



**BOR ACADEMIC & STUDENT AFFAIRS COMMITTEE  
MEETING AGENDA**

**Friday, February 2, 2024 @ 9:30 a.m.**

**Conducted via Remote Participation Meeting will live stream at:  
<https://youtube.com/live/8or-PnXUUS8?feature=share>**

1. Call to Order: Declare Quorum
2. Approval of Minutes - December 1, 2023 – *Page 1*
3. Discontinuations
  - a. SCSU - Media Studies – BA – *Page 8*
  - b. CT State – Cybersecurity Operations – Certificate – *Page 13*
  - c. CT State – Cybersecurity – AS – *Page 18*
4. Modifications
  - a. SCSU – Business Administration – Masters – Program Modification – *Page 23*
  - b. SCSU – Communication – BS - Modification of Courses – Course Sub – *Page 30*
  - c. SCSU – School Health Education – MS – Modification in Modality – *Page 50*
  - d. WCSU – Criminal Justice – BS – Modification of CIP Code – *Page 53*
  - e. WCSU – Justice and Law Administration – BS – Application for Name Change – *Page 56*
  - f. CT State – Health Information Technology Data Management – Modification to Accredited Program – *Page 59*
  - g. CT State – Cybersecurity Essentials – Certificate 2 – Program Modification Name Change – *Page 71*
  - h. CT State – Computer Networking Technology – Certificate 2 – Program Modification Name Change – *Page 74*
5. New Programs
  - a. SCSU – TESOL – BA – *Page 77*
6. Centers and Institutes
  - a. SCSU – The Research Center on Values in Emerging Science and Technology – *Page 83*
7. CSU Promotion
  - a. Western Connecticut State University – *Page 85*
8. Below Threshold – Information Only
  - a. SCSU – Computer Science – MS - Modification in Credits – *Page 99*
  - b. SCSU – English – BA – Modification – Curricular Revision – *Page 105*
  - c. SCSU – English BS – Program Modification – *Page 111*
  - d. SCSU – Music – BA – Program Modification – *Page 118*
  - e. SCSU – Music Therapy – BS – Program Modification – *Page 122*
  - f. SCSU – Women, Gender, and Leadership – Graduate Certificate – New Certificate – *Page 127*
  - g. CT State - Health Information - Clinical Coding – Certificate - Addition of Course – *Page 129*

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](mailto:PHeleen@commnet.edu) at least 24 hours before the meeting.

- h. CT State - Radiography Program – Middlesex - Modification in Course – *Page 134*
- i. CT State - Respiratory Care – AS – Modification – *Page 142*



## **BOR ACADEMIC & STUDENT AFFAIRS COMMITTEE**

### **MEETING AGENDA**

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

**Conducted via Remote Participation**

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

**Members:** Professor Colena Sesanker, BOR Chair JoAnn Ryan

**Staff Present:** Kaylah Davis, Pam Heleen, Rai Kathuria, Aynsley Diamond, Nancy Becerra-Cordoba

**Other Attendees:** Jimmy Adams, Missy Alexander, Levy Brown, Michelle Brown, Lisa Bucher, David Ferreira, Christopher Gentile, Maureen Hogan, Julia Kara-Soteriou, Kimberly Kostelis, Trudy Milburn, James Mulrooney, Theodora Pinou, Ken Scaglia, Michael Stefanowicz, Paula Talty, CCSU President Zulma Toro, Brian Vernon, Bogdan Zamfir

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

1. Call to Order: Declare Quorum

2. Approval of Minutes

a. October 6, 2023

**Committee Chair Ira Bloom asked for a motion to approve the October 6<sup>th</sup>, 2023 minutes with an amendment to item 5.a., updating the name of presenter, from Laura Shaw to Louise Shaw. On a motion by Regent Richard Porth, second by Regent James McCarthy, a vote was taken, and the amended minutes were approved unanimously.**

3. Adoption of Agenda

**Committee Chair Ira Bloom asked for a motion to amend the approved agenda, to add a new action item, 5.e., a resolution concerning enrollment and completion reporting. A request was also made to move item 4.a.iii. New Program in Software Development at Charter Oak State College to the first action item, 4.a.i., in the interest of time. On a motion by Regent Porth, second by Regent McCarthy, a vote was taken, and the amended agenda was approved unanimously.**

4. Consent Items

a. Discontinuations

- i. Early Childhood Education – Infant and Toddler Concentration – BS – Charter Oak State College
  - ii. Early Childhood Education – Preschool Concentration – BS – Charter Oak State College
- Dr. David Ferreira and Dr. Maureen Hogan presented. Charter Oak State College requested approval for discontinuations of two concentrations, Infant and Toddler, and Preschool, in the Early Childhood Education Bachelor of Science programs. The discontinuations are connected to item, 3.b.iii. Early Childhood Teaching Credential. In accordance with NEAYC accreditation, students will now complete one concentration and obtain expertise in two areas.

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

- iii. Social Science – BA – Western CT State University

iv. Meteorology – BS – Western CT State University

Dr. Missy Alexander presented. Western Connecticut State University requested approval for the two discontinuations of the Bachelor of Arts in Social Science and Bachelor of Science in Meteorology programs. These two degrees were reviewed by governance last year, and the discontinuation of the Social Science degree is a result in change of focus to programs that are not in the general social sciences. There are no courses that go away and there are no concerns regarding teach out. Discontinuing these will clarify and clean the catalog. The Meteorology program faculty is currently developing a proposal to shift to a 4+1 approach and it was decided that this is the last year to admit to the existing program.

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

v. Hotel Management – AS – CT State Community College

vi. Restaurant Management – AS – CT State Community College

Dr. Levy Brown and Dr. Jimmy Adams presented. CT State Community College requested approval for the discontinuation of two associate degree programs in Hotel Management and Restaurant Management. The discontinuations are a part of an effort to pare down, eliminate duplicity, ensure alignment of courses, apply for accreditations, and enroll students in the correct programs. These programs were only offered at the Gateway campus and have nine students, whom they are working with on course substitutions.

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

b. Modifications

i. Management Information Systems – BS – Central CT State University

Dr. Kimberly Kostelis presented. Central Connecticut State University requested approval for the modification of the Bachelor of Science in Management Information Systems. The modification is related to a CIP code change, a more appropriate STEM code, and align with the information systems competencies model, IS 2020.

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

ii. B.A. Biology – BA to BS – Western CT State University

Dr. Missy Alexander and Dr. Theodora Pinou presented. Western Connecticut State University requested approval for the modification of a Bachelor of Arts in Biology to a Bachelor of Science. This modification is a result of program review and analysis, where it was determined the program was misnamed. The change will align with the BS designation at the other CSUs.

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

iii. Early Childhood Education – Early Childhood Teacher Credential – BS – Charter Oak State College

Dr. David Ferreira and Dr. Maureen Hogan presented. Charter Oak State College requested approval for the modification to the Bachelor of Science in Early Childhood Education, Early Childhood Teacher Credential. This item is connected to the two discontinuations. This modification is to eliminate the two concentrations, and rename the teaching concentration, as accreditation requires students to complete coursework in both areas. This ensures that students who plan to teach in centers approved by the OEC are enrolled in the correct program.

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

**was approved unanimously.**

5. Action Items

a. New Programs

i. Software Development – B.S. – Charter Oak State College

Kaylah Davis made note of a mistype on page 51, correcting the name to Software Development instead of Visual Arts.

Dr. David Ferreira presented. Charter Oak State College requested approval for a new Bachelor of Science in Software Development program. The addition of the software development program is part of the deficit mitigation plan as a growth strategy and new source of revenue. EAB market analysis has shown labor market trends and student demand in this area. The labor market demand, particularly in the northeast region, has many job opportunities. The student demand for the program is favorable, rising 8 percent and includes a pipeline of students from CT State. The program follows a stackable credential model, with its foundational courses connected to the Google IT certificate, and later courses lead to a CompTIA A+ certification, and Agile certification. In this program, students acquire foundational skills and can stack credentials for software development skills.

Regent Juanita James commended the stackable credential approach, as it will positively impact retention and completion rates, adding that this is an opportunity to meet the demands of the workforce and job market in Connecticut.

Committee Chair Ira Bloom asked where Charter Oak plans to recruit students from. Dr. David Ferreira advised that Charter Oak draws from the state of CT, like greater Hartford, Bridgeport, and Stamford. They are looking to target outreach in areas with strong tech regional partnerships, such as Capital Workforce partners and Southwest Tech Alliance.

Committee Chair Ira Bloom asked about the inclusion of courses as it relates to the future of software development and AI. Dr. David Ferreira confirmed that they are working with an expert in the field to review the curriculum and infuse the generative AI impact into the program, adding that software developers will need these skills. Dr. Ferreira used an example of python coding, adding that software developers can use generative AI to assist with coding issues, making them more productive. Incorporating AI into the curriculum will provide students those skills.

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

ii. 3+2 Special Education Program – BS and MS – Central CT State University

Dr. Kimberly Kostelis and Dr. Paula Talty presented. Central Connecticut State University requested approval for a new Bachelor of Science and Master of Science, 3+2 Special Education program. There is a state and national need for special educators as supported by a market analysis done by Hanover Research. CCSU currently has a Master's degree program in Special Education that leads to a teacher certification, but with an addition of the Bachelor's program, a student is better prepared. A 3+2 model enables students to obtain certification and licensure in year 4, and grow as professionals earlier in the master's program, allowing them to be better prepared to teach and serve as leaders in schools and promote equity.

Regent Juanita James commented her interest and excitement.

Regent Richard Porth commented his excitement and support.

Regent James McCarthy commented, adding support of another adaptation in a joint bachelor and master's program model as it will assist students in jumpstarting their professional development, particularly in areas where masters are required.

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

iii. Visual Arts – B.F.A. – Western CT State University

Dr. Missy Alexander, Ken Scaglia, and Brian Vernon presented. Western Connecticut State

University requested approval for a new Bachelor of Fine Arts, Visual Arts program. This is to complete the portfolio of moving arts programs to the professional degree level. Last year, the musical theatre and theatre programs moved to the professional level and have shown success. with the BFA in musical theatre up 12 students, and the combined theatre BA and BFA up 6. The accrediting body also advised with an additional 1 course; the Visual Arts BA can become a BFA. This is an opportunity to grow and has shown regional and national interest.

Regent Juanita James asked how we can influence the K-12 system and stress the importance of arts in curriculum. Dr. Missy Alexander and Dean Brian Vernon confirmed that each year a professional development day is held geared towards arts education in the tri-state area with this past year's event hosting up to 250 participants. Next year, they are looking to broaden this to educators in general and added that these conversations are happening.

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

b. Reinstate Discontinued or Suspended Academic Program

i. Elementary Education – M.S. – Central CT State University

Dr. Kimberly Kostelis, Dr. Julia Kara-Soteriou, and Dr. Paula Talty presented. Central Connecticut State University requested approval for the reinstatement of the Master of Science in Elementary Education program. This program was suspended in 2021 due to low enrollment and not meeting student needs as it did not lead to certification. Since, they have redesigned the program, which now leads to certification, meets the needs of students and school districts, and addresses the teacher shortage. Through this program, candidates who hold a bachelor's degree have a pathway to obtain certification quicker than a post-baccalaureate option. Students will participate in a residency model, which expands field experience, better prepares them for the classroom, and provides additional support from co-teachers. The residency approach allows students to 'earn while they learn', an approach taken in response to feedback and meeting student needs, as many students do not have the ability to stop working to participate in a certificate program. The redesign also supports candidates who may have worked in school districts and are looking to transition into certified teaching.

Regent Juanita James asked how the program is communicated and marketed, adding that it is important to aid in understanding the changes that were made and details of the redesign, as this program will better prepare teachers for challenges they face in the classroom. Dr. Paula Talty confirmed the concept the redesign is to better prepare candidates for challenges and retain professional educators.

Committee Chair Ira Bloom asked about the marketing plan. Dr. Kimberly Kostelis confirmed that their marketing and communication department is working to highlight all education programs. Additionally, CCSU has been working closely with State Department of Education and K-12 partners, as they are critical in program development and roll out.

Committee Chair Ira Bloom asked about how teacher preparation is approached in response to early usage of technology for pre-K-12. Dr. Julia Kara-Soteriou stated that students' use of technology provides students time to play and activities are designed for young kids without using technology. For elementary education students, teachers are encouraged to use websites to find information, create lessons. and teach students how to use technology as a tool to aid in critical thinking development.

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

c. New College

i. College of Health and Rehabilitation Sciences - Central CT State University

Dr. Kimberly Kostelis, Dr. Zulma R. Toro, Dr. James Mulrooney, and Lisa Bucher presented.

Central Connecticut State University requested approval for a new College of Health and Rehabilitation Sciences. The new college has been in development for more than two years and a

faculty-led task force was assembled and worked for more than 15 months to build out the College. When this proposal was brought to the Faculty Senate in May, there were no votes against it. Fiscally, the college reallocated budgets and resources. The ‘why’ of establishing this new college is to address CT workforce needs and beyond in areas of human service and health, also confirmed by market analysis. The college will aid in recruitment efforts, highlight programs within it, lift visibility, share resources and build/ strengthen partnerships. The College also offers experiential learning and community engagement with the development of the on-campus community health clinic. The clinic is student run, which teaches them how to interact with varying areas. This College will focus on interdisciplinary studies, which is aided by the clinic and support on campus from all areas and departments. President Toro stated that this is well-developed and fiscally responsible. An advisory board with more than 20 leaders from the community, many of them from the healthcare industry, discussed this as an area of need, adding it is an exciting opportunity on campus, and many other departments outside of health and human service are looking for ways to participate. Graduates and alumna from CCSU are supportive. Further, President Toro has been in discussion with a main donor, U.S. Secretary of Education, Miguel Cardona, and the Executive Director of the Dupont Foundation to discuss a model used in Delaware that developed a K to University pipeline of students for healthcare. Dr. Richard Fishman, a well-known optometrist is also planning to participate in the new college. Committee Chair Ira Bloom asked to confirm the College is included with the deficit mitigation plan. It was confirmed that it is part of the plan and will aid in initiatives. Committee Chair Ira Bloom asked how this is articulated with CT State graduates. It was confirmed that the existing programs have pathways in place; programs without pathways will have ones created, including experiential learning opportunities. Regent James McCarthy commented that the College is a phenomenal idea He applauded the comprehensive community health clinic and the strategy to involve students from the beginning. Regent Juanita James commended the work and added her support but did add that areas that may go away and what they are replaced with will need to be communicated. Committee Chair Ira Bloom asked how this is going to be institutionalized. Dr. Kimberly Kostelis confirmed that a key component of the integration and implementation of the interdisciplinary approach is the intentionality around curriculum alignment in the clinic and classroom, adding that clinical hours are an important factor of this clinic as it is on campus and easily accessible for students.

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

d. State University Centers and Institutes

i. Continuation of a Center/Institute – Center for Educational and Assistive Technology – Southern CT State University

Dr. Trudy Milburn and Bogdan Zamfir presented. Southern Connecticut State University requested approval for the continuation of the Center for Educational and Assistive Technology. The Center was established in 1989 with an aim to address the impact of technology on education. With the pandemic, moving to an online education format was needed which illuminated areas done well and where improvement was needed. To meet student need, they approached technology and pedagogy collaboratively and have worked within varying offices on campus, within the system, and the community. Technology is becoming more complex with the rise of AI, immersive technology, and continuing online education.

**Committee Chair Ira Bloom thanked Southern for the impressive proposal and asked for a motion to approve the continuation of the Center. On a motion by Regent Richard Porth, second by Regent Juanita James, a vote was taken, and the continuation was approved unanimously.**

e. Student Enrollment and Completion Report

Kaylah Davis read the Student Enrollment and Completion Report resolution (Attachment 1). Video of report reading (1:07:43-1:10:03). Regent Richard Porth supports the report request. Further, he

asked if the report would cover stackable credits and licenses that do not fit into a degree program. It was confirmed that the focus for now will be on credit bearing degrees and certificate programs, however, in the future, stackable credentials and non-degree programs may be included.

Regent James McCarthy added that this is a coalescence of interests throughout the colleges, system office, and Board, as there has been a raised importance on enrollment, retention, and student success. The November meetings of the Board committees, where each institution presented their approach for enrollment was an excellent beginning. A formal resolution for the annual report on enrollment will increase transparency and make reports publicly available. Committee Chair Ira Bloom added that data exists currently in varying places; with a report, it will be concise.

Regent Juanita James stated that the Board has fiduciary responsibilities and added that sustainability and enrollment are critical. With this annual report, it will better help the Board know where resources are needed.

Regent James McCarthy added that in creating the resolution, there was awareness of the line between fiduciary responsibilities of the board and responsibility of faculty, adding that it is not a request to manage daily activity, but to obtain data to maintain fiduciary oversight.

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

6. Informational Items - Below Threshold

- a. Child Development Associate (CDA) Training – Certificate – Charter Oak State College – New Program
- b. Business Office Technology: Administrative Support Specialist – Certificate – CT State Community College – Modification
- c. Business Office Technology: Electronic Health Records Specialist – Certificate – CT State Community College – Modification
- d. Business Office Technology: Medical Option – AS – CT State Community College – Modification –
- e. Business Office Technology: Medical Insurance Specialist – AS – CT State Community College – Modification
- f. Business Office Technology: Office Option – AS – CT State Community College – Modification
- g. Music Industry – AS – CT State Community College – Modification – Below Threshold
- h. Paralegal – AS – CT State Community College – Modification

**Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the motion to adjourn was approved unanimously at 11:12am.**



RESOLUTION  
TO  
DEVELOP AN ANNUAL REPORT ON STUDENT ENROLLMENT AND PROGRAM COMPLETION

December 14, 2023

- WHEREAS, Student enrollment and the completion of academic programs leading to undergraduate and graduate degrees and certificates are among the fundamental purposes of the Colleges and Universities that comprise the Connecticut State Colleges and Universities (CSCU); and
- WHEREAS, Members of the Board of Regents, along with other CSCU stakeholders, including the Faculty Advisory Committee, have suggested improvements in the timeliness, accuracy, and regular use of a variety of enrollment data provided by the CSCU system; and
- WHEREAS, The Board of Regents, in carrying out its fiduciary responsibilities, requires access to timely, concise, consistent, and readily available annual reports that establish enrollment targets at the start of each academic year and provide comparative data of actual enrollment and credit-bearing program completion rates achieved during each academic year.
- RESOLVED, The CSCU Chancellor, in collaboration with CSCU staff, shall develop an Annual Report on Student Enrollment and Program Completion (“Annual Report”) and shall submit the Annual Report in two parts to the Board of Regents, through its Academic and Student Affairs Committee, as follows: Part one shall include an analysis comparing each CSCU institution's student enrollment projections, made before the beginning of each academic year, with the actual enrollment numbers attained during that year. Part one of the Annual Report shall be submitted to the Academic and Student Affairs Committee annually on or before May 1<sup>st</sup>, beginning on May 1, 2024. Part two of the Annual Report shall include data on credit-bearing program student completion rates at each CSCU institution for the same academic year and shall be submitted annually to the Academic and Student Affairs Committee on or before September 1<sup>st</sup>, beginning on September 1, 2024.

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Discontinuation of Bachelor of Arts in Media Studies

February 29, 2024

**RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Bachelor of Arts program in Media Studies at Southern Connecticut State University effective February 29, 2024.

A True Copy:

---

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

**ITEM**

Discontinuation of Bachelor of Arts in Media Studies at Southern Connecticut State University.

**BACKGROUND AND RATIONALE**

The discontinuation of the Media Studies BA program is a result of a merging of the Communication and Media Studies department in 2018. The department merger and subsequent curriculum revision was delayed by the COVID quarantine. As the required program review was completed last year, several trends and issues were identified that have exacerbated falling enrollments for the Media Studies program:

- In Spring 2020, two Media Studies faculty retired, reducing the FT faculty in the area by 50%
- Enrollment in the Media Studies program was 20 in Fall 2020. By Fall 2023, enrollment dropped to 9 students. This seemed to reflect the university trend of enrollment declines, but has been troublesome, with student interest continuing to decline.
- Recent changes to the Southern's General Education program also saw shifts in service courses that counted for requirements. Media Studies courses offered in Tier 1 as part of the Critical Thinking category and the Tier 3 Capstone category, were moved to the Tier 2 – Exploratory course category.
- Development of curriculum related to social media has tapped into student interest that has been largely underserved. The Social Media minor has shown signs of growth, but issues with pre-requisites and general lack of publicity for the program have prevented it from growing further.
- Southern's pre-requisite structure has made it more difficult than necessary for students to take introductory and elective courses in the major, sometimes resulting in delays in students completing the major or declared minors.

**TEACH OUT**

The proposed change will not discontinue any courses required for the Media Studies BA degree. In addition, the pre-requisites for courses required for that program will be changed so that students will have an easier time registering for any remaining classes they may need. During the sunset period, Southern will schedule sections of the courses that may be needed. In the unlikely event that a course needed is not offered, we will be able to recommend substitute courses.

**RECOMMENDATION**

The merging of the two major programs (Communication and Media Studies) creates a more sustainable program than a stand-alone Media Studies program. The changes will also expand the opportunities for students declaring the Communications major to study areas that are currently unavailable to the Communication and Media Studies majors alone. The flexibility provided by reduced prerequisites will allow for more fluid progress through the major, as well as allow students to adapt their coursework to their specific academic interests.

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

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 11.21.23 Submission to CSCU Office of the Provost for Academic Council: 11.22.23
<b>Program Characteristics</b> Name of Program: Media Studies BOR Accreditation Date: 1/1/1976 OHE #: 00599 <u>CIP Code Number:</u> 090102      Title of CIP Code: Mass Communication/Media Studies Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>BA</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: Spring 2024 Expected Dates of Program Termination <ul style="list-style-type: none"><li>Date for final enrollment of new students: Spring 2024</li><li>Date for final award of credential: Spring 2027</li></ul>	
Department where program is housed: Communication, Media, and Screen Studies Location Offering the Program (e.g., main campus): Main Camps	
<b>Institutional Contact for this Proposal:</b> Robert Prezant	Title: Provost and VP Academic Affairs Tel.: 203-392-5350    e-mail: prezantr1@southernct.edu

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

<b>Narrative</b> Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i>  The discontinuation of the Media Studies BA program is a result of a merging of the Communication and Media Studies department in 2018. The department merger and subsequent curriculum revision was delayed by the COVID quarantine. As we completed our required program review last year [referred to internally as Standards and Assessment Review (StAR)], we identified several trends and issues that have exacerbated falling enrollments for the MDS program. <ul style="list-style-type: none"><li>In Spring 2020, two of the MDS faculty retired, reducing the FT faculty in the area by 50%.</li><li>Enrollment in the MDS program was 20 in Fall 2020. By Fall 2023, enrollment dropped to 9 students. This seemed to reflect the university trend of enrollment declines, but has been troublesome, with student interest continuing to decline.</li><li>Recent changes to the Liberal Education Program (LEP – Southern's general education program) also saw shifts in service courses that counted for requirements. MDS courses offered in Tier 1 as part of the Critical Thinking category and the Tier 3 Capstone category, were moved to the Tier 2 – Exploratory course category.</li><li>Development of curriculum related to social media has tapped into student interest that has been largely underserved. The Social Media minor has shown signs of growth, but issues with pre-requisites and general lack of publicity for the program have prevented it from growing further.</li></ul>
--

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

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

- Our pre-requisite structure has made it more difficult than necessary for students to take introductory and elective courses in the major, sometimes resulting in delays in students completing the major or declared minors.

The merging of the two major programs (COM and MDS) addresses the shortfalls in enrollment experienced in the MDS program. The changes will also expand the opportunities for students declaring the CMS major to study areas that are currently unavailable to the COM or MDS majors alone. The flexibility provided by reduced pre-reqs will allow for more fluid progress through the major, as well as allow students adapt their coursework to their specific academic interests.

**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.)

Our proposed curriculum change will not be discontinuing any of the courses that are required for the MDS BA degree. In addition, the pre-reqs on courses required for that program will be changed so that students will have an easier time registering for any remaining classes they may have. During the sunset period, we will be sure to schedule sections of the courses that may be needed. In the unlikely event that a course needed is not offered, we will be able to recommend substitution courses.

**SECTION 3: RESOURCES**

**Close Out Costs**

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

There are no expected costs to the discontinuation of this program. Students will be notified about changes to the curriculum during advising meetings and through regular department communications. The revision to the information provided on the university website will be updated by faculty in the department and will not incur additional costs.

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

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

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

The lessons learned have paved the way for the proposed merging of the COM and MDS programs. The curricular changes we made pay particular attention to increasing enrollment, decreasing time for degree completion, and improving student satisfaction in developing skills and knowledge that apply to their interests and career aspirations. Some specifics learned from this process are:

- **Streamline the path to graduation by minimizing the number of pre-requisites for individual courses and eliminating complex sequences of courses.** More efficient course structuring will allow students, particularly those who transfer into the program or declare the major late in their college career, to progress more quickly.
- **Provide students with “core” options, rather than requirements.** This gives students agency earlier in the program and may lead to greater retention.
- **Integrate research and internship opportunities more effectively into lower-level courses.** In the past, these were treated as culminating experiences in the respective programs, which may have made the opportunities seem less accessible. By offering these opportunities earlier, students will be able to better reflect on their experiences and make stronger connections to their identified career paths.

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

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

- **Replace concentrations with a more flexible pathway structure.** While concentrations show emphasis of study, they also may seem like a rigid, and sometimes unforgiving, learning environment. A pathway approach, which prioritizes flexibility, makes it possible for students to easily adapt their academic path to better fit their career aspirations as they learn and grow.
- **Active promotion of academic programs is essential.** At some point in the past it may have been possible for academic programs to thrive simply based on student curiosity or interest. This is no longer the case. Students need to be made aware of the potential associated with a particular degree program. Beyond the academic department itself, the administration needs to contribute attention and resources to help programs grow. Unfortunately, the MDS program suffered from a lack of attention since its outset. Its offices were in a temporary building on the far side of campus, apart from most other similar academic programs. Other departments at the university have historically created courses that intersected or overlap with MDS offerings, diluting MDS enrollment. With the merging of the COM and MDS programs into CMS, we are hoping that the program will be more visible to the campus community, and it will receive greater recognition as a thriving academic enterprise.

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Discontinuation of Cybersecurity Operations – Certificate

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Cybersecurity Operations – Certificate at Connecticut State Community College effective February 29, 2024.

A True Copy:

---

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

**ITEM**

Discontinuation of Cybersecurity Operations – Certificate at Connecticut State Community College.

**BACKGROUND AND RATIONALE**

The Cybersecurity Operations Certificate (CYSC-CC-OPS) has too many credits and contains a course which is being phased out of the Cybersecurity degree: CYS 2152 Ethical Hacking & Pen Testing II. Terminating this certificate along with terminating the Computer Networking Security Certificate (CPNS-CC) will leave two remaining distinctly different certificates:

- Computer Networking Certificate (previously named Computer Networking Technology Certificate-CPNT-CC)
- Cybersecurity Certificate (previously named Cybersecurity Essentials Certificate-CYSC-CC-ESN)

This will make advising easier and make it easier for students to select the appropriate certificate.

**TEACH OUT**

All of the courses, except for CYS 2152 Ethical Hacking & Pen Testing II, required for the Cybersecurity Operations Certificate are contained within the Cybersecurity (Essentials) Certificate and/or the Cybersecurity AS degrees and therefore guaranteed to be offered on a regular basis. Students will have the option of continuing to work toward completing the certificate requirements at their own pace or switch into the Cybersecurity (Essentials) Certificate, though they will be advised to switch to the shorter Cybersecurity (Essentials) Certificate. If any students choose to remain in this certificate, then CYS 2152 can be run online to accommodate them or an independent study for CYS 2152 can be offered. Because the certificate does contain sequenced courses and students tend to attend part-time, the teach out period should extend to Spring 2026.

**RECOMMENDATION**

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



**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
**APPLICATION FOR *DISCONTINUATION OF EXISTING PROGRAM***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/2023 Submission to CSCU Office of the Provost for Academic Council: 12/19/2023
<b>Program Characteristics</b> Name of Program: Cybersecurity Operations Certificate (CYSC-CC-OPS) BOR Accreditation Date: June 23, 2022 OHE #: 21522 <u>CIP Code Number:</u> 11.1003      Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Certificate (C3)</b> Modality of Program (check all that apply): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both	
Phase Out / Teach Out Period: 2 years Expected Dates of Program Termination <ul style="list-style-type: none"><li>Date for final enrollment of new students: Fall 2023</li><li>Date for final award of credential: Spring 2026</li></ul>	
Department where program is housed: School of Engineering & Technology Location Offering the Program (e.g., main campus): Quinebaug, Tuxis	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039      e-mail: mstefanowicz@commnet.edu	

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

<b>Narrative</b>	<p>Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i></p> <p>The Cybersecurity Operations Certificate (CYSC-CC-OPS) has too many credits and contains a course which is being phased out of the Cybersecurity degree: CYS 2152 Ethical Hacking &amp; Pen Testing II. Terminating this certificate along with terminating the Computer Networking Security Certificate (CPNS-CC) will leave two remaining distinctly different certificates:</p> <ul style="list-style-type: none"><li>Computer Networking Certificate (previously named Computer Networking Technology Certificate-CPNT-CC)</li><li>Cybersecurity Certificate (previously named Cybersecurity Essentials Certificate-CYSC-CC-ESN)</li></ul> <p>This will make advising easier and make it easier for students to select the appropriate certificate.</p>
------------------	--

**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.)

All of the courses (except for CYS 2152 Ethical Hacking & Pen Testing II) required for the Cybersecurity Operations Certificate are contained within the Cybersecurity (Essentials) Certificate and/or the Cybersecurity AS degrees and therefore guaranteed to be offered on a regular basis. Students will have the option of continuing to work toward completing the certificate requirements at their own pace or switch into the Cybersecurity (Essentials) Certificate, though they will be advised to switch to the shorter Cybersecurity (Essentials) Certificate. If any students choose to remain in this certificate, then CYS 2152 can be run online to accommodate them or an independent study for CYS 2152 can be offered. Because the certificate does contain sequenced courses and students tend to attend part-time, the teach out period should extend to Spring 2026.

