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

ITEM

Discontinuation of Associates of Science Degree in Hotel Management at CT State Community College

RATIONALE

The Hotel Management Associate of Science Program is not in alignment with the CT state consolidation of the hospitality and culinary programs. Gateway's Culinary program faculty and Manchester's Culinary and Hospitality programs faculty have been working together to move forward with programs that are consistent across the sister colleges in CT State. The Hospitality & Tourism Management Associate Degree Program will be offered in place of the Hotel Management program which will keep programs fully aligned for CT State and allows for convenient transfers between campuses.

MCC is applying for accreditation of the Hospitality & Tourism Management Associate Degree Program with the Accreditation Commission for Programs in Hospitality Administration (ACPHA). GCC plans to offer this program, as well and eventually hopes to apply for accreditation.

TEACH OUT

According to an April 10, 2023 Degree Works search, there are currently eight (8) students enrolled in the Hotel Management degree program at Gateway Community College. Of those eight (8), only two (2) are active (classes taken in the last five years) students. These students will be given proper advisement to be able to progress in the Hospitality & Tourism program at CT State.

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.

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College		Date of Submission to CSCU Office of the Provost: 10/18/23
Program Characteristics		
Name of Program: Hotel Management (HTLM-AS)		
BOR Accreditation Date: June 23, 2022		
OHE #: 21556		
CIP Code Number: 52.0904 Title of CIP Code: Hotel/Motel Administration/Management		
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): Associates, AS		
Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Phase Out / Teach Out Period: Fall 2023		
Expected Dates of Program Termination		
<ul style="list-style-type: none">Date for final enrollment of new students: Spring 2023Date for final award of credential: Spring 2023		
Department where program is housed: Business		
Location Offering the Program (e.g., main campus): CT State Community College Gateway		
Institutional Contact for this Proposal: Andrew Randi	Title: Professor and Acting Program Coordinator	Tel.: 203-285-2154 e-mail: arandi@gatewayct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. *Program discontinuation should not impact state priorities for workforce preparation.*

The proposed Hotel Management Associate program is not in alignment with the CT state consolidation of the hospitality and culinary programs. The Gateway Culinary program faculty have been working together with the Manchester Culinary and Hospitality programs faculty for this exact purpose. In the interest of best serving our students, we are moving forward with programs that are consistent across the sister colleges in CT State. We plan to offer The Hospitality & Tourism Management associate degree Program in place of the Hotel Management program keeping programs that are fully aligned for CT State allows for convenient transfers between campuses. MCC is applying for accreditation of the Hospitality & Tourism Management Associate Degree Program with the Accreditation Commission for Programs in Hospitality Administration (ACPHA) GCC plans to offer this program as well and eventually hopes to apply for accreditation. Norwalk Community College (NCC) and Naugatuck Valley Community College (NVCC) are likely only going to have the Hospitality and Tourism Certificate.

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

Phase Out/Teach Out Strategy

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

8 Students currently enrolled as of 2022-2023 degree works.

According to an April 10th, 2023, Degree Works search, there are currently eight (8) students enrolled in the Hotel Management degree program at Gateway Community College. Of those eight (8) only two (2) are active (classes taken in the last five years) students.

For those students who are currently in the Hotel Management program at Gateway Community College, the students should be given proper advisement to be able to progress in the Hospitality & Tourism program at CT State.

SECTION 3: RESOURCES

Close Out Costs

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

We do not anticipate any costs associated with the process of discontinuing this 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.

This entire curriculum alignment experience has been a beneficial learning experience to demonstrate the importance of collaboration amongst programs and departments. When departments and programs work in isolation, there is a risk that courses and programs will be developed that are similar in some ways but do not offer the necessary learning outcomes and competencies relevant to the field. The alignment of programs for CT State is helpful for students in our Community College system and provides an opportunity for program development and improvement.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Associates of Science Degree in Restaurant Management

CT State Community College

December 1, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Associates of Science Degree in Restaurant Management at CT State Community College effective Spring 2023.

A True Copy:

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

ITEM

Discontinuation of Associates of Science Degree in Restaurant Management at CT State Community College

RATIONALE

The Restaurant Management AS Program is not in alignment with the CT State consolidation of the hospitality and culinary programs. In the interest of best serving students, CT State is moving forward with programs that are eligible for accreditation through the American Culinary Federation (ACF). Foodservice Management is an accredited program while Restaurant Management does not meet the standards for accreditation. ACF accredited culinary and hospitality programs can be transferred to four-year institutions, such as the Culinary Institute of America and Johnson and Wales; Restaurant Management program and courses cannot.

Since CT State - Gateway has already applied for and been approved for accreditation for a Culinary Arts Associate degree and Culinary Arts Certificate, the pathway for approval of the Foodservice Management degree is clear. Gateway has been following the template set by Manchester. CT State - Norwalk and Naugatuck Valley (NVCC) are also following this pathway.

TEACH OUT

According to an April 10, 2023 Degree Works search, there are currently (8) eight students enrolled in the Restaurant and Food Service Management degree program at CT State Gateway. Of those eight, only two (2) are active students (classes taken in the last five years). These students will be given proper advisement to be able to progress in the Foodservice Management program at CT State.

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.

12/1/2023 – BOR - Academic and Student Affairs Committee

12/14/2023 – 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: CT State Community College	Date of Submission to CSCU Office of the Provost: 10/18/23	
Program Characteristics		
Name of Program: Restaurant Management (RSMG-AS)		
BOR Accreditation Date: June 23, 2022		
OHE #: 21557		
CIP Code Number: 520905 Title of CIP Code: Restaurant/Food Services Management		
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): Associates, AS		
Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Phase Out / Teach Out Period: Fall 2023		
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: N/A 		
Department where program is housed: Business Department		
Location Offering the Program (e.g., main campus): CT State Community College Gateway		
Institutional Contact for this Proposal: Andrew Randi	Title: Professor and Acting Program Coordinator	Tel.: 203-285-2154 e-mail: arandi@gatewayct.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. *Program discontinuation should not impact state priorities for workforce preparation.*

The proposed Restaurant Management program is not in alignment with the CT state consolidation of the hospitality and culinary programs. The Gateway Culinary program faculty have been working together with the Manchester Culinary and Hospitality programs faculty for this exact purpose. In the interest of best serving our students, we are moving forward with programs that are eligible for accreditation through the American Culinary Federation (ACF). Foodservice Management is an accredited program while Restaurant Management does not meet the standards for accreditation. ACF accredited culinary and hospitality programs can be transferred to four year institutions such as the Culinary Institute of America and Johnson and Wales while Restaurant Management program and courses cannot. Further, courses in the Restaurant Management program will not be transferable to any of our CT State campuses while our programs are fully aligned for CT State which allows for convenient transfers between campuses. Since Gateway Community College has already applied for and been approved for accreditation for the Culinary Arts associate degree and Culinary Arts Certificate, the pathway for approval of the Foodservice Management degree is clear. GCC has been following the template set by MCC which already has these three programs accredited. Norwalk Community College (NCC) and Naugatuck Valley Community College (NVCC) are also following this pathway.

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

APPLICATION FOR DISCONTINUATION OF EXISTING PROGRAM

Phase Out/Teach Out Strategy

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

According to an April 10th, 2023, Degree Works search, there are currently (8) eight students enrolled in the Restaurant and Food Service Management degree program at Gateway Community College. Of those (8) eight only two (2) are active (classes taken in the last five years) students, who could very easily be transferred to Food Service Management.

For those students who are currently in the Restaurant and Food Service Management program at Gateway Community College, the students should be given proper advisement to be able to progress in the Foodservice Management program at CT State.

SECTION 3: RESOURCES

Close Out Costs

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

We do not anticipate any costs associated with the process of discontinuing this 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.

This entire curriculum alignment experience has been a beneficial learning experience to demonstrate the importance of collaboration amongst programs and departments. When departments and programs work in isolation, there is a risk that courses and programs will be developed that are similar in some ways but do not offer the necessary learning outcomes and competencies relevant to the field. The alignment of programs for CT State is helpful for students in our Community College system and provides an opportunity for program development and improvement.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Science in Management Information Systems
Central Connecticut State University

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Management Information Systems, specifically a modification of the Classification of Instructional Program (CIP) Code from 521201 to 11.0401 at Central Connecticut State University.

A True Copy:

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

ITEM

Modification of the CIP Code 521201 for B.S. in Management Information Systems at Central Connecticut State University to CIP Code 11.0401.

BACKGROUND

The MIS department recently updated its program to be aligned with the IS2020 Competency Model. CCSU's mission of providing quality education would be furthered by offering a program aligned with current industry standards and meeting international students' needs. The anticipated impact of this change would be positive for the institution, as it would accurately reflect the program's offerings and provide more opportunities for international students.

PROPOSED CHANGE

CCSU requests a change in the Classification of Instructional Programs (CIP) code to accurately reflect the current educational offerings of the MIS major. Changing the CIP code to a STEM code would positively impact the institution, its mission, and its students. It would better align the program with current industry trends and provide international students valuable postgraduate work experience opportunities in Optional Practical Training (OPT).

RECOMMENDATION

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

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

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

MODIFICATION OF CIP CODE		
Institution: Central CT State University	Date of Submission to CSCU Office of the Provost: 08/23/23	
NOTE: Use this form if modifying only the program CIP code.		
Program Characteristics Name of Program: Management Information Systems OHE #: 02380 Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): BS Total # Credits in Program: 120 Department where program is housed: Management Information Systems Location Offering the Program (<i>e.g., main campus</i>): Main Campus		
Current <u>CIP Code Number</u>: 521201 Title of CIP Code: Management Information Systems, General		
New Proposed <u>CIP Code Number</u>: 11.0401 Title of CIP Code: Information Science/Studies		
Explanation / Justification <i>Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> We request a change in the Classification of Instructional Programs (CIP) code to accurately reflect the current educational offerings of the MIS major. The MIS department recently updated its program to be aligned with the IS2020 Competency Model. The proposed change to a STEM CIP code would better align our undergraduate MIS program with current industry trends and allow international students to apply for Optional Practical Training (OPT). CCSU's mission of providing quality education would be furthered by offering a program aligned with current industry standards and meeting international students' needs. The anticipated impact of this change would be positive for the institution, as it would accurately reflect the program's offerings and provide more opportunities for international students. Additionally, the availability of OPT for international students would enhance the institution's diversity and global reach. Changing the CIP code to a STEM code would positively impact the institution, its mission, and its students. It would better align the program with current industry trends and provide international students valuable post-graduate work experience opportunities.		
Institutional Contact for this Proposal: Michael Gendron	Title: Professor	Tel.: 860-348-7980 e-mail: gendronm@ccsu.edu

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program

Bachelor of Arts to Bachelor of Science (Name Change)

Biology

Western Connecticut State University

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in Biology, specifically a name change to Bachelor of Science in Biology at Western Connecticut State University (OHE# 00192 and CIP Code Number 26.0101 remain the same).

A True Copy:

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

ITEM

Modification – Name change from Bachelor of Arts to Bachelor of Science in Biology at Western Connecticut State University

PROPOSED CHANGE

There is no current B.S. Biology degree at WCSU, and the number of credits required in the major are above the minimal 48 credits required for a B.S. degree. Changing from a B.A. to a B.S. degree would make WCSU Biology comparable to CCSU and SCSU B.S. Biology degrees and thus more attractive to prospective WCSU Biology students. This name change was strongly recommended by the most recent external academic program review (2022). Furthermore, renaming corrects misconceptions that the “WCSU Biology program does not prepare students for health associated careers and post-graduate schools.” By changing the designation of the Biology Degree to a B.S., the Biology department explicitly indicates it offers degrees that prepare undergraduates for pre-health associated professions, which it has successfully done for many years.

RECOMMENDATION

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

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: Western Connecticut State University	Date of Submission to CSCU Office of the Provost: 8/29/2023	
NOTE: Use this form if modifying only the name of the program.		
Current Program Characteristics Name of Program: B.A. Biology OHE #: 00192 Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Currently Bachelor of Arts; Proposed Bachelor of Science Date Program was Initiated: 1/1/1976 Total # Credits in Program: 120 # Credits in General Education: 40 CIP Code Number: 26.0101 Title of CIP Code: Biology Department where program is housed: Biology Location Offering the Program (<i>e.g., main campus</i>): Western Connecticut State University Midtown Campus		
Proposed New Name of Program: B.S. Biology		
Proposed Date Name Change Becomes Effective: 01/15/2024		
Explanation / Justification <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> There is no current B.S. Biology degree at WCSU, and the number of credits required in the major are above the minimal 48 credits required for a B.S. degree. Changing from a B.A. to a B.S. degree would make WCSU Biology comparable to CCSU and SCSU B.S. Biology degrees and thus more attractive to prospective WCSU Biology students. This name change was strongly recommended by the most recent external academic program review (2022). Furthermore, renaming corrects misconceptions that the “WCSU Biology program does not prepare students for health associated careers and post-graduate schools.” By changing the designation of the Biology Degree to a B.S., the Biology department explicitly indicates it offers degrees that prepare undergraduates for pre-health associated professions, which it has successfully done for many years.		
Programmatic Changes <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> There are no programmatic changes.		
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> The program and course offerings remain exactly the same, and current resources are adequate.		
Institutional Contact for this Proposal: Theodora Pinou	Title: Professor and Chair of Biology	Tel.: 203-837-8793 e-mail: Pinout@wcsu.edu

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Modification of a Program – Name Change

BS in Early Childhood Education with a Concentration in Early Childhood Teacher Credential
to
BS in Early Childhood Education with a Concentration in Teaching

Charter Oak State College

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the name change modification of a program – BS in Early Childhood Education with a Concentration in Early Childhood Teacher Credential to BS in Early Childhood Education with a Concentration in Teaching at Charter Oak State College (OHE# and CIP Code Number remain the same).

A True Copy:

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

ITEM

Modification – Name change – BS in Early Childhood Education with a Concentration in Early Childhood Teacher Credential to BS in Early Childhood Education with a Concentration in Teaching at Charter Oak State College.

PROPOSED CHANGE

When the Bachelor of Science in ECE was approved in 2018, there were five concentrations established to meet the needs of early childhood educators working in various settings. Students working in state-funded early childhood programs enrolled in the ECTC (Early Childhood Teacher Credential) concentration. Students completing this concentration were eligible to receive the ECTC Credential, awarded by OEC (Office of Early Childhood).

OEC now requires higher education ECE programs to become accredited through NAEYC (National Association for the Education of Young Children). This accreditation replaces the need for a separate concentration for the ECTC Credential.

With the change in name, all students who are teaching will enroll in a ‘Teaching Concentration’ and will be eligible for the ECTC upon completion of the plan of study. All coursework for the teaching concentration can be taken by all students, regardless of state of residency.

