



CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE

AGENDA

Friday February 10, 2012

9:30 a.m. to 11:30 a.m.

39 Woodland St., Hartford, CT 06105

1. Transfer and Articulation Policy*

2. Institutional Proposals on Academic Programs

a) Community College System

Tunxis Community College

Stand Alone Certificate in Homeland Security

b) Connecticut State University System

Southern Connecticut State University

6th Year Professional Diploma in Special Education: Applied Behavior Analysis in Educational Settings
Specialization

Stand Alone Graduate Certificate in Applied Behavior Analysis

Western Connecticut State University

- Stand Alone Graduate Certificate Board Certified Behavior Analyst

c) *University of Connecticut*

Professional Sciences Master in Health Care Genetics

3. Academic Program Review*

4. Other

5. Adjourn

* Items with attached materials

Connecticut State Colleges and Universities Proposed Transfer and Articulation Policy

Draft for BOR-ASA, 02/10/2012

The demand on public higher education to produce a robust and appropriately educated workforce has been widely discussed throughout our nation, and agreement has emerged in Connecticut that this is a priority goal for public higher education. To achieve our goal, we, in the Connecticut State Colleges and Universities, must help dramatically increase the post secondary degree and certification attainment of our population. We must create a wide and transparent pathway to attainment for all of our students, and that means we must streamline the transfer processes and structures in our state colleges and universities.

The primary characteristics of the statewide initiatives that have proven successful are the following – with thanks to “Implementing Statewide Transfer and Articulation Reform” by the Center for the Study of Community Colleges:

- *A common general education package*
- *Common lower division pre-major pathways*
- *A focus on credit applicability to degree*
- *Junior status upon transfer*
- *Guaranteed or priority university admission*
- *Associate and bachelor degree credit limits*

. This proposal seeks to achieve Board of Regents approval to require coordination of the transfer policy from the state’s community colleges to the state universities and Charter Oak State College to create pathways for students

- that are well publicized,
- include appropriate lower division general education,
- move students toward the competencies the states employers are looking for,
- and relate to specific majors offered at the state universities.

We recognize that these pathways will not meet the needs of all students, and that there remains an important mission for the community colleges to provide workforce ready certificates and degrees, not designed for transfer. The state universities will also continue to provide baccalaureate and graduate education for students who begin their career at a state university.

Connecticut State Colleges and Universities Proposed Transfer and Articulation Policy

Draft for BOR-ASA, 02/10/2012

Connecticut Board of Regents: Resolution Concerning Common Core and Transfer

Each Board of Regents institution that offers an undergraduate degree program shall develop its core curriculum consistent with the purpose adopted by the Board of Regents. The purpose of the core curriculum is to enable students to gain a foundation of knowledge both of human culture and the natural world and to develop their intellectual and practical skills. The goal of this education is that all graduating students are prepared to take their place as contributing members of society. Students will demonstrate their competency both in their major field of study and in the following areas:

Communication: written, oral and visual – including second language competency

Quantitative and statistical reasoning

Critical thinking: including creative thinking, innovation, scientific inquiry and analysis

Empirical Problem Solving Skills: including demonstration of technical competency and teamwork

Personal and Social Responsibility

There shall be a transfer associate degree of 60-64 credits common to all of the Connecticut Community Colleges that shall include at least 36 credits of transferrable general education, liberal arts core (LAC) or liberal education program (LEP) courses, and earning that degree will grant its recipients junior status at each of the Connecticut State Universities and Charter Oak State College.

Successful completion of the transfer associate degree will offer the student **guaranteed admission and junior status at the receiving university without ‘course by course’ transfer.**

Students who complete the transfer associate degree at a Connecticut Community College will be admitted to a Connecticut State University as a junior and they will have demonstrated competency at the associate degree level in the above areas. The transfer associate degree will include no more than 64 college level credits and the baccalaureate degrees will include no more than 128 college level credits unless by Board of Regents approved exception. To complete a baccalaureate degree at a State University, students will be required to complete no more than half of the requirements for the baccalaureate degree. These additional university requirements will be clearly spelled out and included in degree by degree articulations that are created.

The faculties of the Connecticut Community Colleges and the Connecticut State Universities will agree on the transfer associate degree with its attendant competency outcomes and major by

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Draft for BOR-ASA, 02/10/2012

major articulations that will create a single pathway from any Connecticut Community College to a Connecticut State University for every baccalaureate major.

These articulations will be completed for all majors by July 1, 2013. However, the top five majors by enrollment will have the articulations completed, approved by the relevant curricular committees and publicized by July 1, 2012. The major program articulations will be reviewed by faculty committees from the community colleges and the universities on a five year cycle, beginning in the fall of 2013.

The Board of Regents will publicize the transfer agreements major by major and will offer students in the state an interactive web based vehicle to both access these specific degree requirements and to check on the transferability of any courses they may have already taken.

TIMELINE:

Phase 1:

Spring, 2012 ending July 1, 2012:

Agree on common general education competency outcomes

Align top five majors to meet the above conditions*

Phase 2:

Academic Year 2012-2013:

Complete alignment for all majors offered in the state universities

Agree on assessment of common core competencies

Phase 3:

Summer 2013:

Create and mount state-wide interactive transfer website

Phase 4:

Academic Year 2013-2014:

Begin periodic program review

Begin assessment of impact on transfer patterns

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Draft for BOR-ASA, 02/10/2012

*TOP FIVE BACCALAUREATE MAJORS TO ARTICULATE BY JULY 1, 2012

MAJOR PROGRAM	CURRENT CSU ENROLLMENT
Business Administration and Accounting	approx. 3500
Psychology	approx. 2200
Communication/Media Studies	approx. 1400
Criminal Justice/Justice Studies/Criminology	approx. 1200
Biology	approx. 1100

***N.B.:** Nursing, with approximately 1650 majors, was not included because the RN at the community colleges already aligns with the BSN at the universities. Education majors were also not included, as they all have “double majors”. Completion of alignment for all content majors will take place in Phase 2 (including education), utilizing existing pathways where possible.*

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION

Institution: Tunxis Community College	Date of Submission to BOR Office: January 13 th 2012	
Most Recent NEASC Institutional Accreditation Action and Date: 2002, reaccreditation renewal anticipated March 2012		
Program Characteristics Name of Program: Homeland Security Certificate Certificate: <i>(specify type and level)</i> Undergraduate Certificate Anticipated Program Initiation Date: Aug 2012 Anticipated Date of First Graduation: Dec 2012 Modality of Program: <input checked="" type="checkbox"/> On ground Total # Cr the Institution Requires to Award the Credential <i>(i.e. include program credits, GenEd, other)</i> : 9	Program Credit Distribution # Cr in Program Core Courses: 9 <u>Total # Cr in the Program</u> <i>(sum of all #Cr above)</i> : 9 #Cr that are part of/belong in an already approved program(s) at the institution: 9	
Type of Approval Action Being Sought: <input checked="" type="checkbox"/> Licensure and Accreditation		
Suggested CIP Code No. <i>(optional)</i>	Title of CIP Code	CIP Year: 2000 or 2010
Institution's Unit <i>(e.g. School of Business)</i> and Location <i>(e.g. main campus)</i> Offering the Program: Social Science Dept, Tunxis Community College campus, Farmington, CT		
Institutional Contact for this Proposal: Michael A. Rooke, Ph.D.	Title: Dean of Academic Affairs	Tel.: 860-255-3615 e-mail: mrooke@txcc.commnet.edu

BOR REVIEW STATUS *(For Office Use Only - please leave blank)*

BOR Sequence Number (to be assigned): TXCC-2012-01	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Steps: Under-Threshold Offering to be placed on Agenda for Feb BOR-AC and BOR	
Comments	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Tunxis Community College is a public institution that offers associates' degrees and certificates that both enable students to begin their post-secondary education and transfer onto a baccalaureate institution, typically in Connecticut, and also train themselves for a new career, and attain the skills necessary to gain employment in a wide variety of fields.

The proposed certificate does exactly that by offering three new specialized courses in homeland security, two of which are completely new to the community college system. These courses were developed by the U.S. Department of Homeland Security (U.S. DHS) and shared with approx. 75 community colleges around the United States. Tunxis Community College was selected by U.S. DHS as the community college in Connecticut to offer these courses for the advancement of their employees. In addition, the college was encouraged to offer these courses to our own student population and to the public. This certificate application is the first step toward the college seeking the ability to offer this certificate to Transportation Security Administration employees and to the residents of Connecticut, thereby enhancing the employability of our graduates and developing a future skilled workforce in homeland security.

This certificate and the courses within it are all part of an existing A.S. degree in criminal justice. Students may use these courses as program electives toward their associates' degree. Likewise, students in non-criminal justice programs may also add this certificate to enhance their credentials in homeland security.