**SECTION 3: RESOURCES**

**Close Out Costs**

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

No costs are anticipated to discontinue the program

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

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

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

**(a) Circumstances that precipitated this program discontinuation**

i) When the curriculum alignment committees were convened, faculty were led to believe the CT State catalog would list single parent degrees. When a parent degree was selected in the catalog, a student would then be taken to a webpage listing all of the options for that degree and showing how they all share a common core. The catalog now has a very different design, with all of the degree options listed as separate distinct degrees. This has resulted in a very long and unwieldy list of degrees making it difficult for both students and advisors to choose the appropriate degree. Removing two certificates and one degree is a first step in reducing the scale of this problem.

ii) During the curriculum alignment process, we decided to start from scratch. To be fair, it was really not possible to predict how this would all play out since only a few campuses participated in the alignment process. Those that did attend the alignment meetings acknowledged that this was a work in progress and that we would have a better idea of what adjustments needed to be made once the new aligned curriculum was brought to life and tested. Now that everyone is attending SDC meetings we are able to discuss, compare notes and decide what

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

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

is the optimal program design. We expect to have ongoing discussions and come back again with more curriculum changes next year.

iii) Aligning over 80 computer degrees and 250 courses was a daunting challenge. We all knew that this would be an iterative process. The first iteration created a catalog for the 2023-24 academic year. Additional yearly iterations will lead to further tightening of the program offerings.

**(b) Institutional and programmatic action(s) in the face of the referenced circumstances**

Continue the work of trimming the long list of computer related degrees and courses in the catalog with the expectation of returning to this committee review process in the next academic cycle with more degrees, certificates and/or courses to discontinue.

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Discontinuation of Cybersecurity Option – Cybersecurity Associate of Science Degree

February 29, 2024

**RESOLVED:** That the Board of Regents for Higher Education approve the discontinuation of the Cybersecurity Option leading to an Associate of Science Degree in Cybersecurity at Connecticut State Community College effective February 29, 2024.

A True Copy:

---

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

**ITEM**

Discontinuation of Cybersecurity Option leading to an Associate of Science Degree in Cybersecurity at Connecticut State Community College.

**BACKGROUND AND RATIONALE**

The Cybersecurity, AS degree currently has three options:

- Networking
- Computer Science
- Cybersecurity

Having three separate option tracks distributes our students among too many options and the courses contained within. By eliminating the Cybersecurity option, we can funnel students into a smaller selection of courses thereby increasing course availability and degree completion rate. The Networking option contains courses more closely aligned with the needs of entry level IT jobs.

CCSU has several cybersecurity degrees/minors/concentrations housed in two separate departments - "Computer Electronics & Graphic Technology" and "Computer Science." The Networking option aligns with the cybersecurity program in the CEGT department, and the Computer Science option aligns with the cybersecurity program in the Computer Science department.

**TEACH OUT**

As the Cybersecurity: Cybersecurity option is a new degree, it will be easy to move students into the Cybersecurity: Networking option and the two degrees are similar, differing by only a few specialization courses. The discontinued Cybersecurity degree contains three courses that are not required in other degrees but can be used as electives in those degrees. These courses are less likely to be offered on a regular basis. To assist students who wish to complete the degree, online offerings of these specialization courses and/or independent study options can be arranged. In addition, variances can be used to apply technical courses required in the Cybersecurity option toward technical courses in the Networking option (or vice versa). A teach out period to Spring 2026 is recommended.

**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. CSU 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**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/2023 Submission to CSCU Office of the Provost for Academic Council: 12/19/2023
<b>Program Characteristics</b> Name of Program: <b>Cybersecurity: Cybersecurity Option (CYSC-AS)</b> BOR Accreditation Date: June 23, 2022 OHE #: 21524 <u>CIP Code Number:</u> 11.1003      Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Associate of Science, AS</b> Modality of Program (check all that apply): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Phase Out / Teach Out Period: 2 years Expected Dates of Program Termination <ul style="list-style-type: none"><li>Date for final enrollment of new students: Spring 2024</li><li>Date for final award of credential: Spring 2026</li></ul>	
Department where program is housed: School of Engineering & Technology Location Offering the Program (e.g., main campus): Gateway, Quinebaug, Tunxis	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039      e-mail: mstefanowicz@commnet.edu	

**SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION**

<b>Narrative</b>	<p>Describe the rationale for discontinuing this program. Consider whether discontinuation: a) occurs in the context of a related academic improvement, e.g., the merging of programs with declining enrollment/completions into a new program that effectively addresses relevant state needs and students' interests; b) is in response to the periodic Academic Program Review for all programs at each institution, under the guidance of existing BOR policy; c) is in response to other institutional considerations such as redirecting capacity, adoption of new mission, etc. Provide any quantitative information in support of the discontinuation, including any relevant financial information. <i>Program discontinuation should not impact state priorities for workforce preparation.</i></p> <p>The Cybersecurity, AS degree currently has three options:</p> <ol style="list-style-type: none"><li>1) Networking</li><li>2) Computer Science</li><li>3) Cybersecurity</li></ol> <p>Having three separate option tracks distributes our students among too many options and the courses contained within. By eliminating the Cybersecurity option, we can funnel students into a smaller selection of courses thereby increasing course availability and degree completion rate.</p> <p>The Networking option contains courses which are more closely aligned with the needs of entry level IT jobs.</p>
------------------	---

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

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

CCSU has several cybersecurity degrees/minors/concentrations housed in two separate departments - "Computer Electronics & Graphic Technology" and "Computer Science". The Networking option aligns with the cybersecurity program in the CEGT department and the Computer Science option aligns with the cybersecurity program in the Computer Science department.

**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.)

As the Cybersecurity: Cybersecurity option is a new degree, it will be easy to move students into the Cybersecurity: Networking option and the two degrees are similar, differing by only a few specialization courses. The discontinued Cybersecurity degree contains three courses that are not required in other degrees but can be used as electives in those degrees. These courses are less likely to be offered on a regular basis. To assist students who wish to complete the degree, online offerings of these specialization courses and/or independent study options can be arranged. In addition, variances can be used to apply technical courses required in the Cybersecurity option toward technical courses in the Networking option (or vice versa). A teach out period to Spring 2026 is recommended.

**SECTION 3: RESOURCES**

**Close Out Costs**

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

No costs are anticipated to discontinue the program

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

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

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

**(a) Circumstances that precipitated this program discontinuation**

i) When the curriculum alignment committees were convened, faculty were led to believe the CT State catalog would list single parent degrees. When a parent degree was selected in the catalog, a student would then be taken to a webpage listing all of the options for that degree and showing how they all share a common core. The catalog now has a very different design, with all of the degree options listed as separate distinct degrees. This has resulted in a very long and unwieldy list of degrees making it difficult for both students and advisors to choose the appropriate degree. Removing two certificates and one degree is a first step in reducing the scale of this problem.

ii) During the curriculum alignment process, we decided to start from scratch. It was really not possible to predict how this would all play out since only a few campuses participated in the alignment process. Those that did attend the alignment meetings acknowledged that this was a work in progress and that we would have a better idea of what adjustments needed to be made once the new aligned curriculum was brought to life and tested. Now that everyone is attending SDC meetings

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

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

(more or less) we are able to discuss, compare notes and decide what is the optimal program design. We expect to have ongoing discussions and come back again with more curriculum changes next year.

iii) Aligning over 80 computer degrees and 250 courses was a daunting challenge. We all knew that this would be an iterative process. The first iteration created a catalog for the 2023-24 academic year. Additional yearly iterations will lead to further tightening of the program offerings.

**(b) Institutional and programmatic action(s) in the face of the referenced circumstances**

Continue the work of trimming the long list of computer related degrees and courses in the catalog with the expectation of returning to this committee review process in the next academic cycle with more degrees, certificates and/or courses to discontinue.



# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Masters in Business Administration  
Southern Connecticut State University

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Masters in Business Administration (CIP Code: 52.0201/ OHE# 19157), specifically a modification to the CIP Code and course electives at Southern Connecticut State University.

A True Copy:

---

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

**ITEM**

Modification to Masters in Business Administration (CIP Code: 52.0201/ OHE# 19157), specifically a modification to the CIP Code and course electives at Southern Connecticut State University.

**JUSTIFICATION/PROPOSED CHANGE**

The main rationale for this minor program change is to:

- renumber all MBA course numbers in the 600 range
- reduce concentration/elective credits from 12 to 9
- embed STEM assignments in the required courses of the MBA program

MBAs with STEM alignments are very popular with international students, and the Southern MBA seeks to leverage this opportunity to align with emerging industry standards and attract more international students. The original MBA program (both traditional and accelerated programs) had 30 required credits excluding 12 waivable credits. The new program MBA program (both traditional and accelerated) will have 30 required credits excluding 9 waivable credits. For a specific concentration, students will need 3 additional credits from one of the concentration areas – Accounting, Business Analytics, Finance, General MBA, Healthcare Administration, Human Resource Management, International Business, Management and Marketing. There is no change to the 12 credits required for the three certificates in the program – Business Analytics Certificate, Healthcare Administration Certificate and Human Resource Certificate.

Non-business undergraduate students will take coursework in up to 9 waivable credits before joining the MBA program; this was 12 credits in the old program. All applicants with business undergraduate business degrees or extensive industry experience are waived from taking up to 9 waivable credits. As in the old program, waivers are reviewed and determined by the MBA Director.

No additional resources are required. Existing faculty and resources available in the school will be adequate for implementation.

**RECOMMENDATION**

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

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Please enter the following dates: Final approval by institution: 12.2023 Submission to CSCU Office of the Provost for Academic Council: 12.13.23								
Most Recent NECHE Institutional Accreditation Action and Date: 2022									
<p>Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).</p> <p>Total Number of courses and course credits to be modified by this application: 9</p> <p>For the singular changes noted below, alternate forms are available:</p> <ul style="list-style-type: none"><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li></ul>									
<b>Original Program Characteristics</b> Name of Program: MBA OHE #: 19157 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 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> ): <b>MBA</b> Date Program was Initiated: Fall 2021 Total # Credits in Program: 30-42 # Credits in General Education: 0 <u>CIP Code Number</u> : 52.0201 Title of CIP Code: Business Administration & Management									
<b>Modified Program Characteristics</b> Name of Program: MBA 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 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> ): <b>MBA</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Spring 2026 Total # Credits in Program: 30 -42 # Credits in General Education: 0 <u>CIP Code Number</u> : 52.1301* Title of CIP Code: Management Science. [*Note: this is a NEW CIP Code]									
Department where program is housed: MBA Program Location Offering the Program ( <i>e.g., main campus</i> ): SCSU									
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"><tr><td style="width: 25%;">Program Discontinued:</td><td style="width: 25%;">CIP:</td><td style="width: 25%;">OHE#:</td><td style="width: 25%;">BOR Accreditation Date:</td></tr><tr><td>Phase Out Period</td><td colspan="3">Date of Program Termination</td></tr></table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:						
Phase Out Period	Date of Program Termination								

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

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

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

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

The main rationale for this minor program change is to (1) renumber all MBA course numbers in the 600 range, (2) reduce concentration/elective credits from 12 to 9 and, (3) embed STEM assignments in the required courses of the MBA program. MBAs with STEM alignments are very popular with international students, and the Southern MBA seeks to leverage this opportunity to align with emerging industry standards and attract more international students. The original MBA program (both traditional and accelerated programs) had 30 required credits excluding 12 waivable credits. The new program MBA program (both traditional and accelerated) will have 30 required credits excluding 9 waivable credits. For a specific concentration, students will need 3 additional credits from one of the concentration areas – Accounting, Business Analytics, Finance, General MBA, Healthcare Administration, Human Resource Management, International Business, Management and Marketing. There is no change to the 12 credits required for the three certificates in the program – Business Analytics Certificate, Healthcare Administration Certificate and Human Resource Certificate. Non-business undergraduate students will take course work in up to 9 waivable credits prior to joining the MBA program, this was 12 credits in the old program. All applicants with business undergraduate business degrees or extensive industry experience are waived from taking up to 9 waivable credits. As in the old program, waivers are reviewed and determined by the MBA Director.

**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
		<b>Waivable</b>	<b>0 - 9</b>
MBA 501	3	MBA 610	3
MBA 502	3	MBA 618	3
MBA 503	3	MBA 613	3
MBA 504	3	MBA 614	3
MBA 505	3	MBA 615	3
MBA 506	3	MBA 616	3
MBA 507	3	MBA 617	3
<b>Take all above</b>	<b>21</b>	<b>6 Required from above</b>	<b>18</b>
MBA 591 (capstone 1)	3	MBA 691 (capstone 1)	3
MBA 592 (capstone 2)	6	MBA 692 (capstone 2)	3
	9		6
<b>Total Required for MBA (No Concentration)</b>	<b>30</b>		
MBA 6XX – Concentration Elective	3	MBA 6XX – Concentration/MBA Elective	3
MBA 6XX– Concentration Elective	3	MBA 6XX – Concentration/MBA Elective	3
MBA 6XX– Concentration Elective	3	<b>Total with no MBA Concentration</b>	<b>30 -39</b>
MBA 6XX – Concentration Elective	3	<b>MBA with Concentration</b>	
		MBA 6XX – Concentration Elective	3
		<b>Total with MBA with Concentration</b>	<b>33 - 42</b>
<b>Total Credits Original Program</b>	<b>30 -42</b>	<b>Total Credits Modified Program</b>	<b>30-42</b>

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**Learning Outcomes - L.O. GRADUATE (MBA) LEARNING GOALS AND OBJECTIVES**

*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.*

Goal 1: Our students will be strategic business decision-makers.

Objective 1.1: Our students will synthesize information across disciplines/functions in order to make strategic business decisions.

Objective 1.2: Our students will apply experiential learning to evaluate strategic business decisions.

Objective 1.3: Our students will integrate appropriate quantitative tools and technology in strategic business decision making.

Goal 2: Our students will be professional communicators.

Objective 2.1: Our students will deliver professional presentations.

Objective 2.2: Our students will develop professional written documents.

Goal 3: Our students will work collaboratively in teams.

Objective 3.1: Our students will apply effective teamwork skills in a team environment.

Goal 4: Our students will demonstrate awareness of business' impact on society.

Objective 4.1: Our students will analyze the impact of corporate responsibility on business decision-making.

Objective 4.2: Our students will analyze the impact of global issues on business decision-making.

**Assessment of Learning Outcomes**

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

The School of Business is AACSB accredited and uses the Assurance of Learning Goals and Objective assessment to close the loop and ensure that these AOL goals and objectives are achieved. All course sections have course leaders who measure and monitor these AOL goals and objectives over time.

**Detailed Curriculum for Modified Program**

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
MBA 610	Goals 1 to 4		3
MBA 618	Goals 1, 2 & 3		3
MBA 613	Goals 1, 3 & 4		3
MBA 614	Goals 1 to 4		3
MBA 615	Goals 1 to 4		3
MBA 616	Goals 1 to 4		3
MBA 617	Goals 1 to 4		3
Required 6 from above			18
MBA 691 (capstone 1)	Goals 1 to 4	Four courses from MBA 610 to 617	3
MBA 692 (capstone 2)	Goals 1 to 4	MBA 691	3
Open Electives (Indicate number of credits of open electives)			6 to 9
Total Program Credits:			30 to 42

**Description of Related Modification(s)**

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

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Non-business undergraduate students can start the program after passing up to 9 credits of waivable course work or a micro-credential bridge coursework to bring them to the level of students who join the program with undergraduate business degrees.

International students who apply to join our program with a three-year undergraduate degree will also need to go through the micro credential bridge before starting the required course work in our programs.

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

This is a minor program change, and no additional resources are required. Existing faculty and resources available in the school will be adequate for implementation.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/mba>

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

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

**Catalog Description**

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

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/mba>

**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): 11-0000 Management Occupations and 13-0000 Business and Financial Operations Occupations

What w

Industry	Employment <a href="#">(1)</a>	Percent of industry employment	Hourly mean wage	Annual mean wage <a href="#">(2)</a>
<a href="#">Management of Companies and Enterprises</a> (11-0000)	552,800	20.60	\$ 83.18	\$ 173,020
<a href="#">Management of Companies and Enterprises</a> (13-0000)	632,080	23.55	\$ 43.47	\$ 90,420

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): Examples of Sectors 31-33, 42, 44-45, 48-49, 51, 52, 55, 56

**Career/Program Pathways**

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Benjamin A Abugri, [Abugrib1@southernct.edu](mailto:Abugrib1@southernct.edu), 2033925171

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 12 faculty member/semester

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? Can range from 1 to 3.

**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? A four (4) year baccalaureate degree from a regionally accredited university or a three-year baccalaureate degree from a regionally accredited university (with satisfactory completion of a micro-credential bridge). Undergraduate GPA of 3.0 and above with exceptions approved by MBA Program.

**Graduation Requirements**

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

If yes, describe: Yes, The MBA program has two integrated knowledge courses, MBA 691 and MBA 692. These courses imbed significant experiential education by collaborating with local businesses to give our students hands on experience in solving real world business problems.

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: A student from a four (4) year baccalaureate degree from a regionally accredited university or a three-year baccalaureate degree from a regionally accredited university (with satisfactory completion of a micro-credential bridge). Corporate professionals with industry experience may also join the program.

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Bachelor of Science in Communications  
Southern Connecticut State University

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Communications (CIP Code: 90101/ OHE# 14816), specifically a modification of courses/course substitutions at Southern Connecticut State University.

A True Copy:

---

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



**ITEM**

Modification to B.S. in Communication at Southern Connecticut State University, specifically a modification of courses/course substitutions.

**BACKGROUND AND ADDRESSING MARKET NEEDS****PROPOSED CHANGE**

The revised program at Southern will reflect the following changes:

- COM (BS) program will be renamed and change to a BA and the MDS (BA) program will be discontinued.
- Program credits will remain at 45 to reflect the merged content of the two existing programs.
- Curriculum pre-requisites will change to reflect four levels of engagement with program offerings. A few courses will have additional course pre-requisites to reflect a course sequence.
- The revised program will have two concentrations: Communication, Media, and Screen Studies (CMS) and Film, Television, and Digital Production (FTDP). The CMS concentration combines the content from the current Advertising and Promotions concentration, the Personal and Professional Communication concentration, and the Media Studies major. The FTDP concentration will retain its specialized content courses.

**RECOMMENDATION**

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

02/2/2024 – BOR - Academic and Student Affairs Committee  
02/29/2024 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 11.21.23 Submission to CSCU Office of the Provost for Academic Council: 11.22.23
Most Recent NECHE Institutional Accreditation Action and Date: NECHE 10-yr reaccreditation 2022	
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) Change of Degree Title or Program Title Other (please specify)	
Total Number of courses and course credits to be modified by this application: <b>45</b>	
<p>* <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (<i>Program Modification – Below Threshold Report</i>)</p> <p>For the singular changes noted below, alternate forms are available:</p> <ul style="list-style-type: none"><li>• If only adding auxiliary site, use form 206 <i>Application for Adding an Auxiliary Instructional Site</i></li><li>• If only modifying modality, use form 202 <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form 203 <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form 204 <i>Application to Change CIP Code</i></li></ul>	
<b>Original Program Characteristics</b> Name of Program: Communication OHE #: 14816 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 Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): <b>Bachelor of Science</b> Date Program was Initiated: 1/1/1976 Total # Credits in Program: 45 # Credits in General Education: 46 <a href="#">CIP Code Number</a> : 90101   Title of CIP Code: Communication, General	
<b>Modified Program Characteristics</b> Name of Program: Communication, Media, and Screen Studies 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 Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): <b>Bachelor of Arts</b> Initiation Date for Modified Program: 8/2024 Anticipated Date of First Graduation: 5/2026 Total # Credits in Program: 45 # Credits in General Education: 46 <a href="#">CIP Code Number</a> : 90199   Title of CIP Code: Communication and Media Studies, Other	

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

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

Department where program is housed: Communication, Media, and Screen Studies		
Location Offering the Program (e.g., main campus): SCSU main campus		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Media Studies CIP: 090102 OHE#: 00599 BOR Accreditation Date: 1/1/1976 Phase Out Period Spring 2027 Date of Program Termination Spring 2023 Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"><li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: n/a</li><li>• If program prepares graduates eligibility to state/professional licensure,<ul style="list-style-type: none"><li>○ identify credential:</li><li>○ confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ul></li></ul> <p><i>(As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)</i></p>		
<b>Institutional Contact for this Proposal:</b> Robert Prezant	Title: Provost and VP Academic Affairs	Tel.: 203-392-5355 e-mail: <a href="mailto:prezantr1@southernct.edu">prezantr1@southernct.edu</a>

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Summary of Modifications**

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

- Consolidation of the COM (BS) and MDS (BA) programs to reflect the merger between the Communication and Media Studies department. This revision seeks to create a single BA program in Communication, Media, and Screen Studies.
- Functionally, the COM (BS) program will be renamed and change to a BA and the MDS (BA) program will be discontinued.
- Program credits will remain at 45 to reflect the merged content of the two existing programs.
- Curriculum pre-requisites will change to reflect four levels of engagement with program offerings. A few courses will have additional course pre-requisites to reflect a course sequence.
  - Introductory:
    - Course Pre-requisite: None
    - Requirements: Complete at least 3 courses (9 credits) at this level
    - Course numbers: 100
  - Intermediate
    - Course Pre-requisite: 1 course at Introductory level
    - Requirement: Complete 2 courses (6 credits) at the Intermediate level
    - Course numbers: 200
  - Advanced
    - Course Pre-requisites: 1 course at Intermediate level
    - Requirement: Complete at least 2 courses (6 credits) at the Advanced level
    - Course numbers: 300 and 400
  - Capstone
    - Course Pre-requisites: 1 advanced course
    - Requirement: Complete at least 1 (3 credits) at the Capstone level
    - Course numbers: Select 400-level courses
- The revised program will have two concentrations: Communication, Media, and Screen Studies (CMS) and Film, Television, and Digital Production (FTDP). The CMS concentration combines the content from the current

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

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

Advertising and Promotions concentration, the Personal and Professional Communication concentration, and the Media Studies major. The FTDP concentration will retain its specialized content courses.

- Students will be able to pursue pathways within the major that lead towards specific career interests. The department's faculty advisers will provide several suggested pathways for the most popular topic areas, but the students will also be able to work with their adviser to create a customized pathway through the program.
- All major students will be required to achieve at least a 2.0 GPA in the major to complete the degree.

**Background and Rationale**

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

The Communication, Media, and Screen Studies department proposes revising the current programs to reflect shifts in enrollment, faculty availability and interest, and the overall changes to the discipline. In Fall 2022, we completed our scheduled program review [referred to internally as Standards and Assessment Review (StAR)], which included a self-study and external reviewers. A central issue we needed to address was unfinished work from the Communication department and Media Studies department merger in 2018. Due to complications caused by the pandemic, we were forced to delay a curriculum revision to reflect this merger. Based on the results of the StAR report, we also faced with several harsh realities. Most prominently, over the last several years, we have seen a dramatic drop in student enrollment. While the declines were generally in line with the rest of the university, we have seen a major decline in student enrollment and commitment to our various concentrations. In the COM major, we saw a decline from 320 majors in Fall 2012 to 201 majors in Fall 2022. For the MDS major, there was a decline from 28 majors in Fall 2012 to 13 majors in Fall 2022. With the low completion rate for the MDS degree, as well as the declines in enrollment for the 3 concentrations within COM, decisive action is needed. The proposed curriculum merger addresses this situation.

From the StAR report, we found several key points in our curriculum that seem to have exacerbated our enrollment declines. First, our pre-requisite structure has become an obstacle for students trying to move through the program quickly. With over 50% of our students declaring the major in their Junior year, a good portion of which are transfer students, the expectation has been that students could complete the required coursework in 2 years. However, what we have found is that the existing pre-requisite structure often takes 2.5 to 3 years. Although this timeline worked for students who began their college career at Southern and declared the major in the first year, it worked less well for transfer students and has risen to the level of concern. Second, the loss of faculty due to retirements (four retirements in two years) resulted in a reduction in the number of courses we could offer in a given semester. While we have tried to mitigate this through changes to rotations and a few pre-req changes, some students still faced cancelled or unavailable classes, causing delays in their degree progress. Lastly, our pre-requisite structure has made it more difficult than necessary for students to take introductory and elective courses in the major, sometimes resulting in delays in students completing the major or declared minors.

This proposal restructures the major so that there are four levels of engagement, which reflect traditional course numbering, as well as mirroring the structure of the university's Liberal Education Program (LEP; our general education program). Pre-requisites will be tied to levels of courses completed, rather than specific course sequences. This will provide greater flexibility in the major, allowing students to move through the program more quickly. This course sequencing also corresponds to the updated CT State catalog, allowing for more courses to transfer directly into major equivalent courses rather than to general communication electives. Transfer students should see a reduced timeline for graduation as a result. Complications caused by cancelled courses due to low enrollment will be easier for students to address because they will have more options available. Additionally, if students feel that they need to make a change in focus based on their interests, they will be able to do so. Previously, some students felt trapped in their concentration because course sequences have been prescriptive.

The proposed redefinition of our program leads to a more unique and exploratory approach to our discipline. The expanded flexibility of the course offerings will allow students to pursue a variety of interest areas that may not be possible in our current configuration. By raising thematic questions, like the impact that screens, more specifically social media, has on our daily lives, the students can combine theoretical and production courses in a more dynamic way. We anticipate that this will result in higher levels of engagement, as well as more customizable paths in pursuit of career goals. Ideally, it will lead to a

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

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

greater student appreciation of different modes of inquiry and, in turn, increase interest in research or creative activity and the pursuit of a graduate degree.

**Addressing Identified Needs**

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

It is important to note that while our proposed program change reduces the number of concentrations, the areas of interest continue to align with areas of workforce need in CT. For our FTDP concentration, the job outlook continues to be strong. The Connecticut Department of Labor identifies several jobs that are “In Demand – Growth” over the next 10 years, including: Special Effects Artists and Animators, Photographers, Camera Operators (Television, Video, and Motion Picture), and Film and Video Editors. All of these are projected to see a growth of 23% to 28% by 2030. Other media related jobs, like Audio/Video Equipment Technicians, Technical Writers, Writers and Authors, and Producers and Directors, are expected to grow 17-18% in the same time frame.

The other areas within our current program that we are combining in this proposal (Advertising & Promotions [A&P], Personal and Professional Communication [PPC], and Media Studies [MDS]), the job outlook shows growth, but there is a blurring because students are equipped to fill jobs in areas that are not traditionally designated as communication careers. Following are relevant job opportunities with a direct fit for communication/MDS majors from the CT state Department of Labor:

<b>Job Title</b>	<b>Growth Designation</b>	<b>10 yr % Change</b>
Market Research Analysts/ Marketing Specialists	Hot Job	23.9%
Meeting, Convention, & Event Planners	In Demand – Growth	21.4%
Human Resources Specialists	Hot Job (Growth & Openings)	20%
Artists and Related Works, All Other		17.5%
Training & Development Specialists		16.8%
Social and Community Service Managers		15.1%
Management Analysts	In Demand – Openings	13%
Public Relations & Fundraising Managers		12.8%
Public Relations Specialists		12.3%
Sales Managers	In Demand – Openings	11.1%

It is also important to note that the US Bureau of Labor and Statistics’ (BLS) Occupational Outlook Handbook reveals that “employment in media and communication occupations is projected to grow 14 percent from 2020 to 2030” nationwide. This proposal is mindful of the fact that we need to adapt our program in order to remain competitive with other states in this growth area. If we do not effectively prepare our students for these types of careers, and continue to educate them as broadly as possible they may pursue their education or employment out of state.

Towards this end, a key concern that our program seeks to address is the transformation that the advent of social media and internet services have had on the ways we think about work and specific jobs that may or may not have been traditionally identified with the communication field. Technology advances that have made content creation

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

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

more accessible have led to more broadly defined job descriptions that may have required highly specialized training years ago. As a culture, we are just beginning to see the impacts that this has had on the workforce. A key example, and area of focus for our program, is that social media management has only started to gain recognition as a job category, even though its impacts of the related work is ubiquitous. The BLS does not currently have occupation designations for social media workers. Most jobs that directly focus on social media are folded into the Public Relations Specialists designation. A [CNNMoney/Payscale](#) list of "Top 100 Careers with Big Growth, Great Pay, and Satisfying Work" ranks Social Media Managers as 42, with a projected national growth rate of 9% in the next 10 years.