RECOMMENDATION

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

12/1/2023 – BOR - Academic and Student Affairs Committee

12/14/2023 – Board of Regents

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

NAME CHANGE REQUEST		
Institution: Charter Oak State College	Please enter the following dates: Final approval by institution: 9/29/2023 Submission to CSCU Office of the Provost for Academic Council: 10/17/2023	
NOTE: Use this form if modifying only the name of the program.		
Current Program Characteristics Name of Program: BS in Early Childhood Education with a Concentration in Early Childhood Teacher Credential OHE #: 19325 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Bachelor of Science Date Program was Initiated: Fall 2018 Total # Credits in Program: 120 # Credits in General Education: 40 <u>CIP Code Number</u> : 13.1210 Title of CIP Code: Early Childhood Education & Teaching Department where program is housed: Early Childhood Education Location Offering the Program (<i>e.g., main campus</i>): Online		
Proposed New Name of Program: BS in Early Childhood Education with a Concentration in Teaching		
Proposed Date Name Change Becomes Effective: Fall 2024		
Explanation / Justification <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> <p>When the Bachelor of Science in ECE was approved in 2018, there were five concentrations established to meet the needs of early childhood educators working in various settings. Students working in state-funded early childhood programs enrolled in the ECTC (Early Childhood Teacher Credential) concentration. Students completing this concentration were eligible to receive the ECTC Credential, awarded by OEC (Office of Early Childhood).</p> <p>OEC now requires higher education ECE programs to become accredited through NAEYC (National Association for the Education of Young Children). This accreditation replaces the need for a separate concentration for the ECTC Credential. With the change in name, all students who are teaching will enroll in a 'Teaching Concentration' and will be eligible for the ECTC upon completion of the plan of study. All coursework for the teaching concentration can be taken by all students, regardless of state of residency.</p>		
Programmatic Changes <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> N/		
Cost and Availability of Adequate Resources <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> N/A		
Institutional Contact for this Proposal: Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: dferreira@charteroak.edu

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

APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a 3+2 Special Education Program (CIP Code: 131001, OHE# TBD) leading to a Bachelor of Science degree and a Master of Science degree at Central Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new 3+2 Special Education Program leading to a Bachelor of Science degree and a Master of Science degree at Central Connecticut State University.

Name of Institution	Central Connecticut State University	
Name of Program	3+2 Special Education Program	
CIP Code	131001	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science and Master of Science	
Number of Collegiate Credits	140 total; 120 for BS, 30 for MS, 10cr double counted for accelerated 3+2	
Date of Action (Anticipated)	12/14/2023	
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 type="checkbox"/> On Ground <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Summer 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

The 3+2 Special Education program focuses on certifying teachers in an area in which the state has faced a shortage of qualified teachers. Specific areas of teacher shortages for the 2022-2023 academic year include Comprehensive Special Education K-12 (https://portal.ct.gov/SDE/Talent_Office/Talent-Officehome-page/Shortage-Areas). Special education teacher shortages in Connecticut are persistent and are expected to increase with the growing number of teacher retirements in the next decade. National estimates conservatively forecast a need 316,000 new teachers annually (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Candidates who complete the 3+2 Special Education program will be “learner ready-day one” (EPAC, 2014) and will be in high demand in Connecticut school systems.

PROPOSAL

The proposed 3+2 special education program is consistent with the mission of the School of Education and Professional Studies: “to encourage the development and application of knowledge and ideas through research and outreach activities, guided by the purpose of preparing leaders for service in diverse communities.” The 3+2 program will have the support of the Central Teacher Education Network (CTEN). CTEN is an interdisciplinary committee of university and community representatives who assemble to review, analyze, and provide input on all aspects of teacher education at CCSU. CTEN is charged with enhancing teacher preparation at CCSU through a shared vision of excellence and the integration of data analysis, feedback from partner districts, professional standards in teacher preparation, and consistent and rigorous standards across programs. The 3+2 program will work in collaboration with CTEN to support better preparation of candidates in alignment with national and state teacher education reforms including:

- A coherent structure focused on practice-based preparation
- Utilizing edTPA’s formative assessment materials prior to the student teaching semester, Stanford Center for Assessment, Learning and Equity [SCALE];
- Integrating the Council for the Accreditation of Educator Preparation’s [CAEP’s] accreditation standards;
- Aligning to the Connecticut Educator Preparation Advisory Council’s [EPAC’s] guidelines for the preparation of beginning teachers in Connecticut; and
- Approaching 3+2 special education program candidates’ unit and lesson planning through a Universal Design for Learning framework (www.cast.org/) that applies research-based principles to guide the design of learning environments and instruction to optimize accessibility and efficacy for diverse learners.

The undergraduate portion of this 3+2 program is designed to provide a strong interdisciplinary content major. Content-specific preparation is often lacking from special education teacher preparation programs. This aspect of our 3+2 program coupled with an early and comprehensive approach to practice-based preparation (3 supervised practica and a yearlong residency) will ensure our candidates will be well prepared to meet the needs of K-12 schools.

The program includes all the necessary coursework to fulfill state certification requirements. The content and scaffolding of the courses will provide candidates with the necessary knowledge, skills, and dispositions to be “learner-ready, day one” teachers. Perhaps even more importantly, within the program, candidates will develop problem-solving, executive functioning, and resiliency skills to be successful and remain in special education for the duration of their career, if they choose.

APPLICATION FOR NEW PROGRAM APPROVAL

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.

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

Institution: CCSU Program: Special Education 3+2 Program

Resources and Expenditures Projections (whole dollars only)																		
PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	3		5				5		5				5		5			
New Students (first time matriculating)	5		3				8		3				10		3			
Continuing Students progressing to credential			8				16		29				37		53			
Headcount Enrollment	8		16				29		37				53		61			
Total Estimated FTE per Year ¹																		
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	49520		99040				179510		229030				328070		377590			
Tuition from Internal Transfer ²	18570		30950				30950		30950				30950		30590			
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$148,560						\$408,540						\$705,660					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) ⁴	0																	
Faculty (Full-time, total for program) ⁴	\$120,960		\$120,960		\$120,960													
Faculty (Part-time, total for program) ⁴	\$13,188		\$13,188		\$13,188													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$134,148		\$134,148		\$134,148													

NOTES- one faculty line (refill from vacant position due to retirement) has been approved contingent on BOR program approval. Salary is estimated using base salary of \$72,000 plus 68% fringe. Part time equals 6 credits taught by an adjunct.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Visual Arts Program (CIP Code: 50.0799, OHE# TBD) leading to a Bachelor of Fine Arts degree at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Visual Arts Program leading to a Bachelor of Fine Arts degree at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Visual Arts	
CIP Code	50.0799	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Fine Arts	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	12/14/2023	
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	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND

Upon application to the National Association of Schools of Art and Design (NASAD) for program accreditation in 2017, the Visitor Report cited “Right now, the Bachelor of Arts program looks more like a Bachelor of Fine Arts. The institution should consider in its strategic planning how it might address this issue.” In response, Art faculty at WCSU determined that the appropriate choice for the department would be to move forward with a BFA in all options.

PROPOSAL AND RATIONALE

WCSU will be the first of the CSCU institutions to offer a Bachelor of Fine Arts in Visual Arts, providing a professional degree and contributing to the CT workforce and is the only CSCU institution that is accredited by the National Association of Schools of Art and Design (NASAD). Their rationale includes the following:

1. WCSU is already teaching, as electives to the program, all but 6 additional semester hours (2 classes in Art History) that would be required to convert the degree to a BFA, and those hours could be staffed at the adjunct level. These 2 classes would make us compliant with NASAD standards.
2. The cost of conversion is nominal.
3. An increase in enrollment is anticipated. As the only NASAD accredited institution in the CSU system, inquiries into Western's current program often do not result in application to our current BA programs. Potential students have voiced their preference for a professional degree (BFA). This is a common sentiment based on discussions with prospective students during open house events, portfolio reviews and email correspondence.
4. The development of the BFA is a stronger choice than reducing credits in our current BA to bring it into compliance with NASAD.

The Bachelor of Fine Arts in Visual Art is for students who desire an intensive undergraduate concentration which fosters independent creative thinking and art creation in one of four options (Graphic Design, Illustration, Photography, and Studio Arts: Painting). Western's curriculum is designed to provide students with the technical skills and understanding of contemporary art practices required in pursuing a professional career in the field of fine arts. Additionally, courses in advanced art history provide the student with a cultural, historical, and philosophical context for understanding traditional and contemporary art and design. These acquired skills add to the development of their personal expression and cultural literacy.

Essential to the BFA proposal is the flexibility for students to obtain an internship. The curriculum is designed to leave credits available so that students can dedicate up to 6 semester hours to internship experiences. Opportunities exist with professional artists, design studios, museums, and arts organizations in Fairfield County through faculty outreach. Because of Western's proximity to New York City, the professional BFA provides additional opportunities for internships to be explored in allied industries including Fashion, Arts and Culture Management, Interior Design, and other industries within the Tri-State area.

According to the Jobs EQ Education Report, "As of 2022Q1, total employment for occupations linked to Fine Arts and Art Studies, Other in Connecticut was 1,670. Over the past three years, linked occupations shed 3 jobs in the region and are expected to need in aggregate approximately 1,153 newly trained workers over the next seven years."

NEW PROGRAM APPLICATION

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.

Appendix A

Enrollment Data

Degrees Conferred

School	Dept.	Degree/Certificate Program	2018	2019	2020	2021	2022
SVPA	Music/ Music Educ.	BA Music (500901)	6	12	6	9	10
SVPA	Music/ Music Educ.	BM Bachelor of Music (500904)	24	19	25	17	11
SVPA	Theatre Arts	BFA Musical Theatre (500509)	7	10	15	15	11
SVPA	Theatre Arts	BA Theatre Arts (500501)	13	21	19	25	35
SVPA	Art	BA Art (500701)	25	26	26	30	27

Enrollment

School	Dept./Division	Program	2018		2019		2020		2021		2022	
			Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
SVPA	Music & Music Educ.	BA Music (500901)	29	27.5	31	29.7	24	22.4	27	23.1	26	22.3
SVPA	Music & Music Educ.	BM Bachelor of Music (500904)	105	109.1	101	103.3	76	69.4	66	66.7	75	71.8
SVPA	Theatre Arts	BA Theatre Arts (500501)	126	132.2	139	143.3	125	127.5	106	105.8	72	69.0
SVPA	Theatre Arts	BFA Musical Theatre (500509)	62	69.7	62	68.6	54	57.8	51	54.4	51	51.1
SVPA	Art	BA Art (500701)	145	127.7	127	111.3	113	100.5	108	94.2	100	85.8

Current Job Listings

<https://artjobs.artsearch.us/job/the-met-museum-jobs/>

<https://artjobs.artsearch.us/job/director-2/>

<https://www.nyfa.org/view-job/?id=146da8ce-e5dd-4f7b-ba41-ede3a653dd85>

<https://www.nyfa.org/view-job/?id=1a97c338-052d-4d94-bcb8-8ab65e214ef4>

<https://www.indeed.com/jobs?q=graphic+designer&l=Danbury%2C+CT&from=searchOnHP&vjk=af69ebd907b76d5a>

<https://www.indeed.com/jobs?q=graphic+designer&l=Danbury%2C+CT&from=searchOnHP&vjk=acb233928991511f>

<https://www.indeed.com/jobs?q=graphic+designer&l=Danbury%2C+CT&radius=35&start=10&pp=gQA PAAAAAAAAAAAAAAAAACAf9BTgAJAQA8vwyn5M6kAAA&vjk=22e5f2e6e9bc5f88>

<https://www.indeed.com/jobs?q=photographer&l=Danbury%2C+CT&vjk=e94dd2d697db7e7b>

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

PRO FORMA BUDGET: Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	33						33						33					
Continuing Students progressing to credential			33				33		66				66		99			
Headcount Enrollment	33		33				66		66				99		99			
Total Estimated FTE per Year ¹	66						132						198					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition * ²	\$237,141		\$237,141				\$474,283		\$474,283				\$698,148.5		\$698,148.5			
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.) **	\$4,950		\$4,950				\$9,990		\$9,990				\$14,850		\$14,850			
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$484,182						\$968,366						\$1,425,997					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) ⁴																		
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) *** ⁴	\$17,724		\$17,724		\$17,724													
Support Staff (lab or grad assist, tutor) ****	\$1000		\$500		\$500													
Library Resources Program																		
Equipment (List in narrative)																		
Other ***** ⁵	\$1500		\$1200		\$1000													
Estimated Indirect Costs ⁶																		
Total Expenditures per Year	\$20,224		\$19,424.		\$19,224.													

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

*Tuition based on the following calculations

(90% In State: \$12,763. (\$6381.50 per semester) Year One- 33 total. (29 In State/ 4 Out of State)
(10% Out of State \$26,039. (\$13,019.50 per semester). Year Two- 66 total. (58 In State/ 8 Out of State)
Year Three- 99 total (89 In State/ 10 Out of State)

** Program Fees (based on revised BOR program and lab fees:

\$150 per student per semester (1 program fee and 2 Lab fees per semester)

**** Student worker: to assist in marketing (social media and printed material)

***** Marketing: both printed and digital to advertise new program

*** Faculty/Part Time

Based on Adjunct (pay group F: \$2272) (with 30% Fringe \$682) =\$2954, assuming the pay rate stays flat for Year 2 and 3. Teaching 2 classes (3 credits each)

1st year-\$2954 x 3credits=\$8,862 per class For 2 classes= \$17,724.

2nd year-\$2954 x 3credits=\$8,862 per class For 2 classes= \$17,724.

3rd year-\$2954 x 3credits=\$8,862 per class For 2 classes= \$17,724.