We anticipate considerable interest from the public in this certificate, given the fact that it was developed and promoted by U.S. DHS and it is expected that graduates from this certificate will have an excellent opportunities for employment within the federal Transportation Security Administration.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

The criminal justice degree to which this proposed certificate is attached is one of our largest and most successful programs at Tunxis Community College, with over 400 students enrolled in the fall 2011 semester. This certificate complements this degree program, by developing three new courses, each of which fits into the parent degree as a directed elective. This enables students who are seeking a degree in criminal justice, the ability to specialize in homeland security, thereby making themselves more marketable to potential employers in both state and federal homeland security related occupations. Two of these courses are completely new to the CT community college system, and thereby offering opportunities to students from around the state to develop expertise in these new areas. This program also enhances the college's mission by developing new curriculum that is relevant to the needs of our local employers, in this case the U.S. Transportation Security Administration at Bradley Airport.

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

As was stated above, Tunxis Community College has one of the largest and successful criminal justice programs in the state, and the faculty in this area have the required expertise to develop this new certificate, thereby expanding on one of the major strengths of the college. This curriculum was established by the U.S. Transportation & Security Administration, and offered to Tunxis Community College as part of a cooperative agreement for the college to teach these courses to TSA employees at Bradley Airport over the next several years. In return, Tunxis Community College was granted the ability to develop these courses for delivery to our own native students, and to develop this proposed certificate. By offering this certificate to our own students, we are preparing them for possible entry into TSA employment, or for a career in any related homeland security occupation.

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

These courses are expected to be transferrable to baccalaureate criminal justice and homeland security programs nationwide, in particular the University of New Haven. In addition, the University of Connecticut and St. Joseph College both have specialized graduate programs in this field. Since this is a growing field of interest, it is expected that additional transfer opportunities will exist in the future. Primarily, this certificate is intended for workforce development purposes for all graduates.

- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided

The OFAA website lists Manchester Community College as the only CT community college having a certificate in Homeland security. This certificate however is unique in that it is the only one to be offered in the State that had the curriculum developed by the Department of Homeland Security for Transportation Security Administration employee advancement.

- Please provide a description/analysis of employment prospects for graduates of this proposed program

The initial enrollees of this program will all be federal employees with the U.S. Transportation Security administration, who are all employed at one or other of the local Connecticut airports. TSA has indicated that any employees who complete this certificate could benefit from career advancement opportunities within their agency. TSA employees who graduate from this certificate will be encouraged by both TSA and the college to continue their education and pursue an A.S. degree. Additionally in 2013, if this certificate is approved, we anticipate offering these three courses, and the certificate to Tunxis students, for either award of the Homeland Security certificate, or as directed elective courses that will count toward their A.S. degree in criminal justice.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSEXcel Resource and Cost Projection Analysis)

Enrollment in this certificate is expected to be very strong. Our first cohort of TSA employees has already begun taking the first set of courses, and we anticipate their completion of the program by December 2012. A waiting-list currently exists for other TSA employees who wish to begin. At any given time, we expect to have around 50 TSA employees be enrolled in the associated courses, and once we open the courses up to the college community, we expect to attract 10-15 full and part-time students, possibly considerably more. We anticipate that we will generate revenue of approx. \$116,000 in year one and \$70,000 in year two of the certificate, based on enrollment and tuition projections. Expenses are estimated at \$16,000 in year one and two, and include administrative time for the coordinator of the program, plus the cost of salary for the faculty to teach two courses per academic year, plus library and marketing expenses which are expected to be modest.

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL Pro Forma Budget **RESOURCES AND COST ANALYSIS PROJECTIONS**

Institution

Tunxis Community College

Date

January 6th 2012

Proposed Program

Homeland Security Certificate

Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers	10	10	6	10	N/A	N/A
New Students	5	60	10	70	N/A	N/A
Returning Students	20	30	25	35	N/A	N/A
Headcount Enrollment	35	100	41	115	0	0
Total Estimated FTE per Year	75		87		N/A	

Annual Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition <i>(Do not include internal transfers)</i>	\$39,706	\$56,573	\$55,589	\$68,485	N/A	N/A
Program Specific Fees	\$13,090	\$5,772	\$15,334	\$7,437	N/A	N/A
<i>below)</i>						
Total Annual Program Revenue	\$115,141		\$146,845		N/A	

Annual Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration <i>(Chair or Coordinator)</i>	1	\$4,311	1	\$4,311		
Faculty <i>(full-time, total for program)</i>	0	\$0	0	\$0		
Faculty <i>(Total for program)</i>	2	\$8,622	2	\$8,622		
Support Staff	0	\$0	0	\$0		
Library Resources Program		\$2,000		\$2,000		
Equipment <i>(List if needed)</i>	0	\$0	0	\$0		
Other (e.g. student services)		\$1,000		\$1,000		
Estimated Indirect Cost (e.g. student services, operations, maintenance)		\$0		\$0		
Total Annual Expenditures		\$15,933		\$15,933		\$0

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

Existing regulations require that: "...an application for a new program shall include a complete and realistic plan for implementing and financing the proposed program during the first cycle of operation, based on projected enrollment levels; the nature and extent of instructional services required; the availability of existing resources to support the program; additional resource requirements; and projected sources of funding. If resources to operate a program are to be provided totally or in part through reallocation of existing resources, the institution shall identify the resources to be employed and explain how existing programs will be affected. Reallocation of resources to meet new and changing needs is encouraged, provided such reallocation does not reduce the quality of continuing programs below acceptable levels."

Please provide any necessary annotations:

The cost associated with leasing of classroom space at CT Fire Academy is being paid for each semester by the US Transportation Security Administration and is expected to continue each semester while the courses are being taught to their employees.

TSA tuition is set by joint agreement between TSA, Global Corporate College and Tunxis Community College at \$7,740 for each class of 24 students. per semester.

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

1. Identify the characteristics, ideologies, motives and behaviors of various extremist and terrorist groups that foster and support terrorist, criminal activities.
2. Classify the roles, functions of, and interdependency between local, federal and international law enforcement and military agencies to counter and combat terrorism.
3. Differentiate between ethical and unethical attitudes and actions regarding the execution of Homeland Security practices.
4. Enumerate specific methods and / or techniques for obtaining intelligence, synthesizing it and analyzing it.
5. Demonstrate operational knowledge of intelligence gathering and analysis pertinent to homeland security and other threats facing government and private sectors.
6. Classify the roles, functions, and interdependency between local, federal, and international law enforcement and military agencies to foster border security.
7. Outline the primary federal and state/local agencies in the US who are affiliated with Border Security and Transportation Security (including DHS and DOT their resources, and the ethical parameters in which they operate.)

Learning outcomes are measured by way of classroom assignments, including group work, formal presentations, extended essays and use of real examples from the student's own experiences from working in the field as TSA agents.

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

The program administrator, Prof. Jessica Waterhouse Van-Wie, is a fulltime faculty member and the program coordinator for the Tunxis Criminal Justice program, one of the largest programs at the college, with over 400 enrollees. Prof. Waterhouse has considerable experience leading the larger program that this certificate will link to, and is provided sufficient release time each semester to be able to administer the larger CJ program and this Homeland Security Certificate.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)*

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

What percentage of the credits in the program will they teach? N/A

What percent of credits in the program will be taught by adjunct faculty? 100%

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

The College has hired a sergeant with the Bloomfield Police Department, who is also an assistant commander of the North Central SWAT team. This individual has earned a MS degree in the field and has 20 years experience as a command sergeant major in the Army National Guard. An additional instructor with similar experience and credentials will also be recruited.

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)*

No special resources are required for the delivery of the program. However, when delivering the courses to TSA employees at Bradley International Airport, the college arranges for leased classroom space at the nearby CT Fire Academy, in Windsor Locks, CT which is paid for by the U.S. TSA.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

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)*

Course Number and Name	L.O. # 3	Pre- Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CJS* 106 Introduction to Homeland Security	1,2,3	None	3	None		
CJS* 238 Intelligence Analysis & Security Management	4,5	CJS*106	3			
CJS* 281 Transportation & Border Security	6,7	CJS*106	3			
Core Course Prerequisites				Elective Courses in the Field		
None				None		
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						0

Program Outline *(Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience.)*

The certificate in Homeland Security entails 9 credits of existing criminal justice courses that were developed and provided to the college by the U.S. Transportation Security Administration (TSA) and are intended to raise the educational levels of their employees and encourage them to pursue associates degrees and beyond in homeland security or other fields. There are no additional requirements for this program, but students may apply these 9 credits toward their A.S. degree in Criminal Justice. The certificate is intended to attract TSA employees and existing Tunxis Community College students who would like to add another credential thereby making them more employable in a security-related field.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: 1/17/12
Most Recent NEASC Institutional Accreditation Action and Date: 2002 -- 10-year accreditation	
Program Characteristics Name of Program: 6 th Year Professional Diploma in Special Education: Applied Behavior Analysis in Educational Settings Specialization Degree: Title of Award (e.g. Master of Arts) 6 th Year Professional Diploma Certificate: (specify type and level) Anticipated Program Initiation Date: Spring 2012 Anticipated Date of First Graduation: May 2013 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 30	Program Credit Distribution # Cr in Program Core Courses: 16 # Cr of Electives in the Field: 0 # Cr of Free Electives: 14 # Cr Special Requirements (include internship, etc.): 0 <u>Total # Cr in the Program (sum of all #Cr above): 30</u> From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Type of Approval Action Being Sought: Licensure OR Licensure and Accreditation Suggested CIP Code No. (optional) Title of CIP Code CIP Year: 2000 or 2010	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; Main campus, New Haven, CT	
Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: The program is not seeking accreditation; however, in accordance with BACB policy the course sequence was submitted for review and has already been approved by the Behavior Analyst Certification Board (BACB), the professional body overseeing and administering the Board Certified Behavior Analyst (BCBA) exam and international certification If program prepares graduates eligibility to state/professional license, please identify: Prepares students for eligibility to take exam to become a Board Certified Behavior Analyst (BCBA), not for state license (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Marianne Kennedy, PhD	Title: Interim Provost Tel.: (203) 392-5350 e-mail: kennedym4@southernct.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned): SCSU2012-001	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Consistent with Southern's mission, the proposed program will prepare students to be lifelong learners, by providing the skills necessary to independently identify and evaluate future research and practices in ABA and ABA-related fields (e.g., education, special education, psychology, school psychology, social work, vocational rehabilitation, etc) and knowledge of how to incorporate research into practice. The program also provides a solid foundation in ethics and issues in professional practice, so certificants will have the knowledge to practice responsibly. The program also serves the public good, by increasing the supply of BCBAs to meet the demands of the Connecticut systems.