With this said, our program's redefined focus appreciates the impact of this technology on the nature of work. Our program revision is progressive in the sense that it acknowledges that many of the jobs that our students will obtain upon graduation will integrate screens in their everyday work experiences. Competency with social media management and content creation (e.g., film, broadcasting, advertising) are fast becoming a skill requirements of the contemporary workplace. As a last point, it is also critical to mention that of the 878 undergraduate programs identified by the National Communication Association, our program is the only one with the designation "Communication, Media, and Screen Studies." As such, we recognize that we are in a unique position to market and serve the workforce needs of CT.

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

The B.A. in Communication, Media, and Screen Studies with two concentrations allows SCSU to continue providing an accessible, affordable, and relevant educational experience in the field. We reiterate the proposed revisions are a restructuring of the current offerings at SCSU, and will take advantage of the expertise of our current faculty. For convenience, here is a current faculty list and the area they focus on in our current program. To be clear, all faculty will teach courses in the CMS concentration. Faculty in the FTDP concentration will continue to teach in that area with the proposed revision.

- Mr. Michael Bay - FTDP
- Dr. Sara Baker Bailey - PPC
- Dr. Karen Burke - MDS
- Dr. Rosemarie Conforti - MDS
- Dr. KC Councilor - PPC
- Dr. David Petroski - A&P
- Dr. Dana Rogers - A&P
- Dr. Meg Sargent - PPC
- Dr. Melanie Savelli - A&P
- Dr. Derek Taylor - FTDP

The program is also supported by Mr. Jay Forsyth, who serves as the Coordinator for our Digital Production Facility (studio).

Our curriculum will continue to attract the interest of students from a broad range of backgrounds interested in becoming communication professionals. The exploratory nature of the revised program will also allow students greater flexibility so that they can make changes to their plan of study to better fit their evolving interests and the employment opportunities that continue to evolve.

A further benefit to this program restructuring is that it will make our program align better with the programs offered by our sister universities, so that students transferring into our program will retain maximum benefit from any previous earned credit. The B.A. designation of the degree (as opposed to the current B. S. in Communication) also better aligns with our department's location within the College of Arts and Sciences. The B.S. program was originally defined when we were a part of the School of Communication, Information, and Library Research, which has been dissolved almost a decade ago.



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

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

- 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?

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

The university, recognizing the need for these supports, provides a First Year Experience and learning communities to first-year students. In addition, Southern has a Center for Academic Success and Accessibility Services which provides academic and access support for our students.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?

Interventions specific to the inequities would be developed, and the data would be used to compare pre- and post-intervention outcomes. For example, an intervention targeting high DFW rates (as identified by institutional data) would be judged by comparing pre- and post-intervention DFW rates across the dimensions of interest, and appropriate statistical methods would be employed to determine whether a significant change had occurred.
- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*

Southern participates in TAP agreements with institutions in the community college system in Connecticut. Beyond that, Southern's sister institutions (Central, Eastern, Western) routinely accept transfers (courses, students) from Southern (as Southern does from each). Southern has participated in the Communication TAP framework since its inception. We have made, and continue to make adjustments, based on logistical and content concerns raised during TAP steering committee discussions. The modified program should lead to even more flexibility and smoother transfer credits.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

All three of our sister institutions within the CSCU system offer a pathway to completing a degree in Communication. Our program has a history of offering a practically-oriented focus that aims to prepare students for specific career paths in areas such as film and television production, advertising and PR, corporate communication, and human resources. All three of our sister institutions within the CSCU system offer a B.A. in communication, each with multiple concentrations. The Southern program is not a duplication of existing programs, as SCSU currently has a B.S. in communication, as well as a B.A. in Media Studies. Rather, this program change would combine the two Bachelor's degree programs into a single B.A. program with two concentrations: "Communication, Media, and Screen Studies" (CMS) and "Film, Television, and Media Production" (FTMP). With this change, the program will provide students with a variety of pathways towards career goals. The flexibility of course combinations, particularly in the CMS concentration, will allow students to adapt their learning experience to better match their developing interests and career needs. Further, this realignment will allow for expanded examination by both students and faculty of the intersections and influence of contemporary screen culture on communication practices, organizational communication structures and trends, and evolving cultural dynamics that shape popular cultural and political discourse. The revised Southern program will offer a distinctive approach to communication study that is not necessarily explored in depth in the sister institution programs.

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

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

<b>Curriculum</b>					
Present side-by-side listing of curricular modifications (insert/delete rows as needed)					
<b>Original Program</b>			<b>Proposed Modified Program</b>		
<b>Course Name &amp; Number</b>	<b>Credits</b>	<b>Current Pre-reqs</b>	<b>Course Name &amp; Number</b>	<b>Credits</b>	<b>New Pre-reqs</b>
COM 101 - Public Speaking	3		CMS 101 - Public Speaking	3	
COM 122 - Professional Voice and Diction	3		CMS 102 - Professional Voice and Diction	3	
COM 150 - World of Communication	3		CMS 110 - World of Communication	3	
COM 210 - Human Communication	3	COM 150, May be taken concurrently	CMS 115 - Human Communication	3	
MDS 101 - Media Persuasion and Everyday Life	3		CMS 130 - Media Persuasion and Everyday Life	3	
COM 135 - Introduction to Computer Mediated Communication	3		CMS 135 - Introduction to Computer Mediated Communication	3	
MDS 200 - How Media Means	3		CMS 140 - How Media Means	3	
COM 212 - Visual Communication	3	COM 150, May be taken concurrently	CMS 145 - Visual Communication	3	
COM 225 - Interpersonal Communication	3		CMS 201 - Interpersonal Communication	3	One 100-level CMS course
COM 228 - Capturing, Analyzing, and Presenting Family Stories	3		CMS 205 - Capturing, Analyzing, and Presenting Family Stories	3	
COM 275 - Persuasion	3		CMS 210 - Persuasion	3	One 100-level CMS course
COM 221 - Advertising and Public Relations Theories and Concepts	3		CMS 221 - Advertising and Public Relations Theories and Concepts	3	One 100-level CMS course
MDS 222 - Media Theory	3		CMS 222 - Media Theory	3	One 100-level CMS course
COM 238 - Communication Design	3		CMS 238 - Communication Design	3	One 100-level CMS course
MDS 245 - Introduction to Media Studies	3		CMS 240 - Introduction to Media Studies	3	One 100-level CMS course
COM 274 - Experimental Media Production	3	COM 212 or MUS 117	CMS 245 - Experimental Media Production	3	One 100-level CMS course or MUS 117
MDS 280 - Media Issues and Problems	3	MDS 245, may be taken concurrently	CMS 247 - Media Issues and Problems	3	One 100-level CMS course
MDS 224 - Reading Film: Form, Genre, Culture	3		CMS 250 - Reading Film: Form, Genre, Culture	3	One 100-level CMS course



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

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

COM 258 - Cinematic Technique	3	ENG 112 or ENG 120 or HON 150	CMS 258 - Cinematic Technique	3	ENG 112 or ENG 120 or HON 150
MDS 324 - Reading Film II: Approaches to International Film	3	MDS 200 and MDS 224, or departmental permission	CMS 260 - Reading Film: Approaches to International Film	3	One 100-level CMS course
MDS 261 - Managing Social Media I	3		CMS 261 - Managing Social Media I	3	One 100-level CMS course
MDS 291 - Social Media: Private Life/Public Life	3	ENG 112 or 120	CMS 265 - Social Media: Private Life/Public Life	3	One 100-level CMS course or ENG 112 or ENG 120 or HON 150
MDS 333 - Media Research	3		CMS 285 – Communication and Media Research	3	One 100-level CMS course
COM 298 - Special Topics	3		CMS 298 - Special Topics	3	
COM 300 - Organizational Communication	3	COM 210	CMS 300 - Organizational Communication	3	One 200-level CMS course
COM 302 - Relational Communication	3	C or Better in COM 150 and COM 210	CMS 302 - Relational Communication	3	One 200-level CMS course
COM 312 - Communication and Gender	3	ENG 112 or 120	CMS 312 - Communication and Gender	3	One 200-level CMS course
MDS 341 - Networked Youth Culture	3	ENG 112 or 120	CMS 315 - Networked Youth Culture	3	One 200-level CMS course
COM 350 - Workplace Communication	3	C or Better in COM 101, COM 150, COM 210, COM 212, and 6 cr in concentration	CMS 320 - Workplace Communication	3	One 200-level CMS course
MDS 360 - Romance to Ruin: Media and Relationships	3	Sophomore status	CMS 325 - Romance to Ruin: Media and Relationships	3	One 200-level CMS course
COM 370 - Interpersonal Conflict and Communication	3	COM 210	CMS 327 - Interpersonal Conflict and Communication	3	One 200-level CMS course
COM 387 - Communication Theory	3	C or Better in COM 150 and COM 210	CMS 329 - Communication Theory	3	One 200-level CMS course
MDS 320 - Propaganda in Media	3	ENG 112 or 120 (tier 3)	CMS 330 - Propaganda in Media	3	Prior or concurrent completion of all Tier 1 (Honors Coll: T1MC and T1QR)
COM 333 - Scriptwriting for Film and Television	3	ENG 112 or ENG 120 or HON 150	CMS 333 - Screenwriting for Film and Television	3	ENG 112 or ENG 120 or HON 150

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

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

COM 335 - Advertising Strategy and Planning	3	ENG 112 or 120 and C or better in COM 221	CMS 335 - Advertising Strategy and Planning	3	One 200-level CMS course
COM 336 - Writing Copy for Integrated Media	3	ENG 112 or ENG 120 or HON 150	CMS 336 - Writing Copy for Integrated Media	3	One 200-level CMS course
COM 338 - Advanced Communication Design	3	C or better in COM 238	CMS 338 - Advanced Communication Design	3	COM 238 or ART 215
COM 340 - Brand Management	3	C or better in COM 221	CMS 340 - Brand Management	3	One 200-level CMS course
MDS 350 - Hip Hop, Rap and Media	3	ENG 112 or 120 and Critical Thinking	CMS 342 - Hip Hop, Rap and Media	3	ENG 112 or ENG 120 or HON 150 or One 200-level CMS course
COM 357 - Advanced Audio Production and Sound	3	COM 360 or MUS 117	CMS 345 - Advanced Audio Production and Sound	3	One 200-level CMS course
MDS 385 - Political Satire and New Media	3	Sophomore status (tier 3)	CMS 347 - Political Satire and New Media	3	One 200-level CMS course
MDS 370 - Music and Sound in Media	3	MDS 200 or MDS 245	CMS 346 - Music and Sound in Media	3	One 200-level CMS course
MDS 340 – Media Literacy Education for Students and Teachers	3	ENG 112, ENG 120, or MDS 280 or department permission	CMS 347 - Media Literacy Education for Students and Teachers	3	ENG 112, ENG 120, HON 150 or MDS 247 or department permission
MDS 361 - Managing Social Media II	3	MDS 261	CMS 361 - Managing Social Media II	3	CMS 261
MDS 362 – Gender Media Culture	3	ENG 112 or 120	CMS 362 – Gender Media Culture	3	One 200-level CMS course
MDS 375 – Television, Comedy, Culture	3	Junior status	CMS 365 – Television, New Media, and Culture	3	One 200-level CMS course
COM 359 - Studio Production	3	COM 212	CMS 370 - Studio Production	3	One 200-level CMS course or JRN 135
COM 360 - Field Production	3	COM 212	CMS 375 - Field Production	3	One 200-level CMS course or JRN 135
COM 368 - Graphics for Film and Television	3	COM 212	CMS 378 - Graphics for Film and Television	3	One 200-level CMS course
COM 398 - Special Topics	3		CMS 398 - Special Topics	3	
COM 410 - Crisis Communication	3	Junior or Senior standing, ENG 112 or 120	CMS 410 - Crisis Communication	3	One 200-level CMS course

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

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

COM 422 - Professional Communication Training and Development	3	ENG 112, ENG 120, or HON 150	CMS 420 - Professional Communication Training and Development	3	One 200-level CMS course
COM 472 - Advertising and Public Relations Campaigns	3	C or better in COM 335	CMS 430 - Advertising and Public Relations Campaigns	3	One 200-level CMS course
MDS 450 - Sex, Violence & American Dream	3		CMS 435 - Sex, Violence & American Dream	3	One 200-level CMS course
COM 440 - Cultural Influences on Communication	3	COM 210	CMS 440 - Cultural Influences on Communication	3	One 200-level CMS course
COM 402 - Social Media Trends in Advertising and Public Relations	3	COM 335	CMS 445 - Social Media Campaign Planning	3	One 200-level CMS course
COM 450 - Communication Capstone	3	C or better in COM 350	CMS 450 - CMS Capstone Project	3	One 300- or 400-level CMS course
MDS 482 - Seminar in Media Studies	3	MDS 200, MDS 245, MDS 280, MDS 333, and MDS 442	CMS 460 - Seminar in Communication, Media, & Screen Studies	3	One 300- or 400-level CMS course
MDS 441 - Content Development for Social Media	3	MDS 261 and ENG 112 or 120	CMS 465 - Content Development for Social Media	3	One 200-level CMS course
COM 480 - Narrative Filmmaking	3	C or better in COM 360	CMS 470 - Narrative Filmmaking	3	One 200-level CMS course
COM 459 – Advanced Studio Production	3	C or better in COM 359	CMS 473 – Advanced Studio Production	3	CMS 370
COM 485 - Documentary Filmmaking	3	C or better in COM 360	CMS 475 - Documentary Filmmaking	3	One 200-level CMS course
COM 490 - Practicum in Personal and Professional Communication	3	COM 350	CMS 490 - Practicum in Communication, Media, and Screen Studies	3	One 300- or 400-level CMS course
COM 492 - Practicum in Film, Television, and Digital Production	3	C or better in COM 350 and either COM 480 or COM 485	CMS 490 - Practicum in Communication, Media, and Screen Studies	3	One 300- or 400-level CMS course
COM 493 - Practicum in Advertising and Promotions	3	C or better in COM 335 and 350	CMS 490 - Practicum in Communication, Media, and Screen Studies	3	One 300- or 400-level CMS course
COM 450 – Communication Capstone	3	C or better in COM 360	CMS 495 – CMS Capstone Project	3	One 200-level CMS course
COM 497 - Communication Field Experience	3	B or better in COM 350	CMS 497 - CMS Field Experience	3	2.75 or better GPA in CMS major and one 200-level CMS course or departmental permission

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

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

MDS 497 - Media Studies Internship	3	12 cr in MDS and/or departmental permission	CMS 497 – CMS Field Experience	3	
COM 498 - Advanced Special Topics	3		CMS 498 - Advanced Special Topics	3	
COM 499 - Independent Study	3	Departmental Permission	CMS 499 - Independent Study	3	Departmental Permission
MDS 499 - Independent Study	3	Departmental Permission	CMS 499 - Independent Study	3	
Total Credits Original Program	45		Total Credits Modified Program	45	

**Learning Outcomes - L.O.**

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

In our new combined major, we have developed learning outcomes to align with the three key areas of knowledge and skill acquisition.

1. **Communication:** Focus on the ways human interaction influences and maintains identity and power structures. Students will be able to:
  - a. Develop a deep understanding of communication theories and concepts related to identity, interpersonal dynamics, and organizational communication structures.
  - b. Analyze and critically evaluate the role of communication in shaping and maintaining identity and power structures within organizations and society.
  - c. Apply communication theories and concepts to real-world scenarios through effective verbal, written, and digital communication.
2. **Media:** Focus is on critical and creative thinking about the role of media in society and the ways it can be used as a means of extending understanding, cultivating creative expression, and fostering social change. Students will be able to:
  - a. Apply critical thinking and creative problem solving to original communication and media production and analysis projects.
  - b. Evaluate the cultural and social contexts in which the messages are presented, and the impact of these messages on the target audience and broader culture.
  - c. Analyze and create advertising and public relations messages across multiple media platforms.
  - d. Design messages that align with a project's goals, audience, and ethical considerations.
  - e. Collaborate and communicate effectively with team members and stakeholders relative to production and analysis projects.
  - f. Demonstrate the ability to articulate ideas, give and receive constructive feedback, and adapt to changing needs and requirements.
3. **Screen Studies:** Focus is on the history and media institutions, theories, practices, and emerging trends of screen-based media. Students will be able to:
  - a. Understand the historical development of screen media and its cultural, social, and technological impact on society.
  - b. Analyze screen media in terms of form, genre, style, representation, and audience reception.
  - c. Evaluate the role of screen media in shaping and reflecting cultural values, beliefs, and attitudes.
  - d. Engage in interdisciplinary thinking, exploring the relationships between screen media, technology, culture, and society.
  - e. Inspire students to use screen media as a means of expression and to promote positive social change.

**Assessment of Learning Outcomes**

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

The department uses/will use the following assessment tools:

- All students in the new major will be required to take a capstone-level course, which will include a major summative project for their area of study. In the past, students have engaged in projects such as portfolio creation, special

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

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

event planning, production of films, campaign planning and management, and original in-depth research/analytical papers. A rubric will be developed to identify competencies and match with learning outcomes.

- Alumni surveys, to determine the extent to which the learning outcomes proposed by the department meet employer and alumni needs in the workplace.
- Alumni data, including job after graduation and post-graduate applications/acceptance/graduation.

**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
CMS 101 - Public Speaking	1c, 2d, 2e, 2f 3e		3
CMS 102 - Professional Voice and Diction	1c, 2d,2e, 2f, 3e		3
CMS 110 - World of Communication	1a, 2a, 3a		3
CMS 115 - Human Communication	1a, 1b, 1c		3
CMS 130 - Media Persuasion and Everyday Life	3a, 3b, 3c		3
CMS 135 - Introduction to Computer Mediated Communication	1a, 2a, 2b, 2d, 3a, 3b, 3e		3
CMS 140 - How Media Means	3a, 3b, 3c		3
CMS 145 - Visual Communication	2a, 2b, 2d, 2e, 2f		3
CMS 201 - Interpersonal Communication	1a, 1b, 1c	One 100-level CMS course	3
CMS 205 - Capturing, Analyzing, and Presenting Family Stories	1a, 1b, 1c, 2a, 2b, 2d, 2e, 2f	One 100-level CMS course	3
CMS 210 - Persuasion	1a, 1b, 1c	One 100-level CMS course	3
CMS 221 - Advertising and Public Relations Theories and Concepts	2a, 2b, 2c, 2d, 2e, 2f	One 100-level CMS course	3
CMS 222 - Media Theory	3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 238 - Communication Design	2a, 2b, 2c, 2d, 2e, 2f	One 100-level CMS course	3
CMS 240 - Introduction to Media Studies	2a, 2b, 3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 245 - Experimental Media Production	2a, 2b, 2d, 2e, 2f	One 100-level CMS course	3
CMS 247 - Media Issues and Problems	2a, 2b, 3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 250 - Reading Film: Form, Genre, Culture	2a, 2b, 3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 258 - Cinematic Technique	2a, 2b, 3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 260 - Reading Film II: Approaches to International Film	2a, 2b, 3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 261 - Managing Social Media I	2a, 2b, 2d, 2e, 2f, 3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 265 - Social Media: Private Life/Public Life	2a, 2b, 2d, 2e, 2f, 3a, 3b, 3c, 3d	One 100-level CMS course	3
CMS 285 – Communication and Media Research	2a, 2b, 3a, 3b, 3c, 3d	One 100-level CMS course	3

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

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

CMS 298 - Special Topics	Varies	Varies	3
CMS 300 - Organizational Communication	1a, 1b, 1c	One 200-level CMS course	3
CMS 302 - Relational Communication	1a, 1b, 1c	One 200-level CMS course	3
CMS 312 - Communication and Gender	1a, 1b, 1c	One 200-level CMS course	3
CMS 315 - Networked Youth Culture	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	3
CMS 320 - Workplace Communication	1a, 1b, 1c, 2a, 2d, 2e, 2f	One 200-level CMS course	3
CMS 325 - Romance to Ruin: Media and Relationships	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	3
CMS 327 - Interpersonal Conflict and Communication	1a, 1b, 1c	One 200-level CMS course	3
CMS 329 - Communication Theory	1a, 1b, 1c	One 200-level CMS course	3
CMS 330 - Propaganda in Media	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	3
CMS 333 - Screenwriting for Film and Television	2a, 2b, 2d, 2e, 2f	One 200-level CMS course	3
CMS 335 - Advertising Strategy and Planning	2a, 2b, 2c, 2d, 2e, 2f	One 200-level CMS course	3
CMS 336 - Writing Copy for Integrated Media	2a, 2b, 2c, 2d, 2e, 2f	One 200-level CMS course	3
CMS 338 - Advanced Communication Design	2a, 2b, 2c, 2d, 2e, 2f	CMS 238 or ART 215	3
CMS 340 - Brand Management	2a, 2b, 2c, 2d, 2e, 2f	One 200-level CMS course	3
CMS 342 - Hip Hop, Rap and Media	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	3
CMS 345 - Advanced Audio Production and Sound	2a, 2b, 2d, 2e, 2f	One 200-level CMS course	3
CMS 345 - Political Satire and New Media	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	3
CMS 346 - Music and Sound in Media	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	3
CMS 361 - Managing Social Media II	2a, 2b, 2d, 2e, 2f, 3a, 3b, 3c, 3d	CMS 261	3
CMS 362 – Gender Media Culture	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	
CMS 365 – Television, New Media, & Culture	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	
CMS 370 - Studio Production	2a, 2b, 2d, 2e, 2f	One 200-level CMS course or JRN 135	3
CMS 375 - Field Production	2a, 2b, 2d, 2e, 2f	One 200-level CMS course or JRN 135	3
CMS 378 - Graphics for Film and Television	2a, 2b, 2d, 2e, 2f	One 200-level CMS course	3
CMS 398 - Special Topics	Varies	Varies	3
CMS 410 - Crisis Communication	1a, 1b, 1c	One 200-level CMS course	3
CMS 420 - Professional Communication Training and Development	1a, 1b, 1c, 2d, 2e	One 200-level CMS course	3
CMS 430 - Advertising and Public Relations Campaigns	2a, 2b, 2d, 2e, 2f	One 200-level CMS course	3
CMS 435 - Sex, Violence & American Dream	2a, 2b, 3a, 3b, 3c, 3d	One 200-level CMS course	3



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

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

CMS 440 - Cultural Influences on Communication	1a, 1b, 1c	One 200-level CMS course	3
CMS 445 - Social Media Trends in Advertising and Public Relations	2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d	One 200-level CMS course	3
CMS 460 - Seminar in Communication, Media, & Screen Studies	1, 2, 3	One 300- or 400-level Course	3
CMS 465 - Content Development for Social Media	2a, 2b, 2d, 2e, 2f	One 300- or 400-level Course	3
CMS 470 - Narrative Filmmaking	2a, 2b, 2d, 2e, 2f	One 200-level CMS course	3
CMS 473 – Advanced Studio Production	2a, 2b, 2d, 2e, 2f	CMS 370	3
CMS 475 - Documentary Filmmaking	2a, 2b, 2d, 2e, 2f	One 200-level CMS course	3
CMS 490 - Practicum in Communication, Media, and Screen Studies	1, 2, 3	One 300- or 400-level Course	3
CMS 495 - Communication Capstone Project	1, 2, 3	One 300- or 400-level Course	3
CMS 497 - CMS Field Experience	1, 2, 3	2.75 GPA in CMS Major and one 200-level CMS course or Departmental Permission	3
CMS 498 - Advanced Special Topics	Varies	Varies	3
CMS 499 - Independent Study	1, 2, 3		3
Open Electives (Indicate number of credits of open electives)			29
Total Program Credits:			120

**Description of Related Modification(s)**

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

**Description of Resources Needed**

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

No new/additional resources are required to support the proposed revision.

**Previous Three Years Enrollment and Completion for the Program being Modified**

Communication (B.S.)						
ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	21	0	20	1	15	3
New Students	26	1	19	0	16	0
Returning Students	165	14	157	17	138	17
Actual Headcount Enrollment	225	26	208	18	179	22
Fall FTE accounted for by Program Majors	249		222		193	
Size of Credentialed Group(s) for Given Year	64		63		68	
Media Studies (B.A.)						
ACTUAL Enrollment	Fall Term, Year 2020		Fall Term, Year 2021		Fall Term, Year 2022	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time

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

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

Transfers In	0		0		0	
New Students	2		3		3	
Returning Students	14	2	10	2	5	2
<b>Actual Headcount Enrollment</b>	16	2	14	2	7	3
<b>Fall FTE accounted for by Program Majors</b>						
<b>Size of Credentialed Group(s) for Given Year</b>	5		6		4	

**Impact of Modification on Enrollment and Completion**

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

With the consolidation of requirements, simplification of the program core, and additional programmatic flexibility, we anticipate students will have greater access to courses necessary for degree completion. Students should be able to declare and proceed with the major earlier in their program of studies than was previously possible. Students from outside of the major will be able access a greater array of CMS courses as non-majors.

**Other Considerations**

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

Our department currently oversees four minors (Communication, Film Studies, Media Studies, Social Media) and contributes courses to three interdisciplinary minors (Public Relations, Arts Administration and Cultural Advocacy, and Digital Humanities). The restructuring of our program as proposed will make it easier for students to complete their respective minor requirements.

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

The proposed revision does not require any new resources or funding. Being a reorganization of existing offerings, the existing budget structure will be sufficient going forward.

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

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



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

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

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/communication/programs>

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

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

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

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers.

**Careers/Professions and Earnings**

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

There are numerous career options available to graduates due to the ubiquity of communication related skills. Included here are the codes for occupations listed Section 2 of this form. Estimated annual earnings are noted on the CT Department of Labor and US BLS websites. The occupations listed may be entry level or require less than 5 years or less experience.

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

Job Listing	Estimated Annual Earnings
27-1014 Special Effects Artists and Animators	\$108,955
27-4021 Photographers	\$63,631
27-4031 Camera Operators (Television, Video, and Motion Picture)	\$83,024
27-4032 Film and Video Editors	\$70,458
27-4011 Audio/Video Equipment Technicians	\$61,921
27-3041 Technical Writers	\$83,501
27-3043 Writers and Authors	\$71,742
27-2012 Producers and Directors	\$85,438
13-1161 Market Research Analysts/ Marketing Specialists	\$65,876
13-1121 Meeting, Convention, & Event Planners	\$58,637
13-1071 Human Resources Specialists	\$65,341
27-1019 Artists and Related Works, All Other	\$63,769
11-3131 Training & Development Specialists	\$78,131
11-9151 Social and Community Service Managers	\$61,809
13-1111 Management Analysts	\$102,300
11-2030 Public Relations & Fundraising Managers	\$119,860
27-3031 Public Relations Specialists	\$67,246
11-2022 Sales Managers	\$129,992

**Applicable Industries**

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

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

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

512 Motion Picture and Video Industries

513 Publishing Industries

516 Broadcast and Content Providers

519 Web Search Portals, Libraries, Archives, and Other Information Services

5416 Management, Scientific, and Technical Consulting Services

5418 Advertising, Public Relations, and Related Services

**Career/Program Pathways**

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): David Petroski, petroskid1@southernct.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 10

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 1-5 (depending on demand)

**Admissions Requirements**

What are the admissions requirements for the program? The admissions requirements are the same as those for admission to the university.

**Graduation Requirements**

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

If yes, describe: Based on the proposed revision, all students will need to complete a capstone-level course and project. All majors, regardless of concentration, must also maintain at least a 2.0 GPA or better in the major to graduate.

**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:

**Please note:** An internship is not a program requirement, but it will be strongly encouraged for students to complete one or more internship.

**Prospective Students**

Describe the prospective students for the program:

Prospective students for the Communication, Media, and Screen Studies undergraduate program at Southern Connecticut State University are individuals who have a strong interest in exploring the dynamic and interconnected world of communication, media, and visual storytelling. They are curious, creative, and eager to engage critically with various forms of media and communication technologies.

These students have a passion for understanding how communication shapes society, culture, and individual identities. They may have an appreciation for the power of storytelling, visual representation, and media production to influence and inspire others. Prospective students are likely to be intrigued by the fusion of theoretical concepts, practical skills, and hands-on experiences that the program offers.

Prospective students may exhibit some of the following characteristics:

1. **Curiosity:** They are curious about the role of communication in our interconnected world and are interested in exploring the ways media influences society.
2. **Creativity:** They possess a creative mindset and are excited about expressing themselves through various forms of media, whether it's writing, visual arts, or digital production.
3. **Critical Thinking:** They are inclined to analyze and critically evaluate media messages, seeking to understand their underlying meanings and implications.
4. **Storytelling Enthusiasts:** They have an appreciation for storytelling, whether in film, television, digital media, or other forms, and are interested in learning how narratives are constructed and conveyed.

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

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

5. **Technology Savvy:** They are comfortable with technology and may have an interest in digital media production, graphic design, video editing, or other multimedia tools.
6. **Open-Mindedness:** They are open to exploring diverse perspectives, cultures, and ideas, both in media content and within the communication field.
7. **Communication Skills:** They may have strong communication skills, including writing, public speaking, and interpersonal communication, or a desire to improve these skills.
8. **Future-Oriented:** They are interested in potential career paths in media production, broadcasting, digital marketing, advertising, public relations, film analysis, or related fields.