SAMPLE SCHEDULES

Fall Semester												
Subject	Course #	Title	BFA Graphic Design	BFA Illustration	BFA Photography	BFA Painting	BA Art	Total	Capacity	FT Faculty	PT Faculty	NOTES
ART	100	His & App of Art: Beg to Ren	12	7	7	7	6	39	30		2	Open seats for any WCSU non Art major
ART	103	Art Seminar FY	12	7	7	7	6	39	25	K.Scaglia		
ART	117	Introduction to Digital Photography	12	7	7	7	6	39	18	C.Vanaria OR	2	Also requirement for Digital & Interactive Media Arts majors
ART	121	Fundamentals of 2D Design	12	7	7	7	6	39	18	K.Scaglia/ D.Skor	1	Also requirement for Digital & Interactive Media Arts majors
ART	141	Drawing I	12	7	7	7	6	39	18		2	
ART	105	Media and Methods	12	7	7	7	6	39	18		2	
ART	145	History of Photography		7					30		1	Every other Fall semester/ Open seats for any WCSU non Art major
ART	2XX	History of Design	12	7					30		1	Open seats for any WCSU non Art major
ART	2XX	Survey of Contemporary Art				7			30		1	Every other Fall semester/ Open seats for any WCSU non Art major
ART	207	Photography I			7				18		1	
ART/DIMA	210	Fundamentals of Imaging Software I			7						1	Also requirement for Digital & Interactive Media Arts ART majors
ART/DIMA	224	Fundamentals of Imaging Software II									1	Also requirement for Digital & Interactive Media Arts ART majors
ART	266	Fundamentals of 3D Design	12	7	7	7	6	39	16	D.Skora	1	
Art/HONOR	274	Bookmaking	12			7		18		D. Skora		

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

ART	304	Illustration I		7					J.Tom		
ART	310	Typography	12						T.Wells		
ART	318	Painting II				7			S.Marques		
ART	336	Photography III			7				C.Vanaria		
ART	338	Painting IV				7			S.Marques		
ART	342	Digital Imaging and Production		7					J.Tom		
ART	346	Color Photography I			7				C.Vanaria OR	1	Also requirement for Digital & Interactive Media Arts ART majors
ART	352	Digital Production: Web Development	12							1	Also requirement for Digital & Interactive Media Arts ART majors
ART	432	Communication Design II	12						T.Wells		
ART	434	Advanced Digital Illustration		7					J. Tom OR	1	
ART	444	Illustration III		7					J. Tom		
ART	448	Gallery Interactions	12	7	7	7	6	39	20	1	WRT Tier III Attached
Courses for NON-ART MAJORS											
ART	104	Collage/Assemblage							18	1	CP Competency attached
ART	160	Ceramics							16	1	CP Competency attached

Spring Semester												
Subject	Course	Title	BFA Graphic Design	BFA Illustration	BFA Photography	BFA Painting	BA Art	Total	Capacity	FT Faculty	PT Faculty	NOTES
ART	101	His & App of Art: Ren to Pres	12	7	7	7	6	39	30		1	Open seats for any WCSU non-Art major
ART	117	Intro to Digital Photography	12	7	7	7	6	39	18		2	Also requirement for Digital & Interactive Media Arts majors-CP Competency attached
ART	130	Color Theory	12	7	7	7	6	39	18	K.Scaglia	2	CP Competency attached
ART	150	Drawing II	12	7	7	7	6	39	30		2	CP Competency attached
ART	201	History of Non-Western Art	12	7	7	7	6	39	30		1	Open seats for any WCSU non-Art major- IC Competency attached
ART	208	Painting I				7					1	
ART/DIMA	210	Fund of Imaging Software I									1	requirement for Digital & Interactive Media Arts ART majors
ART	216	Photography II			7					C.Vanaria	1	
ART	268	Alternative Creative Process				7				S.Marques		
ART	270	Figure Drawing		7		7					1	
ART	302	Graphic Processes	12							D.Skora		
ART	309	Sculpture I				7				D.Skora		

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

ART	315	Communication Design I	12							T.Wells		
ART	317	Illustration II		7							1	
ART	324	Digital Illustration		7						J.Tom		
ART	326	Alternative Photographic Process			7				18		1	
ART	329	Painting III				7			16	S.Marques	1	
ART	332	Digital Production: InDesign	12						18	T.Wells		
ART	333	Intro to Animation		7					18		1	
ART	356	Advanced Photographic Methods			7				18	C.Vanaria		Also requirement for Digital & Interactive Media Arts ART majors
ART	442	Communication Design III	12						18	D. Skora		
ART	472	Art Portfolio: Graphic Design	12						18	T.Wells		CE Experience- FOR BFA ONLY
ART	474	Art Portfolio: Illustration		7						J.Tom		CE Experience-FOR BFA ONLY
ART	476	Art Portfolio: Photography			7				18	C.Vanaria		CE Experience-FOR BFA ONLY
ART	478	Art Portfolio: Painting				7			18	S.Marques		CE Experience-FOR BFA ONLY
Courses for NON-ART majors												
ART	102	Art Appreciation							3		1	IC Competency attached
ART	106	Smart Phone Photography							1		1	CP Competency attached
ART	160	Ceramics							1		1	CP Competency attached

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Approval of a New Program

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Software Development Program (CIP Code: 11.0501, OHE# TBD) leading to a Bachelor of Science degree at Charter Oak State College; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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

ITEM

Establishment of a new Software Development Program leading to a Bachelor of Science degree at Charter Oak State College.

Name of Institution	Charter Oak State College	
Name of Program	Visual Arts	
CIP Code	11.0501	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	12/14/2023	
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 type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

PROPOSAL AND RATIONALE

The establishment of this new program is concurrent with discontinuation of the BS in General Studies – Information Systems Concentration.

As a graduate of Charter Oak State College's Bachelor of Science (BS) in Software Development degree, students will be able to work with a variety of programming languages, mobile and web technologies, web application frameworks and today's cloud platform. With courses designed through practical application and industry expert faculty, students will develop the skills needed to enter this field after graduation. The program is designed to prepare students to sit for numerous industry recognized credentials and to stack career advancement while pursuing the program.

This program will be the only online Software Development program within CSCU thus fulfilling Charter Oaks mission as the state's only public online institution.

Currently, there are 565 students in the Computer Science TAP pathway and several hundred more in non-TAP computer associate programs. Furthermore, the Charter Oak General Studies – Information Systems Studies concentration has high potential to enroll many more students with a separate, not General Studies, concentration with clearly defined major tied to jobs and industry certifications. This concentration has 28 students currently enrolled indicating a clear demand for Charter Oak to invest in expanding this pathway.

NEW PROGRAM APPLICATION

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.

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

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

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	8	12																
New Students (first time matriculating)	4	11	4	10	3	8	8	17	6	14	4	12	10	21	8	17	5	15
Continuing Students progressing to credential			6	10	4	9	4	6	4	6	3	5	4	6	4	6	3	5
Headcount Enrollment	12	23	10	20	7	17	12	23	10	20	7	17	14	27	12	23	8	20
Total Estimated FTE per Year ¹	57						57						68.5					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ²	\$45,936	\$44,022	\$38,280	\$38,280	\$26,796	\$32,538	\$45,936	\$44,022	\$38,280	\$38,280	\$26,796	\$32,538	\$55,123	\$52,826	\$45,936	\$45,936	\$32,155	\$39,046
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)	\$2,688	\$5,152	\$2,240	\$4,480	\$1,568	\$3,808	\$2,688	\$5,152	\$2,240	\$4,480	\$1,568	\$3,808	\$3,226	\$6,183	\$2,688	\$5,376	\$1,882	\$4,570
Other Revenue (annotate in narrative)	\$900	\$1,725	\$750	\$1,500	\$525	\$1,275	\$900	\$1,725	\$750	\$1,500	\$525	\$1,275	\$1,080	\$2,070	\$900	\$1,800	\$630	\$1,530
Total Annual Program Revenue	\$252,463						\$252,463						\$302,957					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Portion of Program Coordinator) ⁴	\$15,000		\$15,000		\$15,000													
Faculty (Full-time, total for program) ⁴																		
Faculty (Part-time, total for program) ⁴	\$81,455		\$81,455		\$97,746													
Support Staff (program faculty lead)	\$5,000		\$5,000		\$5,000													
Library Resources Program																		
Equipment (List in narrative)																		
Other (Marketing) ⁵	\$2,500		\$2,500		\$2,500													
Estimated Indirect Costs (Course Developments prior to Year 1)	\$90,000																	
Total Expenditures per Year	\$203,955		\$113,955		\$120,246													

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Reinstatement of the M.S. in Elementary Education

December 14, 2023

WHEREAS: The Board of Regents suspended the Master of Science Program in Elementary Education at Central Connecticut State University in June, 2021 (BR 21-104).

WHEREAS: The Master of Science Program in Elementary Education has been redesigned to address the elementary education teacher shortage in Connecticut (and nationally). The program will lead to initial certification in Elementary Education (grades 1-6).

WHEREAS The program's field experience and student teaching requirements, along with the option of a paid residency in urban and suburban schools/partners have been redesigned to provide support for current classroom teachers while the students are completing the program.

RESOLVED: That the Board of Regents for Higher Education approve the reinstatement of the M.S. in Elementary Education (CIP Code: 13.1202, OHE# 00051) at Central Connecticut State University effective Spring 2024.

A True Copy:

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

ITEM

Reinstatement of the M.S. in Elementary Education at Central Connecticut State University.

BACKGROUND

The program was initially designed as a two- to three-year degree for certified teachers who were actively teaching and were interested in enhancing their knowledge and skills in elementary education. Following a decrease in enrollment, a BOR-approved program suspension was granted in June, 2021 to provide time for a redesign of the program.

Upon the completion of the redesign, CCSU would seek reinstatement to address the elementary education teacher shortage in Connecticut (and nationally).

PROPOSED CHANGES

The redesigned program will be completed in one and a half years and will lead to the initial certification in Elementary Education (grades 1-6). The applicants will be candidates who already hold a bachelor's degree and wish to gain the credentials to apply for teaching positions in elementary education.

Part of the redesign of this program is the development of a Residency Program that will start in Spring 1 and continue through part of summer, fall, and spring 2. Courses and field experience will be offered in a cohort model, so that all students will be offered the same courses and will be graduating at the same time.

During the first half of the program, students will complete their residency through field experience in a suburban school district (same school for spring 1 and summer 1). During the second half of the program (fall 1 and spring 2), they will be completing residency requirements (field experience and student teaching) in an urban school district. This model gives our students time in each of the school districts to be exposed to authentic field experiences that will prepare them for student teaching training as part of the CT certification requirements. Also, the participating schools will be given time to observe the students and offer them employment if pleased with their performance.

The option of a paid residency will make it possible for students to cover the cost of their studies while working in a Next Generation school during the day and completing courses in the afternoon.

RECOMMENDATION

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

12/1/2023 – BOR - Academic and Student Affairs Committee
12/14/2023 – Board of Regents

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

Connecticut State Colleges & Universities

APPLICATION TO REINSTATE DISCONTINUED OR SUSPENDED ACADEMIC PROGRAM

SECTION 1: GENERAL INFORMATION

Institution: Central CT State University	Please enter the following dates: Final approval by institution: Submission to CSCU Office of the Provost for Academic Council:	
Most Recent NECHE Institutional Accreditation Action and Date: 2018 reaccreditation (interim report submitted August 2023)		
Program Characteristics Name of Program: MS in Elementary Education OHE #: 00051 Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: https://www.ccsu.edu/program/ElementaryEducation_MS/ Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): Master of Science Anticipated Program Reinstatement Date: Summer 2024 Anticipated Date of First Graduation: 2025 Total # Credits in Program: 33 # Credits in General Education: N/A IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2		
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://www.ccsu.edu/bursar/		
CIP Code Number: 13.1202	Title of CIP Code: Elementary Education and Teaching	
Department where program is housed: Elementary Education and Teaching Location Offering the Program (e.g., main campus): Main Campus		
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Provide the intended catalog description for this program: This program is designed for applicants who hold a Bachelor's degree (some exceptions apply) and wish to pursue graduate study that will prepare them to apply for Connecticut's initial certification in Elementary Education (grades 1-6).		
If reinstatement of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> ○ identify credential: Elementary Education grades 1-6 (endorsement #305) ○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)		
Institutional Contact for this Proposal: Paula Talty	Title: Dean	Tel.: 860-832-2430 e-mail: taltypam@ccsu.edu
NOTES: <ul style="list-style-type: none"> • All applications to reinstate a new program will be considered for both Licensure and Accreditation by the BOR 		

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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APPLICATION TO REINSTATE DISCONTINUED OR SUSPENDED ACADEMIC PROGRAM

SECTION 2: PROGRAM PLANNING ASSESSMENT

Rationale for Reinstatement

- Describe the reasons why the program was previously suspended or discontinued:
The program was suspended and then discontinued due to low enrollment. The program was initially designed as a two- to three-year degree for certified teachers who were already teaching in schools and were interested in enhancing their knowledge and skills in elementary education. Over the years, degrees like this one became less popular mainly because they did not lead to additional certifications, such as a reading specialist or an administrator certification, that could create the conditions for teachers to advance in their career and salary scale.
- Describe the rationale for reinstating the program:
The program has been redesigned to address the elementary education teacher shortage in Connecticut (and nationwide). The program will be completed in 1.5 years and will lead to the initial certification in Elementary Education (grades 1-6). The applicants will be candidates who already hold a Bachelor's degree and wish to get the credentials to apply for teaching jobs in elementary schools.
- Summarize any modifications made to the program and describe how such modifications will contribute to the success of the reinstated program:
 - The modifications led to the development of a Residency Program that will start in Spring 1 and continue through part of summer, fall, and spring 2. Courses and field experience will be offered in a cohort model, so that all students will be offered the same courses and will be graduating at the same time. We will no longer offer the specialization tracks of the old program, because they make it difficult to offer all courses every semester when there are not enough students in each track. The modified program allows candidates to complete the degree and apply for initial certification in a timely manner (1.5 years).
 - During the first half of the program, students will be completing their residency through field experience in a suburban school district (same school for spring 1 and summer 1). During the second half (fall 1 and spring 2), they will be completing residency requirements (field experience and student teaching) in an urban school district. This model gives our students a long enough time in each of the school districts to be exposed to authentic field experiences that prepare them for student teaching training as part of the CT certification requirements. Also, the participating schools will be given enough time to observe our students and offer them employment if pleased with their performance.
 - The residency requirement will offer our students the option to get paid to work for a Next Generation school during the day, while taking classes in the afternoon. The paid residency will make it possible for our students to cover the cost of their studies.

Alignment of Program with Institutional Mission, Role, and Scope

How does the reinstated program align with the institutional mission? *(Provide a concise statement)* The reinstated program aligns perfectly with the CCSU mission, as it supports access to higher education and advances social mobility, by offering students the option of afternoon classes with a morning, paid residency in public schools, and it supports the economic needs of Connecticut at a time when there is a shortage of elementary education teachers. Our innovative partnership with Next Generation schools (and other schools that are looking for substitute teachers), and our redesigned curriculum that lasts only 1.5 years supports the University in its role of strengthening the communities it serves, and making it affordable for students to advance professionally and socially.

Addressing Identified Needs

- How does the reinstated program address CT workforce needs and/or the wellbeing of CT communities? In your response, include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly)*

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present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)

COVID-19 caused many teachers to leave the profession. Since then, the state of CT has been dealing with tremendous shortages of classroom teachers, as well as substitute teachers. Elementary teachers with content areas in Science and Math are currently listed on the CSDE shortage areas, making these areas eligible for DSAP's

This program's field experience and student teaching requirements, along with the option of paid residency in urban and suburban schools/partners, will provide support for classroom teachers during the day. The program's graduates will help address the need for more teachers/applicants that meet state regulations for initial certification in elementary education.

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

CCSU is centrally located and surrounded by diverse local communities and school districts with supportive and dedicated community partners. It is important to note that over 90% of our graduates remain in CT and many are actively engaged as alumni. The CCSU Graduate Student Assembly (GSA) provides support for graduate students through orientations, lectures, research and conference scholarships. CCSU has additional services to support student learning, including the writing and learning center (offering one-on-one tutoring) and an outstanding counseling center. A diverse faculty, with extensive research and professional resources offer a varied curricula and are notable strengths of CCSU. Faculty from five different disciplines and four different departments will be collaborating to offer courses and advising to the new students.

