



**BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE  
AGENDA**

**Thursday, April 6, 2023 @ 9:30 a.m.**

**Conducted via Remote Participation**

**Meeting will live stream at: <https://youtube.com/live/FwOk5V2UGY0?feature=share>**

1. Call to Order: Declare Quorum
2. Approval of Minutes
  - a. March 10, 2023 – *Page 1*
3. Action Items
  - a. Discontinuations
    - i. Post-Baccalaureate Certificates – Southern CT State University – *Page 6*
  - b. Suspensions
    - i. Early Childhood Teaching Credential (EECTC B) – Interdisciplinary Studies – Southern CT State University – *Page 12*
  - c. New Programs
    - i. Health and Wellness Management – B.S. - Western CT State University – *Page 16*
    - ii. Nursing – B.S. – Eastern CT State University – *Page 41*
  - d. Modifications
    - i. Organizational Management – M.S. – Eastern CT State University [Modification of courses/course substitutions; change in modality; name change] – *Page 61*
    - ii. School Psychology – M.S. – Southern CT State University [Modification of courses/course substitutions] – *Page 75*
    - iii. School Psychology – 6<sup>th</sup> Year Certificate – Southern CT State University [Modification of courses/course substitutions] – *Page 87*
    - iv. Social Work – B.S.W. – Charter Oak State College [Modification of courses/course substitutions] – *Page 101*
    - v. Studio Art – B.A. – Southern CT State University [Name Change] – *Page 114*
4. Informational Items
  - a. Below Threshold
    - i. Studio Art – B.A. – Southern CT State University – *Page 117*
    - ii. World Languages Education – M.A.T. – Southern CT State University – *Page 129*
    - iii. Art Education PK-12 – M.A.T. – Southern CT State University – *Page 136*
    - iv. History / Social Studies – M.A.T. – Southern CT State University – *Page 143*
    - v. History B.A. Accelerated Pathway to Master of Library Science Information – Southern CT State University – *Page 150*
    - vi. Health Informatics – M.S. – Charter Oak State College [Modification of courses] – *Page 157*
    - vii. Public Safety Administration – B.S. – Charter Oak State College [New Concentration] – *Page 162*

- b. Annual Report of the Connecticut Commission for Educational Technology – *Page 170*
- c. Sabbatical Leaves
  - i. Community Colleges – *Page 198*
  - ii. Southern Connecticut State University – *Page 200*
  - iii. Western Connecticut State University – *Page 206*

If any member of the public is unable to attend the meeting in real-time due to a lack of physical location or electronic equipment, they may request assistance by email to [PHeleen@commnet.edu](mailto:PHeleen@commnet.edu) at least 24 hours before the meeting.



## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### ACADEMIC & STUDENT AFFAIRS COMMITTEE

**Meeting – March 10, 2023 at 9:30 a.m.**

**Conducted via Remote Participation**

#### **MINUTES**

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

Ex-Officio BOR

Members: Colena Sesanker

Staff Present: Kaylah Davis, Pam Heleen, Rai Kathuria, Kenneth Klucznik, and Noreen Wilson

Other Attendees: Robin Avant (HCC), Stanley Bernard (SCSU), Amy Feest (CT State), Caroline Fisher (Guest), Teresa Foley (ACC), Jess Gregory (SCSU), Kim Kostelis (CCSU), Trudy Milburn (SCSU), Joan Palladino (WCSU), Debra Risisky (SCSU), Antonio Santiago (NVCC), Timothy St. James (ACC), Emily Stevens (WCSU), Michele Vancour (SCSU), Roberta Wachtelhausen (Guest), Ayanna Walker (SCSU)

The meeting was called to order at 9:35 a.m. by Chair Ira Bloom.

An official roll call of the BOR Academic and Student Affairs Committee members was taken and a quorum was declared.

Chair Ira Bloom began the meeting with a comment regarding Regent Holly Howery, as she will be cycling off the board in June and will be gradually relinquishing board duties. Chair Ira Bloom, on behalf of the committee expressed thanks and appreciation for the outstanding contributions that Regent Holly Howery has made to the Academic and Student Affairs committee.

#### **2. Approval of Minutes**

##### **a. February 3, 2023**

**Chair Ira Bloom asked for a motion to approve the minutes of the February 3, 2023, BOR ASA committee meeting. On a motion by Regent James McCarthy and second by Regent Juanita James, a vote was taken, and the minutes were approved unanimously.**

### 3. Action Items

#### a. New Programs

- i. Health & Wellness Coaching – B.S. – Southern CT State University  
Dr. Trudy Milburn, Associate Vice President of Academic Affairs, Dr. Michele Vancour, Executive Director of Healthcare Programs, Dr. Stanley Bernard, Chairperson and Associate Professor, and Dr. Debra Risisky, Professor and Undergraduate Program Coordinator presented. Southern Connecticut State University seeks the approval for a new program in Health and Wellness Coaching. This program provides skills and qualifications in the health and wellness profession and addresses a workforce shortage in CT. Students pursuing this path will work with individuals to address critical health needs and health management, which has become prevalent since the pandemic. As one of the first Public Health bachelor's degree programs to become accredited in the country, SCSU aims to again pioneer new programs in this field, by being the only program in the Northeast to provide Health and Wellness Coaching as a bachelor's degree. According to Bureau of Labor, this field will grow at a 12% rate and can include sectors such as insurance. In collaboration with the SCSU Departments of Recreation, Tourism, and Sports Management and Health and Movement Sciences, courses are specifically designed for flexibility and career readiness. The new Health and Human Services building will allow students the opportunity to practice observation and coaching, while also serving the university and the community. Guests from Well Spark, located in Farmington expressed their support. Their organization is growing and welcomes opportunities for internships and a pipeline to employment opportunities. Regent James McCarthy commented regarding his previous work as a public health faculty member. He expressed excitement for SCSU taking the lead and collaborating to expand the approach to public health and wellness. Regent Richard Porth agreed with the comment and added that this program will prepare students in their future critical role in public health. Chair Bloom seconded the comments of fellow regents.  
**Chair Ira Bloom asked for a motion to approve this new program. On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the new program was approved unanimously.**

- ii. 092 Intermediate Administrator – Post-Masters Certificate – Southern CT State University  
Dr. Trudy Milburn, Associate Vice President of Academic Affairs, Dr. Jess Gregory, Interim Department Chair and Professor, and Dr. Christopher Trombly, Coordinator of EDL 6<sup>th</sup> Year Program and Associate Professor presented. Southern Connecticut State University seeks the approval of a new program, 092 Intermediate Administrator, Post Masters Certificate. This program will allow students who are enrolled in the Doctor of Education in Educational Leadership to apply for the Intermediate Administrator Certificate provided by the Connecticut State Department of Education. With a qualifying score on the exam, students will be eligible for the certificate prior to completing their dissertation; currently, they would need to wait until program completion. By allowing eligibility while

enrolled, the students will be able to apply for highly needed administrator positions.

Regent Juanita James commented that this program recognizes today's reality of stackable credentials and achievement of knowledge, while continuing to learn.

Regent James McCarthy congratulated their ability to provide flexibility and recognize qualifications of employment in the field.

Chair Ira Bloom inquired on the number of doctoral students in the program.

Dr. Gregory confirmed that there are about 15-16 students in a cohort, and that typically half of those students are pursuing the K-12 route and would pursue this certificate.

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

- b. Modifications - Health Promotion Studies – B.S. – Western CT State University  
[Name change to Public Health] – *Page 42*

Dr. Joan Palladino, Interim Dean of Ancell Business School and School of Professional Studies, and Dr. Emily Stevens, Department Chair presented. Western Connecticut State University seeks approval of a name change from Health Promotion Studies to Public Health. The name change better aligns with the program content and provides clarity on what is offered. The concept of public health has become more defined since the pandemic and is a need in the health care field. WCSU already has connections with local health care organizations, and this program will assist students with accurate job attainment.

Regent Juanita James added the importance of clarity for both the student and employer, so that students can find meaningful employment in their area of expertise.

Chair Ira Bloom inquired and confirmed accreditation status of program.

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

- c. Honorary Degrees
  - i. CCSU – Dr. Richard Fichman
  - ii. ECSU – Dr. Thomas Gibson
  - iii. SCSU – Dr. Miguel Cardona, Toni Nathaniel Harp
  - iv. Charter Oak State College – Sabrina Tucker-Barrett
  - v. Asnuntuck CC – Madonna Jones-Searle, William Searle
  - vi. Gateway CC – Dr. Ilene Tracey
  - vii. Housatonic CC – Reverend Dr. James Logan, Lourdes Delgado, John Torres, Kathy Saint, Gwen Brantley, Peter Werth
  - viii. Manchester CC – Vinh (Ocean) Vuong

- ix. Naugatuck Valley CC – Catherine Awwad
- x. Quinebaug Valley CC – Steven Townsend
- xi. Tunxis CC – Cindy Bombard

Chair Ira Bloom requested that the honorary degree nominations are voted on as a group, and called for any comments or questions, to which there were none.

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

d. Policy Revisions

i. Centers and Institutes

Provost Rai Kathuria presented on the Centers and Institutes policy revision. The revision describes the distinction of the primary functions of centers and institutes. A center focuses on instruction and research, whereas institutes focus on community and public service. The revision acknowledges that there can be overlap, and that institutes may evolve over time. The revision also removes detailed procedures, and delegates those to the office of the C SCU Provost.

Chair Ira Bloom commented that this was reviewed as an information item at the last meeting and is now ready for the committee's approval.

Regent Richard Porth added that the revision is helpful, as it provided clarity of terms.

**Chair Ira Bloom asked for a motion to approve the Centers and Institutes policy revision. On a motion by Regent James McCarthy and second by Regent Richard Porth, a vote was taken, and the revision was approved unanimously.**

ii. CT State Policy Rescissions

Dr. Amy Feest, Associate Vice President of Programs and Curriculum presented. CT State is currently reviewing all policies and manuals, and as part of this process, old policies that are still on the books and are out of date, are being recommended for rescission. It is recommended that removing these will benefit students as they will no longer be referenced.

Regent James McCarthy added the removal of old policies is an important job and congratulated for achieving this.

Chair Ira Bloom advised that sorting these out to provide clarity on the policies that are in place is an important practice.

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

e. Tenures – Western Connecticut State University (effective Spring 2023)

Western Connecticut State University's Promotion and Tenure Committee has recommended two faculty members for tenure effective Spring 2023, with approval from the WCSU President and Provost.

Chair Ira Bloom added that as part of the collective bargaining agreement, there is the need for board approval.

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

**On a motion by Regent Juanita James and second by Regent James McCarthy, a vote was taken, and the tenure recommendations were approved unanimously.**

4. Informational Items

a. Below Threshold

- i. Health Care Studies – Minor – Southern CT State University

b. Endowed Chair Reports

- i. CCSU American Savings Foundation Endowed Chair in Banking and Finance
- ii. CCSU Gov. William A. O'Neill Endowed Chair in Public Policy and Practical Politics
- iii. CCSU Robert J. Vance Endowed Chair in Journalism and Mass Communications
- iv. ECSU J.C. Hick's Endowed Chair in Biology
- v. SCSU Goodwin Endowed Chair in Special Education
- vi. WCSU Macricostas Endowed Chair in Hellenic and Modern Greek Studies

**Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent James McCarthy and second by Regent Juanita James, a vote was taken, and the motion to adjourn was passed unanimously at 10:07 a.m.**

# CSCU Board of Regents

## CT BOARD OF REGENTS FOR HIGHER EDUCATION

### RESOLUTION

Concerning

Discontinuation of Post-Baccalaureate Certificates

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the following 17 post-baccalaureate certificates in the College of Education and College of Arts & Sciences at Southern Connecticut State University effective Spring 2024:

OHE Number	Program Name	CIP Code	College
004488	Biology Grades 7-12	131205	CoE
004509	Chemistry Grades 7-12	131205	CoE
015714	Early Childhood Education (Nursery - Grade 3)	131210	CoE
004523	Earth Science Grades 7-12	131205	CoE
015715	Elementary Bilingual Education	130201	CoE
004287	Elementary Education	131202	CoE
004580	Special Education PK-12	131001	CoE
004371	French Grades 7-12	131205	CAS
004384	German Grades 7-12	131205	CAS
004442	History and Social Studies Grades 7-12	131205	CAS
004397	Italian Grades 7-12	131205	CAS
004465	Mathematics Grades 7-12	131205	CAS
004555	Physics Grades 7-12	131205	CAS
004540	Secondary Academic Subjects, Grades 7-12 (General Science)	131205	CoE
004421	Spanish Grades 7-12	131205	CAS
004320	Special Subjects, Fields, or Instructional Areas - K-12 (Art)	131302	CAS
004566	Special Subjects, Fields or Instructional Areas - K-12 (Physical Education)	131299	HHS

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education



**ITEM**

Discontinuation of 17 post-baccalaureate certificates at Southern Connecticut State University.

**BACKGROUND**

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

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

SCSU has also submitted three new concentrations in Art, History, and World Languages for the MAT graduate degree program.

The MAT programs at large now address many of the shortage areas of teachers in CT and is strongly supported by local district superintendents. In addition, the Dean of Education is working with superintendents to develop cohorts of students to complete their MAT programs while in residency in positions in their schools.