Overall, prospective students for the Communication, Media, and Screen Studies program at Southern Connecticut State University are individuals who want to immerse themselves in the world of media, communication theories, and practical skills to better understand the impact of media on society and develop their own creative voices within this dynamic landscape.

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Masters of Science in School Health Education  
Southern Connecticut State University

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in School Health Education (CIP Code: 131307/ OHE# 20261), specifically a modification of program delivery method at Southern Connecticut State University.

A True Copy:

---

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

**ITEM**

Modification to M.S. in School Health Education at Southern Connecticut State University, specifically a modification of program delivery method.

**JUSTIFICATION/PROPOSED CHANGE**

Since COVID, this program has been offered fully online with success. The target audience for this program is currently employed educators across CT who are looking for coursework/training in health education. Having classes fully online makes Southern's program more accessible to educators across the state. Additionally, this program appeals to educators across the country who are seeking to advance their health education practice. Having a fully online program allows us to reach more students and increase enrollment.

**RECOMMENDATION**

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

02/2/2024 – BOR - Academic and Student Affairs Committee

02/29/2024 – Board of Regents

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

***APPLICATION TO MODIFY INSTRUCTIONAL DELIVERY –  
MODIFICATION OF ACCREDITED PROGRAM***

**MODIFICATION OF INSTRUCTIONAL DELIVERY**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 11.22.23
<b>NOTE:</b> Use this form if modifying only the program delivery method.	
<b>Program Characteristics</b> Name of Program: School Health Education OHE #: 20261 Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>MS</b> Total # Credits in Program: 30 <u>CIP Code Number:</u> 131307    Title of CIP Code: Health Teacher Education Department where program is housed: Health and Movement Sciences Location Offering the Program ( <i>e.g., main campus</i> ): main campus SCSU	
<b>Current Modality of Program</b> ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
<b>Proposed Modality of Program</b> ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses	
<b>Explanation / Justification</b> <i>Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> Since COVID, this program has been offered fully online with success. The target audience for this program are currently employed educators across CT who are looking for coursework/training in health education. Having classes fully online makes our program more accessible to educators across the state. Additionally, this program is appealing to educators across the country who are seeking to advance their health education practice. Having a fully online program allows us to reach more students and increase enrollment.	
<b>Fiscal Impact</b> Describe the expected financial impact of this modification on the Program's Pro Forma Budget over the course of the next three years. This will not have an impact on the budget.	
<b>Institutional Contact for this Proposal:</b> Robert Prezant	Title: Provost & VPAA Tel.: 2-5350 e-mail: prezantr1@southernct.edu

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Bachelor of Science

Criminal Justice, Criminology, and Law

Western Connecticut State University

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Criminal Justice, Criminology, and Law, specifically to modify the CIP Code at Western Connecticut State University (OHE# 00202 and current CIP Code 43.0107).

A True Copy:

---

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

**ITEM**

Modification – CIP Code change from 43.0107 to 43.0103 for the Bachelor of Science program in Criminal Justice, Criminology, and Law at Western Connecticut State University

**RATIONAL**

The new number more accurately reflects Western's focus in this program and is a strategy to capture the relevant students through respective search engines.

**RECOMMENDATION**

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

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		
<b>Institution:</b> Western Connecticut State University	Please enter the following dates: Final approval by institution: <b>11/16/2023</b> Submission to CSCU Office of the Provost for Academic Council: <b>11/16/2023</b>	
<b>NOTE:</b> Use this form if modifying only the program CIP code.		
<b>Program Characteristics</b> Name of Program : <b>Criminal Justice, Criminology, and Law</b> (changing from Justice and Law Administration, see name change application in this package) OHE #: <b>00202</b> Program Type): <b>Bachelor of Science</b> Total # Credits in Program : <b>54</b> Department where program is housed: <b>Justice and Law Administration Division</b> Location Offering the Program : <b>Western Connecticut State University, Main Campus</b>		
<b>Current <u>CIP Code Number</u>:</b> 43.0107    Title of CIP Code: Criminal Justice/Police Science		
<b>New Proposed <u>CIP Code Number</u>:</b> 43.0103    Title of CIP Code: <b>Criminal Justice/Law Enforcement Administration</b>		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> The new number more accurately reflects our focus in this program and is a strategy to capture the relevant students through respective search engines.		
<b>Institutional Contact for this Proposal:</b> Kim Marino, Ph.D.	Title: Professor, Division Chair	Tel.: 203-837-3973 e-mail: <a href="mailto:marinok@wcsu.edu">marinok@wcsu.edu</a>

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Bachelor of Science

Criminal Justice, Criminology, and Law

Western Connecticut State University

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BS in Justice and Law, specifically to change the program name to BS in Criminal Justice, Criminology, and Law at Western Connecticut State University (OHE# 00202 and new CIP Code 43.0103).

A True Copy:

---

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

**ITEM**

Modification – CIP Code change from 43.0107 to 43.0103 for the Bachelor of Science program in Criminal Justice, Criminology, and Law at Western Connecticut State University

**RATIONAL**

This request for a name change reflects the Division's efforts to increase student enrollment in the major. The proposed name is more commonly "searched" and recognized by individuals looking for a degree in the area of policing, law, corrections and homeland security. The change is expected to have a positive impact on the institution and student enrollment. The program will continue to provide students with a quality education that represents the missions of both the University and the Division.

**RECOMMENDATION**

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

2/2/2024 – BOR - Academic and Student Affairs Committee

2/29/2024 – Board of Regents

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**  
*APPLICATION FOR NAME CHANGE - MODIFICATION OF ACCREDITED PROGRAM*

NAME CHANGE REQUEST		
<b>Institution:</b> WCSU	Date of Submission to CSCU Office of the Provost: 11/16/23	
<b>Characteristics of Current Academic Program</b> Name of Program: <b>BS: Justice &amp; Law Administration</b> Type of Offering: <b>Major</b> Modality of Program: <b>X On ground</b> Locality of Program: <b>X On Campus</b>	<b>Credit Distribution of the Program</b> # Credits in General Education: <b>40</b> # Credits in Program Core Courses: <b>39</b> # Credits of Electives in the Field: <b>15</b> # Credits of Electives: <b>26</b> # Cr Special Requirements (e.g., internship): <b>0</b> Total # Cr the Institution Requires to Award the Credential <b>120</b>	
CIP Code No. <b>43.0103</b> Title of CIP Code <b>Criminal Justice/Law Enforcement Administration</b> OHE# <b>00202</b> (This is the new CIP Code: See CIP CODE request in this package)		
Institution's Unit: <b>School of Professional Studies and Location, Main Campus, Danbury CT</b>		
<b>Proposed New Name of Program:</b> BS: Criminal Justice, Criminology, and Law		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2024		
<b>Explanation / Justification</b> <i>(Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission and its students.)</i> Request for name change reflects the Division's efforts to increase student enrollment in the major. The proposed name is more commonly "searched" and recognized by individuals looking for a degree in the area of policing, law, corrections and homeland security. The change is expected to have a positive impact on the institution and student enrollment. The program will continue to provide students with a quality education that represents the missions of both the University and the Division.		
<b>Programmatic Changes</b> <i>(If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.)</i> <b>N/A</b>		
<b>Cost and Availability of Adequate Resources</b> <i>(If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change)</i> <b>N/A</b>		
Institutional Contact for this Proposal: <b>Kim Marino, Ph.D.</b>	Title: <b>Professor, Division Chair</b>	Tel.: <b>203-837-3973</b> e-mail: <b>marinok@wcsu.edu</b>

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Associate of Science in Health Information Technology – Data Management  
Connecticut State Community College

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – AS in Health Information Technology – Data Management (CIP Code: 51.0707/ OHE# 21333), specifically a modification of courses/course substitutions and a change to selective admission at Connecticut State Community College.

A True Copy:

---

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

**ITEM**

Modification to A.S. in Health Information Technology – Data Management (CIP Code: 51.0707/OHE# 21333), specifically a modification of courses/course substitutions and a change to selective admission at Connecticut State Community College.

**BACKGROUND**

The Health Information Technology – Data Management degree is currently the only CAHIIM-accredited Health Information Technology associate degree in Connecticut. The proposed modification to add additional contact hours in Anatomy & Physiology is driven by changes in the industry. CT State is responding to new demands on health information professionals to interpret medical documentation, apply standards to the management of information, and utilize the latest clinical classification systems that are increasing in complexity.

CT State maintains a robust advisory board with members from across the industry from hospitals to software vendors and acts on their input to maintain a high-quality program that fully prepares graduates to meet the demands of current health information technology roles.

**PROPOSED CHANGES**Addition of Anatomy & Physiology I & II:

CT State's program advisory board has recommended the addition of the two semesters of Anatomy & Physiology due to changing industry demands. In particular, CT State's industry connections at 3M Health Information Systems whose employees are already working with the Eleventh Revision of the International Classification of Disease (ICD-11) have shared that it is more demanding and has required their current employees to seek out additional education.

The introductory-level coverage of human biology in the one-semester course currently in the program, (BIO 1111 Cell Biology with Organ Systems) will not be sufficient to meet the skill level required for proficiency with ICD-11. Adding the BIO 2111 Anatomy & Physiology I and BIO 2112 Anatomy & Physiology II to this program will make graduates better prepared to enter the workforce.

Selective Admission:

The accreditor (CAHIIM) requires an externally supervised professional practice experience (PPE). The number of sites available for students in Connecticut is limited. This is partly due to the consolidation of healthcare systems in Connecticut. In the larger systems, there is often a central Health Information Management department and not one at each facility; this limits the number of students that can be accepted for the PPE each semester. Selective admission will enable CT State to maintain the number of students at a level that ensures placement for the PPE.

Like other clinical programs, placement in a healthcare facility can require criminal background checks, immunizations, drug testing, physical exams, and expenses related to commuting to the assigned facility. Selective admission allows us to have a point where we can ensure that incoming students are aware of and understand these requirements. Making these requirements clear to incoming students is a requirement of our CAHIIM accreditation.

## **RECOMMENDATION**

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

02/2/2024 – BOR - Academic and Student Affairs Committee

02/29/2024 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** CT State Middlesex **Date of Submission to CSCU Office of the Provost:** 12/27/23

**Most Recent NECHE Institutional Accreditation Action and Date:** July 1, 2023

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

x Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

x Other (please specify) Change to selective admission.

**Total Number of courses and course credits to be modified by this application:** 2 courses/8 credits

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

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

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

**Original Program Characteristics**

**Name of Program:** Health Information Technology – Data Management

**OHE #:** 21333

**Modality of Program** (check all that apply): ☐ On ground ☒ Online ☒ Hybrid, % of fully online courses up to 100%

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

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

**Date Program was Initiated:** 7/1/2023

**Total # Credits in Program:** 64-65

**# Credits in General Education:** 22-23

**CIP Code Number:** 51.0707 **Title of CIP Code:** Health Information/Medical Records Technology/Technician

**Modified Program Characteristics**

**Name of Program:** Health Information Technology – Data Management

**Modality of Program** (check all that apply): ☐ On ground ☒ Online ☒ Hybrid, % of fully online courses up to 100%

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

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

**Initiation Date for Modified Program:** 7/1/2024

**Anticipated Date of First Graduation:** 5/31/2026

**Total # Credits in Program:** 72-73

**# Credits in General Education:** 22-23

**CIP Code Number:** 51.0707 **Title of CIP Code:** Health Information/Medical Records Technology/Technician

**Department where program is housed:** Nursing & Health Careers

**Location Offering the Program** (e.g., main campus): CT State Middlesex (CAHIIM accredited program at this location only)



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

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

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) accredited; next annual report due April 2024, full review due August 2029.**
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: **Registered Health Information Technician (RHIT)**
  - confirm NC-SARA requirements met: ☒ Yes ☐ No

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

**Institutional Contact for this Proposal:** Jill Flanigan

Title: Professor

Tel.: 860-343-5791

e-mail: jflanigan@mxcc.edu

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Summary of Modifications**

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

**Addition of Anatomy & Physiology I & II:** Our program advisory board has recommended the addition of the two semesters of Anatomy & Physiology due to changing industry demands. In particular, our industry connections at 3M health Information Systems whose employees are already working with the Eleventh Revision of the International classification of Disease (ICD-11) have shared that it is more demanding and has required their current employees to seek out additional education. The introductory-level coverage of human biology in the one-semester course currently in the program, (BIO 1111 Cell Biology with Organ Systems) will not be sufficient to meet the skill level required for proficiency with ICD-11. Adding the BIO 2111 Anatomy & Physiology I and BIO 2112 Anatomy & Physiology II to this program will make our graduates better prepared to enter the workforce.

**Selective Admission:** (1) The accreditor (CAHIIM) requires an externally supervised professional practice experience (PPE). The number of sites available for students in Connecticut is limited. This is partly due to the consolidation of healthcare systems in Connecticut. In the larger systems, there is often a central Health Information Management department and not one at each facility; this limits the number of students that can be accepted for the PPE each semester. Selective admission will enable us to maintain the number of students at a level that ensures placement for the PPE.

(2) Like other clinical programs, placement in a healthcare facility can require criminal background checks, immunizations, drug testing, physical exams, and expenses related to commuting to the assigned facility. Selective admission allows us to have a point where we can ensure that incoming students are aware of and understand these requirements. Making these requirements clear to incoming students is a requirement of our CAHIIM accreditation.

**Background and Rationale**

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

The proposed modification adding additional contact hours of anatomy & physiology is driven by changes in the industry. We are responding to new demands on health information professionals to interpret medical documentation, apply standards to the management of information, and utilize the latest clinical classification systems that are increasing in complexity. We maintain a robust advisory board with members from across the industry from hospitals to software vendors and we act on their input to maintain a high-quality program that fully prepares our graduates to meet the demands of current health information technology roles.

**Addressing Identified Needs**

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

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

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

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

From our experience at CT State Middlesex, I can report that I am routinely contacted by employers in Connecticut and outside of the state who are hiring for remote positions in numbers that exceed the current graduates eligible to fill those roles. This experience supports the findings published in the Occupational Outlook Handbook which reports anticipated growth in this sector from 2022-2032 at 16%.

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

The Health Information Technology – Data Management degree is currently the only CAHIIM-accredited Health Information Technology associate degree in Connecticut. Our campus excels at delivering online courses and this program is offered fully online making it accessible across Connecticut and beyond our borders. Rhode Island, Vermont, and New Hampshire do not have any CAHIIM accredited associate degree programs in health information technology making the program eligible for the NEBHE program for residents of those states.

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

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

The program data that we collect and report annually to our accreditor demonstrates that we have been successful in recruiting a diverse student body into the program. Over the past 3 years, we have reported 42%-50% of graduates claimed membership in a racial/ethnic minority group.

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

We participate in any opportunity to get in front of members of the community to promote this field. As an example, we spoke at staff meetings at Yale-New Haven Health System at the invitation of their health Information Department leadership to encourage their clerical/support staff members to continue their education to earn professional certification and move into health information professional roles. This degree is particularly well-suited for those students who need to move into the workforce quickly and unlike other healthcare cohort programs, part-time attendance is an option. Graduates can continue to the bachelor's or master's degree level in this discipline, but the associate degree level certification is enough to earn and excellent income throughout a long career.

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

We have improved our certification exam preparation course to incorporate more practice with simulated exam questions enabling students for whom English is a second language to have more practice with the format and language of the exam to improve success rates for these students.

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

- (1) There is a pathway to the American Health Information Management Association Professional Certificate Approval Program (AHIMA PCAP) approved Clinical Coding Certificate for students who want to enhance their employability with an expert-level coding credential (Certified Coding Specialist (CCS) or Certified Coding Specialist-Physician-based (CCS-P)).
- (2) There is a pathway to a bachelor's degree in Health Information Management through the CAHIIM accredited program at Charter Oak State College for those interested in earning the Registered Health Information Administrator (RHIA) credential.
- (3) The RHIT credential is also a steppingstone to achieving certification as a Certified Tumor Registrar (CTR) which can be achieved through one of several pathways that include varying combinations of apprenticeship hours and education.

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

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

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
This is the only program of its kind in Connecticut (and Rhode Island, Vermont, and New Hampshire).

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ENG 1010 Composition	3	ENG 1010 Composition	3
MATH 2200 Statistics II	3	MATH 2200 Statistics II	3
Elective AHRX Arts & Humanities Course	3-4	Elective AHRX Arts & Humanities Course	3-4
BIO 1111 Cell Biology with Organ Systems	4	BIO 1111 Cell Biology with Organ Systems	4
Elective SBSX Social/Behavioral Science Course	3	Elective SBSX Social/Behavioral Science Course	3
Elective ORAX Oral Communication Course	3	Elective ORAX Oral Communication Course	3
CCS 1001 College & Career Success	3	CCS 1001 College & Career Success	3
CIS 1001 Introduction to Computers	3	CIS 1001 Introduction to Computers	3
CSC 1231 Database Development and Design I	4	CSC 1231 Database Development and Design I	4
BIO 2103 Pathophysiology	3	BIO 203 Pathophysiology	3
HIMT 1000 Medical Terminology	3	HIMT 1000 Medical Terminology	3
HIMT 1110 Introduction to Health Information Management	3	HIMT 1110 Introduction to Health Information Management	3
HIMT 2460 Healthcare Reimbursement	3	HIMT 2460 Healthcare Reimbursement	3
HIMT 2730 Clinical Classification Systems I	3	HIMT 2730 Clinical Classification Systems I	3
HIMT 2740 Clinical Classification Systems II	3	HIMT 2740 Clinical Classification Systems II	3
HIMT 2350 Healthcare Informatics	3	HIMT 2350 Healthcare Informatics	3
HIMT 2540 Privacy, Security, and Compliance	3	HIMT 2540 Privacy, Security, and Compliance	3
HIMT 1030 Pharmacology in Health Information	1	HIMT 1030 Pharmacology in Health Information	1
HIMT 2650 Quality Management	3	HIMT 2650 Quality Management	3
HIMT 2380 Healthcare Statistics	3	HIMT 2380 Healthcare Statistics	3
HIMT 2892 Health Information Professional Practice Experience	3	HIMT 2892 Health Information Professional Practice Experience	1
HIMT 2750 Medical Coding Case Studies	2	HIMT 2750 Medical Coding Case Studies	2
HIMT 2880 Registered Health Information Technician Certification Exam Preparation	1	HIMT 2880 Registered Health Information Technician Certification Exam Preparation	1
		BIO 2111 Anatomy & Physiology I	4
		BIO 2112 Anatomy & Physiology II	4
<b>Total Credits Original Program</b>	<b>66-67</b>	<b>Total Credits Modified Program</b>	<b>72-73</b>

**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

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

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

*modified learning outcomes. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section below.*

1. Apply knowledge of data content structure and standards to apply classification system guidelines including current and future revisions of the International Classification of Diseases, Clinical Modification; International classification of Diseases, Procedure Coding System; Current Procedural Terminology (CPT); Healthcare Common Procedure Coding System, Level II (HCPCS II); Systematized Nomenclature of Medicine (SNOMED) and ensure health record documentation is complete and accurate.
2. Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
3. Participate in the implementation and use of information technology in the healthcare organization including establishing data standards, ensuring data quality, utilizing decision support tools, and performing data analysis.
4. Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
5. Evaluate organization compliance with regulations and standards to support licensing, accreditation, and reimbursement.
6. Apply information governance principles by collecting, storing, protecting, and using organizational data strategically, especially in performance improvement activities.
7. Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, math statistics, computer concepts and computer applications as they relate to health information management.
8. Utilize professional skills to enter the healthcare workforce in a health information technician role with the skills and competencies the earn professional certification, communicate in a healthcare business setting, and develop a professional network.

**Assessment of Learning Outcomes**

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

We receive reports from the American Health Information Management Association detailing results for the graduates of the program who have taken the Registered Health Information Technician certification exam. This score report is broken down by competency domains and provides us with scores for our graduates benchmarked against national average scores.

**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	8	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process.	3
MATH 2200 Statistics II	3,4,6,7	MATH 1200 or MATH 1201 with a C- or higher or placement using multiple measures	3
Elective AHRX Arts & Humanities Course	8	Varies by elective choice.	3-4
BIO 1111 Cell Biology with Organ Systems	7	Eligibility for ENG 1010; recent college preparatory biology recommended	4
Elective SBSX Social/Behavioral Science Course	8	Varies by elective choice.	3
Elective ORAX Oral Communication Course	8	Varies by elective choice.	3

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

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

CCS 1001 College & Career Success	8	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
CIS 1001 Introduction to Computers	7	none	3
CSC 1231 Database Development and Design I	3, 6, 7	eligibility for ENG 1010	4
BIO 2111 Anatomy & Physiology I	1,7	ENG 1010 AND BIO 1210 or BIO 1111 or (BIO 1005 AND CHEM 1110) - all with a "C" or higher	4
BIO 2112 Anatomy & Physiology II	1,7	BIO 2111 with a C or higher	4
BIO 203 Pathophysiology	1,7	BIO 2112 with a "C" or better	3
HIMT 1000 Medical Terminology	1,7,8	none	3
HIMT 1110 Introduction to Health Information Management	2, 6	none	3
HIMT 2460 Healthcare Reimbursement	4,5	Eligible for MATH 1200	3
HIMT 2730 Clinical Classification Systems I	1,4	(BIO 1100/BIO 1100L) OR BIO 1111 OR BIO 2112 and HIMT 1000 all with a grade of "C" or higher	3
HIMT 2740 Clinical Classification Systems II	1,4	(BIO 1100/BIO 1100L) OR BIO 1111 OR BIO 2112 and HIMT 1000 all with a grade of "C" or higher	3
HIMT 2350 Healthcare Informatics	2,3	none	3
HIMT 2540 Privacy, Security, and Compliance	2, 5, 6	HIMT 1110 with a "C" or better.	3
HIMT 1030 Pharmacology in Health Information	7	none	1
HIMT 2650 Quality Management	5,6	HIMT 1110 with a "C" or better.	3
HIMT 2380 Healthcare Statistics	3, 4, 6, 7	MATH 2200 with a "C" or better.	3
HIMT 2892 Health Information Professional Practice Experience	8	Admitted to the HIT-DM degree program; HIMT 2350, HIMT 2460, HIMT 2540, HIMT 2730, and HIMT 2740 all with a grade of "C" or higher	1
HIMT 2750 Medical Coding Case Studies	1,4,7	BIO 2103, HIMT 2730, and HIMT 2740 all with a grade of "C" or higher	2
HIMT 2880 Registered Health Information Technician Certification Exam Preparation	8	Admitted to the HIT-DM degree program; permission of Program Coordinator [based on eligibility for the Registered Health Information Technician (RHIT) certification exam]	1
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			0
<b>Total Program Credits:</b>			72-73
<b>Description of Related Modification(s)</b>			



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

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

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

Selective Admission:

(1) The accreditor (CAHIIM) requires an externally supervised professional practice experience (PPE). The number of sites available for students in Connecticut is limited. This is partly due to the consolidation of healthcare systems in Connecticut. In the larger systems, there is often a central Health Information Management department and not one at each facility; this limits the number of students that can be accepted for the PPE each semester. Selective admission will enable us to maintain the number of students at a level that ensures placement for the PPE.

(2) Like other clinical programs, placement in a healthcare facility can require criminal background checks, immunizations, drug testing, physical exams, and expenses related to commuting to the assigned facility. Selective admission allows us to have a point where we can ensure that incoming students are aware of and understand these requirements. Making these requirements clear to incoming students is a requirement of our CAHIIM accreditation.

Accelerated Courses: We will offer a selection of 7-week courses (and winter/summer session courses) where required prerequisites would otherwise delay timely/accelerated graduation. For example, the biology course progression of BIO 1111, BIO 2111, BIO 2112, BIO 2103 would require 4 semesters following the standard schedule but can be completed in two semesters with the accelerated schedule; these four BIO courses are prerequisites to HIMT 2750.

**Description of Resources Needed**

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

Implementing these changes requires modifications to courses scheduling to make certain courses available in the 7-week format and structuring the program for selective admission.

**Previous Three Years Enrollment and Completion for the Program being Modified**

ACTUAL Enrollment	Fall Term, Year 2021		Fall Term, Year 2022		Fall Term, Year 2023	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	2	2	4	1	0
New Students	0	3	0	0	1	2
Returning Students	0	2	3	8	6	14
Actual Headcount Enrollment	0	7	5	12	8	8
Fall FTE accounted for by Program Majors	2.6		9.07		13.6	
Size of Credentialed Group(s) for Given Year	0		3		0	

**Impact of Modification on Enrollment and Completion**

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

The program appeals to students interested in earning the RHIT credential. The admission process will change, but the body of interested students is expected to be constant.

**Other Considerations**

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

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

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

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

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

<b>PROJECTED Program Revenue</b>	Fall 2024	Fall 2025	Fall 2026
Tuition (do not include internal transfers)	20,688.00	20,688.00	20,688.00
Program-Specific Fees	6,144.00	6,144.00	6,144.00
Other Revenue (Annotate in narrative)			
<b>Total Estimated Program Revenue</b>	26,832.00	26,832.00	26,832.00
<b>PROJECTED Program Expenditures*</b>	Fall 2024	Fall 2025	Fall 2026
Administration (Chair or Coordinator)	11,442.00	11,442.00	11,442.00
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	12,948.00	12,948.00	12,948.00
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	24,390.00	24,390.00	24,390.00

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: Catalog Page: [https://catalog.ctstate.edu/preview\\_program.php?catoid=2&poid=162](https://catalog.ctstate.edu/preview_program.php?catoid=2&poid=162) Program Website: [Health Information Technology – Data Management Degree | CT State, Middlesex \(mxcc.edu\)](https://www.mxcc.edu/Health-Information-Technology-Data-Management-Degree)

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:

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

**Catalog Description**

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

The Health Information Technology - Data Management program provides an understanding of the many aspects of the emerging field of healthcare technology and information management.

Health information professionals are involved in the design, collection, storage, utilization, and transmission of data required to meet the professional, legal, financial, and administrative record-keeping requirements of healthcare delivery systems. They work with clinical, financial, epidemiological, administrative, and coded healthcare and insurance data. This associate degree program provides a concentration in data management and will provide students the skills necessary to enter the job market in a health information technician role.

PROGRAM ACCREDITATION: Health Information Technology - Data Management at the Middlesex campus is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

PROFESSIONAL CERTIFICATION: Graduates of the Health Information Technology - Data Management degree program are eligible to sit for American Health Information Management association (AHIMA) Registered Health Information Technician (RHIT®) certification exam. A credential provides proof of competency in the field and is often a requirement for Health Information Management positions.

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

***APPLICATION FOR MODIFICATION OF AN ACCREDITED 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): 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*)? \$58,250.00

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 62 Health Care and Social Assistance

**Career/Program Pathways**

Does this program prepare students for another program?

- ☒ Yes, there is an option to continue to the bachelor's degree level. Specify program: Health Information Management at Charter Oak State College  
☒ No, graduates can earn professional certification and go directly into the workforce.

**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): Jill Flanigan, [jflanigan@mxcc.edu](mailto:jflanigan@mxcc.edu), (860)343-5791.

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 3 existing adjunct faculty (Ann-Marie Barone, Noelle Dale-Brown, Elena Albini).

**Admissions Requirements**

What are the admissions requirements for the program? Attend a program orientation meeting covering the requirements of the Professional Practice Experience. Complete ENG 1010 Composition and BIO 1111 Cell Biology with Organ Systems with a "C" or better. Be eligible for MATH 2200 Statistics II which can be met by completing MATH 1200 or MATH 1201 with a C- or higher or placement using multiple measures.

**Graduation Requirements**

Does this program have special graduation requirements (e.g., capstone or special project)? ☒ Yes ☐ No  
If yes, describe: Students must complete and externally supervised profession practice experience (HIMT 2892 Health Information Professional Practice Experience).

**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: We have current agreements with Hospital for Special Care, Middlesex Hospital, The Root Center for Advance Recovery, VA New England Healthcare, and Yale-New Haven Health Systems.

**Prospective Students**

Describe the prospective students for the program: Individuals who have interests that span the disciplines of medicine, law, business, and information technology can find a career that allows them to apply these interests across a variety of healthcare settings.



# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Cybersecurity Essentials – Certificate 2  
Connecticut State Community College

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – Cybersecurity Essentials – Certificate 2 (CIP Code: 11.1003/ OHE# 21521), specifically a modification of the program name at Connecticut State Community College.

A True Copy:

---

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

**ITEM**

Modification to Cybersecurity Essentials – Certificate 2, specifically a modification of the program name at Connecticut State Community College.

**PROPOSED CHANGE**

Aligning over 80 computer programs and 250 courses from the 12 legacy community colleges to CT State was a daunting challenge. The process was successful in reducing the number of degrees from more than 80 to under 30 for the 2023-2024 catalog year. However, it is clear that we are still distributing a finite number of students among too many degrees and certificates. The long list of options is proving difficult for both students and faculty to navigate. The name change to this certificate coincides with the discontinuation of two similar certificates and is a first step in reducing the scale of the problem.

Along with this name change, minor revisions to the certificate curriculum and two applications for discontinuation for redundant certificates have been submitted.

The proposed new name of the program is Cybersecurity Certificate.