- 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?

Recruitment will include advertising in diverse school districts (e.g., target paraprofessionals) and communities (e.g., professionals who are looking to change careers) to connect with underrepresented individuals.

Our admissions criteria follow the minimum requirements of the state of CT and CCSU (Bachelor's degree with a 2.7 GPA or higher and evidence of having taken PRAXIS I or SAT or ACT or GRE. To ensure fairness and absence of bias, we also require a written statement by applicants, through which they discuss why they wish to be admitted to the program and explain any reasons as to why their application might not meet the admissions criteria. This way, the applicants' unique experiences, diversity, distinct attributes, and potential for success become part of the overall review process.

Masters' students will become part of a professional community at the university and in schools, that provides mentorship and networking opportunities, both of which are fundamental in retention and completion. Additional supports will include advising meetings with faculty and staff to develop and follow a plan of study; use of the university's writing center and resources for certification exam preparation; summer workshop on tutoring for Praxis II; winter tutoring for Foundations of Reading Test.

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

As a graduate program for students who already hold a bachelor's degree, many of these are not issues as the students have already demonstrated the ability to do college level work successfully. That said, the school is committed to student success and will provide any additional supports needed to assist students such as tutoring, test preparation, assistance with endorsements through the CSDE.

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

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If inequities are identified, the Dean's Office will assist the program faculty in determining the root cause of the inequities and take measures to remediate the inequities. The most frequent inequity appears to be at the point of application. The school has already adopted new policies and procedures to make the application process more equitable and/or flexible to provide more opportunities for students.

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

Pathways to this program: BA/BSc graduates can apply to it. Post-baccalaureate students already admitted to a graduate degree can transfer to this program, if they meet the admissions criteria. Undergraduate courses taken at community colleges will count towards the state's prerequisites to getting certified (general education courses, courses in math, US history, science, English/writing, child development).

Pathways from this program: Graduates can apply to a 6th Year Certificate or another MS that leads to cross endorsement (e.g., special education) or advanced certification (e.g., reading specialist).

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. ECSU has a program, but it offers specialization tracks, whereas our program is the same for all students and will be offered as a cohort program, so that all courses have enough attendance to run and all students complete it at the same time. WCSU has a program that is currently not accepting applications. SCSU has a program that is 36 cr. and does not lead to initial certification. Our program will lead to initial certification.
- Also, unlike the other programs, our program will be HyFlex (students can attend on-ground or online synchronously), and will be a Residency-type Program (with paid option). Students in the program will be able to participate in the Next Generation Educators program. We are also currently in the process of setting up more formal relationships for a teacher residency program.

Cost Effectiveness and Availability of Adequate Resources

Complete the PRO FORMA Budget – Resources and Expenditure Projections (*see last page of this application*). Provide a narrative below regarding the cost effectiveness, availability of adequate resources, and sustainability for the proposed program. Add any annotations for the budget form below, as well.

The structure of the program makes use of some existing courses that are part of other programs thus have no additional cost. As a cohort model, the sequencing and offering of courses is controlled to ensure appropriate enrollment in each course, for example, courses scheduled in Summer sessions:

-LLA 509, LLA 508, and SPED 501 are offered for other graduate programs, during fall. The MS Elementary Education students will join these sections. No additional instructor, unless the new cohort has 15-20 students. EDEL 512, EDEL 502, and LLA 520 will be offered in summer, so they will generate revenue to cover the cost of the instructor.

EDEL 515, EDEL 529 are the only two courses we might need to hire adjuncts, if the faculty teaching needs are covered with the undergraduate program.

Special Resources

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

No additional resources are needed. Necessary personnel are in place. Field placements will be made by Barbara's office. admissions will be made by grad school and EDEL faculty. Teaching needs-see above.

Student Recruitment / Student Engagement

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

Sources for projected enrollment: CCSU currently offers a Post Bac in Elementary Education. Enrollments in the program on average are 10-12 students each year. Inquiries about the program suggest enrollments would be greater in the MS program as students do not find the post bac attractive. The post bac does not lead to an additional degree, is not eligible for any traditional financial aid/student loans, and takes a minimum of two years to complete. This discourages some students from pursuing the post bac. The MS program is shorter, results in the same preparation for CT certification, and results in an additional degree (CT requires teachers to have a Master's degree). In addition students completing BA/BS degrees in other content areas may find this program attractive.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Group and individual advising, group orientation at the start of each semester, tutoring for Praxis II and Foundations of Reading exams, in addition the inclusion of the Next Generation Educators Program (High Impact Practice) should also assist in engaging and retaining students.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification \(SOC\)](#) system. Provide SOC code number(s) and name(s): 25-2021 Elementary School Teachers, except special education; 25-2022 Middle School Teachers (for reading/language arts in gr. 5-6)

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$60,000-\$69,000

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System \(NAICS\)](#). Provide NAICS code(s) and title(s): 611110 Elementary and Secondary Schools

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: ☒ No . . . While the program does not specifically prepare students for another program, students completing this program could elect to pursue additional education in one of our SYC programs (Reading and Language Arts, Educational Leadership) or cross endorsement in Special Education.

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

1. Candidates use their understanding of each child's developmental and learning needs, individual differences, and diverse families, cultures, and communities to plan and implement inclusive learning environments that provide each learner with equitable access to high quality learning.
Courses: EDEL 502; EDEL 515; EDEL 508; SPED 501
2. Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies for grades 1-6.
Courses: EDEL 529, LLA 509, LLA 508
3. Candidates plan and adapt instructional sequences to promote a full range of competencies for every learner based on knowledge of each child, educational goals, instructional practices, disciplinary knowledge, and student assessment.
Courses: EDEL 508

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4. Candidates design, compose, select, adapt and administer formative, summative, and performance-based assessments appropriately to gather data on student learning and engagement.
Courses: EDEL 512
5. Candidates make informed decisions about instruction guided by knowledge of children and assessment of student learning that result in the use of a variety of effective instructional practices.
Courses: EDEL 512, EDEL 508
6. Candidates use a variety of communication strategies to interact effectively with learners, families, and colleagues as well as work collaboratively with colleagues, mentors, and school leaders in a professional way.
Courses: EDEL 530
7. Candidates conduct themselves professionally at all times in accordance to the Connecticut Code of Professional Responsibility for Teachers, Section 10-145d-400a of the Regulations of Connecticut State Agencies.
Courses: EDEL 530

Assessment of Learning Outcomes

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

Praxis II & Foundations of Reading Tests; Lesson Plans, Learning Segments, and Unit Planning; Student Teaching Evaluation Instrument for midterm and final evaluation, Educator Disposition Assessment, EdTPA.

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): Julia Kara-Soteriou, karaious@ccsu.edu, 860-832-2181.

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Julia Kara-Soteriou currently serves as Department Chairperson and receives CBA contractual release time for being chair.

Program Faculty

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 7

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

What percentage of program credits will be taught by adjunct faculty? 18%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: MS or MA with appropriate experience in the field of Elementary Education.

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
James French	Ph.D, University of Connecticut	Curriculum: Bilingual & Multicultural Education	Professor, Elementary Education
Barbara Clark	Ed.D, University of Hartford	Moral Imagination & Aesthetic Education	Professor & Coordinator, Elementary Education
Michael Bartone	Ph.D, Georgia State University	LGBTQ2+; Race; Queer Theory; Critical Race Theory; Qualitative Research	Professor, Elementary Education

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Julia Kara-Soteriou	Ph.D, University of Connecticut	Reading/Language Arts; Decoding and spelling Instruction; Literacy for ELLs.	Department Chair; Professor & Coordinator, Literacy Education
Jessica Edwards	Ph.D, University of North Texas	Reading/Language Arts; Children's Literature; Critical Literacy, Social/Emotional Learning through Literacy	Professor, Literacy Education
Helen Abadiano	Ph.D, Ohio State University	Reading/Language Arts; Educational Theory & Practice	Professor, Literacy Education
Natsuko Takemae	Ph.D, University of North Carolina, Greensboro	Special Education; Inclusive Education; Universal Design for Learning	Professor, Special Education

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
EDEL 502 Focus on Diversity in Education		Admission to MS Program or approval by department chair	3
EDEL 508 Current Instructional Trends in Elementary Education		Admission to MS Program or approval by department chair	3
EDEL 512 Assessment of Learning		EDEL 508 or approval by department chair	3
EDEL 515 Developmental Theories of Learning		Acceptance into a graduate program or permission of department chair.	3
EDEL 529 Analysis of Teaching		Admission to MS in Elementary Education or approval by dept. chair.	3
LLA 508 Teaching Literacy in the Content Areas		This course currently has prerequisites associated with the Literacy Program (as listed below). Course prerequisites will be adjusted for those in the MS in Elem. "Admission to the MS in Elementary Education" Current: LLA 501 or LLA 502 or LLA 503 or LLA 505 and admission to M.S. or Sixth-Year program in reading and language arts.	3
LLA 509 Comprehensive Reading Instruction		Admission to a graduate program in the Dept. of Special Education or Literacy, Elementary & Early Childhood Education, or department chair approval.	3
LLA 520 Seminar in Literary Research and Assessments		15 credits in graduate reading courses or approval of chair.	3

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SPED 501 Education of the Exceptional Learner		Undergraduate degree or permission of department chair	3
EDEL 530 Internship		Acceptance to the MS Program in Elementary Education and completion of 21 credits in the program or permission by department chair	6
General Education Courses			
Not applicable to a graduate program			
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			33

What are the admissions requirements for the program? **(Standard Graduate Admission Policy)** Applicants must hold a bachelor's degree from a regionally accredited institution of higher education. Applicants must also have a minimum undergraduate GPA of 2.70 on a 4.00-point scale (where A is 4.00), or its equivalent, and good standing (3.00 GPA) in all post-baccalaureate course work.

To apply to the MS in Elementary Education, applicants must apply for graduate admission to the CCSU School of Graduate Studies. The following should be submitted with the application:

1. Official transcripts from each college and university attended (except Central Connecticut State University).
2. Personal statement (no more than 500 words) that briefly describes the applicant's educational and professional background and the reasons for choosing to apply to the MS in Elementary Education.
3. Evidence of having taken Praxis I or SAT or ACT or GRE.
4. Application fee paid directly to the CCSU Office of Graduate Studies.

Applicants who meet the Admission Requirements, will be admitted to the MS in Elementary Education. While in the program, admitted students will be advised on how to meet additional state requirements for initial certification in Elementary Education (ex. Course in US History, Lifespan course, etc).

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

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? ☒ Yes ☐ No
 If yes, describe and attach copies of the contracts or other documents ensuring program support: Field Experience 1 (minimum of 30 hours) in Spring 1 (February to mid-May); Field Experience 2 (minimum of 45 hours) from mid-May to end of June; Field Experience 3 (minimum of 60 hours) in Fall 1 (from September to December); Student Teaching in Spring 2 (from February to May). CCSU, as an EPP already has agreements with districts across the state for student teaching placement and Next Generation Educators Program. This program will make use of existing partnership agreements within local school districts.

Describe the prospective students for the program: Prospective students will hold a Bachelor's degree in any field except General Studies and they will be interested in completing a Master's degree that offers coursework and field experience leading to initial certification in Elementary Education gr. 1-6.

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

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

APPLICATION TO REINSTATE DISCONTINUED OR SUSPENDED ACADEMIC PROGRAM

PRO FORMA BUDGET

Institution: CCSU Program: MS Elementary

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

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)				6					8							10		
Continuing Students progressing to credential						6	6		6			8	8		8			10
Headcount Enrollment				6		6	6		6	8		8	8		8	10		10
Total Estimated FTE per Year ¹	(FTE =4) Cohort model= 6 students						(FTE =9) 14, Cohort model-1st 6 finish in spring, 2nd cohort 8						(FTE =12) 18, 8 from 2 nd cohort, 10 in new 3 rd cohort					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition ² (based on 2023-24)				27756		41634	37140		37140	37008		55512	49520		49520	46260		69390
Tuition from Internal Transfer ²																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$69,390						\$166,800						\$214,692					
PROJECTED Program Expenditures ³	First Year		Second Year		Third Year		NOTE: Existing regulations require that: “an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels.” ¹ 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE. ² Revenues from all courses students will be taking. ³ Capital outlay costs, instructional spending for research and services, etc. can be excluded. ⁴ If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly. ⁵ e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. ⁶ Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) ⁴	\$0.00		\$0.00		\$0.00													
Faculty (Full-time, total for program) ⁴	\$23,247		\$38,365		\$38,365													
Faculty (Part-time, total for program) ⁴	\$13,188		\$19,782		\$19,782													
Support Staff (lab or grad assist, tutor)																		
Library Resources Program																		
Equipment (List in narrative)																		
Other ⁵																		
Estimated Indirect Costs ⁶																		
Total Expenditures per Year																		

NOTES: First Year (program begins in Spring): Spring- 2 courses (6 credits total- taught by adjuncts), Summer- 3 courses taught by FT faculty. Second year- Fall semester- no additional costs as program uses existing courses that are part of other programs. Spring includes two courses taught by adjuncts plus student teacher supervision (0.5 LH/student), and 1 course (3 cr) taught by FT (1/4 total load ~\$15,118), Summer- 3 courses taught by FT faculty. Third year—same as second year. (RATES BASED ON AAUP CONTRACT)

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Establishing

The College of Health and Rehabilitation Sciences

at

Central Connecticut State University

December 14, 2023

WHEREAS: Central Connecticut State University recognizes the need to prepare the next generation of health care providers through experiential learning and a community-focused approach that goes beyond traditional health care education approaches, to foster professionals that are culturally competent and advocates for healthcare.

WHEREAS: CCSU's College of Health and Rehabilitative Sciences will provide positive outcomes including, but not limited to:

- Increased enrollment at both the graduate and undergraduate levels
- Stronger collaborations on and off campus
- Streamlining resources that are currently duplicated in different schools
- Enhanced community engagement with a community clinic

WHEREAS: The designation "college" confers no special rights or privileges beyond those afforded to CCSU's undergraduate schools, but rather is meant to recognize and make students aware of the different programs and emphases—curricular, pedagogical, and professional.

RESOLVED: That the Board of Regents for Higher Education approves the naming of the College of Health and Rehabilitation Sciences at Central Connecticut State University.

A True Copy:

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

ITEM

Naming of a new College of Health and Rehabilitation Sciences at Central Connecticut State University.