The Special Education 6th year with specialization in ABA in Educational Settings will provide courses to meet the coursework requirements to sit for the exam to become a Board Certified Behavior Analyst (BCBA). ABA is a science of learning and behavior that focuses on increasing success of individuals through individualized assessment and intervention development. The ABA program will prepare 6th year candidates to use ABA in educational settings, such as with individuals with or without disabilities in educational or therapeutic environments, as well as prepare them to pass the BCBA exam. ABA is relevant for many professional fields, but the SCSU ABA courses will be particularly relevant for special educators. This is consistent with Southern's commitment to training professionals to provide high-quality services using current research-supported practices.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Recent trends in education and legislation related to education has included increased need for individuals trained in Applied Behavior Analysis (ABA). This program is designed to prepare professionals to effectively use the science of ABA in practical settings, with a particular focus on assessment and intervention in educational settings to improve student outcomes.

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

Southern Connecticut State University houses a graduate program in Special Education. In order to be eligible to sit for the BCBA exam candidates must have at least a Master's degree. Therefore, graduates of SCSU's current graduate programs, especially those in special education, are well situated to enter this 6th year program. Additionally, graduates of the special education masters programs make up a substantial proportion of professionals in special education in CT, and therefore Southern provides an ideal setting to provide this needed coursework as an extension to already existing programs. In addition, Southern has faculty with extensive experience in ABA, such as Dr. Mark Groskreutz whose doctorate specialization is in ABA and is the area head for the ABA coursework and Kari Sassu, who is well versed in Positive Behavioral Support systems (PBS), a school-wide ABA-based system to improve school environments and student success.

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

NA

- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided

Western Connecticut State University is in the process of establishing a BCBA program. However, WCSU and SCSU draw from different populations of potential students. Western Connecticut State University's program is not configured as part of a 6th year in special education. We do not believe the two programs will negatively impact enrollment in each other's programs or that they represent unnecessary duplication.

- Please provide a description/analysis of employment prospects for graduates of this proposed program

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

Currently, prospects for graduates of this program are excellent. Professionals with a BCBA certification (i.e., certification in ABA) are highly sought after both in CT and across the country. Their expertise is highly desired for the design and implementation of programs for individuals with autism and special education in general.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSEcel Resource and Cost Projection Analysis)

The cost projection analysis suggests Southern is prepared to provide the necessary coursework. Projected enrollment includes students matriculating into this sixth year program as well as students enrolling in the 16-credit ABA certificate program (See new program proposal) in cohorts. The first cohort will complete the program over the course of 2 years, whereas the second cohort (and subsequent cohorts) will complete the coursework in 1 year. Tuition is at the standard graduate level for credits. Resource demands for this program are limited; the greatest need is faculty members with the expertise to teach the courses in the program. Instructors with that expertise are already full-time faculty members at SCSU. Optional supervision is available as a combination of 1-credit seminar/practicum courses and one-to-one supervision through the Center of Excellence on Autism Spectrum Disorders (see Resource and Cost Projection Analysis for additional details on the optional supervision). The coursework and optional supervision revenue exceed expenditures.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution

Southern CT State U.

Date

2012.01.13

Proposed Program

Special Education 6th Year Diploma - ABA in Educational Settings Specialization

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	0	0	0	0	0	0
New Students (first time matriculating)	0	22	0	0	0	22
Continuing (students progressing to credential)	0	0	0	22	0	0
Headcount Enrollment	0	22	0	22	0	22
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$164,128		\$342,048		\$514,388
Program Specific Fees		\$1,882		\$1,882		\$3,165
Other Rev. (Annotate in text box below)	\$41,250		\$82,500		\$123,750	
Total Annual Program Revenue	\$207,260		\$426,430		\$641,303	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	2	\$17,700	2	\$26,550	2	\$56,640
Faculty (Part-time -total for program)						
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)		\$27,500		\$55,000		\$82,500
Estimated Indirect Cost (e.g. student services, operations, maintenance)						\$18,563
Total ESTIMATED Expenditures		\$45,200		\$81,550		\$157,703

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

Please provide any necessary annotations:

Revenue and expenses include the Special Education 6th Year Diploma as well as the ABA Certificate program for a total of 22 graduate students.

Description for "Other" revenues and expenses

"Other" revenue

The Center of Excellence on Autism Spectrum Disorders at Southern Connecticut State University ("The Center") will offer optional supervision to students who are looking to meet the BACB's supervision requirements and sit for the BCBA exam. The BACB requires certification candidates to have supervised experience. Over the course of the supervision experience, candidates must have at least 1/2 of their total supervision hours where they are interacting with their supervisor a one-to-one situation. If students are receiving ongoing one-to-one supervision, they are then eligible to receive small group supervision (i.e., 10 or fewer BCBA candidates) that cannot exceed the number of one-to-one supervision hours in any two-week period. The "Other" revenues for years 1, 2, and 3 shown above (i.e., \$41,250, \$82,500, and \$123,750, respectively) are for the money that will be paid by students to The Center to cover the costs of hiring and providing one-to-one supervision.

"Other" expenses

The Center will pay supervisors a total of \$27,500, \$55,000, and \$82,500 for years 1, 2, and 3, respectively. Additionally, in year 3, The Center will pay \$18,563, in overhead.

*note: years 1 and 2 revenue and expenditures are less than year 3, because the first cohort will not complete the courses until the end of year 2. On the other hand, the second cohort will complete the same amount of coursework and supervision in only 1 year (i.e., year 3)

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

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SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. *(Please list up to seven of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)*

After completing the ABA certificate program, students will meet the following learning objectives. These learning objectives are linked to the ten content areas required by the BACB before students may take the BCBA exam.

1. Identify and describe core principles of behavior: This LO addresses Content Areas 2 and 3 from the BACB task list and will be the focus of SED 690; assessment will be in the form of weekly quizzes, comprehensive exams, assignments applying concepts to real-life situations, and in-class participation.
2. Describe how principles of behavior impact learning and performance of individuals: This LO addresses Content Areas 2 and 3 from the BACB task list and will be the focus of SED 690 and 610; assessment will be in the form of weekly quizzes, comprehensive exams, assignments applying concepts to real-life situations, and in-class participation.
3. Identify, describe, and utilize various measurement systems to assess learning and performance of individuals: This LO addresses Content Areas 4, 5, and 6 from the BACB task list and will be the focus of SED 691 as well as incorporated into SED 610 and 692; assessment will be in the form of weekly quizzes, midterm and final exams, and a behavior intervention plan project.
4. Identify and describe ABA-based procedures and interventions to influence the behavior of individuals: This LO addresses Content Areas 8 and 9 from the BACB task list and will be a primary focus of SED 610 and 692; assessment will be in the form of weekly quizzes, comprehensive exams, research article reviews, and behavior intervention plan projects.
5. Identify, describe, and utilize a variety of assessment strategies: This LO addresses Content Area 4 from the BACB task list and will be a key area of SED 610 and 692; assessment will be in the form of weekly quizzes, comprehensive exams, conducting and reporting on assessments, and behavior intervention plan projects.
6. Use individualized assessments to design individualized interventions to increase success of individuals: This LO addresses Content Areas 7, 8, and 9 from the BACB task list and will be the focus of SED 610 and 692; assessment will be in the form of weekly quizzes, comprehensive exams, and behavior intervention plan projects.
7. Identify ethical responsibilities and describe appropriate responses to various scenarios: This LO addresses Content Area 1 from the BACB task list and will be the focus of SED 641; assessment will be in the form exams, case analysis, and written responses to readings.