**RECOMMENDATION**

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

02/2/2024 – BOR - Academic and Student Affairs Committee  
02/29/2024 – Board of Regents

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

***APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM***

NAME CHANGE REQUEST	
<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/27/23
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: Cybersecurity Essentials Certificate (CYSC-CC-ENS) OHE #: 21521 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> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 22 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.1003 Title of CIP Code: Computer and Information Systems Security/Auditing/Information Assurance Department where program is housed: School of Engineering & Technology Location Offering the Program ( <i>e.g., main campus</i> ): <b>Capital, Quinebaug Valley, Tunxis</b>	
<b>Proposed New Name of Program:</b> Cybersecurity Certificate (CYSC-CC-EN)	
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2024	
<b>Explanation / Justification</b> <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>Aligning over 80 computer programs and 250 courses from the 12 legacy community colleges to CT State was a daunting challenge. The process was successful in reducing the number of degrees from more than 80 to under 30 for the 2023-2024 catalog year. However, it is clear that we are still distributing a finite number of students among too many degrees and certificates. The long list of options is proving difficult for both students and faculty to navigate. The name change to this certificate coincides with the discontinuation of two similar certificates and is a first step in reducing the scale of the problem.</p>	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> <p>Work to consolidate and streamline computer program offerings will continue through this year and next. Along with this name change, minor revisions to the certificate curriculum (see completed form 205 for CYSC-CC-EN) and two applications for discontinuation for redundant certificates (CPNS-CC and CYSC-CC-OPS) have been submitted.</p>	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> <p>No costs are required.</p>	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.edu	

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Modification of a Program

Computer Networking Technology – Certificate 2  
Connecticut State Community College

February 29, 2024

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – Computer Networking Technology – Certificate 2 (CIP Code: 11.0901/OHE# 21506), specifically a modification of the program name at Connecticut State Community College.

A True Copy:

---

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

**ITEM**

Modification to Computer Networking Technology – Certificate 2, specifically a modification of the program name at Connecticut State Community College.

**PROPOSED CHANGE**

Aligning over 80 computer programs and 250 courses from the 12 legacy community colleges to CT State was a daunting challenge. The process was successful in reducing the number of degrees from more than 80 to under 30 for the 2023-2024 catalog year. However, CT State is still distributing a finite number of students among too many degrees and certificates. The long list of options is proving difficult for both students and faculty to navigate. The name change to this certificate coincides with the discontinuation of two similar certificates and is a first step in reducing the scale of the problem.

Along with this name change, minor revisions to the certificate curriculum and two applications for discontinuation for redundant certificates have been submitted.

The proposed new name of the program is Computer Networking Certificate.

**RECOMMENDATION**

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

02/2/2024 – BOR - Academic and Student Affairs Committee  
02/29/2024 – Board of Regents

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

***APPLICATION FOR NAME CHANGE – MODIFICATION OF ACCREDITED PROGRAM***

NAME CHANGE REQUEST	
<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/23 Submission to CSCU Office of the Provost for Academic Council: 12/27/23
<b>NOTE:</b> Use this form if modifying only the name of the program.	
<b>Current Program Characteristics</b> Name of Program: Computer Networking Technology Certificate (CPNT-CC) OHE #: 21506 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> ): <b>Certificate (C2)</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 23 # Credits in General Education: n/a <u>CIP Code Number</u> : 11.0901 Title of CIP Code: Computer Systems Networking and Telecommunications Department where program is housed: School of Engineering & Technology Location Offering the Program ( <i>e.g., main campus</i> ): <b>Capital, Manchester, Gateway, Quinebaug Valley</b>	
<b>Proposed New Name of Program:</b> Computer Networking Certificate (CPNT-CC)	
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2024	
<b>Explanation / Justification</b> <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>Aligning over 80 computer programs and 250 courses from the 12 legacy community colleges to CT State was a daunting challenge. The process was successful in reducing the number of degrees from more than 80 to under 30 for the 2023-2024 catalog year. However, it is clear that we are still distributing a finite number of students among too many degrees and certificates. The long list of options is proving difficult for both students and faculty to navigate. The name change to this certificate coincides with the discontinuation of two similar certificates and is a first step in reducing the scale of the problem.</p>	
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> <p>Work to consolidate and streamline computer program offerings will continue through this year and next. Along with this name change, minor revisions to the certificate curriculum (see completed form 205 for CPNT-CC) and two applications for discontinuation for redundant certificates (CPNS-CC and CYSC-CC-OPS) have been submitted</p>	
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> <p>No costs are required.</p>	
<b>Institutional Contact for this Proposal:</b> Michael Stefanowicz Title: AVP, Academic Affairs Tel.: 860.612.7039 e-mail: mstefanowicz@commnet.edu	

# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Concerning

Approval of a New Program

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Teaching English to Speakers of Other Languages (TESOL) (CIP Code: 13.1401, OHE# TBD) leading to a Bachelor of Arts at Southern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

---

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

**ITEM**

Establishment of a new program, Teaching English to Speakers of Other Languages (TESOL), leading to a Bachelor of Arts at Southern Connecticut State University.

Name of Institution	Southern Connecticut State University	
Name of Program	Teaching English to Speakers of Other Languages (TESOL)	
CIP Code	13.1401	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Arts	
Number of Collegiate Credits	120 (46 in Gen Ed)	
Date of Action (Anticipated)	02/29/2024	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND AND PROGRAM OVERVIEW**

As an undergraduate TESOL program, the primary goal is to equip candidates with the knowledge and skills necessary to be effective teachers of multilingual learners. To achieve this goal, four key objectives have been identified:

- Develop a comprehensive understanding of linguistics and language acquisition: The program provides a theoretical foundation in linguistics and language acquisition, from the perspectives of traditional linguistic theories, sociocultural theory, and systemic functional linguistics. Through this training, candidates will learn about the fundamental principles of language, including its structure, function, and use, and how these principles relate to language acquisition.
- Provide robust second language methodology training: To be effective teachers of multilingual learners, candidates must have a strong understanding of second language methodology. The program provides candidates with the tools and techniques necessary to



develop and implement effective lesson plans, assessments, and instructional strategies that meet the needs of multilingual learners.

- Prepare candidates to work with diverse populations: The program is designed to prepare candidates to work with a diverse population of bilinguals. This includes understanding their students' cultural and linguistic backgrounds, as well as the socio-economic and political factors that can impact their learning.
- Foster the development of effective teachers of multilingual learners: Ultimately, the program aims to prepare candidates to be effective teachers of multilingual learners. This includes providing them with the skills to create a supportive and inclusive classroom environment, to develop meaningful and engaging lesson plans, and to assess and evaluate student learning effectively.

The research clearly indicates a strong and growing demand for qualified TESOL educators both regionally and globally. Globalization, increased international mobility, and the prominence of English as a global communication tool have heightened the need for skilled TESOL educators. Local schools, language centers, and international institutions have expressed a pressing demand for educators who are equipped with the necessary knowledge and credentials to teach English to diverse learners. In August 2023 in Connecticut alone, there are 14 ESL teacher positions that remain unfilled, 8 community college and adult education ESL instructor positions, and over 20 online ESL teaching jobs that are available.

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

## **STUDENT RECRUITMENT, ENROLLMENT & RETENTION**

### **PRO FORMA**

### **RECOMMENDATION**

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

02/2/2024 – BOR - Academic and Student Affairs Committee  
02/29/2024 – Board of Regents

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

Institution: **SOUTHERN CONNECTICUT STATE UNIVERSITY**      Program: **B.A. Teaching English to Speakers of Other Languages (TESOL)**

Resources and Expenditures Projections (whole dollars only)																		
PROJECTED Enrollment	First Year - FY25 (Fall 24 & Spring 25)						Second Year - FY26 (Fall 25 & Spring 26)						Third Year - ( Fall26 & Spring 27)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	P	FT	PT	FT	PT	FT	PT	FT	PT	FT	P	FT	PT	FT	PT	FT	PT
Internal Transfer																		
New Students (first time matriculating) - consists of external transfers and recent high school grads	4.00						5.00						6.00					
Continuing Students progressing to credential			4.00				4.00		9.00				9.00		15.00			
Headcount Enrollment	4.00		4.00				9.00		9.00				15.00		15.00			
<b>Total Estimated FTE per Year<sup>1</sup></b>						0.67						1.50						2.50
PROJECTED Program Revenue	First Year - FY25 (Fall 24 & Spring 25)						Second Year - FY26 (Fall 25 & Spring 26)						Third Year - ( Fall26 & Spring 27)					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	P	FT	PT	FT	PT	FT	PT	FT	PT	FT	P	FT	PT	FT	PT	FT	PT
Tuition from Internal Transfer <sup>2</sup>	-		-				-		-				-		-			
Tuition <sup>2</sup>	26,796		26,796				60,291		60,291				100,485		100,485			
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
<b>Total Annual Program Revenue</b>						<b>\$ 53,592</b>						<b>\$ 120,582</b>						<b>\$ 200,970</b>
<b>PROJECTED Program Expenditures<sup>3</sup></b>	First Year - FY25 (Fall 24 & Spring 25)		Second Year - FY26 (Fall 25 & Spring 26)		Third Year - FY27 (Fall 26 & Spring 27)		<b>SCSU Assumptions:</b>											
Administration (Chair or Coordinator) <sup>4</sup>							A.	All students will be full time and assumed to be in-state in terms of revenue calculation. The rates shown are the ones approved for FY2025. Subsequent rate increases are not taken into account in order to demonstrate a clearer year-by-year comparison.										
Faculty (Full-time, total for program) <sup>4</sup>							B.	Except for a small Marketing/Advertising request, additional resources for this new program will not be necessary for at least the first 3 years. Current full time faculty have the teaching capacity available to absorb instruction of the new courses being added for this program.										
Faculty (Part-time, total for program) <sup>4</sup>							C.	This entire program will be taught on ground. Our enrollment projections are conservative, considering the fact that there is a great need and demand for these teachers in Connecticut and other states.										
Support Staff ( lab or grad assist, tutor)							<sup>1</sup> 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. <sup>2</sup> Revenues from all courses students will be taking. <sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded. <sup>4</sup> 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. <sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately. <sup>6</sup> 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.											
Library Resources Program																		
Equipment (List in narrative)																		
Other <sup>5</sup> - Marketing / Advertising	\$	1,500		1,500		1,500												
Estimated Indirect Costs <sup>6</sup>																		
<b>Total Expenditures per Year</b>	\$	1,500	\$	1,500	\$	1,500												

**From:** [Morgan, George A.](#)  
**To:** [Diamond, Aynsley J](#); [Smith, Dwayne \(SCSU\)](#)  
**Cc:** [Prezant, Robert \(SCSU\)](#); [Davis, Kaylah](#)  
**Subject:** Re: SCSU New Program Alignment  
**Date:** Friday, January 26, 2024 1:44:23 PM  
**Attachments:** [image001.png](#)

---

Good Afternoon, Aynsley,

I just spoke with Dr. Smith. Let this email confirm his approval of all of the new programs you proposed in your previous email.

Warm Regards,  
George Morgan Jr.

---

**From:** Diamond, Aynsley J  
**Sent:** Tuesday, January 23, 2024 1:40 PM  
**To:** Smith, Dwayne (SCSU)  
**Cc:** Prezant, Robert (SCSU); Davis, Kaylah; Morgan, George (SCSU)  
**Subject:** RE: SCSU New Program Alignment

Dear President Smith,

Please note that we are seeking your signature approval for only the following program:

As per instructions from BOR-ASA Committee Chair, I am requesting you to confirm that the following new programs (to be presented to BOR-ASA on February 2) are in alignment with SCSCU's Deficit Mitigation Plan as presented to BOR on November 15, 2023.

1. New Programs
  - a. SCSU – TESOL – BA

Your response to this email will be added to the BOR-ASA Minutes of the Meeting as evidence of alignment with the Deficit Mitigation Plan, only if someone asks this question during the meeting.

Thank you for your response.

Kind regards,  
Aynsley Diamond

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



# **CSCU** Board of Regents

## **CT BOARD OF REGENTS FOR HIGHER EDUCATION**

### **RESOLUTION**

Continuation of a Center

February 29, 2024

RESOLVED: That the Board of Regents for Higher Education approve continuation of a center, the Research Center – Values in Emerging Science and 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 Research Center on Values in Emerging Science and Technology at Southern Connecticut State University.

**RATIONALE 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. CSU Academic and Student Affairs concurs with this recommendation.

2/2/2024 – BOR - Academic and Student Affairs Committee

2/29/2023 – Board of Regents



# Board of Regents

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### RESOLUTION

Concerning

Promotions and Tenures

February 29, 2024


RESOLVED: That the Board of Regents for Higher Education approve the promotions of Dr. April Moreira recommended by Interim President Manohar Singhs of Western Connecticut State University.

A True Copy:

---

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



TO: Terrence Cheng, Chancellor, Connecticut State Colleges & Universities  
FROM: Dr. Manohar Singh, President (Interim)   
CC: Dr. Missy Alexander, Provost & Vice President for Academic Affairs  
Dr. Stavros Christofi, Promotion & Tenure Committee Co-Chair  
Fred Cratty, Chief Human Resources Officer  
Dr. Forest Robertson, Promotion & Tenure Committee Co-Chair  
DATE: October 30, 2023  
RE: Promotion and Tenure Recommendations 2023-2024 (Revised)

---

I support and concur with the recommendation that the following faculty member receive promotion effective academic year 2023-2024.

**Promotion to Associate Professor**

Dr. April Moreira

This is a reversal of the Spring 2023 decision in which she was denied promotion and in accordance with Article 5.3.7 of the AAUP collective bargaining agreement.

MS:moc

Attachment



# **APRIL M. MOREIRA, DSW, LCSW**

[moreiraa@wcsu.edu](mailto:moreiraa@wcsu.edu)

## **CURRICULUM VITAE**

### **ACADEMIC BACKGROUND:**

#### **Doctor of Social Work**

Southern Connecticut State University, New Haven, CT

2021

#### **Master of Social Work, *Advanced Standing***

Fordham University, Graduate School of Social Service, New York, NY

2007

#### **Bachelor of Arts, Social Work**

Western Connecticut State University, Danbury, CT

2004

#### **Associate of Arts and Science in Human Services**

Naugatuck Valley Community College, Waterbury, CT

2002

### **CURRENT LICENSURE AND CERTIFICATES:**

- Licensed Clinical Social Worker, License # 009574 (CT- Since 2016)
- Connecticut Initial Educator Certificate-School Social Worker (CT -Since March2014)

### **PROFESSIONAL ASSOCIATIONS:**

- National Association of Social Workers, Connecticut Chapter (Since 2016)

### **HONORS AND AWARDS:**

- 2019-2020 School of Professional Studies- Outstanding Faculty Member Award

### **PRESENTATIONS:**

- Harris, D., Moreira A., & McLean, K. (2022). *Self-Care Practices of Undergraduate Social Work Students during the Era of Covid 19*. Presentation, National Association of Social Workers (NASW) CT Chapter Annual Meeting, Mystic, CT.
- Young, S. & Moreira, A. (2019). *Using simulated clients to teach BSW students, why not us?* Presentation, Council on Social Work Education (CSWE) Annual Program Meeting, Denver, CO.

## **PUBLICATION:**

- Harris, D., McLean, K. & Moreira, A. (2022). “*Self-Care Practices of Undergraduate Social Work Students During the Era of COVID-19*” Under Review by Journal of Social Work Education

## **PROFESSIONAL/RESEARCH INTERESTS:**

- Promoting Positive Social Change
- Trauma Informed Care
- Culturally Humility Social Work Practice
- LGBTQI Advocacy
- First Generation College Students/Professors
- Play Therapy
- Mindfulness

## **TEACHING EXPERIENCE:**

Western Connecticut State University, Danbury, CT

***Field Coordinator/Assistant Professor***

August 2017-Present

Organize student field placements in the state of CT and NY; develop and oversee the paperwork and evaluations for field placements; coordinate with the Field Liaisons; develop and organize a workshop each semester for all Field Instructors and Field Liaisons; conduct field visits; advise students on their plan of study and other related concerns; Evaluate student performance promptly and accurately based on departmental rubrics; maintain records of student attendance, involvement, and progress; teach assigned class material in accordance with learning objectives that are developed by the department; develop and prepare class material and assignments; engage students in active learning; communicate with students outside of class to provide supplementary instruction, when necessary; participate in faculty meetings involving departmental updates.

Courses taught: *SW 200-Introduction to Social Work and Social Welfare Services, SW 306-Junior Seminar, SW 310-SW Practice II, SW 320- Fall Senior Seminar, and SW 321-Spring Senior Seminar*

Western Connecticut State University, Danbury, CT

***Adjunct Professor /Special Appointment***

August 2015- May 2017

Courses taught: *SW200- Introduction to Social Work and Social Welfare Services- Fall 2015 & Fall 2016 SW306- Social Work Junior Field Practicum & Seminar-Spring 2016 & Spring 2017, SW210- Social Welfare as an Institution- Fall 2016, SW220- Cultural Diversity-Spring 2017, SW215 Human Behavior and the Social Environment- Spring 2017, SW309 Social Work Practice I- Spring 2017*

## PROFESSIONAL EXPERIENCE:

### **Department of Children and Families (DCF), Danbury, CT**

#### *Treatment and Adolescent Social Worker*

March 2005- June 2010

Utilized interviewing techniques to assess clients' strengths, needs, risks, safety, identify goals and objectives; engaged clients in the intervention process; collaborated with clients and providers in development of effective case plans; assessed progress; provided ongoing case management; prepared psychosocial assessments, case histories, and other case records as components of an assigned case load; advocated on behalf of clients and assisted them in accessing community resources to improve their well-being and family functioning; referred clients and family members to social and supportive services; motivated and counseled clients to increase their ability to understand and effectively cope with life stressors; demonstrated empathy, compassion, effective listening, and communication skills; provided crises intervention; supported children and families in processing the impact of abuse and neglect on their lives; counseled and assisted adolescents with gaining life skills and preparing for their futures, i.e. college, work, independent living, etc.; worked collaboratively with medical, legal, mental health, substance abuse, and other professionals, delivering a comprehensive multidisciplinary approach to clients in need; worked effectively with diverse populations; served as a Safe Harbors liaison, supporting DCF workers and advocating for the LGBTQI (Lesbian, Gay, Bi-Sexual, Transgender, Questioning, Intersex) clients served by the Danbury DCF office.

### **Family and Children's Aid, Danbury, CT**

#### *Shift Coordinator* for Permanency Diagnostic Center

October 2003-May 2004

Supervised staff; administered medication; implemented treatment plans; provided physical and emotional care; and ensured safe, supportive, and healthy environment for children residing in center after multiple placements in foster care.

### **Girl Scout Council of Southwestern Connecticut, Wilton, CT**

#### *Membership Specialist*

March 2002-August 2003

Initiated programs, led groups and maintained retention rates of "at-risk" adolescent females living in Norwalk, CT; presented programming in local housing communities and community centers; implemented "Girlz R.U.L.E.", anti-violence program for females at Ponus Ridge Middle School, focusing on activities to help visualize violence and bullying.

**Danbury Youth Services**, Danbury, CT

**Instructor for T.A.R.G.E.T** (Teaching and Reaching Gaining Excellence Together)

June 2000-March 2001

Led afterschool/summer substance abuse prevention programs; provided a safe and nurturing environment; taught positive social skills with regular homework assistance for youth residing in the High Ridge and Laurel Gardens Housing Communities in the City of Danbury.

**PROGRAMS AND WORKSHOPS:**

- “Grant Writing 101” Connecting to Care, Instructed by Kathy Randall, August 17, 2022.
- “Voices: A Program of Self-Discovery and Empowerment” Women’s Consortium, Instructed by Dr. Candice Norcott, Ph.D., July 12-13 and 19-20, 2022.
- “NASW/CT 35<sup>th</sup> Annual Statewide Conference” NASW CT Chapter, May 26<sup>th</sup>, 2022.
- “Narrative Therapy Techniques for Navigation Grief and Uncertainty” PESI, Instructed by Claire Bidwell Smith, LCPC, April 28, 2022.
- “Seizing the Moment: Re-Humanizing Grief Care for Clients and Ourselves” PESI, Instructed by Megan Devine, LPC, April 29, 2022.
- “Expressive Arts for Children and Adults: Giving Grief a Voice” PESI, Instructed by Diana Sebzda, LPC, FT, April 29, 2022.
- “Ethics and Personal Loss: Using Self-Disclosure in Grief Support” PESI, Instructed by Litsa Williams, LCSW-C, April 29, 2022.
- “Survivors’ Guilt, Regret, and Shame: Interventions for Today’s Grieving Clients” PESI, Instructed by Christina Zampitella, PsyD, FT, April 29, 2022.
- “EMDR Toolbox for Traumatic Grief and Mourning” PESI, Instructed by Megan MCQuary, LCSW, EMDR-C, April 29, 2022.
- “The 6<sup>th</sup> Stage of Grief: Why Meaning Making is More Important than ever” PESI, Instructed by David Kessler, April 28, 2022.
- “Clinical Strategies for Collective Grief and Pandemic Fatigue” PESI, Instructed by Diana Sebzda, LPC, FT, April 28, 2022.
- “From Loss to Resilience with Emotional Focused Individual Therapy” PESI, Instructed by Dr. Leanne Campbell, Ph.D., April 28, 2022.
- “Creating Safe Spaces for Culturally Diverse Clients to Grieve” PESI, Instructed by Tiffani Dilworth, LCPC, CAGCS, April 28, 2022.
- “PREPaRE Workshop 1, 2, & 3” Western Connecticut State University, Instructed by Dr. Paula Lopez, Ph.D., January 14, 21, & 28, 2022.
- “Managing your Private Practice” University of Connecticut, Instructed by Patricia Carl-Stannard, LCSW., January 7, 2022.
- “Becoming and Being a Cross-Racial Ally” Women’s Consortium, Instructed by Dr. Ken Hardy, Ph.D., September 22, 2021.
- “Exploring Gender Identity in Clinical Settings” Women’s Consortium, Instructed by Seth Wallace, LCSW, July 14, 2021.
- “Intro to Clinical Practice with LGBTQI Clients” Women’s Consortium, Instructed by Seth Wallace, LCSW, June 10, 2021.
- “Narcarn Training” WCSU, Instructed by Abby Wood, MSW, April 14, 2021.
- “Embodying the Healing Wisdom” Collectively Rooted, Instructed by Dr. Richard Schwartz, Ph.D., April 8<sup>th</sup> & 9<sup>th</sup>, 2021.

- “QPR Gatekeeping” WCSU, Instructed by Abby Wood, MSW, March 10, 2021.
- “The Clinical Interview” UConn School of Social Work” Instructed by Dr. Jennifer Berton, Ph.D., December 14, 2020.
- “Making Sense of the DSW5” UConn School of Social Work” Instructed by Dr. Jennifer Berton, Ph.D., December 07, 2020.
- “Attachment-Based Play Therapy for Emotional, Behavioral & Sensory Challenges” WCSU, Instructed by Tammi Van Hollander, LCSW, RPT-S, Danbury, CT. October 12, 2019.
- “Play Therapy with Divorce & Custody Cases” WCSU, Instructed by Louise Wonders, LPC, RPT-S, CPCS, Danbury, CT. October 11, 2019.
- “The Proven Power of Being Kind to Yourself” Suncrest Counseling, Instructed by Dr. Kristen Neff, Ph.D., Cromwell, CT. June, 7, 2019.
- “The Brainstorm Experience” the Avielle Foundation, Instructed by Dr. Bessel Van der Kolk, M.D., Newtown, CT. August 24, 2018.
- “Working with the Post 9/11 Veteran: What a Civilian Social Worker Needs to Know” NASW, Instructed by Dr. Sharon Young, PhD, LCSW. August 24, 2018.
- “Western Connecticut Trauma Conference” WCSU Counselor Education Program and Social Work Department, Danbury, CT. May 21<sup>st</sup>, 2018.
- “Play-Family Therapy with a Major Component in Advanced Child Development (401)” Family and Play Therapy Center, Instructed by Dottie Higgins-Klein, Clinical Director, September, 2017-June, 2018
- “Play-Family Therapy with a Major Component in Advanced Child Development (402)” Family and Play Therapy Center, Instructed by Dottie Higgins-Klein, Clinical Director, September, 2016-June, 2017
- “First-Aid Kit for Counseling Parents on Child and Teen Tantrums, Noncompliance and Fighting” Cross Country Education, Instructed by Douglas Ruben, Ph.D, Independent Self-Study. July, 2016
- “Counseling Children: Counseling Techniques with 5-12 Year Olds” Cross Country Education, Instructed by Paul R. White, LCSW, Independent Self-Study. July 2016
- “Self-Regulation” PESI, Instructed By: Teresa Garland, MOT, OTR/L, Independent Self-Study. December, 2015
- “Mindfulness, Healing and Transformation: The Pain and the Promise of Befriending the Full Catastrophe” PESI, Instructed By: Jon Kabat-Zinn PH.D, Independent Self-Study. December, 2015
- “Yoga & Mindfulness Tools for Children & Adolescents: Improve Emotional Regulation & Increase Attention” PESI, Instructed By: Jennifer Cohn-Harper, Shelton, CT. March, 2015
- “Suicide & Self-Mutilation: Stopping the Pain” PESI, Instructed By: Jack Klott, MSSA, LCSW, CSWW, Suicidologist, Shelton, CT. December, 2013
- “EFT for Trauma Release & Resilience Level One Training” The Tapping Solution Foundation, AAMET International Trainer Jade Barbee, Newtown, CT. September, 2014
- “Cognitive Behavioral Therapy for Kids and Adolescents: Proven and Practical CBT Techniques” PESI, Instructed By: Barry Gregory, M.E.D., ED.D., LMHC, NCC, Shelton, CT. April, 2014
- “Physical/Psychological Management Training (PMT), helping people succeed,” Family and Children’s Aid, Danbury, CT. September, 2010



- “All the Rage: Helping Adolescent Girls in Crisis,” instructed by Martha B. Straus, Ph.D. The Connecticut Council on Adoption, North Haven, CT. May, 2010
- “Child and Adolescent Sexual Development,” instructed by Dr. Roz Dischiavo and sponsored by the Department of Children and Families Training Academy, Hartford, CT. May, 2010

## **PROGRAMS AND WORKSHOPS Continued:**

- “The First Leir Conference on Autism Spectrum Disorders,” instructed by Dr. Fred Volkmar and Dr. James McPartland and sponsored by The Leir Retreat Center, Ridgefield, CT. May, 2010
- “Trauma Stewardship,” Department of Children and Families, University of Hartford, Hartford, CT. April, 2010
- “True Colors Annual Conference,” University of Connecticut. Storrs, CT. March, 2007 & 2008
- “Normal Doesn’t Mean Nothing Happened: Understanding Sexual Abuse Medical Evaluation,” The Central Connecticut Multidisciplinary Intervention Team Community Mental Health Affiliates and the Department of Children and Families. New Britain, CT. April, 2008
- “Treatment for Juveniles with Problem Sexual Behaviors,” The Central Connecticut Multidisciplinary Intervention Team Community Mental Health Affiliates and the Department of Children and Families. New Britain, CT. April, 2008
- “DCF Child Protective Services and MCCA Substance Abuse Treatment Cross Training Forum,” Department of Children and Families and MCCA, Danbury, CT. October, 2007
- “Beyond Cultural Differences: Ecuador,” Department of Children and Families, Danbury, CT. April, 2007
- “Preventing Health Risks & Promoting Healthy Outcomes Among LGBTQ Youth,” a Training Workshop for School Counselors, Nurses, Psychologists and Social Workers. American Psychological Association and True Colors, Central Connecticut State University. March, 2007
- “Identifying & Working with Parents with Cognitive Limitations Training,” Connecticut Parents with Cognitive Limitations Workgroup, Danbury, CT. March, 2006
- “Department of Children and Families Pre-Service Trainings,” Introduction to Child Protection Services; Values Clarification; Indicators of Abuse/Neglect; Cultural Competency; Interviewing; Case Planning in Child Protective Services; Child Development; Separation and Placement; Domestic Violence; Behavioral Health; Sexual Abuse; Educational Services; Adolescent Services. Hartford, CT. March, 2005- January, 2006

## **VOLUNTEER EXPERIENCE:**

- Out of the Darkness Community Walks, American Foundation for Suicide Prevention, Danbury, CT, September, 2016, September, 2017. September 2018

**PROFESSIONAL REFERENCES:**

Dr. Tanya Iacono, DSW, LCSW  
Clinical Coordinator  
Juvenile Matters at Bridgeport  
60 Housatonic Avenue  
Bridgeport, CT 06604  
203-579-3642

Dr. Karen Mclean, Ph.D., LMSW  
Assistant Professor  
Western Connecticut State University  
181 White Street  
Danbury, CT 06810  
203.837.8937

Dr. Deneen Harris, Ph.D., L.C.S.W  
Associate Professor  
Western Connecticut State University  
181 White Street  
Danbury, CT 06810  
203.837.32923

## Candidate Narrative

Why do I teach? I teach because I want to assist the future stakeholders of the field of social work. I want to ensure the future leaders of social work are well prepared and supported in building the foundation of their professional careers. I want to do my part in ensuring the field of social work continues to grow with passionate and dedicated members. I teach because I love being with the curious and dedicated BSW students I encounter every academic year at WCSU. Ever since I began my career in social work, I have been passionate about the field. I believe in the NASW (National Association of Social Work) Code of Ethics, I believe in promoting change, social justice, cultural humility and being an advocate to those who need support. I am especially passionate about first-generation students and the pride they show while working hard to obtain their degrees.