PROPOSAL

[CCSU Executive Summary and Proposal](#)

RECOMMENDATION

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

12/1/2023 – BOR - Academic and Student Affairs Committee

12/14/2023 – Board of Regents

BUDGET CATEGORIES	FY23	Year 1 - FY24	Year 2 - FY25	Year 3 - FY26	Comments
REVENUE					
1. Tuition	14,038,863	14,038,863	16,637,913	17,821,193	assumes 2% increase in enrollment with additional tuition from new programs & 5% tuition increase each year
2. Mandatory Fees	140,718	140,718	164,594	173,488	
3. All Other Student Fees	124,164	124,164	124,164	124,164	Program Fees for Nurse, DNAP and Physical Educ and Human Perf
4. General Fund ^b					
5. Gifts/Grant Support ^a					
6. Other Revenue ^c					
7. TOTAL REVENUE (lines 1-6)	14,303,745	14,303,745	16,926,672	18,118,845	
EXPENSES					
Full-time Staff (head count)	14	14	14	14	
Part-time Staff (head count)	19	19	19	19	Includes: Student (GA/UG), UA, Retiree, PT
6. Personnel ^d (Staff)	1,106,784	1,162,123	1,162,123	1,162,123	Includes: Longevity and Accumulated Leave Payout Vacation
7. Fringe Benefits ^e	1,136,052	399,018	423,799	451,059	Fringe Split based on FT Headcount; Includes Wcomp & Retirement
Full-time Faculty (head count)	47	47	47	47	
Part-time Faculty (head count)	125	125	125	125	Lecturers and NCL
6. Personnel ^d (Faculty)	5,882,625	6,176,756	6,176,756	6,176,756	Includes Longevity
7. Fringe Benefits ^e	3,813,887	1,339,560	1,422,754	1,514,268	Fringe Split based on FT Headcount; Includes Wcomp & Retirement
8. Travel	9,313	9,313	9,313	9,313	
9. Equipment & Supplies	142,507	142,507	142,507	142,507	
10. Contractual					
11. Construction ^c					
12. Other	176,273	176,273	176,273	176,273	
13. Total Direct Costs (lines 6 through 12)	12,267,440	9,405,550	9,513,525	9,632,298	
14. Indirect Costs ^f					
15. TOTAL COSTS (lines 13 + 14)	12,267,440	9,405,550	9,513,525	9,632,298	
NET					
16. TOTAL REVENUE - TOTAL COSTS surplus / (deficit)	2,036,305	4,898,195	7,413,146	8,486,547	
17. OPERATIONAL BALANCE					
from previous year		\$			
Required Number of Students to Break even					
a. Include revenues for support of Center/Institute from block grant (e.g. Reassigned time for faculty supported on block grant).					
b. Include revenues for support of Center/Institute from operating funds (e.g. tuition and fees).					
c. Other revenue includes operating revenue (fees charged to participants, event fees, etc.) and/or other sources not listed above. Provide description in Budget Narrative.					
d. Include breakout and costs for faculty reassigned time and costs for other personnel. Provide detail and FTE estimate in proposal narrative on faculty and staff involvement. Assumes 5% increase for FY24					
e. Include breakout and costs for new construction and costs for renovation or upgrade of existing facility/space.					
f. Estimate costs for facilities use, utilities consumption, etc.					
g. Fringe Benefits - FY23 Included retirement and Workers Comp. FY24 removed Retirement and Wcomp and assumed 7.6% increase in Health insurance. FY25 & FY26 assumed 10% increase in Health Insurance					

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Continuation of a Center

December 14, 2023

RESOLVED: That the Board of Regents for Higher Education approve continuation of a center, the Center for Educational and Assistive Technology at Southern Connecticut State University, until December 31, 2030.

A True Copy:

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

ITEM

Continuation of the Center for Educational and Assistive Technology (CEAT) at Southern Connecticut State University.

RATIONALE and PROPOSAL

[CEAT Report](#)

RECOMMENDATION

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

12/1/2023 – BOR - Academic and Student Affairs Committee

12/14/2023 – Board of Regents

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: Charter Oak State College	Please enter the following dates: Submission of Initial Intent Form to Provosts Council: <u>September 2023</u> Review by Provosts Council: <u>September 2023</u> Final approval by institution: <u>9/29/2023</u> Submission of this form to the CSCU Office of the Provost for Academic Council: <u>10/17/2023</u>
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2016	
Program Characteristics Name of Program: Child Development Associate (CDA) Training Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: https://www.charteroak.edu/certificates/ Program Type (<i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i>): Certificate Anticipated Program Initiation Date: Summer 2024 Anticipated Date of First Completion: December 2024 Total # Credits in Program: 9 IPEDS defined program duration (<i>if no IPEDS data, provide standard duration of program for full-time student in years</i>): 1 Year	
Provide estimated cost of program (tuition and fees): \$ OR URL for link to tuition/fee information: https://www.charteroak.edu/prospective/tuition/	
CIP Code Number: 19.0709 Title of CIP Code: Child Care Provider/Assistant	
Department where program is housed: Early Childhood Education Location Offering the Program (<i>e.g., main campus</i>): Online	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: The ECE Level 1- CDA Certificate Program prepares students for the national CDA Credential. Students take 9 credits in early childhood education, including ECE 101- Intro to Early Childhood Education, ECE 247- Child Development, and ECE 176- Health, Safety and Nutrition. Course discussions and assignments support each student in understanding the history of early childhood education and how the field has evolved, basics of developmentally appropriate practices, child development and how to keep children safe and healthy in the childcare setting. Students will also develop the CDA Portfolio and apply to the CDA Council for the verification visit. Students must also complete 480 field experience hours to complete the program.	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: <ul style="list-style-type: none"> • If seeking specialized/professional/other accreditation, name of agency and intended year of review: • If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> ○ identify credential: Child Development Associate ○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 	

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NEW CERTIFICATE – BELOW THRESHOLD REPORT

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

Institutional Contact for this Proposal: David Ferreira	Title: Provost	Tel.: 860-515-3727 E-mail: dferreira@charteroak.edu
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NOTES:

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

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role, and Scope

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

The mission of Charter Oak State College is to provide diverse and alternative opportunities for adults to earn certificates and degrees and this certificate program, leading to a credential, aligns with the college missions.

The CT Office of Early Childhood (OEC) is now requiring students to earn a bachelor's degree to work as a Qualified Staff Member (QSM) (Head Teacher) in all state funded early childhood classrooms. The creation of this certificate program will allow students to earn a stackable credential at the beginning of their career and provide a pathway for them to move forward to earn degrees to become head teachers in Office of Early Childhood (OEC) licensed childcare centers.

The ECE Level I- CDA Credential will be the first step in preparing the student to move into the AS in ECE program, and then on to the BS in ECE. The development of this credential will also help the CT Office of Early Childhood (OEC) in meeting its goals.

Addressing Identified Needs

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

By Executive Order, Governor Lamont initiated the Blue-Ribbon Panel in 2023. The Panel is charged with developing a 5-year strategic plan to build a childcare system in CT that works for families, providers, and Connecticut's economy. ctoec.org/blue-ribbon-panel/

To accomplish the charge, the Panel has acknowledged the need to focus on the recruitment, retention and compensation of teachers working in the early childhood field. At this time, the field is not attractive to many adults due to long hours, low pay and minimal support. As a result, early childhood programs in CT are in crisis in terms of not having enough staff to care for Connecticut's children. As the Office of Early Childhood raises the qualification levels of teachers, and the Blue Ribbon Panel continues to finalize its draft recommendations to Governor Lamont, this certificate program will support OEC and the Panel in accomplishing its goals.

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The average child care worker currently earns approximately \$15.34. The estimated number of childcare workers required for 2023 is 6,340. [Occupational Employment and Wage Statistics \(1Q 2023\): State of Connecticut](#)

A comparison of wage changes from 2014-2023 is as follows.

[Childcare Workers \(39-9011\) in Connecticut \(state.ct.us\)](#)

Childcare Workers (39-9011)

Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes Preschool Teachers, Except Special Education (25-2011) and Teaching Assistants, Preschool, Elementary, Middle, and Secondary School, Except Special Education (25-9042).

Median Wage History					
Year	This Occupation		Compared to Occupational Group		Difference
Current	\$15.34		\$15.85		
2022	\$14.68	+4.5%	\$15.16	+4.5%	
2021	\$13.53	+8.5%	\$13.98	+8.5%	
2020	\$12.82	+5.5%	\$13.24	+5.5%	
2019	\$12.36	+3.7%	\$12.77	+3.7%	
2018	\$11.85	+4.3%	\$12.25	+4.3%	
2017	\$11.44	+3.6%	\$11.82	+3.6%	
2016	\$11.08	+3.3%	\$11.44	+3.3%	
2015	\$10.76	+3.0%	\$11.12	+3.0%	
2014	\$10.53	+2.2%	\$10.88	+2.2%	

CT simply cannot sustain its childcare system as it exists at the present time. Programs will close due to not having enough staff to care for the children and parents will be unable to work, ultimately affecting the CT economy. If programs remain open, we risk the safety of our youngest citizens.

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

Since Charter Oak State College is an online college, this program will serve all CT communities. Since courses have already been developed for this program, and the college pays faculty based on number of students enrolled, all financial risk has been mitigated.

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

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

The field of early childhood includes many teachers from marginalized CT communities who do not attend traditional colleges after high school. These workers are caring for the children of professionals working in CT, yet they are underpaid and often do not hold any credentials to support their advancement in the field. This is

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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NEW CERTIFICATE – BELOW THRESHOLD REPORT

of major concern to the field as a whole, and also to Charter Oak State College. Additionally, the Blue Ribbon Panel recommendations address equity in terms of provider compensation and benefits.

The college currently utilizes Power BI, a data management system, which will track recruitment, enrollment, retention, and completion of the program.

- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.
- Many teachers working in early childhood education struggle to earn college credits due to inadequate skills in writing. Yet, all teachers entering this program will already have a high school diploma. In addition, there is a digital divide with technology. To address these equity gap and to improve outcomes, the program plans the following:
 - Monthly optional synchronous Zoom sessions for participants to meet with faculty to ask questions, review content in courses, etc....
 - Open the new 'Technology lab' to allow to allow students to work from campus.
 - Ensure students have knowledge of how to reach our instructional design team with questions about Blackboard, and how to access the 24/7 tutoring system (Brainfuse) that is available to all students.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
 Inequities will be addressed at recruitment and retention meetings, where college leadership comes together routinely to discuss strategies to better support students in being successful in their programs. Each student will have an academic advisor. Faculty has access to academic advisors who will communicate when there may be a need to reach out to a student. These communications will be used to address any inequities that may be noted.
- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*

Early Childhood Education Career Level Advancement (supports teachers to work in Office of Early Childhood Licensed Child Care Centers and Family Child Care Homes.			CSDE Certifications	
ECE Level 1	ECE Level 2	ECE Level 3	Teacher Certification	Teacher Certification
CDA Credential	Associate's degree	Bachelor's Degree	ARC -112	Graduate Degree Programs leading to Certifications (112, 113, etc)
To be earned at Charter Oak State College	Can be earned at CT Community College or Charter Oak State College	Can be earned at any CSCU or Charter Oak State College	Can be earned at Charter Oak State College	Cam be earned at any CSCU or private institution of higher education offering an

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
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			approved teacher education program
<ul style="list-style-type: none">• Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. N/A			
Cost Effectiveness and Availability of Adequate Resources Provide a brief narrative below regarding the budget for the proposed program, as well as the cost effectiveness, sustainability, and availability of adequate resources. Since the ECE Level 1 is a new national recommendation for teachers working in the early childhood field, and being recommended to Governor Lamont as part of the Blue Ribbon Panel, this program should be sustainable. It is an entry level credential for teachers working in the early childhood field, and will serve as a pathway for them to move into associate and bachelor degree programs, thereby allowing opportunities for career advancement. In addition, the program administrator reached out to the Office of Early Childhood to ask if they would be in support of allowing teachers to utilize the scholarship fund for this program since it will not be financial aid eligible, and they have indicated in writing that they would allow teachers to apply for the use of scholarship funds, as long as they enroll in this program as an approved program of study. Since the college pays faculty based on per-student enrollment into each course, and adequate financial resources should be available in the foreseeable future, this program should be cost effective for the college.			
Special Resources Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc. Charter Oak State College recently moved to 185 Main Street in New Britain. The new building has a state-of-the art technology lab. The program intends to open this lab to students who do not have adequate technology at home.			
Student Recruitment / Student Engagement What are the sources for the program's projected enrollments? Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved. The ECE program at Charter Oak State College is well known in the state for providing online education for teachers to earn their degrees. The program markets on the ECE Listserv, which reaches thousands of professionals supporting the early childhood field. The admissions team offers monthly open house events for all programs, with two annual events specifically designed for the early childhood field. In addition, the full-time staff attends the CT AEYC annual conference, with Charter Oak State College being a GOLD sponsor for this year's event. This sponsorship allows our administrators to present to attendees about the programs offered. Further, the program staff is prepared to provide outreach to high school students in priority school districts, where many high school seniors plan to move into work in early childhood education. If applicable, what student engagement strategies will be employed to advance student retention and completion in program? Online, synchronous, support meetings; Postings to Early Childhood Education closed Facebook page.			

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NEW CERTIFICATE – BELOW THRESHOLD REPORT

Careers/Professions & Estimated Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 624410- Child Care Services; Family Child Care Homes.

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$31,200.00

Applicable Industries

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 624410 Child Care Services

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: Associate of Science in ECE or Bachelor of Science in ECE ☒ No

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O.

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

At the end of this program, students will:

1. Understand the 'Professional Standards and Competencies required for professionals working in the early childhood field, as well as levels of progression for advancement in the field.
2. Understand the developmental period of early childhood from birth-age 8 across various domains of development (physical, social, cognitive, linguistic).
3. Know and apply principles of health, safety, and nutrition to ensure children are safe and well cared for each day.
4. Know and apply basic principles of developmentally appropriate practices while working under the direction of a more qualified teaching professional.
5. Complete 120 hours of training to earn the CDA Credential.
6. Complete 480 field experience hours.

Assessment of Learning Outcomes

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

Courses will include online discussions related to the learning outcomes, assignments aligned to the ECE Professional Standards and Competencies, and field experience hours.

Program Administration

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

- Name: Maureen Hogan, PhD.
- Email: mhogan@charteroak.edu Phone: 860-515-3882
- Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program.

The proposed administrator has 20 years of experience serving the early childhood community in CT, as an early childhood program administrator, approved trainer for the Office of Early Childhood, and consultant to programs pursuing NAEYC (National Association for

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

NEW CERTIFICATE – BELOW THRESHOLD REPORT

the Education of Young Children) accreditation. She also serves as a professional development specialist for the Council for Professional Recognition, which issues the CDA Credential. The administrator holds her advanced degree in Professional Studies of Education, with an emphasis on Training and Performance Improvement. She has focused her work on the development of systems to support the professional advancement and qualifications of teachers working in early childhood education.

The proposed administrator manages a program serving over 375 students. However, she has support from the academic advising team at the college to manage the advising of many of these students.