**TEACH OUT**

Many students will complete their certificate program this academic year, but the teach out period will extend to spring 2024 for students who may need more time. For those students left in the pipeline, they will be able to complete the relevant coursework by taking similar courses in the MAT programs through cross-listing courses.

**RECOMMENDATION**

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

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU		<b>Date of Submission to CSCU Office of the Provost:</b> 2.15.23
<b>Program Characteristics</b>		
Name of Program: POST-BACCALAUREATE CERTIFICATES - Multiple		
BOR Accreditation Date: 1984		
OHE #: Several numbers -- see attached		
CIP Code Number: See attached Title of CIP Code: See Attached		
Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>Post-Baccalaureate</b>		
Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses		
Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both		
Phase Out / Teach Out Period: 2 years		
Expected Dates of Program Termination		
<ul style="list-style-type: none"><li>• Date for final enrollment of new students: Fall 2022</li><li>• Date for final award of credential: Spring 2024</li></ul>		
Department where program is housed: College of Education departments and College of Arts and Sciences departments – see attached		
Location Offering the Program (e.g., main campus): Main campus		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant	Title: Provost	Tel.: 203 392-5350 e-mail: PrezantR1@southernct.edu

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

**Narrative**

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

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

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

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

– We have developed three new concentrations in Art, History, and World Languages that has been submitted as well

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

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

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

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

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

**Phase Out/Teach Out Strategy**

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

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

**SECTION 3: RESOURCES**

**Close Out Costs**

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

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

**SECTION 4: LESSONS LEARNED**

**A Debriefing Exercise**

Lessons Learned include knowledge or understanding gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation. Describe lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the referenced circumstances, and/or (d) some other occurrence(s) that can be **beneficially** shared with / taken into account by current and future programs.

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

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

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

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

OHE Number	Program Name	Award Level	Award	Program Status	CIP Code	College
004488	Biology Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
004509	Chemistry Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
015714	Early Childhood Education (Nursery - Grade 3)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131210	CoE
004523	Earth Science Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
015715	Elementary Bilingual Education	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	130201	CoE
004287	Elementary Education	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131202	CoE
004580	Special Education PK-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131001	CoE
004371	French Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004384	German Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004442	History and Social Studies Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004397	Italian Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004465	Mathematics Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004555	Physics Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004540	Secondary Academic Subjects, Grades 7-12 (General Science)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CoE
004421	Spanish Grades 7-12	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131205	CAS
004320	Special Subjects, Fields or Instructional Areas - K-12 (Art)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131302	CAS
004566	Special Subjects, Fields or Instructional Areas - K-12 (Physical Education)	Teaching Certification	UG TEACH CER	Teacher Preparation (Non-Degree)	131299	HHS

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

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

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Suspension of Early Childhood Teaching Credential (ECTC B) – Interdisciplinary Studies

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the suspension of Early Childhood Teaching Credential (ECTC B) – Interdisciplinary Studies (CIP Code: 30.0000 / OHE# 017309) at Southern Connecticut State University, effective immediately until no later than Fall 2026.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Suspension of Early Childhood Teaching Credential (ECTC B) – Interdisciplinary Studies at Southern Connecticut State University.

**BACKGROUND**

The Early Childhood Teaching Credential concentration of Interdisciplinary Studies program was developed in response to state legislation requiring heads of daycare to obtain an ECTC Level B certification. However, the state has pushed those requirements back. SCSU requests the suspension of the program so that it is available if and when this program is reinstated by the state.

Currently, there are no enrolled students in this concentration; however, there are over 200 students in IDS overall. No other changes are being proposed to the overall degree.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU		Date of Submission to CSCU Office of the Provost: 2.15.23
<b>Program Characteristics</b> Name of Program: ECTC -- INTERDISCIPLINARY STUDIES, B.S., <b>EARLY CHILDHOOD TEACHING CREDENTIAL (ECTC-B)</b> BOR Accreditation Date: 2013-03-21 OHE #: 17309 <u>CIP Code Number:</u> 300000    Title of CIP Code: -Multi-/Interdisciplinary Studies, General. Program Type (include degree or certificate type, abbreviation, and name, e.g., Associates, AS, Associate of Science): <b>BS - Concentration</b> Modality of Program (check all that apply): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Date Program will be reinstated or discontinued (one, two, or three years): TBD by CT State Requirements (see below) *Note: Programs may not be suspended for more than three years; An Application for Reinstatement ( <a href="https://www.ct.edu/academics/approval">https://www.ct.edu/academics/approval</a> ) should be submitted to reinstate a suspended/discontinued program. Department where program is housed: Curriculum & Learning Location Offering the Program (e.g., main campus): Main campus		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant		Title: Provost & VPAA Tel.: 203.392.5350 e-mail: PrezantR1@southernct.edu

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

<b>Narrative</b> Describe the reason(s) for the requested suspension and plans for follow-up.  The ECTC concentration of IDS was developed in response to state legislation requiring heads of daycare to obtain ECTC Level B certification. However, the state has pushed those requirements back. We would like to suspend the program so that it is available if and when this program is reinstated by the state.
<b>Phase Out/Teach Out Strategy</b> Describe how the institution will ensure that students currently enrolled will be provided opportunities to complete the program. Provide quantitative information as needed (e.g., enrollments, any special resources needed, etc.)  We don't currently have any enrolled students in this concentration; however there are over 200 students in IDS overall (so we are NOT proposing any other changes to the overall degree).

**SECTION 3: RESOURCES**

<b>Close Out Costs</b> What resources/costs would be employed and/or expended to suspend this program? What would be the total cost? \$0 – we would simply remove this concentration from our catalog
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**SECTION 4: LESSONS LEARNED**

<b>A Debriefing Exercise</b> Lessons Learned include <u>knowledge</u> or <u>understanding</u> gained from experience(s) that can speak to the strengths and weaknesses of an undertaking's preparation, design, and/or implementation.  Describe lessons learned – experiences distilled from: (a) circumstances that precipitated this program discontinuation, (b) institutional or programmatic action(s) in the face of the referenced circumstances, (c) institutional or programmatic inaction(s) in the face of the
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**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**  
**Connecticut State Colleges & Universities**

***APPLICATION FOR SUSPENSION OF EXISTING PROGRAM***

referenced circumstances, and/or (d) some other occurrence(s) that can be **beneficially** shared with / taken into account by current and future programs.

We feel that the ECTC program that was created was a solid program and we would be very happy to reinstitute it in the future. However, with the state removing the requirement for this certification, there was zero interest in it.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Approval of a New Program

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the licensure of a program in Health and Wellness Management (CIP Code: 51.0001, OHE# TBD) leading to a Bachelor of Science at Western Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Establishment of a new program, Health & Wellness Management, leading to a Bachelor of Science at Western Connecticut State University.

Name of Institution	Western Connecticut State University	
Name of Program	Health & Wellness Management	
CIP Code	51.0001	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	05/18/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

The BS in Health and Wellness Management is appropriate for recruitment and retention of:

- students interested in health and wellness, from a business rather than a practitioner (public health/nursing) perspective
- students interested in management and administration in the fields of health or wellness, including but not limited to managing gyms or fitness centers, management within medical centers/practices, managing summer camps or after school programs, or entrepreneurial pursuits in the wellness industry (fitness, nutrition, holistic health, wellness, etc.)
- students who find that fields like Health Promotion Studies, Health Education, Business Administration, or Nursing are not the best fit for them but who still want a degree in the general arena of health and wellness
- students who want a pathway into sports management, event planning, and/or healthcare administration, potentially including WCSU's Master's in Healthcare Administration (MHA) program or Master's in Business Administration (MBA).

## **PROPOSAL**

The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the health and wellness industry.

This program's focus is on business and administration, rather than practice, which sets it aside from WCSU's current programs in Health Promotion Studies and Health Education, as well as from programs at the University like Nursing, or the pre-health pathways.

## **RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

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

**SECTION 1: GENERAL INFORMATION**

Date of Submission to CSCU Office of the Provost: January 30, 2023

**Institution:** Western Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: Fifth Year Evaluation completed in 2017

**Program Characteristics**

Name of Program: Health and Wellness Management

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

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

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

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Graduation: May 2025

Total # Credits in Program: 120

# Credits in General Education: 40

IPEDS defined program duration (*if no IPEDS data, provide standard duration of program for full-time student in years*): 4.0

CIP Code Number: 51.0001 Title of CIP Code: Health and Wellness, General

Department where program is housed: Health Promotion and Exercise Science (HPX)

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

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

<https://www.wcsu.edu/registration/ugrad-tuition/>

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

Program website: [www.wcsu.edu/hpx](http://www.wcsu.edu/hpx)

Provide the intended catalog description for this program:

The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the health and wellness industry. Students will graduate prepared to pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, and other for profit and non-profit wellness settings. They may also be prepared to start their own health and wellness venture at some time in the future. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of health and wellness events, programs, and organizations.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

- identify credential: [REDACTED]
- confirm NC-SARA requirements met: ☐ Yes ☐ No

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

**Institutional Contact for this Proposal**

Name: Emily Stevens

Title: Professor and Chair

Phone: 203-837-3903

Email: stevens@wcsu.edu

**NOTES:**

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

**SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS**

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

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

The Bachelor of Science in Health and Wellness Management is an interdisciplinary degree with a dual focus in health/wellness and in business management/administration. It incorporates the development of skills in these areas with a strong foundation in psychology and communication methods. A health and wellness management degree puts students in a position to build a career as leaders in the health and wellness industry. Students will graduate prepared to

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

pursue positions in healthcare facilities, group medical practices, parks and recreation, wellness centers and corporations, and other for profit and non-profit wellness settings. They may also be prepared to start their own health and wellness venture at some time in the future. Students will gain the skills necessary to plan, promote, direct, and coordinate the business activities of health and wellness events, programs, and organizations.

The BS in Health and Wellness Management has the ability to recruit prospective students interested in the field of wellness, more from a business rather than a public health perspective. The program will be marketed to students interested in going into the wellness industry; they might be interested in working in wellness corporations, managing wellness teams, working as activities directors in various settings, camp directors, or in recreation. This focus on business and administration, rather than practice, sets it aside from our current programs in Health Promotion Studies and Health Education, as well as from programs at the University like Nursing, or the pre-health pathways.

The BS in Health and Wellness Management could play a strong role in student retention at WCSU. The Health Promotion and Exercise Sciences department currently offers two undergraduate degree options; the BS in Health Promotion Studies and the BS in Health Education (PreK-12). The BS in Health Promotion Studies is accredited by the Council for Education in Public Health and has a very strong core set of classes in public health. The required public health courses and the minimum GPA of 2.5 required of the HPS degree (coupled with C+ minimum core course grade requirements and several requirements in math and laboratory sciences) leads to student drop-out every year. The table below identifies the number of students who started HPX 200 (the first HPS Core Course) and then dropped out of the major (or the university) due to the inability to meet the HPS major grade requirements. Many of these students held between a 2.0 and a 2.5 GPA, and many of them had a stronger interest in business rather than public health; these students could be retained at WCSU and could be successfully advised towards degree completion with a program like the BS in Health and Wellness Management.

*Students who Start HPS Core Curriculum and Change Majors or Leave WCSU Due to HPS Grade Requirements*

Cohort Year	Students Enrolled in HPX 200	Students who left HPS due to grade and GPA Requirement	Percent
2015	81	11	13.58
2016	82	10	12.20
2017	57	7	12.28
2018	77	4	5.20
2019	57	6	10.52
2020	65	11	16.92
2021	53	16	30.19

The BS in Health Education (PK-12) similarly has a very high minimum GPA requirement; students in the BS in Health Education program who cannot maintain the 3.0 GPA requirement to be in any education discipline at WCSU are left with limited options for degree completion. The BS in Health and Wellness Management provides students with an interdisciplinary degree that incorporates the field that these students were interested in (health and wellness), with skills in business management/administration, that will prepare them for successful careers in a field of interest.

The BS in Health and Wellness Management could be considered as part of a package of options for students interested in degree completion. The degree contains a relatively large number of credits in free electives, which makes it a strong option for students who already have some college credits but never finished a degree and/or for transfer students coming into WCSU.

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

This program could also serve as a gateway to graduate programs offered at WCSU. Students interested in the healthcare industry would benefit from transitioning directly into the Master's in Healthcare Administration (MHA) degree program at WCSU. If WCSU were to consider a Master of Science in Sports Management, this program could serve as a direct line to that graduate degree, as students interested in Sports Management would benefit from an undergraduate program with the coursework/skills addressed in this BS in Health and Wellness Management degree program.

To summarize, the BS in Health and Wellness Management is appropriate for recruitment and retention of the following students:

- Students interested in health and wellness, but more from a business rather than a practitioner (public health/nursing) perspective.
- Students interested in management and administration in the fields of health or wellness. This can include but is not limited to the following: managing gyms or fitness centers, management within medical centers/practices, managing summer camps or after school programs, or entrepreneurial pursuits in the wellness industry (fitness, nutrition, holistic health, wellness, etc.)
- Students who find that fields like Health Promotion Studies, Health Education, Business Administration, or Nursing are not the best fit for them but who still want a degree in the general arena of health and wellness.
- Students who want a pathway into sports management, event planning, and/or healthcare administration, potentially including our Master's in Healthcare Administration (MHA) program or Master's in Business Administration (MBA) degrees.