Teaching at Western Connecticut State University has been the ideal environment to demonstrate my passion and nurture it in others, something I care deeply about. Since stepping in front of my first class of students at WCSU, my enthusiasm for the field and our school has exploded. As an assistant professor, I strive to engage students in the learning process and encourage them to utilize critical thinking skills. I teach through demonstration, incorporating real life experiences from the field and media into my teachings. We analyze research and theories, role play, and observe behaviors and outcomes. The professional experience I garnered in the field is a valuable tool that I incorporate into my teaching. My goal is to immerse the students in the diversity and complexity of social work, eliciting questions and dialogue that will enhance their learning, and bring meaning to their learning experience. I have been able to observe the students utilize these skills in the field environment during field visits, field placement evaluations, and feedback from our field placement supervisors.



I believe my teaching style is straightforward, genuine, and honest. Students have referred to my style as “keeping it real.” On the first day of classes, we review the syllabus together and discuss expectations, both of the students and myself. I uphold those expectations throughout the semester and feel comfortable confronting someone who may not be upholding appropriate behaviors in the classroom. I attempt to inspire students with honesty and realness and challenge them to be open to the opinions of others, to agree to disagree when a consensus cannot be made, and to take responsibility for our actions. I feel the students I serve know I am here to support them and encourage them to do well. I believe my passion for promoting change is evident and comes out in the lessons and assignments for each class. I encourage the students to analyze their own belief structures and explore the personal narratives that brought them to this field of study. This allows them to see why they have chosen social work and how their background, beliefs, and values can serve them as a strength or challenge in the field.

To continue to meet the educational needs of the students I serve, I entered a DSW program at Southern Connecticut State University in the summer of 2018 with the concentration in social work education. I wanted to continue to learn new techniques and teaching styles to incorporate in the classroom to increase my own knowledge and confidence in teaching. As an assistant professor who serves mostly first generation and non-traditional students, I needed to have a large foundation to work from to ensure I am reaching all the students diverse learning needs. Most of our students work 30 hours, have small children, care for loved ones, and/or have little to no experience with the expectations of higher education. The stories of trauma, CPS (child protection services) history, and hardship are difficult, but have inspired them to pursue a career to help others. These situations can be encouraging, but also detrimental to the student and

client if not addressed properly. As an assistant professor, I incorporate self-care education into the curriculum and encourage students to get professional help, on campus or in the community.

My professional experience and personal growth has allowed me to develop a good sense of self, appropriate boundaries, and a strong commitment to the NASW's Code of Ethics. I utilized my skills from the field in the classroom while incorporating them into locating and maintaining field placements. Being a Field Coordinator for the Social Work Department is not only a good application of my skills and a benefit for the students of Western, but also personally rewarding for me. I successfully completed my DSW program in May of 2021 and have seen an increase of confidence in my teaching knowledge and skills.

To: Dr. April Moreira, Department of Social Work  
CC: Dr. Rotua Lumbantobing, AAUP Representative  
Fred Cratty, Chief Human Resources Office  
Peggy Boyle, Human Resources Representative

Re: Grievance Filed July 14, 2023

Date: July 25, 2023

---

In the meeting conducted July 25, 2023, at 12:00 pm, with the following participants present -Dr. April Moreira (Grievant), Dr. Rotua Lumbantobing (AAUP Representative), Peggy Boyle (HR Representative)- the following points were agreed upon.

1. That the incorrect department by-laws were consulted during the Promotion and Tenure evaluation of Dr. Moreira.
2. Dr. Moreira and her department used their current/correct department by-laws to evaluate her candidacy for promotion. P&T evaluated that candidacy with older by-laws.
3. The use of the correct by-laws is necessary for an accurate evaluation of any P&T candidate.
4. The single area of concern is Creative Activity.

Therefore, the P&T Committee will be convened at the start of the fall 2023 semester to re-examine the materials submitted last fall with reference to the current/correct bylaws. No additions or subtractions will be made to the materials. They will then send their recommendations to the provost for review against the accurate criteria.

If the new evaluation results in a change in the decision, then the university will follow the process outlined in Article 5.3.7.

This process must be complete no later than September 22.



Dr. Missy Alexander  
Provost & Vice President for Academic Affairs



September 29, 2023

Dr. April Moreira  
Social Work Department  
Western Connecticut State University  
181 White Street  
Danbury, CT 016810

Dear Dr. Moreira:

I am pleased to inform you that I am recommending that you be promoted to the rank of Associate Professor. President Singh will submit your name to the Connecticut Board of Regents for Higher Education for consideration. I expect the Board to act on his recommendation at its next meeting.

Sincerely,

A handwritten signature in blue ink that reads "Missy Alexander".

Missy Alexander, Ph.D.  
Provost and Vice President for Academic Affairs

c: Dr. Manohar Singh, Interim President  
Dr. Joan Palladino, Dean  
Mr. Fred Cratty, Chief Human Resources Officer

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 11.21.23 Submission to CSCU Office of the Provost for Academic Council: 11.22.23
Most Recent NECHE Institutional Accreditation Action and Date: Accredited June 7 <sup>th</sup> 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: <b>12</b>	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li></ul>	
<b>Original Program Characteristics</b> Name of Program: Master of Science in Computer Science OHE #: 8895 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 40-49% 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> ): <b>MS</b> Date Program was Initiated: Fall 2001 Total # Credits in Program: 36 # Credits in General Education: 0 <u>CIP Code Number</u> : 11.01* Title of CIP Code: Computer Science (*note: this was the 2010 CIP number)	
<b>Modified Program Characteristics</b> Name of Program: Masters of Science in Computer Science 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 40-49% 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> ): <b>MS</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Summer 2026 Total # Credits in Program: 30 # Credits in General Education: 0 <u>CIP Code Number</u> : 11.0701* Title of CIP Code: Computer Science (*note: need to update the CTOHE data with new #)	
Department where program is housed: Computer Science department Location Offering the Program ( <i>e.g., main campus</i> ): main SCSU campus New Haven CT	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

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

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

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

Twofold:

1. Reduction in number of credits 36 => 30
2. Offering of more courses per some course requirement categories.

**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
<b>Core:</b>			
Select 2 from: CSC 543 (Web Programming) CSC 563 (Mutithreaded Parallel Prog)	6	Select 1 from: CSC 543 (Web Programming) CSC 563 (Multithreaded Parallel Prog) CSC 505 (Obj Orient Data Struct in Java) CSC 550 (Mobile App Dev) [1 course (3cr) deleted]	3
CSC 565 (Computer Networks)	3	[1 course (3cr) deleted]	0
<b>Software Development Concentration:</b>			
Select 3 from: CSC 545 (Adv. DataBase Systems) CSC 550 (Mobile App Dev)) CSC 560 (Software Quality)	9	Select 2 from: CSC 545 (Adv. DataBase Systems) CSC 550 (Mobile App Dev)) CSC 560 (Software Quality) CSC 543 (Web Programming) CSC 563 (Multithreaded Parallel Prog) [1 course (3cr) deleted]	6
-	0	CSC 521 (Algorithms) [1 course (3cr) added]	3
<b>Total Credits Original Program</b>	<b>18</b>	<b>Total Credits Modified Program</b>	<b>12</b>

**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 the MS in CS program, graduates will be:

1. able to demonstrate sophisticated knowledge of software design and development cycle
2. able to engage and apply secure practices in any computing environments
3. able to communicate effectively in both a written and oral manner
4. able to analyze and evaluate existing computing solutions and create innovative solutions to research problems utilizing current or emerging computing technologies
5. prepared for employment in a computer-related industry or for further post-graduate study

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**Assessment of Learning Outcomes**

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

Learning Outcome	What and Where	How
LO #1	2 core courses Focus primarily on the foundations and methods of computer science. 4 Software Development concentration courses (Advanced Software Development Topics, from Requirements, Design to Testing and Maintenance.	Individual student homework assignments, examinations and final projects; Graduate Alumni Survey
LO #2	All courses have Secure Practices material sprinkled. 4 Cyber Security concentration courses (CSC 555,558,568,578)	Individual student homework assignments, examinations and final projects; Graduate Alumni Survey
LO #3	All courses (except maybe core). All courses are student driven and require midterm paper presentation, and final project presentation.	Numerous oral presentations and formal written documents (e.g., project proposals, article critiques, literature reviews) culminating in the final capstone requirement (oral defense and written thesis); Graduate Alumni Survey
LO #4	Majority of courses (except core). Such courses require midterm paper presentation, and final project research presentation. Capstones. (Thesis, Special Project)	Numerous research project presentations.
LO #5	To prepare students for employment or post-graduate study, students are required to conduct research in most of their graduate courses. In addition, in several courses, students are required to complete a software development cycle through the constructs of a team and in particular, to develop the skills to establish communication channels	Evaluation of research projects. Evaluation of various components of group work;



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

**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	Course Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
CSC 505	OO Data Structures in Java	LO 1	CSC 501	3
CSC 540	Database Systems	LO 1	CSC 501	3
CSC 543	Web Programming	LO 1	CSC 501 and 503	3
CSC 563	Distributed Programming	LO 1	CSC 501 and 503	3
CSC 521	Algorithms	LO 1,2,4	CSC 505	3
CSC 535	Software Engineering	LO 1,2,4	CSC 540 or 543 or 563	3
CSC 545	Adv Database Systems	LO 1,2,4	CSC 540	3
CSC 550	Mobile App Dev.	LO 1,2,4	CSC 543 or 563	3
CSC 560	Software Quality	LO 1,2,4	CSC 535	3
CSC 555	Princ of Information Sec.	LO 2,3,4	CSC 540 or 543 or 563 and 503	3
CSC 558	Network Security	LO 2,3,4	CSC 555 and 503	3
CSC 568	Ethical Hacking & PenTest	LO 2,3,4	CSC 555 and 503	3
CSC 578	Secure Systems	LO 2,3,4	CSC 558 and 568	3
CSC 552	Deep Learning	LO 1,2,4	CSC 501 and 543 or 563	3
CSC 576	Data Mining	LO 1,2,4	CSC 505	3
CSC 581	Computational Intelligence	LO 1,2,4	CSC 501	3
CSC 590	Proposal	LO 1,2,3,4	Dept perm	3
CSC 591	Thesis	LO 1,2,3,4	Dept perm	3
CSC 595	Special Project	LO 1,2,3,4	Dept perm	3
<b>Open Electives</b> (Indicate number of credits of open electives)				6
<b>Total Program Credits:</b>				30

**Description of Related Modification(s)**

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

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.  
 No additional resources are needed. On the contrary, reduction in the total credits from 36 => 30 would reduce the need for the course offerings.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/computer-science/programs>

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

Provide estimated cost of program (tuition and fees): \$            OR

url for link to tuition/fee information: <https://inside.southernct.edu/onestop/bill-payment/tuition-fees>

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



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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**Catalog Description**

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

The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/computer-science/programs>

**Careers/Professions and Earnings**

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

Many. Some listed for completeness:

15-1251 Computer Programmers                      15-1252 Software Developers

15-1253 Software Quality Assurance Analysts and Testers

15-1254 Web Developers                      15-1211 Computer Systems Analysts

15-1212 Information Security Analysts

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

Software Developer                      \$85,610

Software Engineer                      \$100,742

Full Stack Software Developer                      \$94,277

Cyber Security Engineer                      \$122,457

Information Security Analyst                      \$112,359

**Applicable Industries**

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

Many: some listed.

541511 Computer program or software development

541511 Computer software analysis and design services

541690 Security consulting services

**Career/Program Pathways**

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): ChairPerson Lisa Lancor, [lancorl1@southernct.edu](mailto:lancorl1@southernct.edu), (203) 392-5890

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 13

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

**Admissions Requirements**

What are the admissions requirements for the program? An undergraduate degree from an accredited institution with gpa higher than 3.0. Students without Computer Science background are invited to apply, and are asked to resolve prerequisite courses (Programming, Networking) prior to applying to the program.

**Graduation Requirements**

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

If yes, describe: There is a capstone experience either as a Thesis (6 credits) or a Special Project (6 credits as well).

**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**

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Describe the prospective students for the program: Students with a strong technical background looking for a change in their careers, as well as students pursuing an advanced graduate degree in the Software Development or CyberSecurity field

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

**Institution:** Southern Connecticut State University

Please enter the following dates:

Final approval by institution: November 2023

Submission to CSCU Office of the Provost for Academic Council: 12.13.23

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

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

Total Number of courses and course credits to be modified by this application: **2 new courses, 4 new credits (13 credits of overall change if one counts the reorganization of categories for required courses)**

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

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

**Original Program Characteristics**

Name of Program: Bachelor of Arts in English

OHE #: 642

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

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

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

Date Program was Initiated: 1976

Total # Credits in Program: 39

# Credits in General Education: 46

CIP Code Number: 230101 Title of CIP Code: English Language and Literature, General

**Modified Program Characteristics**

Name of Program: Bachelor of Arts in English

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

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

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

Initiation Date for Modified Program: Fall 2024

Anticipated Date of First Graduation: Spring 2028

Total # Credits in Program: 43

# Credits in General Education: 46

CIP Code Number: 230101 Title of CIP Code: English Language and Literature, General

Department where program is housed: English

Location Offering the Program (*e.g., main campus*): Southern Connecticut State University (main campus)

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

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

Phase Out Period Date of Program Termination

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

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

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

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

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

This program revision results from many years of careful planning by English faculty in terms of rearranging existing courses and requirements into new categories that: 1) allow students the utmost flexibility and choice; 2) help prepare our students for future community service, employment, and lifelong learning after graduation; and 3) best reflect the current priorities of our discipline. We have added two new core courses as part of our emphasis on a capstone experience for all our majors; these new courses will prepare our students to succeed after graduation.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ENG 307 – Literary Analysis for English Majors	3	ENG 307 – Literary Analysis for English Majors	3
ENG 308 – English Studies: Critical Theories	3	ENG 308 – English Studies: Critical Theories	3
		ENG 490 – Advanced Seminar in Literature	3
		ENG 491 – Career Preparation in English	1
ENG 309 - Rhetorical Strategies in Writing and Communication	3	Writing in Practice (one from a list of options, including ENG 309)	3
ENG 321 – British Literature through History I	3	Early and Colonial Literatures (two from a list of options, including ENG 321, all Shakespeare options, and all Ancient or English Medieval Literature options)	6
Ancient or English Medieval Literature (one from a list of options)	3	(moved into Early and Colonial Literatures, above)	
Shakespeare (one from a list of options)	3	(moved into Early and Colonial Literatures, above)	
ENG 322 – British Literature through History II	3	Eighteenth- and Long Nineteenth-Century Literature (one from a list of options, including ENG 322 and 323)	3
ENG 323 – American Literature through History	3	(moved into Eighteenth- and Long Nineteenth-Century Literature, above)	
		Modern and Contemporary Literature (one from a list of options)	3
Multicultural Literature (one from a list of options)	3	Multicultural Literatures (one from a list of options)	3

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Concentration: Creative Writing, Literature, or Professional Writing (four from a list of options, dependent upon the concentration)	<b>12</b>	Concentration: Creative Writing, English Studies, or Professional Writing (five from a list of options, dependent upon the concentration)	<b>15</b>
<b>Total Credits Original Program</b>	<b>39</b>	<b>Total Credits Modified Program</b>	<b>43</b>

**Learning Outcomes - L.O.**

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

1. Knowledge of Critical Methodology. Students will be able to understand and apply current literary theory to a variety of texts.
2. The Ability to Use Research Tools That Are Discipline Specific. Students will be able to recognize and use basic library research tools and databases that are common to literary study.
3. The Ability to Write Complex and Articulate Prose. Students will be able to create a sophisticated argument about a literary text, and support that argument clearly and effectively.
4. The Ability both to Respond to and Analyze Literary Texts. Students will be able to state a mature and informed reaction to a text, but also interpret that text according to accepted practices in the discipline.
5. Familiarity with Earlier Forms of the English Language. Students will be able to recognize and understand pre-modern texts.
6. Recognition of the Importance of Engagement with the Scholarly or Artistic Community. Students will be able to understand arguments about a text that occur as part of the larger conversation in the discipline.
7. Recognition of the Diverse Nature of Literary Artists and Texts. Students will be able to understand the idea of a literary canon - a body of works deemed "worthy of study" -- and the implications for its expansion.

**Assessment of Learning Outcomes**

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

The department uses direct assessment of student work to measure program learning outcomes. For example, in our periodic assessments, we follow the model used by the department in, e.g., 2007, 2010, 2011, and 2018. Our aim is to attempt to measure how well students could read and write. We ask instructors of literature classes (as opposed to creative and professional writing) to collect the final paper written for the class. A committee of four professors in the department (specialists in British literature, American literature, professional writing, and composition/creative writing) developed two rubrics (one to measure reading skills and one to measure writing skills) and evaluate a sample of the papers collected. We plan to continue this policy in the future.

**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.*

<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
<b>New Course:</b> ENG 490 - Advanced Seminar in Literature  <i>Course Description:</i> A culminating seminar in literary studies, with an in-depth study	1, 2, 3, 4, 6 (5 and/or 7 dependent upon topic)	ENG 307 – Literary Analysis for English Majors	3

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

of a single author, group of writers, or literary movement, genre, or topic. Includes advanced instruction in literary research leading to a public-facing writing project.			
<i>New Course:</i> ENG 491 – Career Preparation in English  <i>Course Description:</i> Career exploration and professional development. Designed to help soon-to-be graduates prepare for life after college.	2, 6	English major	1
<i>New name for existing category:</i> Writing in Practice	2, 3		3 (no new credits)
<i>New name for existing requirements; combines three previous categories into one:</i> Early and Colonial Literatures	3, 4, 5		6 (three credit reduction)
<i>New name for existing requirements; combines two previous categories into one:</i> Eighteenth- and Long Nineteenth-Century Literature	3, 4		3 (three credit reduction)
<i>New Category Name:</i> Modern and Contemporary Literature	3, 4		3
<i>New Name for Existing Concentration:</i> Concentration: Creative Writing, English Studies, or Professional Writing	1, 2, 3, 4, 5, 6, 7		15 (three credit increase)
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			31
<b>Total Program Credits:</b>			43
<b>Description of Related Modification(s)</b> Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements We made the major GPA requirement 2.0. We also renamed the "Literature" concentration as the "English Studies" concentration.			
<b>Description of Resources Needed</b> As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. No new resources will be required to implement the proposed changes.			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Program website: <a href="https://www.southernct.edu/academics/english/programs">https://www.southernct.edu/academics/english/programs</a>
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): Four (4) years
Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): Please see below; a complete catalog description is included for each concentration The graduation requirements are listed below. In addition, students select free electives to reach 120 credits overall required for the degree. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers: <a href="https://www.southernct.edu/academics/english/programs">https://www.southernct.edu/academics/english/programs</a> .
<b>Careers/Professions and Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): 27-3041 <a href="#">Editors</a> 27-3042 <a href="#">Technical Writers</a> 27-3043 <a href="#">Writers and Authors</a> 27-3099 <a href="#">Media and Communication Workers, All Other</a>  What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? 27-3041 <a href="#">Editors</a> -- \$84,820 27-3042 <a href="#">Technical Writers</a> -- \$86,760 27-3043 <a href="#">Writers and Authors</a> -- \$91,560 27-3099 <a href="#">Media and Communication Workers, All Other</a> -- \$113,840
<b>Applicable Industries</b> Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s): 7115 Independent Artists, Writers, and Performers
<b>Career/Program Pathways</b> Does this program prepare students for another program? <input type="checkbox"/> Yes, specify program: _____ <input checked="" type="checkbox"/> No
<b>Program Administration and Faculty</b> Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Chairperson: Prof. Cynthia Stretch, (203) 392-6996, stretchc1@southernct.edu How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 24; no new hires How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? None
<b>Admissions Requirements</b> What are the admissions requirements for the program? Same as that of the university overall; see <a href="https://catalog.southernct.edu/undergraduate/admission-standards.html">https://catalog.southernct.edu/undergraduate/admission-standards.html</a>
<b>Graduation Requirements</b> Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

If yes, describe: The two new courses in the major will serve the role of graduation capstones, preparing English BA students for life and careers after graduation.

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: Students who are interested in understanding how language shapes their understanding of themselves and the people and world around them are and will continue to be the diverse array of prospective students for this program.



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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

**Institution:** Southern Connecticut State University

Please enter the following dates:

Final approval by institution: Nov., 2023

Submission to CSCU Office of the Provost for Academic Council: 12.13.23

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

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

Total Number of courses and course credits to be modified by this application: **1 new course, 3 credits of change made, but no change in amount of credits required to complete program**

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

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

**Original Program Characteristics**

Name of Program: English 7-12, Bachelor of Science

OHE #: 4352

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

Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both: On-campus courses combined with clinical experiences in local schools

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

Date Program was Initiated: 1976

Total # Credits in Program: 74

# Credits in General Education: 46

CIP Code Number: 230101 Title of CIP Code: English Language and Literature, General

**Modified Program Characteristics**

Name of Program: English 7-12, Bachelor of Science

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

Locality of Program: ☐ On Campus ☐ Off Campus ☒ Both: On-campus courses combined with clinical experiences in local schools

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

Initiation Date for Modified Program: Fall 2024

Anticipated Date of First Graduation: Spring 2028

Total # Credits in Program: 74

# Credits in General Education: 46

CIP Code Number: 230101 Title of CIP Code: English Language and Literature, General

Department where program is housed: English

Location Offering the Program (*e.g., main campus*): Southern Connecticut State University (main campus)

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

If modification of the program is concurrent with discontinuation of related program(s), please list for each program:			
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:
Phase Out Period	Date of Program Termination		
Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>Institutional Contact for this Proposal:</b> Robert Prezant		Title: Provost	Tel.: (203) 392-5350 e-mail: prezantr1@southernct.edu

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

Describe the context and need for the proposed modification(s) and the relationship to the originally approved program:  
 These proposed changes are part of a revision to the “core” of the English degree; these changes are intended to allow students greater flexibility and more options in completing their 42 credits of English content and are more in line with current standards in the discipline. The overall credits in the major remain unchanged. The education requirements section of the major remains unchanged. The cognates and general education shares remain unchanged.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ENG 307 – Literary Analysis for English Majors	3	ENG 307 – Literary Analysis for English Majors	3
ENG 308 – English Studies: Critical Theories	3	ENG 308 – English Studies: Critical Theories	3
ENG 309 - Rhetorical Strategies in Writing and Communication	3	ENG 309 - Rhetorical Strategies in Writing and Communication	3
ENG 312 – English Grammar Systems	3	ENG 312 – English Grammar Systems	3
ENG 372 – Young Adult Literature	3	ENG 372 – Young Adult Literature	3
ENG 415 – History of the English Language	3	ENG 415 – History of the English Language	3
		ENG 490 – Advanced Seminar in Literature	3
ENG 317 – Cross Cultural Literatures and Contexts	3	Multicultural Literatures (one from a list of options, including ENG 317)	3
ENG 321 – British Literature through History I	3	Early and Colonial Literatures (two from a list of options, including ENG 321, all Shakespeare options, and all Ancient or English Medieval Literature options)	6
Ancient or English Medieval Literature (one from a list of options)	3	(moved into Early and Colonial Literatures, above)	
Shakespeare (one from a list of options)	3	(moved into Early and Colonial Literatures, above)	

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

ENG 322 – British Literature through History II	3	Eighteenth- and Long Nineteenth-Century Literature (one from a list of options, including ENG 322 and 323)	3
ENG 323 – American Literature through History	3	(moved into Eighteenth- and Long Nineteenth-Century Literature, above)	
		Modern and Contemporary Literature (one from a list of options)	3
English Electives (must be approved by advisor): <ul style="list-style-type: none"> <li>3 credits in ENG Writing Course 200-400 level OR 3 credits in ENG/LIT Literature Course 300-400 level</li> <li>3 credits in ENG/LIT Literature Course 300-400 level</li> </ul>	6	English Electives (must be approved by advisor): <ul style="list-style-type: none"> <li>3 credits in ENG Writing Course 200-400 level OR 3 credits in ENG/LIT Literature Course 300-400 level</li> <li>3 credits in ENG/LIT Literature Course 300-400 level</li> </ul>	6
<b>Education Requirements</b>		<b>Education Requirements</b>	
EDU 316 – Child Development and Psychology for Educators ('C' or better)	3	EDU 316 – Child Development and Psychology for Educators ('C' or better)	3
EDU 413 – Secondary Education ('C' or better)	3	EDU 413 – Secondary Education ('C' or better)	3
EDU 471 – Supporting English Learners for School Success ('C' or better)	1.5	EDU 471 – Supporting English Learners for School Success ('C' or better)	1.5
ENG 492 – Teaching Literature to Adolescents ('B-' or better)	3	ENG 492 – Teaching Literature to Adolescents ('B-' or better)	3
ENG 493 – English (Secondary School) ('B-' or better)	3	ENG 493 – English (Secondary School) ('B-' or better)	3
ENG 494 – Student Teaching-English	10.5	ENG 494 – Student Teaching-English	10.5
ENG 496 – Student Teaching Seminar - English	2 (or 3)	ENG 496 – Student Teaching Seminar - English	2 (or 3)
SED 225 – Introduction to Exceptionalities ('C' or better)	3	SED 225 – Introduction to Exceptionalities ('C' or better)	3
RDG 517 – Content Area Literacy in Middle and Secondary Schools ('C' or better)	3	RDG 517 – Content Area Literacy in Middle and Secondary Schools ('C' or better)	3
<b>Cognate Requirements</b>		<b>Cognate Requirements</b>	
EDU 200 – Teachers, Schools, and Society ('C' or better) (T2CC)*	3	EDU 200 – Teachers, Schools, and Society ('C' or better) (T2CC)*	3
HIS 110 – United States History to 1877 (T2AE)* OR HIS 111 – United States History from 1877 to the present (T2AE)*	3	HIS 110 – United States History to 1877 (T2AE)* OR HIS 111 – United States History from 1877 to the present (T2AE)*	3
SHE 203 – School Health ('C' or better) (T2MB)*	3	SHE 203 – School Health ('C' or better) (T2MB)*	3

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<b>Total Credits Original Program</b>	<b>74</b>	<b>Total Credits Modified Program</b>	<b>74</b>
---------------------------------------	-----------	---------------------------------------	-----------

**Learning Outcomes - L.O.**

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

1. Knowledge of Critical Methodology. Students will be able to understand and apply current literary theory to a variety of texts.
2. The Ability to Use Research Tools That Are Discipline Specific. Students will be able to recognize and use basic library research tools and databases that are common to literary study.
3. The Ability to Write Complex and Articulate Prose. Students will be able to create a sophisticated argument about a literary text, and support that argument clearly and effectively.
4. The Ability both to Respond to and Analyze Literary Texts. Students will be able to state a mature and informed reaction to a text, but also interpret that text according to accepted practices in the discipline.
5. Familiarity with Earlier Forms of the English Language. Students will be able to recognize and understand pre-modern texts.
6. Recognition of the Importance of Engagement with the Scholarly or Artistic Community. Students will be able to understand arguments about a text that occur as part of the larger conversation in the discipline.
7. Recognition of the Diverse Nature of Literary Artists and Texts. Students will be able to understand the idea of a literary canon - a body of works deemed "worthy of study" -- and the implications for its expansion.
8. Pedagogical Knowledge. Students will be able to design instruction and assessment that makes use of diverse pedagogical approaches, genres, and multiple modes and digital technologies to engage adolescent learners with diverse backgrounds, interests, and needs.
9. Reflective Practice. Students will be able to reflect upon one's own experiences with literacy and challenge assumptions about literacy pedagogy by becoming familiar with current research and theories to develop one's own philosophical stance.
10. Professional Behaviors and Clinical Practice. Students will be able to demonstrate professional behaviors and attitudes (outlined in the Educational Dispositional Assessment [EDA] and Candidate Preservice Assessment of Student Teaching [CPAST] assessments) throughout clinical fieldwork experiences, including student teaching.

**Assessment of Learning Outcomes**

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

The department uses direct assessment of student work to measure program learning outcomes. For example, in our periodic assessments, we follow the model used by the department in, e.g., 2007, 2010, 2011, and 2018. Our aim is to attempt to measure how well students could read and write. We ask instructors of literature classes (as opposed to creative and professional writing) to collect the final paper written for the class. A committee of four professors in the department (specialists in British literature, American literature, professional writing, and composition/creative writing) developed two rubrics (one to measure reading skills and one to measure writing skills) and evaluate a sample of the papers collected. We plan to continue this policy in the future. In addition, teacher candidates are assessed according to rubrics, which are aligned with State Department of Education certification requirement and CAEP (Council for the Accreditation of Educator Preparation) standards. Those rubrics are attached with this form.