Program Faculty

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

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

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 6

What percentage of program credits will be taught by adjunct faculty? 100%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Adjunct faculty will have a minimum of a master's degree in early childhood education or a related field, and familiarity with the CDA Credential. Experience teaching online is preferred.

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
All faculty hired to teach will be adjunct and will teach no more than 8 credits per semester.			

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
ECE 101- Intro to ECE	1, 4, 5	N/A	3
ECE 247- Child Development	2, 4, 5	N/A	3
ECE 176- Health, Safety, and Nutrition	2, 3, 5	N/A	3

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NEW CERTIFICATE – BELOW THRESHOLD REPORT

Open Electives <i>(Indicate number of credits of open electives)</i>	N/A
Total Program Credits:	9
What are the admissions requirements for the program? Must have a high school diploma.	
Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: Students must prepare a portfolio to demonstrate competencies as an ECE Level 1 based on the Professional Standards and Competencies for the field.	
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support: The CDA Credential requirement is for students to complete 480 hours of fieldwork to apply for the credential. Since students complete this work in their place of employment, there is no need for agreements or contracts with other agencies.	
Describe the prospective students for the program: Students in this program will be working in the early childhood field as teacher aides, assistant teachers, lead teachers and family childcare providers who are licensed to care for children in their homes. The type of program the student works in currently determines the position that the student will hold. However, all students in this program work to serve children ages birth-age 5.	

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/20/2023 Submission to CSCU Office of the Provost for Academic Council: 10/23/2023
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 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: 3 credit course substitution; no change to overall program credits.	
Original Program Characteristics Name of Program: Business Office Technology: Administrative Support Specialist (ADSS-CC-BOT) OHE #: 21403 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 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>): Certificate Date Program was Initiated: March 24, 2022 Total # Credits in Program: 24-25 # Credits in General Education: N/A CIP Code Number: 52.0401 Title of CIP Code: Administrative Assistant and Secretarial Science, General	
Modified Program Characteristics Name of Program: Business Office Technology: Administrative Support Specialist (ADSS-CC-BOT) Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 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>): Certificate Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 24-25 # Credits in General Education: N/A CIP Code Number: 52.0401 Title of CIP Code: Administrative Assistant and Secretarial Science, General	
Department where program is housed: School of Business & Hospitality Location Offering the Program (<i>e.g., main campus</i>): Gateway, Housatonic, Manchester	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contact for this Proposal: Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@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:

In the list of Application Electives in which students must choose 2 (6 credits), Remove "CST 0000 Web Essentials and replace with CIS 1002 Foundations of Computing". CST 0000 Web Essentials is no longer a stand-alone course; however, course content will be merged with CIS 1002 Foundations of Computing.

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
Choose 2 Application Electives (3 credits each):		Choose 2 Application Electives (3 credits each):	
<ul style="list-style-type: none"> • BOT 1102 Keyboarding and Document Production II • BOT 1307 Word Processing Applications • BOT 2109 Integrated Applications • CSA 1110 Introduction to Software Applications • CIS 1001 Introduction to Computers • CST 0000 Web Essentials 	6	<ul style="list-style-type: none"> • BOT 1102 Keyboarding and Document Production II • BOT 1307 Word Processing Applications • BOT 2109 Integrated Applications • CSA 1110 Introduction to Software Applications • CIS 1001 Introduction to Computers • CIS 1002 Foundations of Computing 	6
Total Credits Original Program	24-25	Total Credits Modified Program	24-25

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.

Upon successful completion of all Administrative Support Specialist certificate program requirements, graduates will:

- Demonstrate keyboarding and data-entry speed and accuracy, including proofreading, according to 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.

Assessment of Learning Outcomes

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

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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
BOT 1101 Keyboarding and Document Production I		None	3
BOT 1604 Office Accounting or ACCT 1130 Principles of Financial Accounting		BOT 1604: None ACCT 1130: MATH 0988/MATH 0989 with a grade of D- or higher OR placement using multiple measures	3
BUSN 2100 Business Communications or BMGT 2040 Managerial Communications		BUS 2100: None BMGT 2040: ENG 1010 with a grade of C- or better	3
BOT 2200 Digital Workplace Technologies		Eligibility for ENG 0930	3
CSA 1111 Spreadsheet Applications		None	3
BOT 2095 Cooperative Work Experience or BOT 2195 Administrative Practicum		BOT 2095 & 2195: Permission of Program Coordinator	BOT 2095: 3 BOT 2195: 4
Choose 2 Application Electives (3 credits each): <ul style="list-style-type: none"> • BOT 1102 Keyboarding and Document Production II • BOT 1307 Word Processing Applications • BOT 2109 Integrated Applications • CSA 1110 Introduction to Software Applications • CIS 1001 Introduction to Computers • CIS 1002 Foundations of Computing 		BOT 1102: BOT 1101 BOT 1307: None BOT 2109: C or better in BOT 1101 CSA 1110: None CIS 1001: None CIS 1002: None	6
Open Electives <i>(Indicate number of credits of open electives)</i>			0
Total Program Credits:			24-25

Description of Related Modification(s)

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

Description of Resources Needed

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.
 None

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://ctstate.edu/business-hospitality>

(https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=346&returnto=169)

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

Provide estimated cost of program (tuition and fees): link to tuition/fee information: <https://ctstate.edu/investing-in-a-ct-state-education>

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable): This program is recommended for students interested in upgrading their skills to become more marketable in an increasingly technological work environment. Coursework focuses on business communications and computer applications to provide students with the skills necessary to secure entry-level administrative employment opportunities.

Upon completion of this option, graduates gain direct entry into the local general administrative support job market in such positions (titles vary depending on the organization) as: Executive Assistant, Administrative Assistant, Project Coordinator/Project Assistant, Administrative Specialist/Associate, Program Assistant, Accounting Clerk, Office Manager, Office Clerk, School Secretary, Sales/Marketing Assistant, Human Resources Assistant, Customer Service Representative, Property Management Assistant, Mortgage Assistant, Claims Processor, Dispatcher, Data Entry Verification Specialist, and Receptionist.

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

- Microsoft Office Specialist (certifications by exam per application)
- Certified Administrative Professional (CAP)

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):

43-1011 First-Line Supervisors of Office and Administrative Support Workers

43-4161 Human Resources Assistants, Except Payroll and Timekeeping

43-6011 Executive Secretaries and Executive Administrative Assistants

43-6014 Secretaries and Administrative Assistants, Except Legal, Medical, and Executive

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

Applicable Industries

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

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jimmy Adams, Dean of the School of Business & Hospitality, jadams@commnet.edu, 860.612.7047

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

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How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
Admissions Requirements What are the admissions requirements for the program? No special admission requirements: https://ctstate.edu/become-a-student
Graduation Requirements Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: BOT 2095 Cooperative Work Experience or BOT 2195 Administrative Practicum
Program Work Experiences Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support: BOT 2095 Cooperative Work Experience or BOT 2195 Administrative Practicum
Prospective Students Describe the prospective students for the program: This program is recommended for students interested in upgrading their skills to become more marketable in an increasingly technological work environment. Coursework focuses on business communications and computer applications to provide students with the skills necessary to secure entry-level administrative employment opportunities.

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/20/2023 Submission to CSCU Office of the Provost for Academic Council: 10/23/2023
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 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: Adding option of practicum/work experience; overall program credits increased by 1.	
Original Program Characteristics Name of Program: Business Office Technology: Electronic Health Records Specialist (EHRS-CC-BOT) OHE #: 21405 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 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>): Certificate Date Program was Initiated: March 24, 2022 Total # Credits in Program: 18 # Credits in General Education: N/A <u>CIP Code Number</u> : 51.0706 Title of CIP Code: Health Information/Medical Records Administration/ Administrator	
Modified Program Characteristics Name of Program: Business Office Technology: Electronic Health Records Specialist (EHRS-CC-BOT) Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 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>): Certificate Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 18-19 # Credits in General Education: N/A <u>CIP Code Number</u> : 51.0706 Title of CIP Code: Health Information/Medical Records Administration/ Administrator	
Department where program is housed: School of Business & Hospitality Location Offering the Program (<i>e.g., main campus</i>): Gateway, Manchester, Quinebaug Valley, Tunxis	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contact for this Proposal: Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@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:

Add the option for students to take either HIMT 2110 Health Information Management Principles (3 credits) OR the practicum BOT 2095 Cooperative Work Experience (3 credits) OR BOT 2195 Administrative Practicum (4 credits).

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
HIMT 2110 Health Information Management Principles	3	HIMT 2110 Health Information Management Principles (3 credits) OR BOT 2095 Cooperative Work Experience (3 credits) OR BOT 2195 Administrative Practicum (4 credits)	3-4
Total Credits Original Program	18	Total Credits Modified Program	18-19

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.

Upon successful completion of this certificate, graduates will be able to

- Demonstrate advanced keyboarding speed and accuracy using industry accepted methods
- Demonstrate competency in the use of standard medical office equipment including practice management systems
- Use the common features and functions of specialized EHR applications
- Review electronic health records for timeliness, completeness, accuracy, and appropriateness of health data
- Protect health information for confidentiality, authorized release of information, and data security
- Demonstrate professionalism and positive work habits necessary for success in today's medical office

Assessment of Learning Outcomes

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

Students will demonstrate proficiency via hands-on Labs, software simulations and integrated projects

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
BOT 1101 Keyboarding and Document Production I		None	3
BOT 1800 - Medical Terminology and Anatomy		None	3
BOT 1801 - Medical Coding I		BOT 1800 or HIMT 1000	3
BOT 2808 - Medical Practice Management Applications		BOT 1800	3

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

BOT 2810 - Electronic Health Records		BOT 2808 with C or Higher	3
HIMT 2110 Health Information Management Principles OR BOT 2095 Cooperative Work Experience OR BOT 2195 Administrative Practicum		HIMT 2110: eligibility for ENG 1010 BOT 2095 & 2195: Permission of Program Coordinator	BOT 2095: 3 BOT 2195: 4
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			18-19
Description of Related Modification(s) Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
Description of Resources Needed As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. None			

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://ctstate.edu/business-hospitality https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=321&returnto=169
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
Provide estimated cost of program (tuition and fees): link to tuition/fee information: https://ctstate.edu/investing-in-a-ct-state-education
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Catalog Description Provide the catalog description for this program (with proposed modifications if applicable): 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. 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. Upon completion of this certificate, graduates can elect to take the following national industry-recognized certifications: • Certified Electronic Health Record Specialist (CEHRS) via the National Healthcareer Association (NHA)
Careers/Professions and Earnings Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 11-9111 Medical and Health Services Managers 29-2072 Medical Records Specialists 29-9021 Health Information Technologists and Medical Registrars

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

What would be the median estimated earnings for a graduate in this profession (<i>if more than one SOC code listed, include earnings for each</i>)?
Applicable Industries Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s):
Career/Program Pathways Does this program prepare students for another program? <input type="checkbox"/> Yes, specify program: <input checked="" type="checkbox"/> No
Program Administration and Faculty Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jimmy Adams, Dean of the School of Business & Hospitality, jadams@commnet.edu, 860.612.7047 How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
Admissions Requirements What are the admissions requirements for the program? No special admission requirements: https://ctstate.edu/become-a-student
Graduation Requirements Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:
Program Work Experiences Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:
Prospective Students Describe the prospective students for the program:

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/20/2023 Submission to CSCU Office of the Provost for Academic Council: 10/23/2023
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 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: Updating math course options to follow general education requirements; no change in overall program credits	
Original Program Characteristics Name of Program: Business Office Technology: Medical Option (MEDO-AS-BOT) OHE #: 21408 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science, AS Date Program was Initiated: June 24, 2021 Total # Credits in Program: 61-64 # Credits in General Education: N/A <u>CIP Code Number</u> : 51.0717 Title of CIP Code: Medical Staff Services Technology/Technician	
Modified Program Characteristics Name of Program: Business Office Technology: Medical Option (MEDO-AS-BOT) Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 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>): Certificate Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 61-64 # Credits in General Education: N/A <u>CIP Code Number</u> : 51.0717 Title of CIP Code: Medical Staff Services Technology/Technician	
Department where program is housed: School of 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: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contact for this Proposal: Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@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:

Updating MATH requirement to follow revised Gen Ed requirements (recommend MATH 1003 Elementary Statistics (3 credits) OR MATH 1200 Statistics I (3 credits) OR 1201 Statistics I with Computer Applications (4 credits))

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 1003 Elementary Statistics (3 credits) OR MATH 1200 Statistics I (3 credits) OR MATH 1201 Statistics I with Computer Applications (4 credits)	3-4
Total Credits Original Program	61-64	Total Credits Modified Program	61-64

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.

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.

Assessment of Learning Outcomes

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

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 Composition	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
MATH 1003 Elementary Statistics (3 credits) OR MATH 1200 Statistics I (3 credits) OR MATH 1201 Statistics I with Computer Applications (4 credits)	GenEd	MATH 1003: MATH 0988 / MATH 0989 with a grade of D- or higher OR placement using multiple measures MATH 1200 & 1201: MATH 0988 / MATH 0989 (C- or higher) OR placement using multiple measures OR MATH 1010 / MATH 1011 (D- or higher) taken prior to fall 2023	3-4
Elective ARHX Arts & Humanities Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: https://catalog.ctstate.edu/content.php?catoid=2&navoid=183)	3-4
BIO 1111 Cell Biology with Organ Systems (4 credits) OR BIO 1110 Principles of the Human Body (3 credits) with BIO 1110L Principles of the Human Body with Lab (1 credit)	GenEd	BIO 1111: Eligibility for ENG 1010 BIO 1110/1110L: Eligibility for ENG 0910	4
PSY 1011 General Psychology I or SOC 1001 Principles of Sociology	GenEd	Eligibility for ENG 1010	3
COMM 1301 Public Speaking or BUSN 2100 Business Communications	GenEd	COMM 1301: Eligibility for ENG 1010 BUSN 2100: None	3
CCS 1001 College & Career Success	GenEd	Must be eligible to take intensive/developmental-level English class (ENG 0960 , or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
BOT 1101 Keyboarding and Document Production I		None	3
BOT 1604 Office Accounting or ACCT 1130 Principles of Financial Accounting		BOT 1604: None ACCT 1130: MATH 0988 / MATH 0989 with a grade of D- or higher OR placement using multiple measures	3
BOT 2200 Digital Workplace Technologies		Eligibility for ENG 0930	3
CSA 1111 Spreadsheet Applications		None	3
BOT 2095 Cooperative Work Experience OR BOT 2195 Administrative Practicum OR		BOT 2095 & 2195: Permission of Program Coordinator CIS 1143: none	BOT 2095: 3 BOT 2195: 4 CIS 1143: 3