**Competing Programs**

None of the other CSU institutions offers a BS in Health and Wellness Management. Southern Connecticut State University (SCSU) awarded three 4-year degrees under the "Health and Wellness, General" CIP, and University of Saint Joseph awarded five 4-year degrees under this CIP. None of these schools offer a BS in Health and Wellness Management, specifically. SCSU offers a BS in Recreation and Leisure and a BS in Sports Management. ECSU offers a minor in Healthcare Management and a 15-credit concentration in Sports Management through the Business Administration major. Looking within the private institutions, Fairfield University has a minor in Sports Leadership and Management. Sacred Heart University has both a BS and a minor in Sports Management. University of Saint Joseph offers a BS in Sports Management. The proposed program is distinct in that the focus is on the multidimensional concept of health and wellness, rather than sport or recreation.

Nationally, there are a few programs that offer bachelor's level and master's level degrees in Health and Wellness Management.

- Merrimack College (North Andover, MA) offers the MS in Health and Wellness Management, and they market this program as "one of the only graduate programs in the US to integrate wellness and business." The program is marketed as preparing students to be a leader in a rapidly growing wellness industry. The program is 32-credits and requires classes in health promotion, disease prevention, organizational leadership, management, and marketing.
- University of Pittsburg offers a MS in Health and Wellness Management, designed for students with academic training and experience in health-fitness and wellness with a desire to advance to a management level position.
- The New York Institute of Technology offers a BS in Health and Wellness, which prepares students for a fulfilling career as an administrator in the healthcare industry.
- SUNY Oswego offers a BS in Wellness Management, which combines fitness and health promotion with business.

**University Resources and University Expertise**

The BS in Health and Wellness Management has been developed with existing courses, with the exception of two. The two new courses will be created for the Writing 3 and the Culminating Experience general education competencies within the major. All of the other course requirements are currently offered regularly. The courses and descriptions of the two



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

***APPLICATION FOR NEW PROGRAM APPROVAL***

new courses are provided below. We have faculty in the HPX department who can teach the culminating experience class and a faculty member in Management who could teach the Entrepreneurship course depending on other teaching demands of these faculty. We will likely need to hire an adjunct instructor and eventually a full-time faculty member for this program, who would have the expertise to teach these courses.

MGT/HPX 4xx: Health and Wellness Entrepreneurship

Course Description: This course addresses entrepreneurship as it relates to initiating new business ventures in the health and wellness industry. Special attention is given to developing workable ideas, funding, marketing, and structuring new ventures. Students will develop a project testing the feasibility of a business proposal. Entrepreneurial opportunities within health and wellness organizations are also highlighted.

Prerequisites: HPX 271, MIS 155, ACC 201, and MKT 200

HPX 4xx: Management and Leadership in Health and Wellness Organizations

Course Description: This course will introduce students to the skills, theories, and practices of leadership and management within US health and wellness organizations, identifying best practices for managing these operations and therefore sustaining a competitive advantage. The course also focuses on the professional development of students as future leaders and managers in the health and wellness industry. Students will build professional management and leadership skills through field-based experiences.

Prerequisites: HPX 4xx Health and Wellness Entrepreneurship

Includes 120 hours (~10 hours a week for 12 weeks) of field-based experience in Sites like O'Neill Center, Athletics, WCSU Rec, PAL, Parks & Rec, YMCA, Boys & Girls Club, Girl Scouts

The program can be offered entirely with existing faculty expertise to start. No new faculty lines are required for the delivery of this major immediately. By year two of the program, we expect to need an additional faculty line to support the number of course sections required to maintain the demand of the degree and to teach the culminating courses.

**SECTION 3: NEED AND JUSTIFICATION**

**Addressing Identified Needs**

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

According to the Bureau of Labor Statistics (2022), medical and health services managers are in high demand. Typical entry-level education is the bachelor's degree with less than 5 years of work-related experience. The 2021 median pay within the field was \$101,340 per year (\$48.72 per hour). There is no additional post-employment training needed to attain competency in the skills needed in this occupation. As of 2020, there were 429,800 jobs in this occupation. The job outlook is strong, with projected 32% growth from 2020-2030 (much higher than average). The projected numeric change in employment from 2020-2030 is 139,600.

According to the 2022 US Wellness Professionals Compensation Report, published by the National Wellness Institute, the median average compensation for all wellness professionals ranged from \$56,000 to \$80,500; the top 25% of highest earning professionals report salaries from \$100,000 to \$200,000. Those working on the east coast typically earn more than those working in the central and southern US. Reported examples of job titles and salaries include:

- Benefits coordinator (\$36,871 - \$55,872)

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

- Corporate wellness administrator (\$46,989 - \$82,368)
- Wellness program consultant (\$49,917 - \$73,052)
- Wellness program manager (\$64,713 - \$118,212)
- Employee health services manager (\$93,128 - \$145,839)
- Community health director (\$90,509 - \$194,902)

***PSEO Data***

Graduates from WCSU in Business, Management and Operations earn \$41,792, \$60,530, and \$76,265 one, five and ten years post-graduation respectively. Students graduating from our program areas in mental and social health services and allied professions make \$30,381, \$49,792, and \$61,544 one, five, and ten years out.

***Jobs EQ Data***

According to JobsEQ, the single industry most employing occupations in the “Health and Wellness, General” CIP in Connecticut is Individual and Family Services, followed by General Medical and Surgical Hospitals. Individual and Family Services employs 263 workers in Connecticut, and employment is expected to increase by 79 jobs over the next ten years. In addition, 307 new workers will be needed to replace employees lost to retirement or occupational changes. A full list of the Jobs EQ industry distribution for the CIP can be seen below.

**Industry Distribution for Occupations Linked to Health and Wellness, General in Connecticut**

NAICS Code	Industry Title	Current		10-Year Demand			Total Demand
		% of Occ Empl	Empl	Exits	Transfers	Empl Growth	
6241	Individual and Family Services	15.5%	263	101	206	79	387
6221	General Medical and Surgical Hospitals	12.6%	213	66	124	-6	183
6113	Colleges, Universities, and Professional Schools	10.0%	169	52	88	29	168
6211	Offices of Physicians	8.1%	138	42	78	-3	117
6214	Outpatient Care Centers	7.8%	132	47	94	14	155
6111	Elementary and Secondary Schools	4.9%	83	24	40	8	73
6213	Offices of Other Health Practitioners	4.9%	83	26	44	20	89
5241	Insurance Carriers	3.5%	59	21	42	4	67
9221	Justice, Public Order, and Safety Activities	3.1%	52	17	35	-2	50
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	2.6%	44	16	32	6	54
7139	Other Amusement and Recreation Industries	2.5%	43	14	23	16	53
5613	Employment Services	1.8%	30	10	21	2	33
8132	Grantmaking and Giving Services	1.6%	28	10	21	5	37
5511	Management of Companies and Enterprises	1.6%	28	9	18	-2	26
6242	Community Food and Housing, and Emergency and Other Relief Services	1.5%	26	9	19	2	30
8131	Religious Organizations	1.3%	23	8	16	0	23
8133	Social Advocacy Organizations	1.3%	22	8	16	4	29
9211	Executive, Legislative, and Other General Government Support	1.2%	20	7	14	-1	20
7112	Spectator Sports	1.1%	19	5	9	3	17
6219	Other Ambulatory Health Care Services	1.0%	18	6	12	1	19

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

All Others	11.8%	200	68	137	9	214
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**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
11-9111	Medical and Health Service Managers	\$101,340
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**Applicable Industries**

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

NAICS Code	NAICS Title
56110	Medical office management services
56110	Management Services
713940	Fitness Centers
713940	Gyms, physical fitness
713940	Health studios, physical fitness
621340	Recreational (e.g. art, dance, music) therapists' offices (e.g., centers, clinics)
713940	Recreational sports club facilities
713990	Recreational campus without accommodations
942120	Recreational programs administration, government

**Career/Program Pathways**

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

This program is not specifically designed to prepare students for another program, but our academically strong students in this major could be advised to take classes that complement this major and prepare them for our MHA (Master's in Healthcare Administration) or MBA (Master's in Business Administration) programs.

**Impact on related programming at the home institution:** Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution: The following programs are in the same CIP category.

BS in Health Promotion Studies (511504)

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

BS in Nursing (513801)

MHA in Health Administration (510701)

MS in Psychiatric Mental Health Practitioner (513803)

Ed.D Nursing Education, Online (513817)

DNP Nursing Practice, Online (513818)

***Include enrollment and completion data for the past 5 years for each of these programs as an Appendix***

- How will the proposed program impact enrollment and completion in these existing programs?

Enrollment in this program will not impact enrollment in the BS in Nursing program; that program has strict admissions requirements and typically fills. This new program might reduce enrollment in the BS in Health Promotion Studies, but as described above we predict that these students will likely be students who would not be retained in that program due to the GPA and grade requirements, as well as the requirements in the math and science disciplines. This program will improve retention within the University and will likely improve retention in the BS in Health Promotion Studies, as the students who were not seeking a degree in public health with a science background will have an option of a degree without those requirements. This new program might increase enrollment in the MHA program at WCSU, as we can track students towards the MHA from the BS in Health and Wellness Management. It will not likely influence enrollment in any of the other graduate programs, as it is distinct from those fields.

- Are there plans to discontinue any of the existing similar programs? **No**
- What is the value added of the proposed program in relation to the existing programs? This degree provides a program option for students interested in health and wellness but who do not come to college prepared for or interested in a series of science and math classes required of Health Promotion Studies or Nursing. It will provide an avenue towards a degree for students who do not meet the grade and course requirements of those majors and who want more of a business focus in the health/wellness field.
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (*specific details should be provided in the Budget section*): The program uses existing courses with the exception of two new courses. The program can be taught using existing faculty resources for at least 2 years, at which point a faculty hire will be needed.

**Impact on related programming across CSCU**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU: See attached forms.
- ***Attach supplement 101a for each CSCU institution that has one or more similar programs.***
- How is the new program distinct from these existing programs? The new program is distinct from any program in sports management, health administration, or recreation and leisure. This new program is broader than any of these fields. Sports management focuses on the management and administration of sport; students in this field are typically pursuing positions with sports teams, agencies, and ventures. Recreation and leisure solely focused in this area and does not include health management. The students in the Health and Wellness Management program could pursue business/administration or management positions in health groups, wellness agencies, or within the fitness industry. We have several alumni from both the management program and from the Health Promotion Studies program at WCSU who have become entrepreneurs in health and wellness by pursuing additional training beyond the degree awarded at WCSU. One runs Integrative Health Journey, a wellness business that is administered totally online and caters to programs based on complementary and alternative approaches to stress management, nutrition, and fitness promotion. Another alumnus, from Business, started a small business in fitness and nutrition, and another a business in providing services to provide stimulation and engagement to people living at home with cognitive impairments. These alumni would have benefited from this degree in Health and Wellness Management, and these small

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

businesses are distinct from sports management, health administration, or recreation and leisure. The entrepreneurial focus provides more opportunities to have a plan for new businesses before they graduate.

- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: We have students who change majors between the programs offered in the business school and Health Promotion Studies regularly; these students typically have an interest in the health and wellness field but don't want a degree in public health. There are many students who can't meet the grade and course requirements (particularly in the science and math areas) for the Health Promotion Studies or Nursing programs, or the grade and math requirements in the business programs. These degrees are not meeting the needs of these students, and they may leave the University as a result. This program would help to recruit and retain students who want to study business and health/wellness. No other program in the CSCU system offers this broad, interdisciplinary degree between a program in business and a program in the professional studies.

**SECTION 4: STUDENT ENROLLMENT & RETENTION**

**Enrollment Projections**

Complete Supplement B – Pro Forma Budget.

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

We expect 30 students to enroll by the end of year 1. We expect many of the students in year 1 to come from the Health Promotion Studies, Management, and Exploratory Studies programs. No one will complete the program in year 1. Assuming a 75% retention, 15 students graduating at the end of year 2, and 25 new students in year 2, we expect to have 63 students by the end of year 2. Expecting another 75% enrollment, 15 students graduating at the end of year 3, and an additional 30 students in year 3, we should have 62 students in the program at the end of year 3.

**Prospective Students**

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

The BS in Health and Wellness Management is appropriate for recruitment and retention of the following students:

1. Students interested in health and wellness, but more from a business rather than a practitioner (public health) perspective.
2. Students interested in management and administration in the fields of health or wellness. This can include but is not limited to the following: managing gyms or fitness centers, management within medical centers/practices, managing summer camps or after school programs, or entrepreneurial pursuits in the wellness industry (fitness, nutrition, holistic health, wellness, etc.)
3. Students who find that fields like Health Promotion Studies, Health Education, Business Administration, or Nursing are not the best fit for them but who still want a degree in the general arena of health and wellness.
4. Students who want a pathway into sports management, event planning, and/or healthcare administration, potentially including our Master's in Healthcare Administration (MHA) program.

**Student Recruitment / Student Engagement**

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: The HPX department will work with Admissions, the Advisement Center, and Publication and Design to market the programs for new student recruitment. The HPX faculty, the Management faculty, and the Advisement Center will meet with existing students during academic advisement to offer this new program to students. We can reach freshmen through the FY program as well.
- What student engagement strategies will be employed to advance student retention and completion in program? The HPX Department will track retention and completion rates in this program. Each student in the major will be

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

assigned a full-time faculty member as an academic advisor. As students enroll in the program, the faculty advisor will reach out to the student via email to request an advisement meeting. During the advisement meeting, the faculty and student will discuss academic interests and career goals of the students. An academic plan for degree completion will be established in Degree Works and discussed with the student. The student will meet with the faculty advisor every semester to discuss progression towards the degree, resources for success, and to update the academic plan. This kind of advisement in the HPX department has facilitated retention rates required for accreditation in the past and is expected to help with recruitment and retention in the new program as well. The majority of major courses will be taught by full-time faculty in the HPX Department as well; the courses integrate student interaction and experiential learning which aids in student engagement.