Content Areas from Behavior Analyst Task List – 3rd Edition

- 1-Ethical Considerations
- 2-Definition and Characteristics
- 3-Principles, Processes, and Concepts
- 4-Behavioral Assessment
- 5-Experimental Analysis of Interventions
- 6-Measurement of Behavior
- 7-Displaying and Interpreting Behavioral Data
- 8-Selecting Intervention Outcomes and Strategies
- 9-Behavior Change Procedures
- 10-Systems Support

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

Mark Groskreutz, PhD, tenure-track assistant professor in Special Education and Reading Department. Dr. Groskreutz is a BCBA-D. The focus of his doctoral work was on ABA in special education. FTE for administration is .25.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in*

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this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)

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

0; Southern does not anticipate needing to hire additional faculty to support the proposed program but will reevaluate as necessary. Southern is prepared to hire new faculty at a future time, if appropriate.

What percentage of the credits in the program will they teach? 0

What percent of credits in the program will be taught by adjunct faculty? 0

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

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)*

Southern already has the necessary resources to effectively deliver and support the proposed ABA in educational settings specialization for the 6th year diploma in Special Education (i.e., the library has sufficient resources, including necessary journals and books; no specific laboratory or facilities are required).

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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)

Course Number and Name	L.O. # ³	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
SED 690 Principles of ABA	2, 3		3			
SED 610 ABA in Educational Settings	1, 2, 3, 4, 5, 6	690	3			
SED 692 Advanced ABA	1, 2, 3, 4, 5, 6	690 610 691	3			
SED 641 Ethical and Professional conduct	7		3			
SED 691 Research Methods	1, 2, 3		4			
Core Course Prerequisites				Elective Courses in the Field		
Enrollment in or completion of a master's degree in a field related to education or special education			NA	SED 695 Supervised independent fieldwork in ABA This is an option available to students. They can enroll in this 1-credit seminar up to 3 times for a maximum of 3 credits of supervised independent fieldwork.	2, 3, 4, 5, 6, 7, 8	1-3
Acceptance into the Special Education 6 th Year Diploma ABA in Educational Settings specialization program			NA	Students will take a total 14 credits of electives. Students who opt to take SED 695 (above) will apply these credits to the total of elective credits needed.		11-14
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p>Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")</p> <p>The proposed 6th Year Diploma (ABA in Educational Settings specialization) includes a required core of 5 courses (16 credits) in the Special Education and Reading Department and 14 credits of electives at the 500 and/or 600 level.</p>						

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

A graduate GPA of 3.0 is required for matriculation into the program through the school of graduate studies. Finally, students must maintain a 3.0 GPA average or higher to remain in the program. SED 690, 610, and 692 are sequential, therefore SED 690 must be completed before SED 610 and SED 610 must be completed before SED 692.

The program also has an optional supervision component of up to 3 credits designed to meet the BACB's supervision requirements to sit for the BCBA certification exam. The optional supervision entails two parts, 1) enrolling in the 1-credit SED 695 seminar course and 2) contracting for one-to-one supervision through the Center of Excellence on Autism Spectrum Disorders at Southern Connecticut State University ("The Center"). The one-to-one supervision is a self-supporting initiative run through the Center. Per BACB supervision requirements, students will not be eligible to take 695 unless they also have one-to-one supervision through The Center. BACB requirements dictate that hours of small group supervision (i.e., SED 695) cannot exceed hours of one-to-one supervision, and the group supervision can only be accrued if taken concurrently with one-to-one supervision. As most students will be working fulltime, students will be responsible for identifying their supervision location (e.g, school at which they are an educator or school psychologist). Supervision through Southern is optional, because some students may have access to BCBA supervision through their employer or not be interested in fulfilling this requirement for BCBA certification.

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

[illegible]

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION

Institution: Southern Connecticut State University	Date of Submission to BOR Office: 1/17/12
Most Recent NEASC Institutional Accreditation Action and Date: 2002	
Program Characteristics Name of Program: Applied Behavior Analysis Certificate Program Degree: Title of Award (e.g. Master of Arts) Certificate Certificate: (specify type and level) Graduate Anticipated Program Initiation Date: Spring 2012 Anticipated Date of First Graduation: May 2013 Modality of Program: X On ground Online Combined If "Combined", % of fully online courses? Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 16	Program Credit Distribution # Cr in Program Core Courses: 16 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (include internship, etc.): 0 Total # Cr in the Program (sum of all #Cr above): 16 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution:
Type of Approval Action Being Sought: Licensure OR Licensure and Accreditation Suggested CIP Code No. (optional) Title of CIP Code CIP Year: 2000 or 2010	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: DHE# (if available): Accreditation Date: Phase Out Period Date of Program Termination	
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: School of Education; Main campus, New Haven, CT	
Program Accreditation: <ul style="list-style-type: none"> If seeking specialized/professional/other accreditation, name of agency and intended year of review: The program is not seeking accreditation; however, in accordance with BACB policy the course sequence was submitted for review and has already been approved by the Behavior Analyst Certification Board (BACB), the professional body overseeing and administering the Board Certified Behavior Analyst (BCBA) exam and international certification If program prepares graduates eligibility to state/professional license, please identify: Prepares students for eligibility to take exam to become a Board Certified Behavior Analyst (BCBA), not for state license (As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency)	
Institutional Contact for this Proposal: Marianne Kennedy, PhD	Title: Interim Provost Tel.: (203) 392-5350 e-mail: kennedym4@southernct.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned): SCSU2012-02	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Consistent with Southern's mission, the proposed program will prepare students to be lifelong learners, by providing the skills necessary to independently identify and evaluate future research and practices in ABA and ABA-related fields (e.g., education, special education, psychology, school psychology, social work, vocational rehabilitation, etc) and knowledge of how to incorporate research into practice. The program also provides a solid foundation in ethics and issues in professional practice, so certificants will have the knowledge to practice responsibly. The program also serves the public good, by increasing the supply of BCBAs to meet the demands of the Connecticut systems.

The ABA program will provide courses to meet the coursework requirements to sit for the exam to become a Board Certified Behavior Analyst (BCBA). ABA is a science of learning and behavior that focuses on increasing success of individuals through individualized assessment and intervention development. The ABA program will prepare master's level students to use ABA in applied settings, such as with individuals with or without disabilities in educational or therapeutic environments, as well as prepare them to pass the BCBA exam. ABA is relevant for many professional fields, but the SCSU ABA courses will be particularly relevant for special educators, school psychologists, and other educational or human-service professionals. This is consistent with Southern's commitment to training professionals to provide high-quality services using current research-supported practices.

Addressing Identified Needs

- How does the program address CT workforce needs and/or the wellbeing of CT society/communities? *(Succinctly present as much factual evidence and evaluation of stated needs as possible)*

Recent trends in education and legislation related to education has included increased need for individuals trained in Applied Behavior Analysis (ABA). This program is designed to prepare professionals to effectively use the science of ABA in practical settings, with a particular focus on assessment and intervention in educational settings to improve student outcomes.

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

Southern Connecticut State University houses graduate programs in Special Education and School Psychology. In order to be eligible to sit for the BCBA exam candidates must have at least a Master's degree. Therefore, graduates of SCSU's current graduate programs, especially those in education and school psychology, are well situated to enter this certificate program. Additionally, graduates of these programs make up a substantial proportion of professionals in special education and school psychology in CT, and therefore Southern provides an ideal setting to provide this needed coursework as an extension to already existing programs. In addition, Southern has faculty with extensive experience in ABA, such as Dr. Mark Groskreutz whose doctorate specialization is in ABA and is the area head for the ABA coursework and Kari Sassu, who is well versed in Positive Behavioral Support systems (PBS), a school-wide ABA-based system to improve school environments and student success.

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program *(Please highlight details in the Quality Assessment portion of this application, as appropriate)*

NA

- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided. Western Connecticut State University is in the process of establishing a BCBA program. However, WCSU and SCSU draw from different populations of potential students. We do not believe the two programs will negatively impact enrollment in each other's programs or that they represent unnecessary duplication.
- Please provide a description/analysis of employment prospects for graduates of this proposed program

Currently, prospects for graduates of this program are excellent. Professionals with a BCBA certification (i.e., certification in ABA) are highly sought after both in CT and across the country. Their expertise is highly desired for the

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

design and implementation of programs for individuals with autism and special education in general. Additionally, professionals with a BCBA are increasingly involved in many areas outside of special education where increasing individual success/productivity is a goal (e.g., workplace safety, worker productivity).

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSEcel Resource and Cost Projection Analysis)

The cost projection analysis suggests Southern is prepared to provide the necessary coursework. Projected enrollment includes students matriculating into the proposed program in cohorts. The first cohort will complete the program over the course of 2 years, whereas the second cohort (and subsequent cohorts) will complete the coursework in 1 year. Tuition is at the standard graduate level for credits. Resource demands for this program are limited; the greatest need is faculty members with the expertise to teach the courses in the program. Instructors with that expertise are already full-time faculty members at SCSU. Optional supervision is available as a combination of 1-credit seminar/practicum courses and one-to-one supervision through the Center of Excellence on Autism Spectrum Disorders (see Resource and Cost Projection Analysis for additional details on the optional supervision). The coursework and optional supervision revenue exceed expenditures.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution

Southern CT State U.