**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
New Course: ENG 490 - Advanced Seminar in Literature	1, 2, 3, 4, 6 (5 and/or 7 dependent upon topic)	ENG 307 – Literary Analysis for English Majors	3

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Course Description: A culminating seminar in literary studies, with an in-depth study of a single author, group of writers, or literary movement, genre, or topic. Includes advanced instruction in literary research leading to a public-facing writing project.			
New name for existing category: Multicultural Literatures	3, 4, 7		
New name for existing requirements; combines three previous categories into one: Early and Colonial Literatures	3, 4, 5		
New name for existing requirements; combines two previous categories into one: Eighteenth- and Long Nineteenth-Century Literature	3, 4		
New Category Name: Modern and Contemporary Literature	3, 4		
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			74

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
Change major GPA to 2.7; a 2.7 overall GPA is required for certification

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

No new resources will be required to implement the proposed changes.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://www.southernct.edu/academics/english/programs">https://www.southernct.edu/academics/english/programs</a>	
IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): Four (4) years	
Provide estimated cost of program (tuition and fees): \$	OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Catalog Description</b>	
Provide the catalog description for this program (with proposed modifications if applicable): Please see below.	

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

**MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT**

## ENGLISH 7-12, B.S.

The graduation requirements are listed below. In addition, students select free electives to reach 120 credits overall required for the degree, and this program requires a 2.7 cumulative GPA for graduation. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/english/programs>

This is an educator preparation program in the State of Connecticut with additional admission requirements (see Admissions>>Teacher/Educator Preparation Programs). Candidates recommended for certification must also meet any additional Connecticut State Department of Education (CSDE) requirements (see Degree Requirements>>Teacher/Educator Preparation Programs) in effect on the date CSDE receives the certification application.

### 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):

25-2031 [Secondary School Teachers, Except Special and Career/Technical Education](#)

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

25-2031 [Secondary School Teachers, Except Special and Career/Technical Education](#) -- \$62,360

### 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

### 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): Chairperson: Prof. Cynthia Stretch, (203) 392-6996, stretchc1@southernct.edu

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 24; no new hires

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? None

### Admissions Requirements

What are the admissions requirements for the program? Academic transcripts to all institutions attended; College of Education admission essay; Academic writing sample from an English course; Proof of taking Praxis Core Academic Skills for Educators Test; Department interview with English faculty; and a GPA average of 2.7.

### Graduation Requirements

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

If yes, describe: ENG 490, the new course in the major will serve the role of graduation capstone, preparing English BS students for life and careers after graduation. They also complete student teaching as a capstone in their final semester.

### Program Work Experiences

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

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

If yes, describe and attach copies of the contracts or other documents ensuring program support: Fieldwork experiences include the following courses: EDU 200, EDU 413, ENG 492, ENG 493, and ENG 494 (student teaching). Fieldwork experiences are developmentally appropriate and increase in their demands for responsibility and professional involvement:  
<https://www.southernct.edu/education/office-of-educational-services>.

**Prospective Students**

Describe the prospective students for the program: Prospective students include those who are interested in teaching English Language and Literature in secondary schools.



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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.5.23 Submission to CSCU Office of the Provost for Academic Council: 12.13.23
Most Recent NECHE Institutional Accreditation Action and Date: 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: <b>4 courses, 9 credits</b>	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li></ul>	
<b>Original Program Characteristics</b> Name of Program: Music OHE #: 3102 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> ): B.A Date Program was Initiated: Fall 1997 Total # Credits in Program: 120 # Credits in General Education: 45 <u>CIP Code Number</u> : 50.0901    Title of CIP Code: Music, General	
<b>Modified Program Characteristics</b> Name of Program: Music 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> ): B.A. Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Spring 2025 Total # Credits in Program: 120 # Credits in General Education: 45 <u>CIP Code Number</u> : 50.0901    Title of CIP Code: Music, General	
Department where program is housed: Music Location Offering the Program ( <i>e.g., main campus</i> ): SCSU main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	



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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<b>Institutional Contact for this Proposal:</b> Robert Prezant	<b>Title:</b> Provost/VP AA	<b>Tel.:</b> 25350 <b>e-mail:</b> prezantr1@southernct.edu
--	-----------------------------	---

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

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

The B.A. MUS degree currently has two “specialization” areas in Music Technology and Music Traditions. These specializations, each of which are 9 credits and comprised of 300- and 400-level coursework, give the students freedom to choose an area that interests them for more detailed study. This revision adds a third specialization in Performance to the existing two. The Performance specialization is intended for students with an interest in music performance on a major instrument, voice, or other area of performance (composition, conducting), including those who are hoping to pursue graduate study in music and/or becoming performing musicians or teachers upon graduation. Students take coursework that covers essential performance skills including arranging, improvisation (broadly construed), and entrepreneurship, and perform a senior recital in which they prepare and present a concert-length program of solo repertoire as a culminating project for their college study.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
		Performance specialization – MUS 330 – Improvisation in Contemporary Culture	3
		Performance specialization – MUS 400 – Solo or Chamber Recital	1
		Performance specialization – MUS 465 – Entrepreneurship for Musicians	3
		Performance specialization – MUS 426 - Arranging	2
<b>Total Credits Original Program</b>	<b>120</b>	<b>Total Credits Modified Program</b>	<b>120</b>

**Learning Outcomes - L.O.**

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

1. Upon graduation, music majors will demonstrate an understanding of styles and structures of music and will apply this knowledge through performance.
2. Music majors will demonstrate the comprehension of the relationships among multiple traditions, the connection to social trends, histories and styles of music, art, and other disciplines.
3. Music majors will demonstrate competencies in theoretical and aural skills through sight-singing performance, generating and analyzing harmony, creating and notating self-generated musical ideas, and the graphic dictation of aural sounds. Please note: As the ability to sight-sing and demonstrate theoretical skills through singing is crucial for all musicians, this learning outcome is applicable to all music majors, regardless of whether the student is an instrumentalist or a vocalist.
4. Music majors will demonstrate the ability to extemporaneously compose musical ideas through improvisational performance.
5. Members of performing ensembles will demonstrate cooperative learning and creative expression through performance.

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**Assessment of Learning Outcomes**

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

Students are assessed in courses, through independently evaluated end-of-semester performance juries, through public performance with department ensembles, and through the NASM accreditation process.

**Curriculum**

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk \*\* Please modify this format as needed)*

**Learning Outcomes for the B.S. in Music Therapy are tied to the attainment of the AMTA Professional Competencies.**

Course Number and Name	Pre-Requisite	Cr Hrs
<b>Program Core Course (Major Requirements)</b>		
MUS 117: Introduction to Music Technology		3
MUS 115: Music in World Culture		
MUS 225: Theory I		3
MUS 226: Theory II	MUS 225	3
MUS 325: Theory III	MUS 226	3
MUS 326: Theory IV	MUS 325	3
MUS 220: Musicianship I		2
MUS 221: Musicianship II	MUS 220	2
MUS 320: Musicianship III	MUS 221	2
MUS 321: Musicianship IV	MUS 320	2
MUS 210: Music History I		3
MUS 211: Music History II		
MUS 420: Improvisation I	MUS 326	2
MUS 421: Improvisation II	MUS 420	2
MUS 341, 342, 441, 442: Applied lessons in major instrument	MUS 242	1
Major Ensembles (3 times)		3
Ensembles (3 times)		1
Performance specialization: MUS 330, MUS 400*, MUS 426, MUS 465*		9
Technology specialization: MUS 428, MUS 429, MUS 430		
Traditions specialization: 3 courses from MUS 300, 301, 303, 311, 314, 315		
<b>Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)</b>		<b>Cr Hrs</b>
Unrestricted LEP credits + free electives		36
<b>Open Electives</b> (Indicate number of credits of open electives)		21
<b>Total Program Credits:</b>		120

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
 none

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

none

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/academics/music>

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

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

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

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

**Catalog Description**

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

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 27-2040 Musicians, Singers, and Related Workers

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$45,000

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 711130 - Musical Groups and Artists

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Master's level studies in music ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Joshua Groffman, [groffmanj1@southernct.edu](mailto:groffmanj1@southernct.edu), 203-392-6631

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 20

**Admissions Requirements**

What are the admissions requirements for the program? The Southern program in Music allows students to declare an interest in music upon matriculation at Southern.

**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: Students with an interest in music.

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Please enter the following dates: Final approval by institution: 12.5.23 Submission to CSCU Office of the Provost for Academic Council: 12.13.23
Most Recent NECHE Institutional Accreditation Action and Date: 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as “more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program”. For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: <b>3 courses, 8 credits</b>	
For the singular changes noted below, alternate forms are available: <ul style="list-style-type: none"><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li></ul>	
<b>Original Program Characteristics</b> Name of Program: Music Therapy OHE #: 20544 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> ): <b>B.S.</b> Date Program was Initiated: Fall 2022 Total # Credits in Program: 120 # Credits in General Education: 45 <u>CIP Code Number</u> : 51.2305    Title of CIP Code: Music Therapy/Therapist	
<b>Modified Program Characteristics</b> Name of Program: Music Therapy Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>B.S.</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Spring 2025 Total # Credits in Program: 120 # Credits in General Education: 45 <u>CIP Code Number</u> : 51.2305    Title of CIP Code: Music Therapy/Therapist	
Department where program is housed: Music Location Offering the Program ( <i>e.g., main campus</i> ): SCSU	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<b>Institutional Contact for this Proposal:</b> Robert Prezant	<b>Title:</b> Provost/VP AA	<b>Tel.:</b> 25350 <b>e-mail:</b> prezantr1@southernct.edu
--	-----------------------------	--

**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

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

The revisions to the B.S. MUT are being made to more rigorously and efficiently address the required competencies for an undergraduate program in Music Therapy as required by the American Music Therapy Association.

What was previously two courses, MUT 325 (Ethical Topics in Music Therapy) and MUT 350 (Multiculturalism in Music Therapy) have been combined into one broad, revised course, MUT 325 (Professional Topics in Music Therapy: Ethics & Humility). In addition, assessment of our current curriculum revealed that the current introductory course, MUT 100 (Introduction to Music Therapy) was effective in introducing the field and patient populations of music therapy practice but did not give a sufficient introduction to the underlying theoretical foundations of music therapy methods and clinical practice aspect. As a result, we have developed MUT 435 (Theoretical Foundations of Music Therapy) as a course to address these competencies.

**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
MUT 325 – Ethical Topics in Music Therapy	2	MUT 325 – Professional Topics in Music Therapy: Ethics & Humility	3
MUT 350 – Multiculturalism in Music Therapy	3	<i>Deleted</i>	
		MUT 435 – Theoretical Foundations of Music Therapy	3
MUS 426 - Arranging	3	MUS 426 - Arranging	2
<b>Total Credits Original Program</b>	<b>120</b>	<b>Total Credits Modified Program</b>	<b>120</b>

**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.*

The Student Learning Outcomes for a Music Therapy program address the American Music Therapy Association (AMTA) "Professional Competencies." The AMTA competencies describe a series of knowledge, skills, and abilities associated with professional music therapy work, divided into three areas: Music Therapy, Music Foundations, and Clinical Foundations. The major requirements for the B.S. in Music Therapy degree address the Music Therapy competencies with a series of courses under the MUT prefix. Music Foundations competencies are addressed by cognate requirements drawn from Southern's MUS course listings, while the the Clinical Foundations competencies are addressed through cognate requirements in Psychology.

**Assessment of Learning Outcomes**

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

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Students who gain the Professional Competencies attain, in AMTA's view, a "Professional Level of Practice" in which the therapist "has the ability to assume a supportive role in treating clients, collaborating within an interdisciplinary team to contribute to the client's overall treatment plan." Students' mastery of the Professional Competencies is tracked regularly throughout their time in the program, particularly prior to enrollment in the summative internship experience. Professional Level of Practice is reflected in the achievement of a bachelor's degree in music therapy, as well as having passed the Board Certification in Music Therapy (MT-BC) exam.

**Curriculum**

*(Please list courses for the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses (undergraduate programs), etc. Using numerals, map the Learning Outcomes listed in the previous section to relevant program courses in this table. Mark any new courses with an asterisk \* and attach course descriptions. Mark any courses that are delivered fully online with a double asterisk \*\* Please modify this format as needed)*

**Learning Outcomes for the B.S. in Music Therapy are tied to the attainment of the AMTA Professional Competencies.**

<b>Course Number and Name</b>	<b>Pre-Requisite</b>	<b>Cr Hrs</b>
<b>Program Core Course (Major Requirements)</b>		
MUT 100: Introduction to Music Therapy		3
MUT 200: Receptive Methods in Music Therapy	MUT 100	2
MUT 250: Compositional Methods in Music Therapy	MUS 117	2
MUT 300: Clinical Improvisation in Music Therapy	MUS 421	2
MUT 325: Professional Topics in Music Therapy	MUT 100, completion LEP T2:GA	2
MUT 341, 342, 343: Practicum in Music Therapy I, II, III	MUT 100, Instructor permission	3
MUT 400: Psychology of Music	6 of 8 Tier 2 complete (Honors Coll.: 15 cr. HON or 45 cr. total), and prior or concurrent completion of all Tier 1 (Honors Coll.: T1MC and T1QR only).	3
MUT 435: Theoretical Foundations of Music Therapy*	MUT 100; PSY 100; PSY 219; LEP T1:WC	3
MUT 497: Internship in Music Therapy (2 times)	Completion with a grade of B- or higher of all required coursework for the Music Therapy major.	12
<b>Program Cognate Requirements</b>		
MUS 117: Introduction to Music Technology		3
MUS 225: Theory I		3
MUS 226: Theory II	MUS 225	3
MUS 325: Theory III	MUS 226	3
MUS 326: Theory IV	MUS 325	3
MUS 220: Musicianship I		2
MUS 221: Musicianship II	MUS 220	2
MUS 320: Musicianship III	MUS 221	2
MUS 321: Musicianship IV	MUS 320	2
MUS 210: Music History I		3
MUS 420: Improvisation I	MUS 326	2
MUS 421: Improvisation II	MUS 420	2
MUS 426: Arranging	MUS 326	2
MUS 341, 342: Applied lessons in major instrument	MUS 242	1
MUS 141, 142: Applied lessons in voice		1
MUS 141, 142: Applied lessons in guitar		1



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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

MUS 141, 142: Applied lessons in piano		1
MUS 102, 104, 105, 171, 204, or 205: Major Ensembles (3 times)		3
MUS 201: Percussion Ensemble		1
MUS 202: Creative Orchestra (2 times)		2
PSY 100: Introduction to Psychology		3
PSY 219: Lifespan Development	PSY 100	3
PSY 321: Abnormal Psychology	PSY 100, 3 credits in PSY @ 200-level	3
PSY 383: Brain and Behavior	PSY 259	3
MAT 107: Elementary Statistics		3
<b>Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)</b>		<b>Cr Hrs</b>
Unrestricted LEP credits + free electives		27

**Open Electives** (Indicate number of credits of open electives)

2

**Total Program Credits:**

120

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
 none

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

none

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/music-therapy>

IPEDS defined program duration (if no IPEDS data, provide standard duration of program for full-time student in years): 4.5

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

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

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

**Catalog Description**

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

**Careers/Professions and Earnings**

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

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? Regionally, the average 2020 salary for full-time music therapists in New England was \$69,725; average salaries for music therapists nationwide have increased steadily from approximately \$31,000 annually in 1998 to \$56,715 annually in 2020.

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 621340 - Offices of Physical, Occupational and Speech Therapists, and Audiologists

**Career/Program Pathways**

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<p>Does this program prepare students for another program?   X Yes, specify program: Master's in Music Therapy   <input type="checkbox"/> No</p>
<p><b>Program Administration and Faculty</b></p> <p>Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Joshua Groffman, <a href="mailto:groffmanj1@southernct.edu">groffmanj1@southernct.edu</a>, 203-392-6631</p> <p>How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 6</p> <p>How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2</p>
<p><b>Admissions Requirements</b></p> <p>What are the admissions requirements for the program? The Southern program in Music Therapy allows students to declare an interest in music therapy upon matriculation at Southern, with strong encouragement that they conduct a disposition assessment with the head of the program to ensure a fit between student and program. AMTA requires that students achieve a grade of C- or better in all foundational courses to be eligible for the internship portion of the degree (discussed below). In addition, SCSU Music Therapy majors will need to achieve a B- or better in all MUT courses to be eligible for internship.</p>
<p><b>Graduation Requirements</b></p> <p>Does this program have special graduation requirements (e.g., capstone or special project)? x Yes   <input type="checkbox"/> No</p> <p>If yes, describe: 1020 hours of internship under supervision of an MT-BC</p>
<p><b>Program Work Experiences</b></p> <p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? x Yes   <input type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support: Clinical placements happening routinely at multiple sites under supervision of MT-BC</p>
<p><b>Prospective Students</b></p> <p>Describe the prospective students for the program: Students with an interest in music and a passion for helping others</p>



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

**SECTION 1: BELOW-THRESHOLD GENERAL PROGRAM INFORMATION<sup>1</sup>**

<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 12.13.23	
<b>Characteristics of Below-Threshold Offering</b> Name of Offering: <b>Women, Gender and Leadership</b> Type of Offering (e.g. Grad Certificate) <b>Grad Certificate</b> Anticipated Initiation Date: Fall 2024 Anticipated Date of First Completion (if applicable) : June 2025 Modality of Program: On ground Locality of Program: On Campus	<b>Credit Distribution of the Offering</b> # Credits in WGS: 6 # Credits in Program Core Courses: 3 # Credits in MBA: 6 # Credits of Electives: 9 # Credits Special Requirements (e.g. internship): 0 Total # Credits the Institution Requires to Award the Credential <b>12</b>	
CIP Code No. 52.0213 Title of CIP Code: Organizational Leadership		
<b>Description of Offering, Context and Justification</b> <i>(Please provide a concise description of the proposed offering and learning objectives, including a list of courses if necessary for clarity. In one paragraph, please address need and anticipated benefits of the offering)</i>  The Graduate Certificate in Women, Gender and Leadership is a collaborative offering of the MBA and WGS programs focusing on issues related to women (and gender minorities) obtaining and holding leadership positions. Students will be provided opportunities to develop their leadership potential with theoretical and experiential coursework including a menu of relevant social-psychology, sociology, gender, and management offerings.		
<b>Cost Effectiveness and Availability of Adequate Resources</b> <i>(As applicable, please provide a one paragraph narrative addressing resources, financial aspects of the program and how it will be sustained)</i>  This program makes use of resources already offered at Southern, and creates a marketable program to generate incremental revenue and increase enrollment in graduate courses, thereby increasing faculty utilization of existing courses. Additionally, those who successfully complete the program will receive credit for their course work toward completing and MBA program or Graduate program in WGS – thereby acting as a feeder and increasing enrollments in those degree programs.		
<b>Institutional Contact for this Proposal:</b> Robert Prezant	Title: Provost	Tel.: 203-392-5355 e-mail: prezantr1@southernct.edu
<b>Institution's Unit:</b> <i>School of Business and Women and Gender Studies Department</i> and Location: <i>Main Campus</i> Offering the Program:		

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

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

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

**SECTION 2: DETAILS OF NEW OFFERING (Community Colleges)**

**Curriculum**

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

Course Number and Name	L.O. #	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
<b>Core Courses</b>				<b>Elective List</b>		
MBA 524: Gender, Leadership & Management	1,2,3	N/A	3	MBA 504 Organizational Behavior	2	3
				MBA 519 Leadership & Organizational Learning	2	3
				MBA 522 Organizational Change & Development	2	3
				MBA 532 Human Resource Mgt	1,2	3
				WGS 500 Feminist Theories	1,3	3
				WGS 504 Gender and the Law	1,2	
				WGS 520 History of Feminist Thought	1,3	3
				WGS 529 Race, Class and Gender	3	3
				WGS 530 Global Women's Issues	1,3	3
				WGS 536 Progressive and Modern Women in the US	1,2,3	3
				WGS 599 WGS Relevant Special Topics Course	1, 2 or 3	3
<b>Prerequisites</b>						
None						
<b>Total Other Credits Required to Issue Credential</b>						9
<b>Other Details</b>						
<b>Learning Outcomes - L.O.</b> <i>(Please list up to three of the most important student learning outcomes for the offering and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies the completer to opt for a professional/occupational license, please frame outcomes in attention to such requirements.)</i> <ol style="list-style-type: none"> <li>Understand the unique challenges, constraints, and opportunities that women and gender minorities face as they ascend to leadership positions in organizations.</li> <li>Develop confidence in executing leadership roles and creating more equitable and just organizations.</li> <li>Recognize and understand the roles of power, class and gender in structuring hierarchy in society and organizations.</li> </ol>						

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/2023 Submission to CSCU Office of the Provost for Academic Council: 11/21/2023
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: <b>Addition of 3 courses (11 credits total) to be added to certificate.</b>	
<b>Original Program Characteristics</b> Name of Program: Health Information: Clinical Coding Certificate (MCOD-CC-MX) OHE #: 21332 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input checked="" 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> ): <b>Certificate (C3: 31-59 credits)</b> Date Program was Initiated: June 24, 2021 Total # Credits in Program: 30 # Credits in General Education: N/A <u>CIP Code Number</u> : 51.0707 Title of CIP Code: Health Information/Medical Records Technology/Technician	
<b>Modified Program Characteristics</b> Name of Program: Health Information: Clinical Coding Certificate (MCOD-CC-MX) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input checked="" 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> ): <b>Certificate (C3: 31-59 credits)</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 41 # Credits in General Education: N/A <u>CIP Code Number</u> : 51.0707 Title of CIP Code: Health Information/Medical Records Technology/Technician	
Department where program is housed: School of Nursing and Health Careers Location Offering the Program ( <i>e.g., main campus</i> ): Middlesex	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: 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	
<b>Institutional Contact for this Proposal:</b> 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:

Our program advisory board has recommended the addition of the two semesters of Anatomy & Physiology due to changing industry demands. In particular, our industry connections at 3M Health Information Systems whose employees are already working with the Eleventh Revision of the International Classification of Disease (ICD-11) have shared that it is more demanding and has required their current employees to seek out additional education. The introductory-level coverage of human biology in the one-semester course currently in the program (BIO 1111 Cell Biology with Organ Systems) will not be sufficient to meet the skill level required for proficiency with ICD-11. Adding the BIO 2111 Anatomy & Physiology I and BIO 2112 Anatomy and Physiology II to this certificate will make our graduates better prepared to enter the workforce. We have made the additional modification of adding ENG 1010 Composition to the certificate because it is a prerequisite to the BIO 2111 and BIO 2112 courses.

**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
		BIO 2111 Anatomy & Physiology I	4
		BIO 2112 Anatomy and Physiology II	4
		ENG 1010 Composition	3
<b>Total Credits Original Program</b>	<b>30</b>	<b>Total Credits Modified Program</b>	<b>41</b>

**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.*

- Apply knowledge of data content structure and standards to apply classification system guidelines including International Classification of Diseases, Tenth Revision, Clinical Modification (ICD-10- CM), International Classification of Diseases, Tenth Revision, Procedure Coding System ( ICD-10- PCS), Current Procedural Terminology (CPT), Healthcare Common Procedure Coding System, Level II (HCPCS II), and Systematized Nomenclature of Medicine (SNOMED), and ensure health record documentation is complete and accurate.
- Protect health information by controlling access, ensuring information security, and understanding the legal and ethical issues in the use of health data.
- Utilize healthcare data to manage the revenue cycle of the healthcare organization through understanding of payment methods and systems in all care settings.
- Evaluate organization compliance with regulations and standards to support reimbursement.
- Understand and apply knowledge of pathophysiology, pharmacology, anatomy & physiology, medical terminology, computer concepts and computer applications as they relate to health information management.

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

<b>Assessment of Learning Outcomes</b>			
Briefly describe assessment methodologies to be used in measuring the program learning outcomes:			
<b>Detailed Curriculum for Modified Program</b>			
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
HIMT 1110 Introduction to Health Information Management		none	3
HIMT 1000 Medical Terminology		none	3
BIO 1111 Cell Biology with Organ Systems		Eligibility for <a href="#">ENG 1010</a> ; recent college preparatory biology recommended	4
BIO 2103 Pathophysiology		<a href="#">BIO 2112</a> with a "C" or better	3
HIMT 2730 Clinical Classification Systems I		( <a href="#">BIO 1100/BIO 1100L</a> ) OR <a href="#">BIO 1111</a> OR <a href="#">BIO 2112</a> and <a href="#">HIMT 1000</a> all with a grade of "C" or higher	3
HIMT 2740 Clinical Classification Systems II		( <a href="#">BIO 1100/BIO 1100L</a> ) OR <a href="#">BIO 1111</a> OR <a href="#">BIO 2112</a> and <a href="#">HIMT 1000</a> all with a grade of "C" or higher	3
HIMT 1030 Pharmacology in Health Information		none	1
HIMT 2192 Clinical Coding Professional Practice Experience I		Prerequisite: <a href="#">HIMT 2730</a> , <a href="#">HIMT 2740</a> , AND <a href="#">BIO 2103</a> all with a "C" or higher Corequisite: <a href="#">HIMT 2392</a> AND <a href="#">2792</a>	3
HIMT 2392 Clinical Coding Professional Practice Experience II		Prerequisite: <a href="#">HIMT 2740</a> AND <a href="#">BIO 2103</a> both with a "C" or higher Corequisite: <a href="#">HIMT 2792</a>	3
HIMT 2792 Clinical Coding Professional Practice Experience III		Prerequisite: <a href="#">HIMT 2730</a> , <a href="#">HIMT 2740</a> , and <a href="#">BIO 2103</a> all with a grade of "C" or higher Corequisite: <a href="#">HIMT 2392</a> AND <a href="#">2192</a> All three Clinical Coding Professional Practice Experience courses are a virtual professional practice experience (PPE), the courses run in 5-week sessions in the same semester.	3
HIMT 2870 Coding Specialist Certification Exam Preparation		Permission of Program Coordinator	1
BIO 2111 Anatomy & Physiology I		ENG 1010 AND BIO 1210 or BIO 1111 or (BIO 1005 AND CHEM 1110)	4
BIO 2112 Anatomy and Physiology II		<a href="#">BIO 2111</a> with a C or higher	4

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

ENG 1010 Composition	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )		0
<b>Total Program Credits:</b>		41

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
none

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

No additional resources needed; multiple sections of the additional courses are already offered

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://ctstate.edu/academics>

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? ☒ Yes ☐ No

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): This certificate program prepares students for careers as clinical coders. Clinical coders are skilled in classifying medical data utilizing knowledge of medical terminology, anatomy, physiology, disease processes, and pharmacology. Clinical coding is important to healthcare organizations because coding accuracy influences public health policy, impacts revenues, and drives the assessment of healthcare outcomes.

The Middlesex Community College Clinical Coding Certificate program is approved by the American Health Information Management Association (AHIMA) Professional Certificate Approval Program (PCAP).

PROFESSIONAL CERTIFICATION: A coding credential provides proof of competency in the field and is often a requirement for clinical coding-related and healthcare revenue management positions. Graduates of the Clinical Coding Certificate are eligible to sit for AHIMA coding certification exams including:

- Certified Coding Associate (CCA®)
- Certified Coding Specialist (CCS®)
- Certified Coding Specialist-Physician-based (CCS-P®)

Students may also choose to seek additional coding certification through the American Academy of Professional Coders (AAPC).

Offered at the Middlesex campus of the CT State Community College only; AHIMA PCAP approval is limited to being offered by the Middletown location.

**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



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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$58,250 per year (<https://www.bls.gov/ooh/healthcare/health-information-technologists-and-medical-registrars.htm>)

**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): Paula Dowd, PDowd@commnet.edu, (860) 612-7054

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? <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: HIMT 2192 Clinical Coding Professional Practice Experience I; HIMT 2392 Clinical Coding Professional Practice Experience II; HIMT 2792 Clinical Coding Professional Practice Experience III

**Prospective Students**

Describe the prospective students for the program: This certificate program prepares students for careers as clinical coders. Clinical coders are skilled in classifying medical data utilizing knowledge of medical terminology, anatomy, physiology, disease processes, and pharmacology.