**Admission Requirements**

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

☐ Yes ☒ No

If yes, describe the selection process, including all criteria:

**Graduation Requirements**

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

If yes, describe: The culminating experience course (HPX 4XX, described above) will include 120 hours of field-based experiential learning. Students will be placed in a health and wellness agency of interest, where they will have a field-based preceptor. The faculty teaching the course will serve as the faculty supervisor. The student will work in the field placement for an average of 10 hours a week over 12 of the 14 weeks in the semester. This capstone experience will expose students to working within and managing a health/wellness agency. Assignments and projects will be required for the course to document the experiential learning process and to aid in professional preparation.

**Experiential Learning Requirements**

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

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix: The capstone experience, described above, will include 120 hours of fieldwork. We have several health and wellness community organizations that we currently use as internship sites for the Health Promotion Studies degree. These sites can serve as internship/fieldwork sites for the Health and Wellness Management program as well. We can also use our Athletics Department and O'Neill Center as a site for several fieldwork placements.

**SECTION 5: CURRICULUM & ASSESSMENT**

**Learning Outcomes - L.O.**

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

Graduates of the BS in Health and Wellness Management program will be prepared to demonstrate the following outcomes:

1. Articulate an understanding of the multidimensional nature of health and wellness, including contemporary topics within each dimension.
2. Demonstrate the ability to design and implement wellness programs in community and industry settings.
3. Possess a knowledge of the fundamental concepts of management as an organizational process.
4. Display the communication skills, both written and oral, used in wellness, business, and organizational settings.
5. Demonstrate cultural competence when working with diverse populations.
6. Articulate a plan for achieving a career of their choice in the health and wellness industry.

**Assessment of Learning Outcomes**

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



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

***APPLICATION FOR NEW PROGRAM APPROVAL***

The learning outcomes will be assessed through typical course assessment processes: exams, papers, projects, etc. The Writing 3 and Culminating Experience requirements within the major will include field-based internship experiences, with coinciding assignments based on professional preparation and evidence of applied skills within the field, such as professional writing.

**Curriculum**

*Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Core: Required &amp; Elective Courses</b>			<b>45</b>
PSY 100: Introduction to Psychology	1	None	3.0
PSY 260: Health Psychology	1, 2, 5	PSY 100	3.0
SOC 100: Introduction to Sociology	1, 4, 5	None	3.0
SW 220: Diversity, Equity & Inclusion	1, 4, 5	SOC 100	3.0
COM 203: Health Communication	1, 2, 4, 5	COM 163	3.0
HPX 100: Introduction to Health & Wellness	1, 2, 4, 5	None	3.0
HPX 271: Health Education Programs in the Community	1, 2, 4, 5	None	3.0
HPX 348: Principles of Wellness Coaching	1, 2, 4, 5	HPX 271 or 270	3.0
HPX 4xx: Health and Wellness Management & Leadership	1, 2, 3, 4, 5, 6		3.0
HPX 4xx: Health and Wellness Entrepreneurship	1, 2, 3, 4, 5, 6		3.0
MIS 155: Information Technology	3, 4	None	3.0
MKT 200: Principles of Marketing	3, 4	None	3.0
ACC 201: Financial Accounting	3, 4	MAT 100	3.0
JLA 240: Commercial Law	3, 4	None	3.0
MGT 250 Organizational Behavior	3, 4	None	3.0
<b>Choose one of the 3 below:</b>	<b>3, 4</b>		<b>3.0</b>
MGT 251: HR Management		MGT 250	3.0
MGT 340: Total Quality Management		MGT 250	3.0
MGT 350: Management Negotiations		MGT 250	3.0
<b>HPX Electives: See list below:</b>	<b>1, 2, 4, 5</b>		<b>9.0</b>
HPX 150: Dance Workshop		None	3.0
HPX 205: Nutrition and Health		None	2.0
HPX 212: Dance and Culture, World Dance		None	3.0
HPX 240: Principles of Holistic and Integrative Health		None	3.0
HPX 241: Mind/Body Interventions for Healing		None	3.0
HPX 242: Cross Cultural and Traditional Healing Methods		None	3.0
HPX 244: Movement, Mindfulness, and Meditation		None	2.0
HPX 253: Concepts of Diseases		None	3.0
HPX 254: Fitness Seminar and Lab		None	3.0
HPX 255: Group Exercise Instruction		None	3.0
HPX 343: Foods, Herbs, Supplements, and Natural Products		None	3.0

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

HPX 352: Mental Health		None	3.0
HPX 380: Worksite Health Promotion		None	3.0
HPX 369: Exercise as Medicine		None	3.0
<b>General Education Courses</b>			
WRT 210: Managerial Writing	3, 4	WRT 101	3.0
COM 163: Introduction to Communication Skills	4	None	3.0
CS 110: Web Design	3, 4	MAT 100	3.0
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			23
<b>Total Program Credits</b> (must match number of credits reported on page 1):			120

**CSCU Transfer Pathways**

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

*CSCU/COSC Bachelor's Degree Programs:* Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:  
☒ Liberal Arts & Science: ☐ A.A. only ☐ A.S. only ☒ A.A. or A.S.  
☐ Transfer Ticket, specify:  
☐ Other pre-program or transfer track, specify:
- With respect to this CT State degree program, which of the following is true?  
☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program  
☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)  
☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree
- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☒ Yes ☐ No, please explain:

<b>Credit Summary</b>	
CSCU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	60 credits
CT State program credits that can be applied to proposed degree:	60 credits



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

***APPLICATION FOR NEW PROGRAM APPROVAL***

CSU/COSC general education credits remaining after transfer	3 credits
CSU/COSC program credits remaining after transfer	57 credits
Excess credit hours for CT State transfer students who have completed an associate degree	0 credits

*CT State Community College Associate Degrees:* As per Board policy, all new A.A. and A.S. degrees should consider transfer possibilities within the CSCU system

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

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

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

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

**Internal Stackable Pathways**

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

We could create an accelerated pathway from the BS in Health and Wellness Management to the MHA program, which would likely allow students to complete the BS in Health and Wellness Management with the MHA in Health Administration in 5 years. This has been done for the Health Promotion Studies program and could be completed for the new program as well.

**Other Stackable Pathways**

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

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

[Click or tap here to enter text.](#)

**Program Evaluation**

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

The quality and success of the program will be tracked through academic advisement and through the annual report, which requires each program to report retention and completion rates. Departments will be receiving these rates by demographic groups moving forward, which will also enable us to identify any disparities in recruitment, retention, and degree completion.

**Assuring Equitable Outcomes**

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

- What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? The University will be providing departments of student retention and degree completion by demographic factors moving forward. These metrics will be used to identify any disparities in student recruitment, retention, and degree completion.
- Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. The program is designed to provide a degree option in health, wellness, and business for students who might not be as prepared for degrees that are grounded in the math and science disciplines or who do not have an interest in a degree that requires a series of math and science requirements. The nature of this degree reduces inequities by targeting a larger group of students rather than students who excel in the disciplines grounded in science (nursing, public health) and mathematics (business management, finance, accounting). The HPX department is dedicated to student advisement and linking students with resources available to aid in academic success, such as the Tutoring Resource Center, the Academic Advisement Center, Peer Mentor Program, First Year Studies Program, etc.
- Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? Targeted advisement can be initiated where inequities are found. We can also work with the programs and resources on campus, identified above, to reduce inequities.

**SECTION 6: COST EFFECTIVENESS AND RESOURCES**

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

**Cost Effectiveness and Availability of Adequate Resources**

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

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

All but two capstone courses in this program are currently part of existing HPX programs. An adjunct instructor will need to be hired to teach one capstone course, and a full-time faculty will be able to teach the second capstone course, which may require an adjunct to teach another course currently being taught by a full-time faculty member. Current resources can be used to teach the program until enrollment reaches a point where we need to add sections of courses; at that point we will search for a full-time faculty member who can teach the capstone courses and added sections of other courses required in the major.

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

**Special Resources**

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

None

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Emily Stevens, [stevense@wcsu.edu](mailto:stevense@wcsu.edu), 203-837-3909

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Professor and Department Chair, 1.0 FTE

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 1 in year 2

If any new full-time hires, what percentage of program credits will they teach? 35%

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 6

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 3

What percentage of program credits will be taught by adjunct faculty? 15%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Master's Degree in Public Health, Exercise Science, Sports Management, Masters in Business Administration, Masters in Healthcare Administration, or related fields

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Emily C. Stevens, Professor and Chair	PhD, The Ohio State University	Health Promotion & Exercise Science	Department Chair Teaching in the BS in Health Promotion Studies Program
Krista Heybruck-Santiago, Assistant Professor and Associate Chair	MPH, University of South Carolina (EdD pending completion University of Hartford)	Public & Community Health	Associate Chair Teaching in the BS in Health Promotion Studies Program
Ethan Balk, Associate Professor	PhD, The Ohio State University	Health Promotion & Exercise Science, Human Nutrition	Faculty Senate President Coordinator of the MS in Human Nutrition

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

			Teaching in the BS in Health Promotion Studies Program Teaching in the MS in Human Nutrition Program
Julie Perrelli, Assistant Professor	PhD, Springfield College	Physical Education & Exercise Science	First Year Studies Coordinator Teaching in the BS in Health Promotion Studies Program
Jeffrey Schlicht, Professor	PhD, University of Connecticut	Exercise Science	Teaching in the BS in Health Promotion Studies Program
Gretchen Paulson, Assistant Professor	PhD, University of Wisconsin at Milwaukee	Athletic Training, Public Health, Wellness, Exercise Science	Teaching in the BS in Health Promotion Studies Program
To be Hired New Program Yr 2	Terminal Degree (PhD, EdD, DrPH)	Public/Community Health, Wellness, Exercise Science, Sports Management, Business	Experience teaching at a 4-year college/university. Experience in the wellness/sports industry.

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

Appendix A: 5-year enrollment and completion data for programs with 51-CIP codes at WCSU

Dept./Division	Program	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE	Heads	FTE
Health Promo. & Exercise	BS Health Promotion Studies	208	195.4	200	188.5	220	211.1	187	179.0	193	181.9
Nursing	BS Nursing/Registered Nursing	291	212.5	286	223.9	280	226.8	255	210.4	209	169.7
Management	MHA Health Care Administration	22	9.2	30	12.9	28	13.2	18	6.3	13	5.2
Nursing	MS Nursing/Psy. Mental Health	63	23.9	65	26.2	66	30.2	91	42.0	91	44.5
Nursing	CAS Advanced Practice Nursing	7	3.4	4	2.3	8	4.0	8	3.8	5	2.0
Nursing	EDD Nursing Education, online	23	7.8	16	5.3	16	5.3	11	3.8	10	2.8
Nursing	DNP Nursing Practice, online	0	0.0	0	0.0	0	0.0	0	0.0	3	1.5
<b>Total for Selected Programs</b>		<b>614</b>	<b>452.2</b>	<b>601</b>	<b>459.0</b>	<b>618</b>	<b>490.5</b>	<b>570</b>	<b>445.3</b>	<b>524</b>	<b>407.6</b>

Dept./Division	Degree/Certificate Program	Year Ending June 30				
		2018	2019	2020	2021	2022
Health Promotion & Exercise	BS Health Promotion Studies	52	62	42	50	44
Nursing	BS Nursing/Registered Nursing	78	95	83	84	84
Management	MHA Health Care Administration	2	7	6	9	8
Nursing	MS Nursing/Psy. Mental Health Pract.	0	12	23	2	16
Nursing	CAS Advanced Practice Nursing	0	0	0	0	0
Nursing	Ed.D. Nursing Education	1	3	5	6	1
Nursing	DNP Nursing Practice, Online	0	0	0	0	0
<b>Total for Selected Programs</b>		<b>133</b>	<b>179</b>	<b>159</b>	<b>151</b>	<b>153</b>

WCSU BS Health Wellness Mgmt - Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year 2023-24						Second Year 2024-25						Third Year 2025-26					
	Fall Semester 2023		Spring Semester 2024		Summer		Fall Semester 2024		Spring Semester 2025		Summer		Fall Semester 2025		Spring Semester 2026		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)	5		5		0		10		5		0		10		5		0	
New Students (first time matriculating)	5		5		0		5		5		0		10		5		0	
Continuing Students progressing to credential			10		0		15		23		0		10		23		0	
Headcount Enrollment	10	0	20	0	0	0	30	0	33	0	0	0	30	0	33	0	0	0
Total Estimated FTE per Year <sup>1</sup>	30						63						62					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$ 31,908		\$ 95,723				\$ 131,459		\$ 180,756				\$ 133,710		\$ 186,179			
Tuition from Internal Transfer <sup>2</sup>	\$ 31,908		\$ 31,908				\$ 65,729		\$ 32,865				\$ 67,701		\$ 33,851			
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$ 191,445						\$ 410,809						\$ 421,441					
PROJECTED Program Expenditures <sup>3</sup>																		
	First Year		Second Year		Third Year													
Administration (Chair or Coordinator) <sup>4</sup>	\$ -		\$ -		\$ -													
Faculty (Full-time, total for program) <sup>4</sup>	\$ -		\$ 157,129		\$ 157,129													
Faculty (Part-time, total for program) <sup>4</sup>	\$ -		\$ 8,579		\$ 8,579													
Support Staff ( lab or grad assist, tutor)	\$ -		\$ -		\$ -													
Library Resources Program	\$ -		\$ -		\$ -													
Equipment (List in narrative)	\$ -		\$ -		\$ -													
Other <sup>5</sup>	\$ 5,000		\$ 5,000		\$ 5,000													
Estimated Indirect Costs <sup>6</sup>																		
Total Expenditures per Year	\$ 5,000		\$ 170,708		\$ 170,708													
Gross Contribution Margin before Indirect	\$ 186,445		\$ 240,101		\$ 250,733													