Date

2012.01.13

Proposed Program

Special Education 6th Year Diploma - ABA in Educational Settings Specialization

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	0	0	0	0	0	0
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Continuing (students progressing to credential)	0	0	0	22	0	0
Headcount Enrollment	0	22	0	22	0	22
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
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CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 3: PROGRAM QUALITY ASSESSMENT

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Content Areas from Behavior Analyst Task List – 3rd Edition

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- 7-Displaying and Interpreting Behavioral Data
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- 10-Systems Support

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Mark Groskreutz, PhD, tenure-track assistant professor in Special Education and Reading Department. Dr. Groskreutz is a BCBA-D. The focus of his doctoral work was on ABA in special education. FTE for administration is .25.

Faculty *(Please complete the faculty template provided below to include current full-time members of the faculty who will be teaching in*

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this program and, as applicable, any anticipated new positions/hires during the first three years of the program and their qualifications)

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

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What percentage of the credits in the program will they teach? 0

What percent of credits in the program will be taught by adjunct faculty? 0

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

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APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

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)

Course Number and Name	L.O. # ³	Pre-Requisite	Cr Hrs	Course Number and Name	L.O. #	Cr Hrs
Program Core Courses				Other Related/Special Requirements		
CSP/SED 690 Principles of ABA	2, 3		3			
CSP/SED 610 ABA in Educational Settings	1, 2, 3, 4, 5, 6	690	3			
CSP/SED 692 Advanced ABA	1, 2, 3, 4, 5, 6	690 610 691	3			
CSP/SED 641 Ethical and Professional conduct	7		3			
CSP/SED 691 Research Methods	1, 2, 3		4			
Core Course Prerequisites				Elective Courses in the Field		
Enrollment in or completion of a master's degree in a field related to education, psychology, or other sciences			NA	CSP/SED 695 Supervised independent fieldwork in ABA This is technically not an elective in the certificate program, but an option available to students.	2, 3, 4, 5, 6, 7, 8	1
Acceptance into the ABA certificate program			NA			
Total Other Credits Required to Issue Credential (e.g. GenEd/Liberal Arts Core/Liberal Ed Program)						
<p>Program Outline (Please provide a summary of program requirements including total number of credits for the degree, special admission requirements, capstone or special project requirements, etc. Indicate any requirements and arrangements for clinical affiliations, internships, and practical or work experience. Example: "The Finance Major entails 18 credits of Related Course requirements from a range of disciplines (6 credits of which apply to the Liberal Arts Core (LAC), or institution's GenEd program), 24 credits of courses in Business (3 credits of which apply to the LAC/GenEd), 18 credits of coursework in Finance (including a 6-credit internship), and 9 elective credits from a list that includes courses in Economics, Finance, and Business. Students must take a minimum of 24 credits of coursework for the major at the institution and must maintain a GPA of 2.5.")</p> <p>The proposed ABA Certificate program includes a required core of 5 courses (16 credits) that are crosslisted in the Special Education and Reading Department and Counseling and School Psychology Department.</p> <p>BACB requirements to sit for the BCBA exam require applicants to have completed a master's degree in a relevant field (e.g., special education, psychology, education). Therefore, enrollment in the program requires Departmental Permission to ensure students have completed or are enrolled in a relevant master's degree program. Additionally, a graduate GPA of 3.0 is required for matriculation into the program through the school of graduate studies. Finally, students must maintain a 3.0 GPA average or higher to remain in the program. CSP/SED 690, 610, and 692 are sequential, therefore CSP/SED 690 must be completed before CSP/SED 610 and CSP/SED 610 must be completed before CSP/SED 692.</p>						

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

The program also has an optional 1-credit supervision component (students may enroll for supervision for a total of 3 credits) designed to meet the BACB's supervision requirements to sit for the BCBA certification exam. The optional supervision entails two parts, 1) enrolling in the 1-credit CSP/SED 695 seminar course and 2) contracting for one-to-one supervision through the Center of Excellence on Autism Spectrum Disorders at Southern Connecticut State University ("The Center"). The one-to-one supervision is a self-supporting initiative run through the Center. Per BACB supervision requirements, students will not be eligible to take 695 unless they also have one-to-one supervision through The Center. BACB requirements dictate that hours of small group supervision (i.e., CSP/SED 695) cannot exceed hours of one-to-one supervision, and the group supervision can only be accrued if taken concurrently with one-to-one supervision. As most students will be working fulltime, students will be responsible for identifying their supervision location (e.g, school at which they are an educator or school psychologist). Supervision through Southern is optional, because some students may have access to BCBA supervision through their employer or not be interested in fulfilling this requirement for BCBA certification.

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

Full-Time Faculty Teaching in this Program (Note: If you anticipate hiring new faculty members for this program you may list "to be hired" under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)

[illegible]

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution Southern CT State U. **DRAFT - 12/30/11** Date 2012.01.13
Proposed Program ABA certificate and Special Education 6th Year Diploma - ABA in Educational Settings Specialization (11 students each)

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	0	0	0	0	0	0
New Students (first time matriculating)	0	22	0	0	0	22
Continuing (students progressing to credential)	0	0	0	22	0	0
Headcount Enrollment	0	22	0	22	0	22
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$129,137		\$237,075		\$374,424
Program Specific Fees		\$1,882		\$1,882		\$3,165
Other Rev. (Annotate in text box below)	\$41,250		\$82,500		\$123,750	
Total Annual Program Revenue	\$172,269		\$321,457		\$501,339	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	2	\$17,700	2	\$26,550	2	\$56,640
Faculty (Part-time -total for program)						
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)		\$27,500		\$55,000		\$82,500
Estimated Indirect Cost (e.g. student services, operations, maintenance)						\$18,563
Total ESTIMATED Expenditures		\$45,200		\$81,550		\$157,703

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

Please provide any necessary annotations:

Revenue and expenses include the Special Education 6th Year Diploma as well as the ABA Certificate program for a total of 22 graduate students.

Description for "Other" revenues and expenses

"Other" revenue

The Center of Excellence on Autism Spectrum Disorders at Southern Connecticut State University ("The Center") will offer **optional supervision** to students who are looking to meet the BACB's supervision requirements and sit for the BCBA exam. The BACB requires certification candidates to have supervised experience. Over the course of the supervision experience, candidates must have at least ½ of their total supervision hours where they are interacting with their supervisor a one-to-one situation. If students are receiving ongoing one-to-one supervision, they are then eligible to receive small group supervision (i.e., 10 or fewer BCBA candidates) that cannot exceed the number of one-to-one supervision hours in any two-week period. The "Other" revenues for years 1, 2, and 3 shown above (i.e., \$41,250, \$82,500, and \$123,750, respectively) are for the money that will be paid by students to The Center to cover the costs of hiring and providing one-to-one supervision.

"Other" expenses

The Center will pay supervisors a total of \$27,500, \$55,000, and \$82,500 for years 1, 2, and 3, respectively. Additionally, in year 3, The Center will pay \$18,563, in overhead.

*note: years 1 and 2 revenue and expenditures are less than year 3, because the first cohort will not complete the courses until the end of year 2. On the other hand, the second cohort will complete the same amount of coursework and supervision in only 1 year (i.e., year 3)

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 1: GENERAL INFORMATION

Institution: WCSU	Date of Submission to BOR Office: 01/13/2012	
Most Recent NEASC Institutional Accreditation Action and Date: Approved 2003 and 2008 5 th year review		
Program Characteristics Name of Program: Board Certified Behavior Analyst Degree: Title of Award (<i>e.g. Master of Arts</i>) Certificate: (<i>specify type and level</i>) Graduate Certificate of Course Completion Only Anticipated Program Initiation Date: Jan. 2012 Anticipated Date of First Graduation: Dec. 2012 Modality of Program: On ground x Online Total # Cr the Institution Requires to Award the Credential: 15	Program Credit Distribution # Cr in Program Core Courses: 15 # Cr of Electives in the Field: 0 # Cr of Free Electives: 0 # Cr Special Requirements (<i>include internship, etc.</i>): 0 <u>Total # Cr in the Program</u> (<i>sum of all #Cr above</i>): 15 From "Total # Cr in the Program" above, enter #Cr that are part of/belong in an already approved program(s) at the institution: 15	
Type of Approval Action Being Sought: Licensure and Accreditation		
Suggested CIP Code No. (<i>optional</i>) 42.2814 Title of CIP Code CIP Year: 2000 or 2010		
Institution's Unit (<i>e.g. School of Business</i>) and Location (<i>e.g. main campus</i>) Offering the Program: Education & Educational Psychology West Side Campus/Online		
Program Accreditation: <ul style="list-style-type: none"> In accordance with BACB policy the course sequence was submitted for review and has already been approved by the Behavior Analyst Certification Board (BACB), the professional body overseeing and administering the Board Certified Behavior Analyst (BCBA) exam and international certification. Program prepares students for eligibility to take exam to become a Board Certified Behavior Analyst (BCBA), not for state license. (<i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i>)		
Institutional Contact for this Proposal: Dr. Jane McBride Gates	Title: Provost	Tel.: 203 837 8275 e-mail: gatesj@wcsu.edu

BOR REVIEW STATUS (*For Office Use Only - please leave blank*)

BOR Sequence Number (to be assigned): WCSU-2012-01	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Log of BOR Steps Towards Program Approval:	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with administrative offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 2: PROGRAM PLANNING ASSESSMENT (To be Used for BOR Review Only)

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

Consistent with the existing role, scope and mission of Western Connecticut State University, “to serve as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut,” the proposed Board Certified Behavior Analyst (BCBA) Certificate is designed for people who have earned a graduate degree and who seek advanced knowledge in the field of applied behavior analysis.