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/2023 Submission to CSCU Office of the Provost for Academic Council: 11/21/2023
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: <b>Replacing 4 credit RAD 2095 course with 3 credit RAD 2194 course</b>	
<b>Original Program Characteristics</b> Name of Program: Radiography Program - Middlesex (RDGR-AS-MX) OHE #: 21313 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> ): <b>Associate of Science, AS</b> Date Program was Initiated: April 21, 2022 Total # Credits in Program: 75 # Credits in General Education: 22-23 CIP Code Number: 51.0911 Title of CIP Code: Radiologic Technology/Science - Radiographer	
<b>Modified Program Characteristics</b> Name of Program: Radiography Program - Middlesex (RDGR-AS-MX) 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> ): <b>Associate of Science, AS</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 74 # Credits in General Education: 22-23 CIP Code Number: 51.0911 Title of CIP Code: Radiologic Technology/Science - Radiographer	
Department where program is housed: School of Nursing and Health Careers Location Offering the Program ( <i>e.g., main campus</i> ): Middlesex	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: 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	
<b>Institutional Contact for this Proposal:</b> 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:

The Middlesex Radiography program would like to remove RAD 2095 Radiographic Clinical Internship from the program and replace it with RAD 2194 Radiographic Clinical V. This will effectively reduce the number of clinical hours from 480 to 360 for the final spring semester of the program. This would bring the Middlesex Program into alignment with the other radiography programs at Capital, Gateway, Manchester, and Naugatuck Valley. The reduction in clinical hours will not hinder the accomplishment of the program objectives and will provide a cost savings for the students and the college.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
RAD 2295 Radiographic Clinical Internship	4	RAD 2194 Radiographic Clinical V	3
<b>Total Credits Original Program</b>	<b>75</b>	<b>Total Credits Modified Program</b>	<b>74</b>

**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.

Learning Outcomes are based on JRCERT accreditation standards. Upon completion of the Program:

**Goal 1: Students will demonstrate effective communication skills**

- 1: Students will use effective oral communication skills with a wide variety of audiences in the clinical setting
- 2: Students will practice effective written communication skills

**Goal 2: Students will utilize critical thinking skills**

- 1: Students will assess images for diagnostic quality
- 2: Students will assess images and make appropriate adjustment(s) as needed

**Goal 3: Students will be clinically competent when performing entry level imaging procedures**

- 1: Students will accurately position patients for radiographic procedures based on patient assessment
- 2: Students will select appropriate technical factors to obtain diagnostic quality images based on patient assessment
- 3: Students will utilize radiation safety for self and others

**Goal 4: Students will demonstrate professional behavior**

- 1: Students will demonstrate professionalism in the program
- 2: Students will participate in professional activities with state and national organizations

**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
------------------------	------------------------------------	------------------	--------------

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

ENG 1010 Composition (pre-admission requirement)	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
MATH 1600 Pathway to Calculus: College Algebra	GenEd	<a href="#">MATH 1010</a> (C or higher) taken prior to fall 2023 or placement using multiple measures	3
Elective ARHX Arts & Humanities Course	GenEd	varied	3-4
BIO 2111 Anatomy & Physiology I (pre-admission requirement)	GenEd	ENG 1010 AND BIO 1210 or BIO 1111 or (BIO 1005 AND CHEM 1110)	4
PSY 1011 General Psychology I	GenEd	Eligible for ENG 1010	3
COMM 1301 Public Speaking	GenEd	Eligible for ENG 1010	3
CCS 1001 College & Career Success	GenEd	Must be eligible to take intensive/developmental-level English class ( <a href="#">ENG 0960</a> , or <a href="#">ENG 0930</a> ) or higher. <a href="#">ESOL 1302</a> or higher or recommendation of ESOL coordinator.	3
BIO 2112 Anatomy and Physiology II (pre-admission requirement)		<a href="#">BIO 2111</a> with a C or higher	4
RAD 1002 Radiographic Procedures I		Prerequisite: Program Admission Corequisite: <a href="#">RAD 1002L</a> , <a href="#">RAD 1001</a> , <a href="#">RAD 1094</a>	3
RAD 1002L Radiographic Procedures I Lab		Prerequisite: Program Admission Corequisite: <a href="#">RAD 1002L</a> , <a href="#">RAD 1001</a> , <a href="#">RAD 1094</a>	1
RAD 1010 Radiographic Procedures II		Prerequisite: <a href="#">RAD 1001</a> , <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , <a href="#">RAD 1094</a> , and/or <a href="#">RST 1000</a> and/or <a href="#">RST 1005</a> , and/or <a href="#">RAD 1094A</a> Corequisite: <a href="#">RAD 1010L</a> , <a href="#">RAD 1011</a> , <a href="#">RAD 1194</a> , and/or <a href="#">RST 2000</a>	3
RAD 1010L Radiographic Procedures II Lab		Prerequisite: <a href="#">RAD 1001</a> , <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , <a href="#">RAD 1094</a> Corequisite: <a href="#">RAD 1010</a> , <a href="#">RAD 1011</a> , <a href="#">RAD 1194</a>	1
RAD 1011 Imaging/Exposure I		Prerequisite: <a href="#">RAD 1001</a> , <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , <a href="#">RAD 1094</a>	3
RAD 1012 Imaging/Exposure II		Prerequisite: Pre-Req: <a href="#">RAD 1010</a> , <a href="#">RAD 1010L</a> , <a href="#">RAD 1011</a> , <a href="#">RAD 1013</a> , <a href="#">RAD 1194</a> Corequisite: <a href="#">RAD 2001</a> , <a href="#">RAD 2001L</a> , and <a href="#">RAD 1294</a>	3

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

RAD 1094 Radiography Clinical I		Prerequisite: Program Admission Corequisite: <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , <a href="#">RAD 1001</a>	2
RAD 1194 Radiography Clinical II		Prerequisite: <a href="#">RAD 1001</a> , <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , <a href="#">RAD 1094</a> Corequisite: <a href="#">RAD 1010</a> , <a href="#">RAD 1010L</a> , <a href="#">RAD 1011</a>	2
RAD 1294 Radiography Clinical III		Prerequisite: <a href="#">RAD 1010</a> , <a href="#">RAD 1010L</a> , <a href="#">RAD 1011</a> , <a href="#">RAD 1194</a> Corequisite: <a href="#">RAD 1012</a> , <a href="#">RAD 2001</a> , <a href="#">RAD 2001L</a>	2
RAD 2001 Radiographic Procedures III		Prerequisite: <a href="#">RAD 1010</a> , <a href="#">RAD 1010L</a> , <a href="#">RAD 1011</a> , <a href="#">RAD 1194</a> , <a href="#">RAD 1013</a> Corequisite: <a href="#">RAD 2002</a> , <a href="#">RAD 2002L</a> , <a href="#">RAD 2001L</a> , <a href="#">RAD 1294</a> , <a href="#">RAD 2001L</a> , <a href="#">RAD 1012</a>	3
RAD 2001L Radiographic Procedures III Lab		Prerequisite: <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , <a href="#">RAD 1194</a> Corequisite: <a href="#">RAD 2002</a> , <a href="#">RAD 2002L</a> , <a href="#">RAD 1294</a> , <a href="#">RAD 1013</a> , <a href="#">RAD 2094</a>	1
RAD 2002 Imaging/Exposure III		Prerequisite: <a href="#">RAD 1012</a> , <a href="#">RAD 1294</a> , <a href="#">RAD 1012</a> , <a href="#">RAD 1294</a> , <a href="#">RAD 2001</a> , <a href="#">RAD 2001L</a> Corequisite: <a href="#">RAD 2002L</a> , <a href="#">RAD 2015</a> , <a href="#">RAD 2022</a> , <a href="#">RAD 2094</a>	3
RAD 2002L Imaging/Exposure III Lab		Prerequisite: <a href="#">RAD 1012</a> , <a href="#">RAD 1294</a> , <a href="#">RAD 2001</a> and <a href="#">RAD 2001L</a> Corequisite: <a href="#">RAD 2001L</a> , <a href="#">RAD 2094</a> , <a href="#">RAD 2015</a>	1
RAD 2090 Senior Seminar		Prerequisite: <a href="#">RAD 2002</a> , <a href="#">RAD 2002L</a> , <a href="#">RAD 2022</a> and <a href="#">RAD 2015</a> Corequisite: <a href="#">RAD 2194</a> , <a href="#">RADT 2295</a>	3
RAD 2015 Radiographic Pathology		Prerequisite: <a href="#">RAD 2001</a> , <a href="#">RAD 2001L</a> , <a href="#">RAD 1011</a> , <a href="#">RAD 1011L</a> , and <a href="#">RAD 1294</a> Corequisite: <a href="#">RAD 2090</a> and <a href="#">RAD 2194</a>	3
RAD 2022 Radiobiology & Radiation Safety for the Radiographer		Prerequisite: <a href="#">RAD 1011</a> , <a href="#">RAD 1011L</a> , <a href="#">RAD 2001</a> , <a href="#">RAD 2001L</a> , and <a href="#">RAD 1194</a> Corequisite: <a href="#">RAD 2002</a> , <a href="#">RAD 2002L</a> , <a href="#">RAD 2015</a> , and <a href="#">RAD 2094</a>	3
RAD 2094 Radiography Clinical IV		Prerequisite: <a href="#">RAD 1294</a> , <a href="#">RAD 2001</a> , <a href="#">RAD 2001L</a> , and <a href="#">RAD 1012</a> Corequisite: <a href="#">RAD 2001</a> , <a href="#">RAD 2001L</a> , <a href="#">RAD 2015</a> , <a href="#">RAD 2022</a> , <a href="#">RAD 2002</a> , and <a href="#">RAD 2002L</a>	3

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

RAD 1001 Introduction to Radiologic Sciences and Patient Care		Prerequisite: Program Admission Corequisite: <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , <a href="#">RAD 1094</a>	3
RAD 1013 Advanced Patient Care		Prerequisite: <a href="#">RAD 1001</a> , <a href="#">RAD 1002</a> , <a href="#">RAD 1002L</a> , and <a href="#">RAD 1094</a> Corequisite: <a href="#">RAD 1010</a> , <a href="#">RAD 1010L</a> , <a href="#">RAD 1011</a> , and <a href="#">RAD 1194</a>	2
<b>RAD 2194 Radiographic Clinical V</b>		Prerequisite: <a href="#">RAD 2094</a> Corequisite: <a href="#">RAD 2090</a>	3
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			0
<b>Total Program Credits:</b>			74

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements  
none

**Description of Resources Needed**

As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost.

No additional resources needed

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://ctstate.edu/academics">https://ctstate.edu/academics</a>	
IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ):	2
Provide estimated cost of program (tuition and fees): \$	OR url for link to tuition/fee information: <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<p><b>Catalog Description</b></p> <p>Provide the catalog description for this program (with proposed modifications if applicable): The mission of the Connecticut State Community College Radiography program is to provide a comprehensive radiography program that will graduate competent, entry-level radiologic technologists for the healthcare community.</p> <p>Radiography or “x-ray” uses very small doses of ionizing radiation to produce images of internal structures of the body for the diagnosis of disease or injury. Radiographers are technologists who operate imaging equipment to produce quality images of the body for a Radiologist or other ordering provider to interpret. The associate degree program in Radiography prepares students for employment as entry level radiographers in hospitals, outpatient facilities, medical offices, community health agencies, or nondestructive testing industries where radiation is used for quality control. The structure of the curriculum is sequential and includes appropriate didactic content and ample supervised clinical education to assure sufficient opportunity to achieve all didactic and clinical requirements. Each campus will have some degree of differentiation in course offerings and sequencing based on clinical capacity, student enrollment and Joint Review Committee on Education in Radiologic Technology (JRCERT) approval.</p> <p>Students are assigned to clinical practice at various medical facilities throughout the state of Connecticut. Upon completion of the program, graduates are eligible to take the national certifying examination in radiography as administered by the American Registry of Radiologic Technologists (ARRT) in Radiography.</p> <p>In addition to the College’s general education core curriculum, the Connecticut State Community College Radiography program has a set of common program courses. Additionally, each campus may have its own set of differentiated options that must be taken to be eligible for graduation. Differentiated options are courses that meet the needs of the individual</p>	

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

campus for a variety of reasons including but not limited to clinical site requirements, clinical site capacity, campus course offerings, and clinical competency requirements. Because each campus is required to maintain an individual accreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT), they may require differentiated options, and may have differentiated course sequencing, students cannot transfer from one campus program to another campus.

The Radiography program is a competency-based program. The credits associated with each clinical practice course are not a direct reflection of contact hours. One credit of clinical practice is equal to 120 hours of clinical practice.

Students who wish to transfer to an approved four-year program in radiography to achieve advanced level certification in computed tomography (CT), magnetic resonance imaging (MRI) or other disciplines, or programs for health care management should consult their campus' Radiography Program Coordinator regarding established transfer articulation agreements.

**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): 29-2034 Radiologic Technologists and Technicians

25-1071 Health Specialties Teachers, Postsecondary

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? \$61,980 <https://www.bls.gov/ooh/healthcare/radiologic-technologists.htm>

**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): Paula Dowd, PDowd@commnet.edu, (860) 612-7054

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? The Radiography programs at the Connecticut State Community College are selective admission programs. All students must first apply to the Connecticut State Community College. Unless waived, all applicants must take placement tests in reading, English, and mathematics. Students must attend a campus specific Radiography program information session within one year prior to applying to the Radiography program. Applications are available annually, starting October 1st. Students must have a 2.7 GPA (Grade Point Average), and complete the following courses prior to the February 15th application deadline:

- [ENG 1010 - Composition](#) (C or higher)
- [BIO 2111 - Anatomy & Physiology I](#) (C+ or higher taken within past five years of program start date)
- [BIO 2112 - Anatomy & Physiology II](#) (C+ or higher taken within past five years of program start date) *Students may apply to the Program while in the process of completing BIO 2112 during the spring semester of application year.*

Applicants will be required to complete the TEAS test prior to the February 15th application deadline. The TEAS test must be current in the year of application, taken between November 1 through January 31. Official results must be provided with the program application for the specified year of application.

**Graduation Requirements**

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

If yes, describe:

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

- Complete the CT State general education core curriculum
- Complete the Radiography program curriculum with a grade of C or higher in each program specific course and a C+ or higher in Anatomy & Physiology I and II course and College Algebra course.
- Complete the American Registry of Radiologic Technologists (ARRT) Clinical Competency Requirements
- Complete American Registry of Radiologic Technology General Patient Care Competency Requirements.
- Be Cardiopulmonary Resuscitation (CPR) or Basic Life Support (BLS) certified

Students in the radiography program may be responsible for expenses including but not limited to uniforms, physical examinations and blood work, travel to clinical sites, parking, meals, CPR training, background check and toxicology screening, textbooks, liability insurance, lead markers, and online clinical management and immunization services such as Trajecsys and Castle Branch. Specific information about these costs is available on the campus specific radiography webpage and on the campus specific Radiography Program Student Handbook. Financial aid information is available through the Connecticut State Community College Financial Aid office.

**Program Work Experiences**

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

If yes, describe and attach copies of the contracts or other documents ensuring program support: The structure of the clinical curriculum is designed to be sequential and progress in complexity. Each campus program will have their own clinical sites that are approved and recognized by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Students will be assigned to the clinical education sites approved for the campus program they are accepted into. The Middlesex campus is currently affiliated with the following sites (clinical sites may be added or removed as necessary):

- Danbury Hospital - Danbury Day Kimball Hospital - Putnam
- Hartford Health - Backus Outpatient Center - Norwich
- Hartford Health - William Backus Hospital - Norwich
- Hartford Health - Windham Hospital - Willimantic
- Middlesex Health - Marlborough Medical Center - Marlborough
- Middlesex Health - Middlesex Hospital - Middletown
- Middlesex Health - Outpatient Medical Center - Middletown
- Middlesex Health - Shoreline Medical Center - Westbrook
- Middlesex Health - Urgent Care - Middletown
- Middlesex Health - Urgent Care - Old Saybrook
- Radiologists Associates of Middletown - Guilford
- Yale New Haven - Crossroads Medical Center - Waterford
- Yale New Haven - Lawrence Memorial Hospital - New London
- Yale New Haven - Pequot Health Center - Groton

To begin the clinical component of the Program, all accepted students will be required to:

1. Submit an updated health assessment with no restrictions
2. Submit documentation of updated vaccination requirements including blood work and titers as necessary
3. Pass a background check
4. Pass a toxicology screening

Positive toxicology screens can prevent students from participating in a clinical assignment per facility contractual agreements. The following guides the response to a positive toxicology screening for any student:



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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

1. All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor.
2. The student is required to provide documentation by a healthcare provider in the event there is
3. a medical explanation for a positive result (i.e., the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.

If a student challenges a result, only the original sample can be retested.

**Prospective Students**

Describe the prospective students for the program: The associate degree program in Radiography prepares students for employment as entry level radiographers in hospitals, outpatient facilities, medical offices, community health agencies, or nondestructive testing industries where radiation is used for quality control.

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> CT State Community College	Please enter the following dates: Final approval by institution: 11/17/2023 Submission to CSCU Office of the Provost for Academic Council: 11/21/2023
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: <b>Removing 4-credit Biology course from program core requirement and moving to admission requirement.</b>	
<b>Original Program Characteristics</b> Name of Program: Respiratory Care (RESP-AS-MA; RESP-AS-NN) OHE #: 21327 and 21328 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> ): <b>Associate of Science, AS</b> Date Program was Initiated: June 23, 2022 Total # Credits in Program: 76-81 # Credits in General Education: 22-23 <u>CIP Code Number</u> : 51.0908 Title of CIP Code: Respiratory Care Therapy/Therapist	
<b>Modified Program Characteristics</b> Name of Program: Respiratory Care (RESP-AS-MA; RESP-AS-NN) 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> ): <b>Associate of Science, AS</b> Initiation Date for Modified Program: Fall 2024 Anticipated Date of First Graduation: Fall 2024 Total # Credits in Program: 72-77 # Credits in General Education: 22-23 <u>CIP Code Number</u> : 51.0908 Title of CIP Code: Respiratory Care Therapy/Therapist	
Department where program is housed: School of Nursing and Health Careers Location Offering the Program ( <i>e.g., main campus</i> ): Manchester, Norwalk, Naugatuck Valley	
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	
<b>Institutional Contact for this Proposal:</b> 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:

As per feedback from our accrediting body, Commission on Accreditation for Respiratory Care, the program requirement of "Bio 1005, or Bio 1210 or Bio 1111" must be removed from the program of study course requirements. These prerequisite courses (and corresponding credits) will be disclosed with admission and recruitment materials.

**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
BIO 1005 Introduction to Biology BIO 1210 General Biology I BIO 1111 Cell Biology with Organ Systems	4	Moving to admission requirement	
<b>Total Credits Original Program</b>	<b>76-81</b>	<b>Total Credits Modified Program</b>	<b>72-77</b>

**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.*

The goal of the Respiratory Care Program is to prepare graduates with demonstrated competencies in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by Registered Respiratory Therapist (RRTs). Upon successful completion of the program, the graduate will:

- Assist physicians/licensed independent practitioners in the diagnosis, management, and treatment of patients affected by cardiopulmonary disorders.
- Collect and evaluate clinical information relevant to their role as a respiratory therapist.
- Participate in the inter-disciplinary plan of care.
- Provide patient education concerning health management and prevention of respiratory disease.
- Demonstrate proficiency in all skills and competencies required of a respiratory therapist described by the Commission on Accreditation for Respiratory Care (CoARC).
- Promote evidence-based practice by using established clinical practice guidelines and evaluating published research for its relevance to patient care.
- Collaborate and communicate effectively with patients, their families, and members of the health care team to enhance patient care.
- Adhere to American Association for Respiratory Care (AARC) statement of ethics and professional conduct.
- Apply principles and practices of patient safety and process improvement in all aspects of respiratory care.
- Incorporate principles of social, behavioral, biological sciences and humanities to the role of Respiratory Therapist.

**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.*

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
ENG 1010 Composition (program admission requirement)	GenEd	Successful completion of ENG 0930 OR ENG 0960 with a C or higher, or as determined by the placement process	3
MATH 1010 or higher (program admission requirement)	GenEd	MATH 1010: Grade of C or in higher in <a href="#">MATH 0988</a> or <a href="#">MATH 0989</a> or placement using multiple measures	3
Elective ARHX Arts & Humanities Course	GenEd	varied	3-4
CHEM 1110 Concepts of Chemistry or higher (program admission requirement)	GenEd	CHEM 1110: Eligibility for ENG 1010 AND completion with a grade of C- or higher of either: <a href="#">MATH 1002 - Math for Science and Technology</a> (this course is not transferrable as a Quantitative Reasoning course for the CSUs), <a href="#">MATH 1600 - Pathway to Calculus: College Algebra</a> , <a href="#">MATH 1010 - Intermediate Algebra</a> , <a href="#">MATH 1011 - Applied Algebra with Modeling</a> , <a href="#">MATH 1200 - Statistics I</a> , <a href="#">MATH 1201 - Statistics I with Computer Applications</a> or any course higher than <a href="#">MATH 1600</a> in the STEM Mathematics pathway, OR placement into a course higher than <a href="#">MATH 1600</a> in the STEM Mathematics pathway	4
PSY 1011 General Psychology I	GenEd	Eligible for ENG 1010	3
Elective Oral Communication ORAX course	GenEd	Eligible for ENG 1010	3
CCS 1001 College & Career Success	GenEd	Must be eligible to take intensive/developmental-level English class ( <a href="#">ENG 0960</a> , or <a href="#">ENG 0930</a> ) or higher. <a href="#">ESOL 1302</a> or higher or recommendation of ESOL coordinator.	3
BIO 2111 Anatomy & Physiology I (program admission requirement)		ENG 1010 AND BIO 1210 or BIO 1111 or (BIO 1005 AND CHEM 1110)	4
BIO 2112 Anatomy and Physiology II		<a href="#">BIO 2111</a> with a C or higher	4
BIO 2350 Microbiology		<a href="#">BIO 1005</a> OR <a href="#">BIO 1210</a> OR <a href="#">BIO 1111</a> , AND <a href="#">CHEM 1110</a> or higher, AND <a href="#">ENG 1010</a> . All with a 'C' or higher.	4
RESP 1021 Cardiopulmonary Anatomy and Physiology		Prerequisite: Admission to Program Corequisite: <a href="#">RESP 1041</a> and <a href="#">RESP 1041L</a>	3
RESP 1031 Respiratory Care Pharmacology		RESP 1021	3

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

RESP 1041 - Principles of Respiratory Care I		Prerequisite: Admission to Program Corequisite: <a href="#">RESP 1021</a> and <a href="#">RESP 1041L</a>	3
RESP 1041L - Principles of Respiratory Care I Lab		Prerequisite: Admission to Program Corequisite: <a href="#">RESP 1021</a> and <a href="#">RESP 10</a>	1
RESP 1042 - Principles of Respiratory Care II		Prerequisite: <a href="#">RESP 1021</a> , <a href="#">RESP 1041</a> , <a href="#">RESP 1041L</a> Corequisite: <a href="#">RESP 1031</a>	5
RESP 1094 - Clinical Practicum		Prerequisite: <a href="#">RESP 1031</a> , <a href="#">RESP 1042</a> or <a href="#">RESP 2051</a> Corequisite: <a href="#">RESP 2051</a> or <a href="#">RESP 2060</a>	2
RESP 2001 - Future Trends		<a href="#">RESP 2051</a> , <a href="#">RESP 2060</a> , <a href="#">RESP 2094</a>	2
RESP 2051 - Cardiopulmonary Pathophysiology		<a href="#">RESP 1031</a> , <a href="#">RESP 1042</a> and <a href="#">BIO 2112</a>	3
RESP 2060 - Mechanical Ventilation		Prerequisite: <a href="#">RESP 1042</a> or <a href="#">RESP 2051</a> Corequisite: <a href="#">RESP 1094</a> or <a href="#">RESP 2094</a>	4
RESP 2065 - Advanced Critical Care		RESP 2060	3
RESP 2071 - Diagnostic Respiratory Care		Prerequisite: <a href="#">RESP 1021</a> or <a href="#">RESP 2051</a> Corequisite: <a href="#">RESP 2051</a> and/or <a href="#">RESP 2094</a>	3
RESP 2094 - Advanced Clinical Practicum I		RESP 1094	2
RESP 2194 - Advanced Clinical Practicum II		RESP 2094 or <a href="#">RESP 2060</a>	2
RESP 2085 - Perinatal and Pediatric Respiratory Care		Prerequisite: <a href="#">RESP 2060</a> , <a href="#">RESP 2094</a> Corequisite: <a href="#">RESP 2194</a>	2
PHYS 1100 - Introductory Physics (Manchester only)		Eligible for <a href="#">ENG 1010</a> and eligible for <a href="#">MATH 1010</a> or higher	4
<b>Open Electives</b> (Indicate number of credits of open electives)			0
<b>Total Program Credits:</b>			72-77
<b>Description of Related Modification(s)</b>			
Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements none			
<b>Description of Resources Needed</b>			
As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. No additional resources needed			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://ctstate.edu/academics>

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

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): \$ <a href="https://ctstate.edu/investing-in-a-ct-state-education">https://ctstate.edu/investing-in-a-ct-state-education</a>	
OR url for link to tuition/fee information:	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Catalog Description</b>	
Provide the catalog description for this program (with proposed modifications if applicable): The Respiratory Care Program prepares students to enter a dynamic and progressive health care profession. Respiratory Therapists work with advanced technology making it possible to help patients with respiratory and cardiac disorders. The associate degree program in Respiratory Care provides hands- on education in diverse settings including human patient simulation, adult and neonatal/pediatric critical care, emergency care, long-term care, pulmonary rehabilitation, and diagnostic services. Respiratory Therapists are vital members of the health care team who work closely with physicians providing education and support to patients with acute and chronic lung conditions.	
The Manchester Community College Respiratory Care Program (A.S. degree) is accredited by the Commission on Accreditation for Respiratory Care. Information about COARC can be obtained by visiting <a href="http://www.coarc.com">www.coarc.com</a> . Manchester Community College Program number: 200044. Program outcomes can be obtained by clicking on the link below: <a href="https://coarc.com/students/programmatic-outcomes-data/">https://coarc.com/students/programmatic-outcomes-data/</a>	
The Naugatuck Valley Community College Respiratory Care Program (A.S. degree) is accredited by the Commission on Accreditation for Respiratory Care. Information about COARC can be obtained by visiting <a href="http://www.coarc.com">www.coarc.com</a> . Naugatuck Valley Community College Program number: 200460. Program outcomes can be obtained by clicking on the link below: <a href="https://coarc.com/students/programmatic-outcomes-data/">https://coarc.com/students/programmatic-outcomes-data/</a>	
The Norwalk Community College Respiratory Care Program (A.S. degree) is accredited by the Commission on Accreditation for Respiratory Care. Information about COARC can be obtained by visiting <a href="http://www.coarc.com">www.coarc.com</a> . Norwalk Community College Program number: 200090. Program outcomes can be obtained by clicking on the link below: <a href="https://coarc.com/students/programmatic-outcomes-data/">https://coarc.com/students/programmatic-outcomes-data/</a>	
<b>Careers/Professions and Earnings</b>	
Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): 25-1071 Health Specialties Teachers, Postsecondary	
29-1126 Respiratory Therapists	
29-2099 Health Technologists and Technicians, 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)? \$61,830 <a href="https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm">https://www.bls.gov/ooh/healthcare/respiratory-therapists.htm</a>	
<b>Applicable Industries</b>	
Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s):	
<b>Career/Program Pathways</b>	
Does this program prepare students for another program? <input type="checkbox"/> Yes, specify program: <input checked="" type="checkbox"/> No	
<b>Program Administration and Faculty</b>	
Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Paula Dowd, PDowd@commnet.edu, (860) 612-7054	
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?	

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

**Admissions Requirements**

What are the admissions requirements for the program? The Respiratory Care is a selective admissions program. All students must first apply to Connecticut State Community College. There is also a Respiratory Care Application that must be submitted prior to the application deadline date.

Unless waived, all applicants must take placement tests in reading, English and mathematics. Students must meet the following admission requirements:

Attend a mandatory Respiratory Care Program information session.

Have a minimum GPA of 2.5 and complete the following courses prior to the application deadline.

- [ENG 1010](#) Composition (grade of "C" or higher)
- [MATH 1010](#) Intermediate Algebra or higher (grade of "C" or higher)
- [CHEM 1110 Concepts of Chemistry](#) or [CHEM 1210 General Chemistry I](#) (grade of "C" or higher and within 5 years of program start date)
- BIO 1005 Introduction to Biology, BIO 1210 General Biology I, or BIO 1111 Cell Biology with Organ Systems
- [BIO 2111 Anatomy & Physiology I](#) (meets the grade pre-requisite of BIO 2112 and within the past five years of the program start date)

TEAS (test for essential academic skills) testing is required as part of the application process. Applicants will be considered for admission to the program if they have earned a score of 53.3% or higher. ([www.Atltesting.com](http://www.Atltesting.com))

**Graduation Requirements**

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

If yes, describe:

**Criminal Background checks and Toxicology screenings.** Clinical sites require criminal background checks and toxicology screening completed on any Respiratory Care student who will be attending a clinical rotation at their facility. Some clinical sites require additional FASC III background check checks at an additional cost. Students must follow instructions for obtaining these tests.

The following guides the response to a positive toxicology screening for any student:

- All specimens identified as non-negative/positive on the initial test shall be confirmed, reviewed, and interpreted by the vendor.
- The student is required to provide documentation by a healthcare provider in the event there is a medical explanation for a positive result (i.e., the result of a prescribed medication). In accordance with federal law, a positive toxicology screen for legally prescribed marijuana can prohibit a student from being placed in a clinical setting that accepts federal funding.
- If a student challenges a result, only the original sample can be retested.

Any student that does not pass a background check or toxicology screen may be prevented from participating in a clinical assignment per facility contractual agreements. Results of student background checks and toxicology screenings do not become a part of the student's educational records, as defined by the Family Educational Rights and Privacy Act (FERPA).

**Health Requirements:** All students are required to have a physical examination performed within 12 months of the Respiratory Care program clinical start date, with documentation of ability to perform the technical standards with no restrictions. In addition to the college's healthcare requirements, a health assessment form and immunization records must be completed and submitted electronically by the student into the health form tracking system, by the assigned date, prior to attending clinical rotation.

**Program Work Experiences**

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

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

***MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT***

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

RESP 1094 - Clinical Practicum

RESP 2094 - Advanced Clinical Practicum I

RESP 2194 - Advanced Clinical Practicum II

**Prospective Students**

Describe the prospective students for the program: The Respiratory Care Program prepares students to enter a dynamic and progressive health care profession. Respiratory Therapists work with advanced technology making it possible to help patients with respiratory and cardiac disorders. The associate degree program in Respiratory Care provides hands-on education in diverse settings including human patient simulation, adult and neonatal/pediatric critical care, emergency care, long-term care, pulmonary rehabilitation, and diagnostic services.