Footnotes:

1. Assumed a retention rate of 75% and 15 graduating student after Year 2 & Year 3.
2. FY2023-24 In-State Tuition and Fee rate - \$12,763 per year (\$6,381.50 per semester), approved by BOR. Assuming a 3% projected increase for FY2024-25 and FY2025-26.  
 \*FY2023-24 In-State Tuition and Fee rate - \$12,763 per year (\$6,381.50 per semester) \$ 6,381.50  
 \*\*FY2024-25 In-State Tuition and Fee rate (assuming a 3% projected increase) \$ 6,572.95  
 \*\*\*FY2025-26 In-State Tuition and Fee rate (assuming a 3% projected increase) \$ 6,770.13
3. All but two capstone courses in this program are already part of HPX existing programs. Those courses will be taught by Full-time faculty (need to hire adjuncts to teach lower level course to meet FT 24 credit workload). As per Prof. Stevens, no need to hire a new Full-time Faculty until we get to the point where we need to start adding sections of multiple classes to support this (due to high enrollment), which likely will not happen in the first 3 years.
4. To promote the new program - calculating marketing fees upwards \$5,000.00 - included on OTHER expenditure Line 27.
5. Confirmed with Prof. Stevens - no additional Administration (Chair or Coordinator) and Support Staff (lab or grad assist, tutor) is needed.
6. For Faculty Part-time support (line 23) used a PT medium adjunct rate of \$2,105 per credit plus fringe rate 30%. This is for added capstone course in Year 2 (3 credit course) and Year 3 (3 credit course). Calculation used assumption of Pay rate increase of 4.5% (Year 2), but it stays flat for Year 3 (subject to contractual changes).
7. Enrollment for internal students based on retaining students from the HPS degree (15% drop out on average per year, expected to have 5-6 internal transfers each spring), business degree, and exploratory studies.
8. Year 2 & Year 3 added a Full-time Faculty line for Assistant Professor rank (medium salary is \$86,573 \* 81.5% fringe). Assuming a flat FT salary for Year 3, but it is subject to contractual changes.

## CSCU Transfer Articulation Form: A.A. Liberal Arts and Sciences

The CSCU Transfer Articulation Form is intended to demonstrate a pathway for students at Connecticut State Community College (CT State) transferring to Western Connecticut State University (WCSU), hereafter referred to as the receiving institution, for the program indicated below.

Program: Bachelor of Science: Health and Wellness

Academic Year: 2023/2024

### Credit Summary

The credit summary is a quick reference on how CT State credits, with the completion of the Liberal Arts and Sciences degree as indicated on this form, will be applied to the completion of the proposed program.

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	61 credits
1. CSU/COSC general education credits remaining after transfer	6 credits
2. CSU/COSC program credits remaining after transfer	54 credits
Excess credit hours for CT State transfer students who have completed an associate degree $\{(61 + \text{line 1} + \text{line 2}) - 120\}$	0 credits

### FrameWork30:

Use this section to align the Framework30 categories to the general education requirements at your institution. By default, BOR policy for "Safe Courses" will mandate how courses are received and applied at your institution. This section will only need to be completed if you require encumbered courses for your proposed program.

<b>FrameWork 30</b>		<b>FrameWork 30</b> (Only change if encumbered by receiving institution)		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
Written Comm I	3		3	Written Communication I	3
Written Comm II	3		3	Written Communication II	3
Arts and Humanities	3-4		3-4	Creative Process	3-4
Social and Behavioral Sciences	3		3	Critical Thinking	3
Historical Knowledge	3		3	General Education Elective	3
Scientific Reasoning	4		4	Scientific Inquiry I	4
Scientific Knowledge and Understanding	3-4		3-4	Scientific Inquiry II	3-4
Oral Communication	3		3	Oral Communication	3

<b>Continued Learning and Information Literacy</b>	3		3	Information Literacy	3
<b>Quantitative Reasoning</b>	3		3	Quantitative Reasoning	3

### Program Requirements:

Use this section to provide recommended CT State courses to be used for the completion of the Liberal Arts and Science program requirements.

<b>Program Requirements</b>		<b>Recommended Course</b>		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
<b>Visual or Performing Arts</b>	3	DANC: 1009/1010/1011/1013/1014/1031/1114	3	HPX 150: Dance Workshop	3
<b>Social/Behavioral Science</b>	3	PSY 1011: General Psychology I	3	PSY 100: Intro to Psychology	3
<b>Humanities</b>	3				
<b>Liberal Arts Elective</b>	3	SOC 1001: Principles of Sociology	3	SOC 100: Introduction to Sociology	3
<b>Liberal Arts Elective</b>	3				
<b>Foreign Language</b>	3-4				
<b>Foreign Language</b>	3-4				

Electives:

<b>Electives</b>		<b>Recommended Course</b>		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
<b>Open Elective</b>	3	BMKT 2010: Principles of Mkt	3	MKT 200: Principles of Marketing	3
<b>Open Elective</b>	3	ACCT 1130: Principles of Financial Accounting	3	ACC 201: Financial Accounting	3
<b>Open Elective</b>	3	BMGT 2100: Org Behavior	3	MGT 250: Organizational Behavior	3

### Credits Remaining at the Receiving Institution

The sections below are intended to provide information on what will be required to complete the baccalaureate program at the receiving institution.

#### General Education Credits Remaining:

List any general education categories or specific course requirements that have not been accounted for in the FrameWork30 section above.

<b>Course</b>	<b>Credits</b>
WRT 210: Managerial Writing	3
CS 110: Web Design	3



<b><i>CSU/COSC general education credits remaining after transfer</i></b>	<b>6</b>
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### Program Credits Remaining:

List and program requirements that have not been accounted for in the Program Requirements section above.

<b>Course</b>	<b>Credits</b>
PSY 260: Health Psychology	3
SW 220: Diversity, Equity & Inclusion	3
COM 203: Health Communication	3
HPX 100: Introduction to Health & Wellness	3
HPX 271: Health Education Programs in the Community	3
HPX 348: Principles of Wellness Coaching	3
HPX 4xx: Health and Wellness Management & Leadership	3
HPX 4xx: Health and Wellness Entrepreneurship	3
MIS 155: Information Technology	3
JLA 240: Commercial Law	3
Choose one: MGT 251 or MGT 340 or MGT 350	3
HPX Electives	3
Open Electives	6
	12
<b><i>CSU/COSC program credits remaining after transfer</i></b>	<b>54</b>

### Accepting Credits

CT State course credit will be accepted for all courses above the 100 level with a grade of 'C-' or better or "credit for transfer (CRT)". Students who previously completed an associate degree at CT State or one of the Connecticut public community colleges will be accepted with a minimum of 60 credits in transfer; including credit for passing grades of 'D-' or higher, pass-fail, or credit-no credit grade option.

### Procedures for reviewing, updating, modifying, or terminating agreement:

CT State faculty and CSU/COSC faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

### Changes

Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

### Notice of Cancellation

Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

**Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:**

CT State and CSU/COSC will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

*Steve Marcelynas*

3/6/2023

Director CSU Office of Transfer and Articulation

Date

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Approval of a New Program

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a program in Nursing (CIP Code: 51.3801, OHE# TBD) leading to a Bachelor of Science at Eastern Connecticut State University; and grant its accreditation for a period of seven semesters beginning with its initiation, such initiation to be determined in compliance with BOR guidelines for new programs approved on or after April 3, 2020.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Establishment of a new program, Nursing, leading to a Bachelor of Science at Eastern Connecticut State University.

Name of Institution	Eastern Connecticut State University	
Name of Program	Nursing	
CIP Code	51.3801	
OHE# (Leave blank for new programs)		
Degree Level	Bachelor of Science	
Number of Collegiate Credits	120	
Date of Action (Anticipated)	05/18/2023	
Nature of Request	<input checked="" type="checkbox"/> Licensure and Accreditation <input type="checkbox"/> Program Change <input type="checkbox"/> Phase-out Program <input type="checkbox"/> Terminate Program	
If Name Change, New Name		
Delivery	Current (If not a new program) <input type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online	Future <input checked="" type="checkbox"/> On Ground <input type="checkbox"/> Hybrid <input type="checkbox"/> Online
Effective Term	Fall 2023	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

**BACKGROUND**

There is a demonstrated need for nurses in the state of Connecticut and in national health delivery systems to address the increased healthcare needs of the aging population. Also, this proposal is a necessary response to the severe nursing workforce shortage in Connecticut and elsewhere in the country, especially the eastern part of our state. This program is appropriate and timely because ECSU is the only public university in Connecticut that does not have a nursing program. In the 2022, there were 13,267 jobs posted for registered nurses with a bachelor degree and the number of job postings grew by 11.3% over the previous year, according to Lightcast's Analyst. Compared to other parts of the state, the eastern half of Connecticut is projected to have a greater need for registered nurses and will have a growing population of residents over 65 in the next decade. In the fall 2021, Backus Hospital and Windham Hospital alone had 107 Registered Nurse vacancies, forcing the discontinuation of some healthcare services, such as the maternity ward closure at Windham Hospital. Currently, only UConn-Storrs offers a BSN program in the eastern part of Connecticut. This is insufficient to supply the nursing workforce in the region.

## **PROPOSAL**

This traditional 4-year baccalaureate program provides an opportunity to combine a liberal arts education with professional preparation in nursing. The program will be nested within the liberal arts framework not only to train nurses, but to produce future leaders of the nursing profession. Graduates will potentially serve the communities in the eastern part of Connecticut and beyond. Additionally, the program is tailored to meet the needs of today's nursing workforce, including a focus on equity, access, diversity, and health disparities in the healthcare sector. The program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE) and approval by the Connecticut State Board of Nurse Examiners. Creation of this program is possible because of a partnership between ECSU and Hartford HealthCare and a significant external grant to support construction of a simulation lab and faculty salaries.

## **RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee  
05/18/2023 – Board of Regents

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

**SECTION 1: GENERAL INFORMATION**

Date of Submission to CSCU Office of the Provost: February 15, 2023

**Institution:** Eastern Connecticut State University

Most Recent NECHE Institutional Accreditation Action and Date: Continued in Accreditation, November 2021

**Program Characteristics**

Name of Program: Bachelor of Science in Nursing

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

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

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

Anticipated Program Initiation Date: Fall 2023

Anticipated Date of First Graduation: Spring 2027

Total # Credits in Program: 120

# Credits in General Education: 36

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

CIP Code Number: 51.3801 Title of CIP Code: Registered Nursing/Registered Nurse

Department where program is housed: Health Sciences and Nursing

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

Provide estimated cost of program (tuition and fees): \$ \$13,292 OR url for link to tuition/fee information:

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

Program website: <https://www.easternct.edu/health-sciences/index.html>

Provide the intended catalog description for this program: This traditional 4-year baccalaureate program provides an opportunity to combine a liberal arts education with professional preparation in nursing. The program will be nested within the liberal arts framework not only to train nurses, but to produce future leaders of the nursing profession. Graduates will potentially serve the communities in the eastern part of Connecticut and beyond. Additionally, the program is tailored to meet the needs of today's nursing workforce, including a focus on equity, access, diversity, and health disparities in the healthcare sector. The program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE) and approval by the Connecticut State Board of Nurse Examiners. Creation of this program is possible because of a partnership between Eastern and Hartford Health Care and a significant external grant to support construction of a simulation lab and faculty salaries.

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: AACN-CCNE 2025
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: Nursing License
  - confirm NC-SARA requirements met: ☒ Yes ☐ No

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

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

**Institutional Contact for this Proposal**

Name: William Salka

Title: Provost

Phone: 860.465.5246

Email: salkaw@easternct.edu

**NOTES:**

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

**SECTION 2: PROGRAM OVERVIEW: PURPOSE AND GOALS**

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

- clear statement of the program's purpose
  - statement describing how the program meets students' educational goals and career objectives
  - description of relevant national or local educational trends and connection of these to the program
  - discussion of relevant faculty expertise and commitment with respect to the program
  - description of other relevant specific institutional strengths and/or distinctive attributes that contribute to program
  - the relationship of the program to the mission of the institution and CSCU (specifically, the program's relationship to current strategic priorities)
  - the impact of the program on the institution; and the extent to which the program complements existing programs at the institution.
  - the potential quality of the proposed program in relation to comparable programs within and outside CSCU
- 
- The nursing program offers a traditional 4-year baccalaureate program. The traditional undergraduate program provides an opportunity to combine a liberal arts education with professional preparation in nursing.
  - The program is tailored to meet the needs of today's nursing workforce, including the focus on equity, access, diversity, and health disparities in the healthcare sector. The program will seek accreditation by the Commission on Collegiate Nursing Education (CCNE) and approval by the Connecticut State Board of Nurse Examiners.
  - This program has been developed by the faculty in the Health Sciences Department who, in consultation with other Nursing programs, possess the expertise to create such a program. Nursing faculty will be hired if this program is approved. Salaries for the first two years will be supported by an external grant.
  - This program will be nested within Eastern's liberal arts framework to not only train nurses, but to produce future leaders of the nursing profession. Eastern's partnership with Hartford Health Care will also ensure graduates are well prepared with the skills they will need to enter the workforce.
  - This program will provide graduates to meet a significant workforce need within the state.