The Applied Behavior Analysis (ABA) field is a framework for the practice of a science and not a specific program. ABA, then, is the *application* of this science of behavior to meet a certain end: to increase or decrease a particular behavior, to improve the quality of a behavior, to stop an old behavior, or teach a new behavior. It is a well-developed discipline with established standards for evidence-based practice. For purposes of BCBA certifications and examinations, the content of applied behavior analysis is contained in the BCBA Behavior Analysis Task List. The BCBA Certificate at Western will consist of a 15-credit, four-course sequence designed to meet the coursework requirements to sit for the exam to become a Board Certified Behavior Analyst (BCBA).

The principles of ABA have been around for quite some time, and have myriad uses outside the scope of teaching children with autism. The ABA is relevant to many professional fields and can be the basis of programs addressing a broad spectrum of human behavior, from increasing the productivity of the workplace to precisely training military personnel to, indeed, teaching children. The scope of the proposed BCBA Certificate is consistent with Western’s mission to provide instruction and scholarship to keep it responsive to the progressive community it serves.

“The graduate programs at WestConn offer advanced study under the direction of dedicated educators... The mission of the graduate programs is **not, however, confined within the perimeters of the University.**”

This program is 100% online.

Addressing Identified Needs

How does the program address CT workforce needs and/or the wellbeing of CT society/communities?

Addressing Identified Needs: There is a significant market demand for individuals with BCBA certification both on the state and national levels. The BCBA certification provides an approach for developing, implementing and evaluating applied strategies to produce changes in socially significant behaviors of individuals with or without disabilities in educational or therapeutic environments in the context of community settings as well as institutional settings. The recent Human Services Committee report (3/15/2007, HB-7280) provides evidence of the increased need for individuals trained in Applied Behavior Analysis to address autism in the state of Connecticut.

Human Services Committee

JOINT FAVORABLE REPORT

Bill No.: HB-7280

Title: AN ACT CONCERNING AUTISM.

Vote Date: 3/15/2007

Vote Action: Joint Favorable Change of Reference to Appropriations

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SPONSORS OF BILL: Human Services Committee

Lynn Warner, Executive Director of the Arc of Connecticut, testified: “There are approximately 23,000 people living with Autism Spectrum Disorders (ASDs) in Connecticut.

Ellen Durnin of Bristol testified: I believe that Connecticut is now one of only three states out of fifty that does NOT provide such assistance to adults on the Autistic Spectrum. I am ashamed to live in the wealthiest state in the nation, and to have such a vulnerable sector of our population treated so cruelly. With some assistance, this population can work, pay for goods and services, and pay taxes. Without such support, they will likely wind up on public assistance, costing the state much more.”

Jane Thierfeld Brown of West Hartford, Director of Student Services and University of Connecticut School of Law testified: “In New Jersey there are Regional Centers funded to oversee these services for adults on the Spectrum. In Minnesota where I presently co-direct a program for students with Asperger's syndrome, we work cooperatively with middle school and high school students and their teachers and support staff to transition and support students in the best way possible. **Unfortunately in CT, we are grossly behind the times.**”

“The state of CT needs to support its citizens and their families. We need support beyond the high school diploma for students on the Autism Spectrum.”

“The latest figures from the Center for Disease Control --Autism is currently the fastest-growing developmental disability. In the 1990's the United State's population increase was 13%, disabilities as a whole increased by 16%, **autism had an increase of 172%.**

In 2000, 1,377 or 1.86% of children ages 3-21 who received special education services in Connecticut have Autism. In 2006-2007, 3,814 or 5.52% of children with disabilities ages 3-21 who received special education services have autism.”

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

WCSU Education Department has been **teaching successfully online for the last two decades**. This online program is available to the world as can be witnessed by the applications from Hong Kong and Japan. “

...The programs also make a significant contribution to the social community at large. Students, as a result of their intense, concentrated study at WestConn, are well prepared to enter society not only as trained professionals and specialists, but also, in a wider context, as **thoughtful, sensitive human beings with personal integrity** and an appreciation of intellectual and political freedom.

- Please describe any transfer agreements with other institutions under the BOR that will become instituted as a result of the approval of this program (*Please highlight details in the Quality Assessment portion of this application, as appropriate*)

Students would be referred to SCSU for the practicum.

- Please indicate what similar programs exist in other institutions within your constituent unit ², and how unnecessary duplication is being avoided

ECSU has **only** the Board Certified **Assistant** Behavior Analyst with **face to face** instruction; SCSU has **only** the Board Certified Behavior Analyst with **face to face** instruction and the BCBA practicum; **WCSU** has **both** the Board Certified Assistant Behavior Analyst and Board Certified Behavior Analyst **100% online**

² Constituent units are: the Connecticut Community College System, the Connecticut State University System, Charter Oak State College, and the University of Connecticut

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

instruction

- Please provide a description/analysis of employment prospects for graduates of this proposed program
The employment prospects are excellent. For example, CT only has approximately 252 Board Certified Behavior Analysts (www.bacb.com) and the population with Autism Spectrum Disorders in CT is approximately 23,000.

Cost Effectiveness and Availability of Adequate Resources

(Please provide a one-paragraph narrative on the attached MSEXcel Resource and Cost Projection Analysis)
See attached.

Connecticut Board of Regents for Higher Education

APPLICATION FOR NEW PROGRAM APPROVAL PRO FORMA ¹ BUDGET - RESOURCES AND EXPENDITURE PROJECTIONS

Institution

Southern CT State U.

Date

2012.01.13

Proposed Program

Special Education 6th Year Diploma - ABA in Educational Settings Specialization

PROJECTED Enrollment	First Term Year 1		First Term Year 2		First Term Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Internal Transfers (from other programs)	0	0	0	0	0	0
New Students (first time matriculating)	0	22	0	0	0	22
Continuing (students progressing to credential)	0	0	0	22	0	0
Headcount Enrollment	0	22	0	22	0	22
Total Estimated FTE per Year						

PROJECTED Program Revenue	Year 1		Year 2		Year 3	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Tuition (Do not include internal transfers)		\$164,128		\$342,048		\$514,388
Program Specific Fees		\$1,882		\$1,882		\$3,165
Other Rev. (Annotate in text box below)	\$41,250		\$82,500		\$123,750	
Total Annual Program Revenue	\$207,260		\$426,430		\$641,303	

PROJECTED Expenditures*	Year 1		Year 2		Year 3	
	Number (as applicable)	Expenditure	Number	Expenditure	Number	Expenditure
Administration (Chair or Coordinator)						
Faculty (Full-time, total for program)	2	\$17,700	2	\$26,550	2	\$56,640
Faculty (Part-time -total for program)						
Support Staff						
Library Resources Program						
Equipment (List as needed)						
Other (e.g. student services)		\$27,500		\$55,000		\$82,500
Estimated Indirect Cost (e.g. student services, operations, maintenance)						\$18,563
Total ESTIMATED Expenditures		\$45,200		\$81,550		\$157,703

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

Please provide any necessary annotations:

Revenue and expenses include the Special Education 6th Year Diploma as well as the ABA Certificate program for a total of 22 graduate students.

Description for "Other" revenues and expenses

"Other" revenue

The Center of Excellence on Autism Spectrum Disorders at Southern Connecticut State University ("The Center") will offer optional supervision to students who are looking to meet the BACB's supervision requirements and sit for the BCBA exam. The BACB requires certification candidates to have supervised experience. Over the course of the supervision experience, candidates must have at least 1/2 of their total supervision hours where they are interacting with their supervisor a one-to-one situation. If students are receiving ongoing one-to-one supervision, they are then eligible to receive small group supervision (i.e., 10 or fewer BCBA candidates) that cannot exceed the number of one-to-one supervision hours in any two-week period. The "Other" revenues for years 1, 2, and 3 shown above (i.e., \$41,250, \$82,500, and \$123,750, respectively) are for the money that will be paid by students to The Center to cover the costs of hiring and providing one-to-one supervision.

"Other" expenses

The Center will pay supervisors a total of \$27,500, \$55,000, and \$82,500 for years 1, 2, and 3, respectively. Additionally, in year 3, The Center will pay \$18,563, in overhead.

*note: years 1 and 2 revenue and expenditures are less than year 3, because the first cohort will not complete the courses until the end of year 2. On the other hand, the second cohort will complete the same amount of coursework and supervision in only 1 year (i.e., year 3)

¹ This PRO FORMA budget provides reasonable assurance that the program can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the text box.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

SECTION 3: PROGRAM QUALITY ASSESSMENT

Learning Outcomes - L.O. (Please list up to *seven* of the most important student learning outcomes for the program and concisely describe assessment methodologies to be used in measuring the outcomes. If the program will seek external accreditation or qualifies graduates to opt for a professional/occupational license, please frame outcomes in attention to such requirements. With as much detail as possible, please map these learning outcomes to courses listed under the "Curriculum" section of this application)

1.