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CIS 1143 Project Management			
BMGT 2020 Principles of Management or BMGT 2100 Organizational Behavior or BMGT 2200 Human Resource Management		BMGT 2020 & 2100: ENG 1010 with a grade of C- or higher BMGT 2200: ENG 1010 , BMGT 2020	3
Choose 2 Application Electives: BOT 1102 Keyboarding and Document Production II BOT 1307 Word Processing Applications BOT 2109 Integrated Applications CSA 1110 Introduction to Software Applications		BOT 1102: BOT 1101 BOT 1307: None BOT 2109: C or better in BOT 1101 CSA 1110: None	6
BOT 1800 Medical Terminology and Anatomy or HIMT 1000 Medical Terminology		None	3
BOT 1801 Medical Coding I		BOT 1800 or HIMT 1000	3
BOT 1802 Medical Coding II		BOT 1800 or HIMT 1000	3
BOT 2808 Medical Practice Management Applications OR HIMT 2110 Health Information Management Principles		BOT 2808: BOT 1800 HIMT 2110: eligibility for ENG 1010	3
BOT 2807 Foundations/Management of Medical Insurance OR BOT 2810 Electronic Health Records		BOT 2807: BOT 1800 or HIMT 1000 BOT 2810: BOT 2808 with C or Higher	3
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			61-64
Description of Related Modification(s) Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
Description of Resources Needed As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. None			

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://ctstate.edu/business-hospitality (https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=132&returnto=169)
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2
Provide estimated cost of program (tuition and fees): link to tuition/fee information: https://ctstate.edu/investing-in-a-ct-state-education
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Catalog Description

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

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

- 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)

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):

13-1041 Compliance Officers

31-9099 Healthcare Support Workers, All Other

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

Applicable Industries

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

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jimmy Adams, Dean of the School of Business & Hospitality, jadams@commnet.edu, 860.612.7047

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

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

Admissions Requirements

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What are the admissions requirements for the program? No special admission requirements: <https://ctstate.edu/become-a-student>

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program:

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/20/2023 Submission to CSCU Office of the Provost for Academic Council: 10/23/2023
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 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: Add option of practicum/work experience course and expand course options for science requirements; overall program credits potentially increased by 1.	
Original Program Characteristics	
Name of Program: Business Office Technology: Medical Insurance Specialist (MCOD-CC-BOT)	
OHE #: 21407	
Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses	
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>): Certificate	
Date Program was Initiated: March 24, 2022	
Total # Credits in Program: 22	
# Credits in General Education: N/A	
CIP Code Number: 51.0707 Title of CIP Code: Health Information/Medical Records Technology/Technician	
Modified Program Characteristics	
Name of Program: Business Office Technology: Medical Insurance Specialist (MCOD-CC-BOT)	
Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses	
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>): Certificate	
Initiation Date for Modified Program: Fall 2024	
Anticipated Date of First Graduation: Fall 2024	
Total # Credits in Program: 22-23	
# Credits in General Education: N/A	
CIP Code Number: 51.0707 Title of CIP Code: Health Information/Medical Records Technology/Technician	
Department where program is housed: School of Business & Hospitality	
Location Offering the Program (<i>e.g., main campus</i>): Gateway, Manchester, Quinebaug Valley, Tunxis	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program:	
Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A	
Phase Out Period N/A Date of Program Termination N/A	
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contact for this Proposal: Michael Stefanowicz	
Title: AVP, Academic Affairs	
Tel.: 860.612.7039 e-mail: mstefanowicz@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:

Add the option for students to take either BOT 2807 Foundations/Management of Medical Insurance (3 credits) OR the practicum (BOT 2095 Cooperative Work Experience (3 credits), OR BOT 2195 Administrative Practicum (4 credits).

Add the option of BIO 1111 Cell Biology with Organ Systems (4 credits) OR BIO 1110 Principles of Human Biology (3 credits) with BIO 1110L Principles of Human Biology with Lab (1 credit) to match the BOT Medical Option, AS degree

Curriculum

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
BOT 2807 Foundations/Management of Medical Insurance	3	BOT 2807 Foundations/Management of Medical Insurance (3 credits) OR BOT 2095 Cooperative Work Experience (3 credits) OR BOT 2195 Administrative Practicum (4 credits)	3-4
BIO 1110 Principles of the Human Body (3 credits) with BIO 1110L Principles of the Human Body with Lab (1 credit)	4	BIO 1111 Cell Biology with Organ Systems (4 credits) OR BIO 1110 Principles of the Human Body (3 credits) with BIO 1110L Principles of the Human Body with Lab (1 credit)	4
Total Credits Original Program	22	Total Credits Modified Program	22-23

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.

Upon successful completion of this certificate, graduates will be able to

- Create and modify standard types of business communications in both printed and electronic forms.
- Demonstrate strong interpersonal and human relations skills required for success in a professional setting.
- Demonstrate proficiency in the use of ICD-10-CM (International Classification of Diseases, Tenth Revision, Clinical Modification) and CPT (Current Procedural Terminology), HCPCS (Healthcare Common Procedure Coding System) coding in entering and/or processing medical insurance claims.
- Acquire up-to-date technology skills using medical office computer applications.
- Understand and adhere to the importance of federal regulations, medical ethics, legal implications, and patient confidentiality when handling protected health information.

Assessment of Learning Outcomes

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

Detailed Curriculum for Modified Program

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

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Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
BOT 1101 Keyboarding and Document Production I		None	3
BOT 1800 Medical Terminology and Anatomy		None	3
BOT 1801 Medical Coding I		BOT 1800 or HIMT 1000	3
BOT 1802 Medical Coding II		BOT 1800 or HIMT 1000	
BOT 2200 Digital Workplace Technologies		Eligibility for ENG 0930	3
BIO 1111 Cell Biology with Organ Systems (4 credits) OR BIO 1110 Principles of the Human Body (3 credits) with BIO 1110L Principles of the Human Body with Lab (1 credit)		BIO 1111: Eligibility for ENG 1010 BIO 1110/1110L: Eligibility for ENG 0910	4
BOT 2807 Foundations/Management of Medical Insurance OR BOT 2095 Cooperative Work Experience OR BOT 2195 Administrative Practicum		BOT 2807: BOT 1800 or HIMT 1000 BOT 2095 & 2195: Permission of Program Coordinator	BOT 2807: 3 BOT 2095: 3 BOT 2195: 4
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			22-23
Description of Related Modification(s) Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
Description of Resources Needed As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. None			

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://ctstate.edu/business-hospitality (https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=352&returnto=169)
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 1
Provide estimated cost of program (tuition and fees): link to tuition/fee information: https://ctstate.edu/investing-in-a-ct-state-education
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Catalog Description Provide the catalog description for this program (with proposed modifications if applicable): With the numerous changes in the health care industry due to federal incentives for the conversion to electronic automation of managing healthcare information the Medical Insurance Specialist will continue to play an important part in the health care industry through proper documentation oversight. This certificate program is designed to prepare students to manage the medical insurance specialist process along with coding and billing insurance claims in doctors' offices, hospitals, HMOs and other health care facilities.

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

- 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 Billing and Coding Specialist (CBCS) via the National Healthcareer Association (NHA)
- Certified Medical Reimbursement Specialist (CMRS) via American Medical Billing Association (AMBA)

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):

29-2072 Medical Records Specialists

29-9021 Health Information Technologists and Medical Registrars

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

Applicable Industries

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

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jimmy Adams, Dean of the School of Business & Hospitality, jadams@commnet.edu, 860.612.7047

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

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

Admissions Requirements

What are the admissions requirements for the program? No special admission requirements: <https://ctstate.edu/become-a-student>

Graduation Requirements

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

If yes, describe:

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program:

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/20/2023 Submission to CSCU Office of the Provost for Academic Council: 10/23/2023
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 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: Updating math course options to follow general education requirements; course substitutions; no change in overall program credits	
Original Program Characteristics Name of Program: Business Office Technology: Office Option (OFFC-AS-BOT) OHE #: 21410 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science, AS Date Program was Initiated: June 24, 2021 Total # Credits in Program: 61-64 # Credits in General Education: N/A <u>CIP Code Number</u> : 52.0407 Title of CIP Code: Business/Office Automation/Technology/Data Entry	
Modified Program Characteristics Name of Program: Business Office Technology: Office Option (OFFC-AS-BOT) Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 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>): Certificate Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 61-64 # Credits in General Education: N/A <u>CIP Code Number</u> : 52.0407 Title of CIP Code: Business/Office Automation/Technology/Data Entry	
Department where program is housed: School of 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: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contact for this Proposal: Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@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:

Updating MAT requirement to follow revised Gen Ed requirements (recommend MATH 1003 Elementary Statistics OR MATH 1200 Statistics I OR 1201 Statistics I with Computer Applications).

*Removing BMGT 2040-Managerial Communication from program electives as this course is changing to BUSN 2100 Business Communication which is a Gen Ed requirement to avoid redundancy.

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 1003 Elementary Statistics (3 credits) OR MATH 1200 Statistics I (3 credits) OR MATH 1201 Statistics I with Computer Applications (4 credits)	3-4
Choose 2 Business Electives (3 credits each): BUSN 2310 - Business Law I BUSN 2340 - Legal Environment of Business BMGT 2040 - Managerial Communications BENT 2180 – Entrepreneurship BMKT 2010 - Principles of Marketing BMKT 2200 – Sales BUSN 2400 - Business Ethics PHIL 1012 - Bioethics	6	Choose 2 Business Electives (3 credits each): BUSN 2310 - Business Law I BUSN 2340 - Legal Environment of Business BENT 2180 – Entrepreneurship BMKT 2010 - Principles of Marketing BMKT 2200 – Sales BUSN 2400 - Business Ethics PHIL 1012 - Bioethics	6
Total Credits Original Program	61-64	Total Credits Modified Program	61-64

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.

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.

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- 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.

Assessment of Learning Outcomes

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

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 Composition	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
MATH 1003 Elementary Statistics (3 credits) OR MATH 1200 Statistics I (3 credits) OR MATH 1201 Statistics I with Computer Applications (4 credits)	GenEd	MATH 1003: MATH 0988 / MATH 0989 with a grade of D- or higher OR placement using multiple measures MATH 1200 & 1201: MATH 0988 / MATH 0989 (C- or higher) OR placement using multiple measures OR MATH 1010 / MATH 1011 (D- or higher) taken prior to fall 2023	3-4
Elective ARHX Arts & Humanities Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: https://catalog.ctstate.edu/content.php?catoid=2&navoid=183)	3-4
BIO 1111 Cell Biology with Organ Systems (4 credits) OR BIO 1110 Principles of the Human Body (3 credits) with BIO 1110L Principles of the Human Body with Lab (1 credit)	GenEd	BIO 1111: Eligibility for ENG 1010 BIO 1110/1110L: Eligibility for ENG 0910	4
PSY 1011 General Psychology I or SOC 1001 Principles of Sociology	GenEd	Eligibility for ENG 1010	3
COMM 1301 Public Speaking or BUSN 2100 Business Communications	GenEd	COMM 1301: Eligibility for ENG 1010 BUSN 2100: None	3
CCS 1001 College & Career Success	GenEd	Must be eligible to take intensive/developmental-level English class (ENG 0960 , or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
BOT 1101 Keyboarding and Document Production I		None	3
BOT 1604 Office Accounting or ACCT 1130 Principles of Financial Accounting		BOT 1604: None ACCT 1130: MATH 0988 / MATH 0989 with a grade of D- or higher OR placement using multiple measures	3

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BOT 2200 Digital Workplace Technologies		Eligibility for ENG 0930	3
CSA 1111 Spreadsheet Applications		None	3
BOT 2095 Cooperative Work Experience OR BOT 2195 Administrative Practicum OR CIS 1143 Project Management		BOT 2095 & 2195: Permission of Program Coordinator CIS 1143: none	BOT 2095: 3 BOT 2195: 4 CIS 1143: 3
BMGT 2020 Principles of Management or BMGT 2100 Organizational Behavior or BMGT 2200 Human Resource Management		BMGT 2020 & 2100: ENG 1010 with a grade of C- or higher BMGT 2200: ENG 1010 , BMGT 2020	3
Choose 2 Application Electives: BOT 1102 Keyboarding and Document Production II BOT 1307 Word Processing Applications BOT 2109 Integrated Applications CSA 1110 Introduction to Software Applications		BOT 1102: BOT 1101 BOT 1307: None BOT 2109: C or better in BOT 1101 CSA 1110: None	6
CIS 1001 Introduction to Computers or CIS 1002 Foundations of Computing		CIS 1001 & 1002: None	3
ENG 1020 Composition II and Literature or ENG 1030 Composition II and Non-fiction Texts		ENG 1020 & 1030: ENG 1010 with a C or better	3
CSA 2112 Database Applications or CSA 2113 Advanced Applications		CSA 2112: none CSA 2113: CIS 1001 or CSA 1110	3
Choose 2 Business Electives: BUSN 2310 - Business Law I BUSN 2340 - Legal Environment of Business BENT 2180 – Entrepreneurship BMKT 2010 - Principles of Marketing BMKT 2200 – Sales BUSN 2400 - Business Ethics PHIL 1012 - Bioethics		BUSN 2310, 2340, 2400, BENT 2180, BMKT 2010, 2200: ENG 1010 with a grade of C- or higher PHIL 1012: Eligibility for ENG 1010	6
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			61-64
Description of Related Modification(s) Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
Description of Resources Needed As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.			

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None

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://ctstate.edu/business-hospitality>
(https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=133&returnto=169)

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

Provide estimated cost of program (tuition and fees): link to tuition/fee information: <https://ctstate.edu/investing-in-a-ct-state-education>

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

Catalog Description

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

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)

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):

43-4161 Human Resources Assistants, Except Payroll and Timekeeping

43-9021 Data Entry Keyers

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

Applicable Industries

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

Career/Program Pathways

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

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jimmy Adams, Dean of the School of Business & Hospitality, jadams@commnet.edu, 860.612.7047

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

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How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
Admissions Requirements What are the admissions requirements for the program? No special admission requirements: https://ctstate.edu/become-a-student
Graduation Requirements Does this program have special graduation requirements (e.g., capstone or special project)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe:
Program Work Experiences Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:
Prospective Students Describe the prospective students for the program:

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MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 09/22/2023 Submission to CSCU Office of the Provost for Academic Council: 10/18/2023
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 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 @ 3 credits	
Original Program Characteristics Name of Program: Music Industry (MUSI-AS) OHE #: 21447 Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science, AS Date Program was Initiated: 7/1/23; BOR approved 2/24/22 Total # Credits in Program: 62-63 # Credits in General Education: 62-63 <u>CIP Code Number</u> : 50.0901 Title of CIP Code: Music, General	
Modified Program Characteristics Name of Program: Music Industry Modality of Program (<i>check all that apply</i>): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science, AS Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 62-63 # Credits in General Education: 21-23 <u>CIP Code Number</u> : 50.0901 Title of CIP Code: Music, General	
Department where program is housed: School of Arts & Humanities Location Offering the Program (<i>e.g., main campus</i>): Capital	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A Phase Out Period: N/A Date of Program Termination: N/A Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contact for this Proposal: Michael Stefanowicz Title: Associate Vice President, Academic Affairs Tel.: (860) 612-7039 e-mail: mstefanowicz@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 proposal is to replace COMM 1612 Audio Production with MUS 1600 Introduction to Music Production. For a Music Industry program, COMM 1612 deals too broadly on communication media, and MUS 1600 focuses exclusively on music production, mixing and mastering, and best practices in current music studio work. As an introduction, MUS 1600 will be of much greater benefit to our Music Industry students.