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

**APPLICATION FOR NEW PROGRAM APPROVAL**

- This program will complement our strong and growing Health Sciences/Allied Health program.
- Due to the accreditation standards, this program will be comparable to other nursing programs in Connecticut. The liberal arts focus and partnership with Hartford Health Care will be unique components.

**SECTION 3: NEED AND JUSTIFICATION**

**Addressing Identified Needs**

How does the program address CT workforce needs and/or the wellbeing of CT communities? In your response, provide evidence of employment prospects, including specific job titles and estimated salary ranges, for graduates of the proposed program. For liberal arts and transfer-specific programs, demonstrate the need for the program in terms of student demand and/or program value, and, if applicable, describe specific transfer or employment opportunities for program graduates. *(Include and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc. Sample job postings, letters of support from employers and/or transfer/graduate/professional programs can be included as an appendix)*

There is a demonstrated need for nurses in the state and national health delivery system to address the increased healthcare needs of the aging population. Also, the major is a necessary response to the severe nursing workforce shortage in Connecticut (CT) and elsewhere in the country, especially the eastern part of our state. Consequently, we believe that it is time for Eastern to help address this nursing shortage, and we have secured external support to do so. This program is appropriate and timely because Eastern is the only public university in Connecticut that does not have a nursing program. In the 2022 calendar year, there were 13,267 jobs posted for registered nurses with a bachelor degree and the number of job postings grew by 11.3% over the previous year, according to Lightcast's Analyst. Compared to other parts of the state, the eastern half of Connecticut is projected to have a greater need for Registered Nurses and will have a growing population of residents over 65 in the next decade. In the fall 2021, Backus Hospital and Windham Hospital alone had 107 Registered Nurse vacancies, forcing the discontinuation of some healthcare services such as the maternity ward closure at Windham Hospital. Currently, only UConn-Storrs offers a BSN program in the eastern part of Connecticut. This is insufficient to supply the nursing workforce in the region. While healthcare employers welcome liberally educated nurses, Eastern - the only public liberal arts university in Connecticut - provides affordable bachelor's degree programs in the state that can meet this need.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s) in the table below, along with the median estimated earnings (or salary range) for each. Add rows as needed.

SOC Code	SOC Title	Median Estimated Earnings
29-1141	Registered Nurses	\$95,000

**Applicable Industries**

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

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

**APPLICATION FOR NEW PROGRAM APPROVAL**

621399	Registered Nurse
Click or tap here to enter text.	Click or tap here to enter text.

**Career/Program Pathways**

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

**Impact on related programming at the home institution**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at your institution:  
Health Sciences 51.0000
- Include enrollment and completion data for the past 5 years for each of these programs as an Appendix**
- How will the proposed program impact enrollment and completion in these existing programs? While some future incoming students may choose nursing over the Allied Health concentration in Health Sciences, the Health Sciences major serves students interested in many other fields, such as physical therapy, occupational therapy, physician assistant, and pharmacy, while other students enter the health and medical fields directly after graduation.
- Are there plans to discontinue any of the existing similar programs? No – they are distinct programs
- What is the value added of the proposed program in relation to the existing programs? The nursing program will bring new students to Eastern and round out an already strong Health Sciences department.
- Briefly comment on the resources required for the proposed program in relation to the existing programs, e.g., does the proposed program make use of existing faculty and courses, how will the institution insure that reassignment of faculty or other resources from an existing program does not negatively impact that program, etc. (specific details should be provided in the Budget section):   
Automated Simulation Lab-to be located at Windham Community Hospital in partnership with Hartford Health Care.  
High Fidelity Simulators – Manikins that mimic many complex biological systems such as cardiac and respiratory functions, measurable blood pressure, palpable pulses, EKG displays, pulse oximeter, arterial waveforms, pulmonary artery waveforms and anesthetic gases.  
Manikins are computerized, contain hydraulics and compressors and have external monitors which display various physiological information.  
Specialized manikins such as trauma manikins, birthing manikins, newborn, premature babies and pediatric manikins.  
Skills and Demonstration Lab-located in Goddard Hall at Eastern.

**Impact on related programming across CSCU**

- Indicate what similar programs (e.g., programs with the same first 2-digit CIP) currently exist at other institutions within CSCU:  
Central, Southern, and Western all have BSN programs.
- Attach supplement 101a for each CSCU institution that has one or more similar programs.**
- How is the new program distinct from these existing programs? Aside from Eastern's liberal arts mission and partnership with Hartford Health Care, this program will not be substantially different from the others.
- Explain why student or employer demand is not met through existing CSCU programs and provide an assessment of the sustainability/growth of the proposed and existing programs: There is a severe shortage of seats in nursing programs in Connecticut, which is why Hartford Health Care approached Eastern to start a program.

**SECTION 4: STUDENT ENROLLMENT & RETENTION**

**Enrollment Projections**

Complete Supplement B – Pro Forma Budget.

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

Summarize expected student enrollment and completion in the program over the first three years. Identify the sources for these projections, and describe any assumptions made. Note, in particular, any existing CSCU programs or stakeholder groups from which enrollment may be drawn.

Anticipate enrollment of 60 new first year students each year for the first three years. Statewide applications for nursing programs indicate there is more student demand for nursing programs than there are seats in those programs.

**Prospective Students**

Describe the prospective students for the program (*this information will be provided to OHE and become publicly available; your response can help market your program and recruit students*): Eastern's nursing program will seek to bring in diverse students in terms of race/ethnicity, gender, and economic class. Students should have taken four years of natural science, be interested in STEM, and want an education grounded in the liberal arts with a residential campus experience.

**Student Recruitment / Student Engagement**

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

This program will have a \$10,000 marketing budget for the first year, \$7,500 in year two, and \$5,000 in year three. Marketing will be done in coordination with Eastern's Admissions office and University Relations and will include advertising with several streaming services and on social media. These efforts will be amplified with the help of the social media marketing firm Eastern currently employs.

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

The department will employ a full-time advisor for nursing students coursework and clinical placements.

Behavioral engagement includes academic and social participation. This is important for positive academic outcomes and preventing drop-out. Encourage active participation, collaboration, and attentiveness.

Emotional engagement includes students interacting with faculty during advising, classmates, academics, and department to create ties to the program with the aim of influencing student's willingness to complete academic work. Requires commitment, intuition, and integrative thinking.

Cognitive engagement brings to the student the idea that they need to invest in their own education by incorporating thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult tasks to have positive learning outcomes.

**Admission Requirements**

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

☒ Yes ☐ No

If yes, describe the selection process, including all criteria: Incoming students will apply to be admitted into the nursing program. A departmental admissions committee will evaluate applicants based on the following criteria:

- Accepted by Eastern Connecticut State University.
- Minimum overall high school G.P.A. of 3.00 out of 4.00 scale or equivalent.
- Grade of C or above in all relevant coursework in high school or equivalent, such as general chemistry, biology, or human biology.
- Completion of Pre-Calculus course in high school or equivalent.

**Graduation Requirements**

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

If yes, describe:

- Overall G.P.A. at Eastern of 3.00 or above.
- Minimum 2.70 overall G.P.A. in Nursing courses.

**Experiential Learning Requirements**

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

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

**APPLICATION FOR NEW PROGRAM APPROVAL**

If yes, describe here and attach copies of the contracts or other documents ensuring program support in an appendix:  
Hartford Health Care will provide a clinical simulation lab and clinical site placements for student training.  
MOUs with Hartford Health Care clinical sites are being developed during the program approval process.

**SECTION 5: CURRICULUM & ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. Integrate theories and concepts from a liberal education into nursing practice.
2. Apply leadership concepts, skills, and decision making in the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
3. Critically evaluate evidence-based research in collaboration with other members of the healthcare team to improve patient outcomes.
4. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
5. Advocate for a variety of socio-political issues affecting health care through participation in legislative and political forums.
6. Incorporate inter- and intra-professional communication and collaborative skills into the delivery of evidence-based, culturally sensitive patient-centered care.
7. Provide innovative interventions to promote health and prevent illness in vulnerable populations.
8. Practice from a caring, professional nursing perspective by incorporating the values of social justice, diversity, and global awareness.
9. Integrate knowledge, skills, and attitudes through use of the nursing process to provide patient-centered care to patients across the lifespan from a diverse.

**Assessment of Learning Outcomes**

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

Student learning outcomes will be assessed using multiple methods including examinations and quizzes on the classroom lecture content, written essays, and oral presentations. Assessment will also be done using clinical evaluation tools (CETS) to evaluate students during the practical experience. Additionally, students will be assessed by the clinical preceptors and skills laboratory coordinators using examinations, oral presentations, written essays on case studies, and patient interactions; and overall knowledge of practical experience.

**Curriculum**

Please list all courses (core/major area of specialization, prerequisites, electives, required general education, etc.), by number and title, in the proposed program. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed; additional curriculum information (e.g., semester by semester sequences, course syllabi) to support this application can be attached in an appendix if desired.

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Core: Required &amp; Elective Courses</b>			
HSC Biology for the Health Sciences w/c Lab	1	X	4
HSC 425 Microbiology for the Health Sciences w/c Lab	1	X	4
HSC 400 Quantitative Research Methods	3, 7	X	4

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

HSC 318 Anatomy & Physiology I w/c Lab	1	X	4
HSC 319 Anatomy & Physiology II w/c Lab	1	X	4
PSY 212 Lifespan and Development	1, 3	X	3
CHE 210/212 Chemistry I w/c Lab	1	X	4
HSC 225 Medical terminology	1	X	3
NUR 200 Fundamentals of Nursing Practice & Health Assessment with Clinical Practice/lab	1, 4, 8, 9		4
NUR 209 Nutrition for Nursing	1, 4		2
NUR 311 Adult Care Nursing I with Clinical Practice/Lab	4, 5, 9		4
NUR 312 Adult Care Nursing II with Clinical Practice/Lab	4, 5, 9		4
NUR 340 Maternal & Newborn Nursing with Clinical Practice/Lab	5, 9		4
NUR 345 Family & Child Care Nursing with Clinical Practice/Lab	5, 8, 9		4
NUR 372 Pathophysiology	1		3
NUR 408/HSC 408 Principles of Pharmacology	1		3
NUR 410 Community and Public Health Nursing with Clinical Practice/Lab	4, 5, 7		4
NUR 424 Geriatric Nursing with Clinical Practice/Lab	5, 7		4
NUR 432 Psychiatric Nursing with Clinical Practice/Lab	5, 7		3
NUR 437 Evidence-Based Nursing Practice	3, 6		3
NUR 448 Leadership & Management in Nursing	2, 4, 6		2
NUR 449 Clinical Judgement for Complex Illnesses	3, 6, 7		2
NUR 451 Integrated Clinical Nursing Practice	2, 3		3
NUR 480 Registered Nurse Licensure Examination Preparation			0
HSC 438 Current Issues in Health Sciences Seminar			3
<b>Total</b>			<b>82</b>
LAC/Gen Ed			40
<b>Open Electives</b> (Indicate number of credits of open electives)			
<b>Total Program Credits</b> (must match number of credits reported on page 1):			<b>122</b>

**CSCU Transfer Pathways**

CSCU four-year institutions and CT State Community College are required to collaborate on transfer pathways during new curriculum develop.

*CSU/COSC Bachelor's Degree Programs:* Programs at four-year institutions should document how an existing Transfer Ticket, Liberal Arts and Science Degree, Pre-program, or other Transfer Track will articulate to the proposed program by completing the appropriate CSCU Pathway Articulation form. CSCU Pathway Articulation forms are available through the Academic and Student Affairs [forms website](#). Completion of the form must be verified by the signature of the CSCU Director of Transfer and Articulation and the completed form should be submitted with this proposal.