Objective NCATE GRADUATE RUBRIC –	BACB	Assessment
1. Ethical Considerations	1.1-1.12	Discussion Rubric Chapter Exam Fill in Guided Notes Multiple Choice Exam Complete Web Activities Behavior Development Solutions Test in Acquisition and Fluency 100%
2. Definitions and Characteristics of Applied Behavior Analysis	2.1-2.7	Discussion Rubric Chapter Exam Fill in Guided Notes Multiple Choice Exam Complete Web Activities Behavior Development Solutions Test in Acquisition and Fluency 100%
3. Analyzing Behavior Change	9.1-9.29	Discussion Rubric Chapter Exam Fill in Guided Notes Multiple Choice Exam Complete Web Activities Behavior Development Solutions Test in Acquisition and Fluency 100%
4. Analytic Tactics Using Withdrawal, Reversal, and Multi-Element Treatment Conditions Multiple Baselines and Changing Criteria	5.1-5.4	Discussion Rubric Chapter Exam Fill in Guided Notes Multiple Choice Exam Complete Web Activities Behavior Development Solutions Test in Acquisition and Fluency 100%
5. Functional Behavior Assessment	4-1, 4-2 a, b, c, 4-3 a, b, 4-4, 4-5 a, b, 4-6 a, b	Discussion Rubric Develop FBA p.116 O'Neill book Chapter Quizzes Behavior Development Solutions Test in Acquisition and Fluency 100%

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL *(Public Higher Education Institutions)*

6. Standard Celeration Charts Candidates for the Board Certified Behavior Analyst only	9-6, 9-11	Discussion Rubric Celeration chart page V-36 from McGreevy book. Chapter Quizzes Behavior Development Solutions Test in Acquisition and Fluency 100%
7. Verbal Behavior	3-15, 3-16, 3-17, 3-18	Discussion Rubric Chapter Exam Fill in Guided Notes Multiple Choice Exam Complete Web Activities Behavior Development Solutions Test in Acquisition and Fluency 100%

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

Full time faculty member Dr. Janet Burke, **BCBA-D-Spanish/English**, Full-time, tenured, working at WCSU for 22 years---12 credits per semester

Faculty

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

Special Resources *(Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g. laboratory equipment, specialized library collections, etc. Please include these resources in the Resources and Cost Analysis Projection sheet for BOR review)*

None

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

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) **Students would complete the practicum at SCSU.***

Course Number and Name	L.O. # ³	Pre- Requisite	Cr Hrs	Course Number and Name
Program Core Courses				Other Related/Special Requirements
EPY631 Applied Behavior Analysis I	1&2	B.A. or M. A. Degree	4	Applied Behavior Analysis I Degree "from an accredited university, that was conferred in behavior analysis or Education, Clinical, counseling, or school psychology, Clinical social work, Occupational therapy, Speech/language therapy, Engineering, Medicine
EPY632 Applied Behavior Analysis II	3&4	B grade or greater in EPY631	4	Applied Behavior Analysis II Degree "from an accredited university, that was conferred in behavior analysis or Education, Clinical, counseling, or school psychology, Clinical social work, Occupational therapy, Speech/language therapy, Engineering, Medicine
EPY633 Applied Behavior Analysis III	5-7	B grade or greater in EPY632	4	Applied Behavior Analysis III Degree "from an accredited university, that was conferred in behavior analysis or Education, Clinical, counseling, or school psychology, Clinical social work, Occupational therapy, Speech/language therapy, Engineering, Medicine
EPY634 Applied Behavior Analysis IV	1-7	M.A. degree and a B grade or greater in EPY633	3	Applied Behavior Analysis IV M.A. Degree "from an accredited university, that was conferred in behavior analysis or Education, Clinical, counseling, or school psychology, Clinical social work, Occupational therapy, Speech/language therapy, Engineering, Medicine
Total Other Credits Required to Issue Credential: 15 Cr				

³ From the Learning Outcomes enumerated list provided at the beginning of Section 3 of this application

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions)

Full-Time Faculty Teaching in this Program *(Note: If you anticipate hiring new faculty members for this program you may list “to be hired” under name and title. Provide required credentials, experience, and other responsibilities for each new position anticipated over the first three years of implementation of the program)*

Faculty Name and Title	Institution of Highest Degree	Area of Specialization/Pertinent Experience	Other Administrative or Teaching Responsibilities
Janet Burke, Professor	Wayne State University	Board Certified Behavior Analyst- Doctorate Level Applied Behavior Analysis Bilingual Spanish/English Teacher Urban Schools	Full-Time Tenured Assistive Technology/Special Education Courses



University of Connecticut
Office of the Provost

Peter J. Nicholls
*Provost & Executive
Vice President
for Academic Affairs*

September 28, 2011

TO: Members of the Board of Trustees

FROM: Peter J. Nicholls, Provost

RE: Approval of the Professional Science Master's (PSM) Degree in Health Care Genetics
in Allied Health in the College of Agriculture and Natural Resources

RECOMMENDATION:

That the Board of Trustees approve the Professional Science Master's (PSM) Degree in Health Care Genetics in Allied Health in the College of Agriculture and Natural Resources.

BACKGROUND:

Recent milestones in genetics testing have introduced new paradigms for addressing personalized medicine, pre-implantation genetic diagnosis, and genetic design. The PSM degree program will train students to gain interdisciplinary competency in human genetics, disease identification, laboratory diagnostics, health care ethics, and regulatory issues in the clinical laboratory.

The objectives of this program are to provide students with the didactic and experiential components of genetic principles and genomic technologies to 1) improve the quality of health-care through the diagnosis, screening, intervention or prevention of disease for health maintenance; 2) understand the correlation between health-related genetic information and important social and psychological implications for individuals and families; and 3) identify resources available to assist those patients seeking genetic information or services. This degree will be a University wide initiative that connects multiple departments on the Storrs and Health Center campuses.

The target clientele are baccalaureate students with degrees in the life or clinical sciences who wish to pursue career advancement or new career opportunities in companies, laboratories, or health-centers whose mission is to identify, treat and/or prevent human disease related to genetic factors. The proposed degree is a two-year, 33-credit, Master's program, with options for part-time completion. The program has its foundations in the existing strengths of those faculty members with expertise in genetic testing, research as well as the application of genetics in health-care.

The development of the PSM in Health Care Genetics at the University of Connecticut is appropriate, as it addresses the workforce shortage and the interests of college applicants to embrace the trends of genetic testing and the expanding role of the clinical laboratorian.

An Equal Opportunity Employer

Gulley Hall
352 Mansfield Road Unit 2086
Storrs, Connecticut 06269-2086

Telephone: (860) 486-4037
Facsimile: (860) 486-6379
e-mail: peter.nicholls@uconn.edu
web: <http://provost.uconn.edu>

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 1: GENERAL INFORMATION

Institution: University of Connecticut	Date of Submission to BOR Office: 11/03/2011	
Most Recent NEASC Institutional Accreditation Action and Date: Continued Accreditation, September 20, 2007		
Program Characteristics		
Name of Program: Heath Care Genetics		
Degree: Title of Award (e.g. Master of Arts) Professional Sciences Master		
Anticipated Program Initiation Date: Fall 2012		
Total # Cr the Institution Requires to Award the Credential (i.e. include program credits, GenEd, other): 33		
Type of Approval Action Being Sought: Licensure and Accreditation		
Suggested CIP Code No. (optional)	Title of CIP Code	CIP Year: 2000 or 2010
Institution's Unit (e.g. School of Business) and Location (e.g. main campus) Offering the Program: College of Agriculture and Natural Resources, Department of Allied Health Sciences, Graduate Program in Allied Health; Main Campus		
Other Program Accreditation:		
<ul style="list-style-type: none"> Council of Graduate Schools, required to use the name and logo for the Professional Science Master's 		
Institutional Contact for this Proposal: Lawrence Silbart, MPH, PhD	Title: Department Head, Allied Health Sciences	Tel.: 860-486-0013 e-mail: lawrence.silbart@uconn.edu

BOR REVIEW STATUS (For Office Use Only - please leave blank)

BOR Sequence Number (to be assigned): 2012-01	
Approved 2010 CIP Code No. ¹	Title of CIP Code
Log of BOR Steps Towards Program Approval: Placed as action item in BOR-ASA 2/10/2012 and ACA 3/1/2012.	
Nature and Resolution number for BOR Approval:	Date of Approval:
Conditions for Approval (if any)	

¹ Final CIP assignment will be done by BOR staff in consideration of suggested number (if provided) and in consultation with academic offices at the institution and system proposing the program. For the final assignment, the 2010 CIP definitions will be used.