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
COMM 1612 Audio Production	3	MUS 1600 Introduction to Music Production	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.

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

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

Assessment of Learning Outcomes

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

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 - Composition	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3

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MATH 1000 - Mathematics of Finance	GenEd	MATH 0988 / MATH 0989 with a grade of D- or higher OR placement using multiple measures	3
MUS 1001 - Music History & Appreciation or MUS 1002 - Music History & Appreciation II	GenEd	MUS 1001 & 1002: Eligibility for ENG 1010	3
Elective SCRX - Scientific Reasoning Course or SCKX - Scientific Knowledge Course	GenEd	Varied; Generally Eligibility for ENG 1010	3-4
Elective SBSX - Social / Behavioral Science Course	GenEd	Varied; Generally Eligibility for ENG 1010	3
ENG 1020 - Composition II and Literature	GenEd	ENG 1010 with a C or better	3
CCS 1001 - College & Career Success	GenEd	Must be eligible to take intensive/developmental-level English class (ENG 0960 , or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3
MUS 1600 Introduction to Music Production		None	3
MUS 1004 - World Music or MUS 1007 - Today's Music or MUS 1008 - Today's Music: Gospel, Ragtime, Blues, Jazz or MUS 1102 - Music Theory II		MUS 1004, 1007, & 1008: Eligibility for ENG 1010 MUS 1102: Prerequisite: MUS 1201 with a "C" or better or by permission of the instructor Corequisite: MUS 1202 . This corequisite can only be overridden by permission of the instructor upon the successful completion of a placement test.	3
MUS 1701 - Introduction to Music Business		Eligibility for ENG 1010	3
MUS 1100 - Fundamentals of Music or MUS 1101 - Music Theory I		MUS 1100: None (Though anyone can take this class, it should be noted that this class is primarily intended to serve as preparation for music majors to take music theory and ear training) MUS 1101: Prerequisite: A very basic understanding of notation before beginning this class is highly recommended. Successful completion of MUS 1100 is recommended, but not required. Corequisite: MUS 1201	3
MUS 1301 - Group Piano I		Permission by the instructor.	1
MUS 1302 - Group Piano II		MUS 1301 with a "C" or higher; or permission by the instructor	1
MUS 1011 - Survey of Recording Industry		Eligibility for ENG 1010	3
MUS 1602 - Electronic Music Composition I		MUS 1301 with a "C" or above; or permission by the instructor.	3
MUS 2603 - Electronic Music Composition II		MUS 1602 with a "C" or above; or by permission of the instructor	3

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MUS 1702 - Arts and Entertainment Management or BMGT 2020 - Principles of Management		MUS 1702: ENG 1010 or permission from the Music Program Coordinator BMGT 2020: ENG 1010 with a grade of C- or higher	3
MUS 2606 - Music for Film, TV, and Other Media		MUS 2603 or by Music Program Coordinator's approval. Demonstrated knowledge and success in music theory, rudimentary acoustic composition, as well as digital music software programs are highly recommended.	3
MUS 2604 - Advanced Music Mixing and Processing		Prerequisite: MUS 2603 Corequisite: MUS 2605	3
MUS 2605 - Principles of Sound Recording		Prerequisite: MUS 2603 Corequisite: MUS 2604	3
MUS 2095 - Music Industry Practicum Project/Internship		Approval of Music Program Coordinator	3
Open Electives (Indicate number of credits of open electives)			3
Total Program Credits:			62-63
Description of Related Modification(s) Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
Description of Resources Needed As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. None			

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://ctstate.edu/arts-humanities
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: https://ctstate.edu/investing-in-a-ct-state-education
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Catalog Description Provide the catalog description for this program (with proposed modifications if applicable): The Music Industry Associate in Science Degree will provide students with a comprehensive experience and knowledge of the music industry for the purpose of immediate entry into the professional world and/or successful matriculation to a four-year music industry program.
Careers/Professions and Earnings Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 25-1121 (Art, Drama, and Music Teachers, Postsecondary), 27-2041 (Music Directors and Composers), 27-2042 (Musicians and Singers) What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)?
Applicable Industries

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

Career/Program Pathways

Does this program prepare students for another program? ☒ Yes, specify program: The program has an official articulation agreement with the [University of Bridgeport](#). Students may also transfer to other schools such as the University of New Haven, Berklee College of Music, etc. but official articulation agreements for these schools are not currently in place.

Program Administration and Faculty

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Joshua Hummel, Associate Professor & Program Coordinator, jhummel@ccc.commnet.edu, (860) 906-5039

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

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

Admissions Requirements

What are the admissions requirements for the program? No special admission requirements: <https://ctstate.edu/become-a-student>

Graduation Requirements

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

If yes, describe: MUS 2095 - Music Industry Practicum Project/Internship: Practical, general workplace training supported by an individualized learning plan developed by the employer, students, and Music Industry faculty advisor. After creating this plan with their faculty advisor, students will explore a career in the music business over the course of at least a three-month internship. This practicum project will be a demonstration of all music industry knowledge learning in the previous semesters.

Program Work Experiences

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

If yes, describe and attach copies of the contracts or other documents ensuring program support: MUS 2095 - Music Industry Practicum Project/Internship: Practical, general workplace training supported by an individualized learning plan developed by the employer, students, and Music Industry faculty advisor. After creating this plan with their faculty advisor, students will explore a career in the music business over the course of at least a three-month internship. This practicum project will be a demonstration of all music industry knowledge learning in the previous semesters.

Prospective Students

Describe the prospective students for the program:

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SECTION 1: GENERAL INFORMATION

Institution: CT State Community College	Please enter the following dates: Final approval by institution: 10/20/2023 Submission to CSCU Office of the Provost for Academic Council: 10/23/2023
Most Recent NECHE Institutional Accreditation Action and Date: July 1, 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: 3 credits of open elective added; no change to overall program credits.	
Original Program Characteristics Name of Program: Paralegal (PARL-AS) OHE #: 21401 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>): Associate of Science, AS Date Program was Initiated: April 21, 2022 Total # Credits in Program: 60-63 # Credits in General Education: 21-24 CIP Code Number: 22.0302 Title of CIP Code: Legal Assistant/Paralegal	
Modified Program Characteristics Name of Program: Paralegal (PARL-AS) Modality of Program (<i>check all that apply</i>): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): Associate of Science, AS Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 60-63 # Credits in General Education: 21-24 CIP Code Number: 22.0302 Title of CIP Code: Legal Assistant/Paralegal	
Department where program is housed: School of Business & Hospitality Location Offering the Program (<i>e.g., main campus</i>): Housatonic, Manchester, Naugatuck Valley, Norwalk, Tunxis	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: N/A CIP: N/A OHE#: N/A BOR Accreditation Date: N/A Phase Out Period N/A Date of Program Termination N/A Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Institutional Contact for this Proposal: Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@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:

Reduce the number of credits of Legal Specialty Electives to 9. Add 3 credits of unrestricted electives.

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
Choose 4 courses from:	12	Choose 3 courses from:	9
• LGL 2004 - Criminal Procedure Credits: 3		• LGL 2004 - Criminal Procedure Credits: 3	
• LGL 2006 - Bankruptcy Law Credits: 3		• LGL 2006 - Bankruptcy Law Credits: 3	
• LGL 2010 - Family Law Credits: 3		• LGL 2010 - Family Law Credits: 3	
• LGL 2012 - Contract Law Credits: 3		• LGL 2012 - Contract Law Credits: 3	
• LGL 2016 - Administrative Law Credits: 3		• LGL 2016 - Administrative Law Credits: 3	
• LGL 2090 - Advanced Legal Issues Seminar Credits: 3		• LGL 2090 - Advanced Legal Issues Seminar Credits: 3	
• LGL 2095 - Coop Ed Work Experience Credits: 3		• LGL 2095 - Coop Ed Work Experience Credits: 3	
• LGL 2013 - Juvenile Law Credits: 3		• LGL 2013 - Juvenile Law Credits: 3	
• LGL 2003 - Criminal Law Credits: 3		• LGL 2003 - Criminal Law Credits: 3	
		Open Elective	3
Total Credits Original Program	60-63	Total Credits Modified Program	60-63

Learning Outcomes - L.O.

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

Upon successful completion of all Paralegal degree program requirements, graduates will

- Recognize and describe the proper role of the paralegal in the delivery of legal services to the public and apply the ethical rules that govern the conduct of the legal profession.

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- Demonstrate critical thinking, reasoning and analytical skills, conduct factual and legal research using print and computerized methods, and organize and present information effectively, both orally and in writing.
- Describe the organization of the American legal system, apply procedural law to litigation and administrative agency law, and demonstrate substantive knowledge of principles of law.
- Draft and interpret legal documents, including pleadings, deeds, mortgages, probate documents, court forms, business documents, and contracts for review by the supervising attorney.
- Perform file and case management tasks in accordance with office policy and court procedures, using problem-solving, organizational and computer skills.
- Recognize opportunities for professional development through continuing education and affiliation with professional organizations.

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

Assessment of Learning Outcomes

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

Detailed Curriculum for Modified Program

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 Composition	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
MATH 1000 Mathematics of Finance or higher (college level)	GenEd	MATH 0988 / MATH 0989 with a grade of D- or higher OR placement using multiple measures	3-4
Elective ARHX - Arts & Humanities Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: https://catalog.ctstate.edu/content.php?catoid=2&navoid=183)	3-4
Elective SCRX - Scientific Reasoning Course or Elective SCKX - Scientific Knowledge Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: https://catalog.ctstate.edu/content.php?catoid=2&navoid=183)	3-4
Elective SBSX - Social / Behavioral Science Course or Elective HISX - Historical Knowledge Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: https://catalog.ctstate.edu/content.php?catoid=2&navoid=183)	3
Elective ORAX - Oral Communication Course or Elective WRIX - Written Communication II Course	GenEd	Varies (Generally, eligibility for ENG 1011; see catalog: https://catalog.ctstate.edu/content.php?catoid=2&navoid=183)	3
CCS 1001 College & Career Success	GenEd	Must be eligible to take intensive/developmental-level English class (ENG 0960 , or ENG 0930) or higher. ESOL 1302 or higher or recommendation of ESOL coordinator.	3

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LGL 1001 Introduction to Legal Studies or POLS 1020 Introduction to Law		LGL 1001: Eligibility for ENG 1010 or permission of the program coordinator POLS 1020: Eligible for ENG 1010 or permission of instructor	3
LGL 1002 Legal Research and Writing		Eligibility for ENG 1010 and one of the following: POLS 1020 , LGL 1001 or permission of the program coordinator	3
LGL 1004 Real Estate Practice		Eligibility for ENG 1010 or permission of the program coordinator	3
LGL 2008 Litigation		Eligibility for ENG 1010 and one of the following: POLS 1020 , LGL 1001 or permission of the instructor	3
LGL 2009 Probate Practice& Estate Admin		Eligibility for ENG 1010 or permission of the program coordinator	3
LGL 2011 Business Organization		Eligibility for ENG 1010 or permission of the program coordinator	3
LGL 2190 Legal Studies Capstone or LGL 2195 Legal Internship		LGL 2190: LGL 2012 or permission of the program coordinator LGL 2195: Permission of the program coordinator	3
LGL 2020 Computer Applications in Law		Eligibility for ENG 1010 or permission of the program coordinator	3
BUSN 2310 Business Law I or BUSN 2340 Legal Environment of Business		BUSN 2310 & 2340: ENG 1010 with a grade of C- or better	3
LGL Electives - Choose 3 (3 credits each): LGL 2003 Criminal Law LGL 2004 Criminal Procedure LGL 2006 Bankruptcy Law LGL 2010 Family Law LGL 2012 Contract Law LGL 2013 Juvenile Law LGL 2016 Administrative Law LGL 2090 Advanced Legal Issues Seminar LGL 2095 Coop Ed Work Experience		LGL 2095: A minimum overall GPA of 2.0, 12 completed credit hours in the Paralegal program, completion of LGL 2008 , and permission of the Program Coordinator All others: Eligibility for ENG 1010 or permission of the program coordinator	9
Open Elective			3
Open Electives (Indicate number of credits of open electives)			3
Total Program Credits:			60-63
Description of Related Modification(s) Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements N/A			
Description of Resources Needed As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. None			

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: <https://ctstate.edu/business-hospitality>
(https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=180&returnto=169)

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IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 2
Provide estimated cost of program (tuition and fees): link to tuition/fee information: https://ctstate.edu/investing-in-a-ct-state-education
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Catalog Description Provide the catalog description for this program (with proposed modifications if applicable): A paralegal is a person, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. Paralegals may not provide legal services directly to the public except as permitted by law. Paralegals may not give legal advice or engage in the unauthorized practice of law. The paralegal curriculum prepares qualified individuals to carry out, in a professional manner, many of the complex tasks involved in rendering skilled assistance to lawyers, including in banks, insurance companies, private law firms, corporate offices, and public and agencies. Paralegals may be asked to conduct research and prepare memoranda; to draft pleadings and motions, deeds or contracts; to interview clients or witnesses; to prepare responses to discovery requests; or to digest depositions. Paralegals may prepare inventories, accounts and tax returns in connection with estates and trusts; perform real estate title searches and UCC searches; calendar and track important deadlines; or organize and maintain client files. The Paralegal Program offers a new career opportunity in a rapidly expanding field for people who have had no previous experience with legal work. For people already employed in legal work, the program will deepen their knowledge and upgrade their skills. Professional ethics and the paralegal's role within the legal profession are emphasized throughout the curriculum.
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): 23-2011 Paralegals and Legal Assistants, 23-2093 Title Examiners, Abstractors, and Searchers 23-2099 Legal Support Workers, All Other What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$ 59,200
Applicable Industries Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 541199 Paralegal services
Career/Program Pathways Does this program prepare students for another program? <input type="checkbox"/> Yes, specify program: <input checked="" type="checkbox"/> No
Program Administration and Faculty Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Jimmy Adams, Dean of the School of Business & Hospitality, jadams@commnet.edu, 860.612.7047 How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum?
Admissions Requirements

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

What are the admissions requirements for the program? No special admission requirements: <https://ctstate.edu/become-a-student>

Graduation Requirements

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

If yes, describe: LGL 2190 Legal Studies Capstone or LGL 2195 Legal Internship

Program Work Experiences

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

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

Prospective Students

Describe the prospective students for the program: The Paralegal Program offers a new career opportunity in a rapidly expanding field for people who have had no previous experience with legal work. For people already employed in legal work, the program will deepen their knowledge and upgrade their skills.