- Identify the CT State Community College program that best articulates to the proposed program:
  - ☐ Liberal Arts & Science: ☐ A.A. only ☒ A.S. only ☐ A.A. or A.S.
  - ☐ Transfer Ticket, specify:
  - ☐ Other pre-program or transfer track, specify:
- With respect to this CT State degree program, which of the following is true?
  - ☒ This associates degree will transfer and apply in whole (if students complete the degree) or in part (if students transfer before completing the degree) to the requirements for the proposed program

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

- ☐ Only the full completed associates degree will transfer and apply to the requirements for the proposed program (i.e., students must complete the degree to receive the full transfer benefit)
- ☐ Only a portion of the associates degree will transfer and apply to the requirements for the proposed program, even if students complete the full degree

- If students complete the above CT State degree, can the proposed program be completed in no more than 60 credits following transfer? ☐ Yes ☒ No, please explain: Will require 61 credits

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	61 credits
CT State program credits that can be applied to proposed degree:	credits
CSU/COSC general education credits remaining after transfer	6 credits
CSU/COSC program credits remaining after transfer	59 credits
Excess credit hours for CT State transfer students who have completed an associate degree	5 credits

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

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

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

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

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

<b>Internal Stackable Pathways</b> Describe any stackable pathways to, and/or from, this program to other programs at your own institution (e.g., certificate stackable to associates degree, accelerated pathways from bachelors to masters, etc.): None
<b>Other Stackable Pathways</b> Use this section to describe any other pathways to/from the proposed program not captured above: None
<b>Program Evaluation</b> Describe how the quality and success of the program will be monitored during the first five years: The institution will monitor nursing student and non-nursing student data on retention rates, graduation rates, cumulative GPA, and performance in “gateway courses”. Licensure rates will also be monitored.
<b>Assuring Equitable Outcomes</b> Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents’ Goals. <ul style="list-style-type: none"><li>○ What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion? To assess equity in the nursing program, the institution will compare nursing student and non-nursing student data on retention rates, graduation rates, cumulative GPA, and performance in “gateway courses”. This data will be disaggregated to identify any gaps that exist across race/ethnicity and gender. The nursing program will also monitor enrollment diversity as compared with the general student population.</li><li>○ Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes. Enhanced advising and counselling: Eastern has resources that are available to all students in the Academic Success Center. These resources include math support, writing support, tutoring, and advising. Requests can be made by the faculty to have specific topics available for tutoring. Additionally, all nursing students will have access to an academic advisor that is assigned exclusively to the program. Enhanced tutorial services in all STEM subject’s areas. Admissions officers are targeting marginalized groups and first generation high school graduates. Use community-based organizations, community leaders, and businesses in the eastern part of the state to bring awareness to the new program. Part of the grant to establish this new program includes scholarships for those students who need financial help. The department of Health Sciences and Nursing recognizes that its student population has diverse levels of academic preparation, therefore, it is part of our mission to provide maximum support for all admitted students.</li><li>○ Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? If an equity gap is identified in retention rates, graduation rates, cumulative GPA, or performance in “gateway courses”, the academic advisor in the program will provide individualized guidance regarding accessing additional supports through the Academic Success Center. Additionally, program faculty will review the curriculum to ensure it meets equity standards.</li></ul>

**SECTION 6: COST EFFECTIVENESS AND RESOURCES**



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**Connecticut State Colleges & Universities**

***APPLICATION FOR NEW PROGRAM APPROVAL***

Institutions should demonstrate that they have the necessary resources and faculty expertise to maintain the proposed program and demonstrate reasonable evidence that the program is, or will be, fiscally sustainable.

**Cost Effectiveness and Availability of Adequate Resources**

Complete Supplement B: PRO FORMA Budget – Resources and Expenditure Projections.

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

The department of Health Sciences and Nursing has the faculty expertise to create this program, but a Director of the Nursing Program and two additional staff will be needed to get the program started. An additional faculty member will be needed one year after the first cohort of nursing students enroll at Eastern. Salaries for these positions will be heavily subsidized by an external grant until year three when there should be enough students in the program to cover more than the costs of these salaries. The largest expense in starting a nursing program is the establishment of a simulation lab. This expense will be fully funded by Eastern's external grant and money provided by Hartford Health Care. The lab will be located at Windham Hospital, which is within walking distance of campus.

**Special Resources**

Provide a brief description of resources needed specifically for this program, including facilities (lab space, computer classrooms), instructional materials and equipment, specialized library collections, etc. Distinguish resources currently available and those requiring additional expenditures (*Include all costs in the Resources and Expenditures Projections spreadsheet*)

Simulation Lab to be constructed at Windham Hospital, which is within walking distance of campus. Other simulation equipment will be housed on campus, and most of that equipment has already been purchased for the Paramedic Science program.

**Program Administration**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Yaw Nsiah will be acting Director until a director is hired by June 1, 2023

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. Master's degree and RN credentials required. Doctor of Nursing Practice (DNP) or doctoral degree in nursing education (EdD or PhD) preferred. Strong marketing, recruitment, clinical, administrative, and leadership skills required. Five years of experience with clinical nursing education, clinical placements and instruction in a nursing program in a college or university is required.

**Program Faculty**

How many new full-time faculty, if any, will need to be hired for this program? 3 in year 2, grant supported

If any new full-time hires, what percentage of program credits will they teach? 80%

How many full-time faculty, if any, will teach in the program's core curriculum, including any proposed new hires? (*note: OHE requires a numerical response to this item*) 3

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? (*note: OHE requires a numerical response to this item*) 5

What percentage of program credits will be taught by adjunct faculty? 20%

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

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
------------------------	--	--	---

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

***APPLICATION FOR NEW PROGRAM APPROVAL***

Yaw A. Nsiah, Professor	PHD, Howard University	Microbiology/Infectious Diseases Lecture/Lab	Chair of the Health Sciences Department/Global Health
Amy Bataille, Associate Professor	PHD, University of Connecticut	Anatomy & Physiology Lecture/Lab	Toxicology/ Course Scheduling
Anita Lee, Professor	DPE, Springfield College	Research Methods/Assessment	Nutrition/Epidemiology/ Academic Assessment
Paul Canavan	PHD/DPT, University of Connecticut	Anatomy & Physiology w/c lab	Physical Therapeutic Science
Jeffery Messer	PHD, Arizona State University	Anatomy and Physiology w/c	Exercise Physiology/Senior Seminar
Geeta Thapa	MBBS/MD, Kathmandu University, Nepal	Medical Terminology	Biology for the Health Sciences
<b>FUTURE HIRES</b>			
To be Hired – AY 24/25	PHD	Pharmacology/Toxicology	Anatomy & Physiology Lecture and Lab
To Be Hired – AY 24/25	MS or PHD	Clinical faculty	Clinical Specialties
To be Hired – AY 24/25	MS, PHD	Clinical Faculty	Clinical Specialties



Dear Provost Kathuria,

As you know, Eastern's proposed BS in Nursing is being supported by a \$1.2 million Health Horizons grant, a \$500,000 grant from Hartford HealthCare, and an additional gift of \$200,000 from a private donor to support scholarships for Nursing students. This support has been provided due to the severe shortage of nurses in Connecticut and the shortage of seats in existing Nursing programs. The largest cost of starting a Nursing program is the construction and equipping of a simulation lab. The cost of creating this lab will be covered entirely by Hartford HealthCare (\$500,000) and the Health Horizons grant (\$500,000). When the grant expires in Year 3, the primary costs will be for faculty and staff in the program. We anticipate having 190 students enrolled in the program in Year 4, generating \$2,525,480 in tuition and fee revenues alone (not including auxiliary revenue from room and board). This revenue will more than cover the salary and fringe of faculty and staff devoted to our Nursing program and other associated expenses.

Please let me know if I can provide any additional information.

Thank you,  
Bill

William M. Salka  
Provost and Professor of Political Science

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

APPLICATION FOR NEW PROGRAM APPROVAL — SUPPLEMENT B

PRO FORMA BUDGET

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Internal Transfer (from other programs)																		
New Students (first time matriculating)	25		25				60		60				60		60			
Continuing Students progressing to credential							22		22				78		78			
Headcount Enrollment	25		25				82		82				138		138			
Total Estimated FTE per Year <sup>1</sup>	25						82						138					
PROJECTED Program Revenue	First Year						Second Year						Third Year					
	Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer		Fall Semester		Spring Semester		Summer	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition <sup>2</sup>	\$166,150		\$166,150				\$544,972		\$544,972				\$917,148		\$917,148			
Tuition from Internal Transfer <sup>2</sup>																		
Program Specific Fees (lab fees, etc.)																		
Other Revenue (annotate in narrative)																		
Total Annual Program Revenue	\$332,300						\$1,089,944						\$1,834,296					
PROJECTED Program Expenditures <sup>3</sup>	First Year		Second Year		Third Year		<b>NOTE:</b> 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.”  <sup>1</sup> 1 FTE = 12 credit hours for both undergraduate and graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.  <sup>2</sup> Revenues from all courses students will be taking.  <sup>3</sup> Capital outlay costs, instructional spending for research and services, etc. can be excluded.  <sup>4</sup> If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.  <sup>5</sup> e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.  <sup>6</sup> Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Costs might include such expenses as student services, operations, and maintenance.											
Administration (Chair or Coordinator) <sup>4</sup>	\$187,000 (\$135,000 grant funded)		\$187,000 (\$135,000 grant funded)		\$187,000 (\$135,000 grant funded)													
Faculty (Full-time, total for program) <sup>4</sup>			\$168,300		\$168,300													
Faculty (Part-time, total for program) <sup>4</sup>			\$8,022		\$80,220													
Support Staff ( lab or grad assist, tutor)	\$261,800 (\$135,000 grant funded)		\$261,800 (\$135,000 grant funded)		\$261,800 (\$135,000 grant funded)													
Library Resources Program																		
Equipment (List in narrative)	\$1,000,000 (grant funded)																	
Other <sup>5</sup>	\$10,000		\$7,500		\$5,000													
Estimated Indirect Costs <sup>6</sup>	\$309,672		\$425,799		\$425,799													
Total Expenditures per Year	\$1,768,472 (\$498,472 from Eastern)		\$1,058,421 (\$788,421 from Eastern)		\$1,128,119 (\$858,119 from Eastern)													

## CSCU Transfer Articulation Form: A.S.: Liberal Arts and Sciences

The CSCU Transfer Articulation Form is intended to demonstrate a pathway for students at Connecticut State Community College (CT State) transferring to Eastern Connecticut State University (ECSU), hereafter referred to as the receiving institution, for the program indicated below.

Program: Bachelor of Science in Nursing

Academic Year: AY 2023/2024

### Credit Summary

The credit summary is a quick reference on how CT State credits, with the completion of the Liberal Arts and Sciences degree as indicated on this form, will be applied to the completion of the proposed program.

Credit Summary	
CSU/COSC Proposed Program total credits:	120 credits
CT State program total credits:	61 credits
1. CSU/COSC general education credits remaining after transfer	6 credits
2. CSU/COSC program credits remaining after transfer	59 credits
Excess credit hours for CT State transfer students who have completed an associate degree $\{(61 + \text{line 1} + \text{line 2}) - 120\}$	5 credits

### FrameWork30:

Use this section to align the Framework30 categories to the general education requirements at your institution. By default, BOR policy for "Safe Courses" will mandate how courses are received and applied at your institution. This section will only need to be completed if you require encumbered courses for your proposed program.

<b>FrameWork 30</b>		<b>FrameWork 30</b> (Only change if encumbered by receiving institution)		<b>Applies to Course/Degree Requirement at Receiving Institution</b>	
<b>Written Comm I</b>	3		3	T1 College Writing, Literature and Thought	3
<b>Written Comm II</b>	3		3		3
<b>Arts and Humanities</b>	3-4		3-4	Arts in Context	3-4
<b>Social and Behavioral Sciences</b>	3	PSY 1011 General Psychology	3	PSY 100 Intro to Psychology	3
<b>Historical Knowledge</b>	3		3	T1 Historical Perspectives	3
<b>Scientific Reasoning</b>	4	BIO 2011 Anatomy & Physiology I	4	HSC 318 Anatomy & Physiology I w/c Lab	4
<b>Scientific Knowledge and Understanding</b>	4	BIO 2012 Anatomy & Physiology II	4	HSC 319 Anatomy & Physiology II w/c Lab	4
<b>Oral Communication</b>	3		3	Health and Wellness	3

CSCU-Transfer Articulation Form 1/13/23

Approved 3/4/2023

Continued Learning and Information Literacy	3		3	FYI 100	3
Quantitative Reasoning	3	MATH 1200?	3		3

### Program Requirements:

Use this section to provide recommended CT State courses to be used for the completion of the Liberal Arts and Science program requirements.

<i>Program Requirements</i>		<i>Recommended Course</i>		<i>Applies to Course/Degree Requirement at Receiving Institution</i>	
Visual or Performing Arts	3			Creative Expression?	3
Social/Behavioral Science	3	PSY 2001: Lifespan Development	3	PSY 212: Lifespan Development	3
Humanities	3			Cultural Perspectives?	3
Science Elective	4	BIO 2350: Microbiology	4	HSC 425 Microbiology for the Health Sciences w/c Lab	4
Science Elective	4	CHEM 1210: General Chemistry I	4	CHE 210/212 Chemistry I w/c Lab	4
Math Elective	3-4				

Electives:

<i>Electives</i>		<i>Recommended Course</i>		<i>Applies to Course/Degree Requirement at Receiving Institution</i>	
Open Elective	3	FL if not completed in HS			
Open Elective	3	FL if not completed in HS			
Open Elective	3				

### Credits Remaining at the Receiving Institution

The sections below are intended to provide information on what will be required to complete the baccalaureate program at the receiving institution.

#### General Education Credits Remaining:

List any general education categories or specific course requirements that have not been accounted for in the FrameWork30 section above.

Course	Credits
Applied Information Technologies	3
Individuals and Societies	3
<b>CSU/COSC general education credits remaining after transfer</b>	<b>6</b>

**Program Credits Remaining:**

List and program requirements that have not been accounted for in the Program Requirements section above.