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 2: PROGRAM PLANNING ASSESSMENT

Alignment of Program with Institutional Mission, Role and Scope

(Please provide objective and concise statements)

The Professional Master's Degree in Health Care Genetics Program goal is to train scientists and professionals with interdisciplinary competency in human genetics, disease identification, laboratory diagnostics, health care ethics, and regulatory issues in the clinical laboratory. The objectives of this Program are to provide the didactic, experiential and cohort components such that our graduates can 1) apply knowledge of genetic principles and genomic technologies to improve quality of health-care through the diagnosis, screening, intervention or prevention of disease and the maintenance of health, 2) understand that health-related genetic information can have important social and psychological implications for individuals and families, and 3) identify resources available to assist those seeking genetic information or services. This degree will be a University wide initiative that crosses multiple departments on the Storrs and Health Center campuses.

(Financial Aspects Considered on the Following Page)

CONNECTICUT BOARD OF GOVERNORS FOR HIGHER EDUCATION

Department of Higher Education

RESOURCE SUMMARY

Institution University of CT

Program Professional Science Masters in Health Care Genetics

PROJECTED ENROLLMENT	YEAR 1 FY 2012		YEAR 2 FY 2013		YEAR 3 FY 2014	
	FT	PT	FT	PT	FT	PT
Internal Transfers	<u>2</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u> </u>	<u> </u>
New Students	<u>1</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>2</u>
TOTAL ENROLLMENT (est.)	<u>3</u>	<u>3</u>	<u>7</u>	<u>5</u>	<u>11</u>	<u>7</u>

NEW REVENUES	YEAR 1 EST. AMOUNT	YEAR 2 EST. AMOUNT	YEAR 3 EST. AMOUNT
Tuition (1)	<u>35988</u>	<u>77974</u>	<u>119961</u>
Extension Fund Fees (2)	<u> </u>	<u> </u>	<u> </u>
Other Sources (Please attach a description)	<u> </u>	<u> </u>	<u> </u>
TOTAL NEW REVENUES	<u>35988</u>	<u>77974</u>	<u>119961</u>

NEW EXPENDITURES	YEAR 1		YEAR 2		YEAR 3	
	Number	Est. Cost	Number	Est. Cost	Number	Est. Cost
Faculty (full-time)	<u>0.5</u>	<u>5200</u>	<u>0.5</u>	<u>10330</u>	<u>0.5</u>	<u>25000</u>
Support Staff (full-time)	<u>0</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Library	<u>0</u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Equipment (3)	<u>0</u>	<u> </u>	<u> </u>	<u>5000</u>	<u> </u>	<u>5000</u>
Other (4)	<u>0</u>	<u>20400</u>	<u> </u>	<u>52300</u>	<u> </u>	<u>86300</u>
TOTAL NEW EXPENDITURES	<u> </u>	<u>25565</u>	<u> </u>	<u>67630</u>	<u> </u>	<u>116300</u>

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION
APPLICATION FOR NEW PROGRAM APPROVAL (Public Higher Education Institutions) - 01/20/12

SECTION 3: PROGRAM QUALITY ASSESSMENT

Program Administration *(Describe qualifications and assigned FTE load of administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Identify individual for this role by name or provide time frame for prospective hiring)*

Judy Brown, PhD, Assistant Professor in Residence, Department of Allied Health Sciences. Dr. Brown is certified as a Clinical Laboratory Specialist in both Cytogenetics and Molecular Biology by the American Society for Clinical Pathology. Fifteen years experience training students in clinical laboratory policies and procedures.

Faculty

Five Core Faculty will teach in the program. Other affiliated across departments will teach optional/menu-driven courses. In total, 15 members of the faculty will teach in this program (list follows).

One, half-time, end-dated position will be utilized, based on availability of funding. This individual will have an MS in health or life sciences, ASCP certification in cytogenetics and molecular biology, minimum 4 years clinical laboratory experience, research experience preferred.

Special Resources

No new resources will be necessary. All infrastructure, equipment and library collections are in place.

List of Faculty

The following faculty members will be teaching in the proposed program (attach additional pages if needed)

Name and title*	Degree	Full time or Part time or Adjunct	Area of Specialization
Judith D. Brown, Assistant Professor in Residence, Allied Health Sciences	PhD, CG (ASCP), MB	Full	cytogenetics, molecular, chromosome instability
Lawrence K. Silbart, Professor, Department Head Allied Health Sciences	MPH, PhD	Full	vaccine development, immunology, microbiology
Denise Anamani, Lecturer, Allied Health Sciences	MA, I(ASCP), MB	Full	molecular diagnostic technologies
Rachel J. O'Neill, Professor, Molecular and Cell Biology	PhD	Full	genetics and genomics, chromosome evolution
Robin C. Schwartz, Certified Genetic Counselor Assistant Professor, Genetics and Developmental Biology and Pediatrics, UConn Health Ctr	M.S., C.G.C.	Full	genetic counseling breast cancer research
Stormy J. Chamberlain, Assistant Professor Dept of Genetics and Developmental Biology UConn Health Ctr	PhD	Full	induced pluripotent stem cells, PWS/AS
M. Copenhaver	PhD	Full	HIV prevention
S. Geary	PhD	Full	molecular biology and pathogenic mechanism of mycoplasmas, vaccine development

P. Verardi	PhD	Full	immunobiology
P. Marcus	PhD	Full	Animal virology and the interferon system
Barbara Mellone	PhD	Full	regulation of chromosome segregation
X. Tian	PhD, MD	Full	gene programming by somatic nuclear transfer
P. Zhang	PhD	Full	chromosome structure and gene regulation
H. Ferneaux	PhD	Full	regulation of gene expression at RNA level)
S. Clark	PhD	Full	molecular mechanisms regulating normal development, differentiation, and maintenance of connective tissue

* If you anticipate hiring new faculty members for this program you may list “to be hired” under name and title.

Curriculum: List the courses and credits that comprise the program.

Course Number and Name	Credit Hours	Course Number and Name	Credit Hours
GPAH 5710 Genetics and Genomics of health	3	PVS 5201 Microbiology of atypical bacteria	2
GPAH 5715 Current advances in clinical genetics	1R	PVS 5502 Evaluation of diagnostic tests	2
GPAH XXXX Clinical case review	3	PVS 5503 Molecular approaches to disease diagnosis and prevention	2
GPAH 5632 Vaccines: Mechanisms of immune protection	3	PVS 5401 Immunobiology	3
GPAH 5366 Environmental health	3	ANSC 5621 Frontiers in Animal Embryo Biotechnology	3
GPAH 5328 Cancer intervention for allied health professionals	3	MEDS 5309 Molecular Basis of Disease	3
GPAH 5302 Health care policy	3	MEDS 5365 Genetics	3
GPAH 5319 Allied health education science	3	MEDS 5369 Advanced genetics and molecular biology	3
GPAH 5099 Independent Study for Allied Health	var	MCB 5240 Virology	3
MCB 5217 Biosynthesis of Nucleic Acids & Proteins	3	MCB 5426 Genetic Engineering and Functional Genomics	3
MCB 5454 Molecular Aspects of Genetics	2	MCB 5896 Concepts of Genetic Analysis	3
PRACTICAL COURSES BELOW		PRACTICAL COURSES BELOW	
GPAH 5720 Chromosome and DNA Diagnostic Techniques	1D	MCB 5427 Laboratory Techniques in Functional Genomics	1D
MCB 5896 Investigation of Special Topics	1R	GRAD 5900 Special Topics in Graduate Education - Communication Skills	1
GRAD 5910 Responsible Conduct of Research in Academia and Industry	1	GPAH 5700 Ethical considerations in genetics research and testing	2
GRAD 5930 Directed Studies / Internship	3		
R = May be repeated for Credit		D = Different sections may be repeated for credit	
<p>Briefly outline any program requirements: 33 credits of course work: 17 credits of conceptual coursework, 8 credits of practical coursework (laboratory or research experience) and 8 credits of professional master's cohort courses (such as communication skills, frontiers seminars, ethics, responsible conduct of research, laboratory administration, internship, etc.). The curriculum is tailored to suit diverse student needs by selecting from a MENU in consultation with the students'</p>			

academic advisor. This plan of study will be designed based on a student's prior experience, career goals and those needed to gain mastery of the body of knowledge of the field. There is no specific required sequence of courses, unless a course has a specific pre-requisite course indicated in the course description. There are no required summer components with the exception of directed study/internship that may be scheduled during the summer months.

ACADEMIC REVIEW PROCESSES FOR INSTITUTIONS UNDER THE BOR

BOR-ASA, February 10, 2012

Documentation on program review is quite voluminous. At this initial stage of Committee discussion the following links with the details of the process are provided.

All CC System Institutions

http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf Section 3.15

CSUS Institutions

CCSU: <http://web.ccsu.edu/upbc/Program%20Review%20Process%20Proposal%20v3.pdf>

ECSU: <http://www.easternct.edu/senate/documents/APRCGuidelinesforDepartmentsUnderReview.pdf>

SCSU: <http://www.southernct.edu/UCF/uploads/textWidget/wysiwyg/documents/ProgramReview.pdf>

WCSU: <http://www.wcsu.edu/neasc/pdf/5-Yr%20neasc%20draft%20IV%208-19-08.pdf> pg. 60