<b>Course</b>	<b>Credits</b>
HSC Biology for the Health Sciences w/c Lab	4
HSC 225 Medical terminology	3
NUR 200 Fundamentals of Nursing Practice & Health Assessment with Clinical Practice/lab	4
NUR 209 Nutrition for Nursing	2
NUR 311 Adult Care Nursing I with Clinical Practice/Lab	4
NUR 312 Adult Care Nursing II with Clinical Practice/Lab	4
NUR 340 Maternal & Newborn Nursing with Clinical Practice/Lab	4
NUR 345 Family & Child Care Nursing with Clinical Practice/Lab	4
NUR 372 Pathophysiology	3
NUR 408/HSC 408 Principles of Pharmacology	3
NUR 410 Community and Public Health Nursing with Clinical Practice/Lab	4
NUR 424 Geriatric Nursing with Clinical Practice/Lab	4
NUR 432 Psychiatric Nursing with Clinical Practice/Lab	3
NUR 437 Evidence-Based Nursing Practice	3
NUR 448 Leadership & Management in Nursing	2
NUR 449 Clinical Judgement for Complex Illnesses	2
NUR 451 Integrated Clinical Nursing Practice	3
NUR 480 Registered Nurse Licensure Examination Preparation	0
HSC 438 Current Issues in Health Sciences Seminar	3
Open Elective	0
<b><i>CSU/COSC program credits remaining after transfer</i></b>	<b><i>59</i></b>

**Accepting Credits**

CT State course credit will be accepted for all courses above the 100 level with a grade of 'C-' or better or "credit for transfer (CRT)". Students who previously completed an associate degree at CT State or one of the Connecticut public community colleges will be accepted with a minimum of 60 credits in transfer; including credit for passing grades of 'D-' or higher, pass-fail, or credit-no credit grade option.

**Procedures for reviewing, updating, modifying, or terminating agreement:**

CT State faculty and CSU/COSC faculty will review and analyze the strength of the curriculum and the success of students on an annual basis as part of their annual assessment activities. Modifications will be made as required.

**Changes**

Neither party may change this agreement unilaterally. Proposed changes in policies or curricula by either party must be communicated in writing to the other party and agreed upon in consultation with relevant officials, including faculty, of each institution. Any changes agreed upon must be signed, dated, and attached to this agreement.

**Notice of Cancellation**

Either party may independently cancel this agreement by notifying the other party no less than one academic year before the intended date of cancellation.

**Sending and receiving college procedures for publicizing agreement, e.g., college catalogs, transfer adviser, websites, etc.:**

CT State and CSU/COSC will collaborate in publicizing this agreement on their websites and in their catalogs. They will share brochures and other marketing materials including web-based promotions. Transfer advisors will be made aware of this agreement and will have available all necessary materials to publicize the agreement to the students with whom they work.

<u>Steve Marcelynas</u>	<u>3/4/23</u>
Director CSU Office of Transfer and Articulation	Date

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Organizational Management – M.S.  
Eastern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in Organizational Management (CIP Code: 52.1003/ OHE# 02689), specifically a modification of courses/ course substitutions, a change in modality, and a name change to MS in Management, including a change in CIP Code to 52.0213, at Eastern Connecticut State University.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification to M.S. in Organizational Management at Eastern Connecticut State University.

**SUMMARY OF MODIFICATIONS**

- Program being moved from traditional on-ground modality to fully online.
- Program title being changed from “Organizational Management” to “Management”.
- Program CIP code being changed.
- Courses being updated to reflect workforce needs and advances in discipline.
- Concentration in healthcare management being added.
- Program updates reflective of institutional capacity and uniqueness within system.

**BACKGROUND**

The current program was designed in the early 1990s to be a fully on-ground program, seeking to build a campus community through evening and weekend courses. Its current form as an interdisciplinary program with a theoretical focus intended to prepare students for doctoral studies or for mid-level supervisory careers has lost relevance for working professionals as employer needs have changed.

**PROPOSED CHANGE**

Eastern seeks to revise the program to provide skills development courses that directly serve the needs of today’s employers and allow working professionals to develop their capabilities in soft skills in high demand across industries and sectors where there is great demand for the development of leadership skills and strategic and innovative mindsets.

The change in name to *Management* will allow Eastern to rebrand the modified program to reflect its updated goals, outcomes, and content, as appropriate for the workforce needs of the state. Currently, the program is offered on-ground, with traditional semester-long courses. This makes the program undesirable to working professionals. The modified program will be offered fully online (asynchronous).

The current program has a core of 5 courses and students choose an additional 5 courses from electives. This structure presents staffing and scheduling challenges since the electives are not offered in a predictable manner for the rolling enrollments and students can be delayed in finishing the program. The modified program will address these concerns and provide regularly scheduled courses allowing all students to complete the program in one year.

**RECOMMENDATION**

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



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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Eastern Connecticut State University      Date of Submission to CSCU Office of the Provost: 2/15/2023

Most Recent NECHE Institutional Accreditation Action and Date: **2021**

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

X Significant Modification of Courses/Course Substitutions\*

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

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

X Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **30**

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

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

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

**Original Program Characteristics**

Name of Program: **Organizational Management**

OHE #: **02689**

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

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

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

Date Program was Initiated: **1991**

Total # Credits in Program: **30**

# Credits in General Education: N/A

CIP Code Number: **52.1003**      Title of CIP Code: **Organizational Behavior Studies**

**Modified Program Characteristics**

Name of Program: **Management**

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

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

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

Initiation Date for Modified Program: **Fall 2023**

Anticipated Date of First Graduation: **May 2024**

Total # Credits in Program: **30**

# Credits in General Education: N/A

CIP Code Number: **52.0213**      Title of CIP Code: **Organizational Leadership**

Department where program is housed: **Business Administration**

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

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

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

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

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

Phase Out Period Date of Program Termination

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

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review:
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential:
  - confirm NC-SARA requirements met: ☐ Yes ☐ No

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

**Institutional Contact for this Proposal:** Dr. William Salka

Title: Provost

Tel.: 8604655246 e-mail:  
salkaw@easternct.edu

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

**Summary of Modifications**

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

- Program being moved from traditional on-ground modality to fully online.
- Program title being changed from "Organizational Management" to "Management".
- Program CIP code being changed.
- Courses being updated to reflect workforce needs and advances in discipline.
- Concentration in healthcare management being added.
- Program updates reflective of institutional capacity and uniqueness within system.

**Background and Rationale**

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

The current program was designed in the early 1990s to be a fully on-ground program, seeking to build a campus community through evening and weekend courses. An interdisciplinary program with a theoretical focus intended to prepare students for doctoral studies or for mid-level supervisory careers, in its current form the program has lost relevance for working professionals as employer needs have changed. A review of the program curriculum and course descriptions indicates that the current program content was designed to be heavily theoretical/conceptual in nature. Since its inception in 1991, the broad program goals have not been revised. We recognize that there has been a considerable shift in employer and workforce needs over the decades and there is great demand for the development of leadership skills and strategic and innovative mindsets. We seek to revise the program to provide skills development courses that directly serve the needs of today's employers and allow working professionals to develop their capabilities in soft skills in high demand across industries and sectors.

The change in name to *Management* will allow us to rebrand the modified program to reflect its updated goals, outcomes, and content, as appropriate for the workforce needs of the state. Currently, the program is offered on-ground, with traditional semester-long courses. This makes the program undesirable to working professionals. The modified program will be offered fully online (asynchronous). The current program has a core of 5 courses and students choose an additional 5 courses from electives. This structure presents staffing and scheduling challenges since the electives are not offered in a predictable manner for the rolling enrollments and students can be delayed in finishing the program. The modified program will address these concerns and provide regularly scheduled courses allowing all students to complete the program in one year.

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

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

**Addressing Identified Needs**

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

This program is being modified to make it suitable for working professionals at all levels seeking to enhance their skills. According to the Bureau of Labor Statistics, between 2020 and 2030, employment in management occupations is projected to grow 9 percent, resulting in close to a million jobs. Additionally, there has been a considerable shift in employer and workforce needs over the past decades with an increase in demand for soft skills and an innovative mindset for leadership roles. Labor market data (Lightcast Analyst, formerly Burning Glass) suggests that Connecticut employers are seeking the leadership and strategic management skills provided by this program, with the state being a hotspot for management occupations and expecting 11% growth through 2030. Top CT companies hiring in this area include Anthem Blue Cross, Yale University, Cigna, Spectrum, Robert Half, Hartford Healthcare, Raytheon Technologies, CVS Health, Yale New Haven Health, and Travelers. At the same time, only 114 completions were recorded from the three similar (non-MBA) programs in the state, with two being non-distance programs. This degree program provides skills for managers at all levels and across all industries and sectors, including business, government, non-profit, and educational settings and will be beneficial for all employers in the state.

Additionally, we met with leaders in healthcare organization in the state and examined labor market data to learn that there is an increased need for managerial capacity in the state's healthcare organizations. This program modification will add a concentration in healthcare management, allowing healthcare professionals to take both management and healthcare leadership courses. The BLS predicts a faster than average rate of growth in medical and health services managers, with employment projected to grow 32% between 2020 and 2030, and Connecticut expected to be one of the states with increased opportunities. This program would address the needs of the potential healthcare management workforce by providing graduate coursework for the development of skills needed for these jobs. The program takes advantage of existing faculty expertise in healthcare management, established healthcare industry ties, and the graduate division's mission of providing programs for lifelong and adult learners. The program is designed to provide equitable access to working professionals and adult learners from a wide range of socio-economic backgrounds.

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

Eastern currently has faculty with expertise in the disciplines/courses being proposed for the modified program. Faculty also conduct research in these areas. In its current form, the program has experienced stagnant enrollment, with fewer potential students willing to travel to Eastern to take on ground classes. This makes it more difficult to fill courses to capacity, making it an inefficient use of faculty resources. Moving to the asynchronous online model will make the program more attractive to potential students, including international students. This will be a better utilization of faculty expertise and institutional resources, allowing for more predictable scheduling and staffing.

- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

The program is designed for working professionals and will recruit from a wide range of employers. Moving the program to asynchronous online will remove barriers for those working professionals who have other work-life obligations and would find the traditional on-ground program inaccessible. The program will be marketed

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

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

widely to ensure equity of access and will track demographic and employment data. The program coordinator will be the academic advisor for all students enrolled in the program and will track enrollment and progress through the program. Blackboard data will be used to ensure that students are making progress through the program in a timely manner.

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

While the program is being moved online and is designed for working professionals, several measures will be put into place to ensure equitable support. Students with technology needs will be provided access to campus technology (labs, laptop loans, etc.) to ensure their ability to participate in the program. The program is being designed keeping in adherence to digital accessibility guidelines and using best practices for online program design, which put equity at the forefront. Faculty teaching in the program are receiving special training on how to design equitable and effective online courses. Each course will have a designated instructor who will engage with the students, hold office hours, track progress, and coach students through successful completion of the program.

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

The program coordinator will be responsible for working with the dean of the Graduate Division to review the program data annually and discuss any continuous program improvements that may be required.

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

None currently

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided

This program does not compete with any other program in the CSCU. Our sister institutions offer MBA degrees at the masters level. The content of our program is significantly different from programs offered at other institutions, with our program focusing on the development of broader leadership and strategic thinking skills, focusing on issues such as talent management, DEI, change management, design thinking, global thinking, and strategic communication. SCSU offers a Healthcare Administration Concentration in their MBA program. WCSU offers a Master of Health Administration program through their Ansell School of Business. Both of these programs focus heavily on business skills. For the healthcare management concentration, our proposed program modification avoids duplication by focusing on the managerial, leadership, analytics, and legal issues associated with the management of healthcare organizations and the healthcare workforce.

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

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

<b>Curriculum</b>			
Present side-by-side listing of curricular modifications (insert/delete rows as needed)			
Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ORG 533 Management of Organizations	3	MGT 501 Evidence-Based Decisions	3
ORG 508 Introduction to Organizational Research	3	MGT 502 Talent Management	3
ORG 536 Critical Thinking, Problem Solving, and Management Processes in Organizations	3	MGT 503 DEI Management	3
ORG 537 Small Group Dynamics in Organizations	3	MGT 504 Leading Change	3
ORG 570 Organizational Management Capstone Seminar	3	MGT 505 Conflict and Negotiations	3
<b>Electives: take any 5; only 3 if writing thesis</b>		MGT 506 Organizational Design	3
ORG 531 Organizational Behavior & Administrative Processes	3	MGT 507 Global Management	3
BUS 533 Methods of Human Resource Management	3	MGT 508 Design Thinking	3
COM 512 Organizational Presentations	3	MGT 509 Strategic Communication	3
COM 530 Organizational Communication	3	MGT 510 Strategic Management	3
ORG 512 Systems Approaches to Management	3	<b>Healthcare Management Concentration (take 5 from above in addition to the courses below)</b>	
ORG 671 Training and Development in Organizations	3	MGT 511 Healthcare Economics and Finance	3
ORG 672 Leadership in Contemporary Organizations	3	MGT 512 Healthcare Systems and Operations	3
ORG 675 Seminar in Special Topics	3	MGT 513 Analytic Methods in Healthcare	3
ORG 696 Independent Study	3	MGT 514 Healthcare Services Management	3
PSY 507 Industrial and Organizational Psychology	3	MGT 515 Quality in Healthcare	3
PSY 508 Applied Social Psychology	3		
<b>Total Credits Original Program</b>	<b>30</b>	<b>Total Credits Modified Program</b>	<b>30</b>

**Learning Outcomes - L.O.**

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

1. Critical Thinking: Analysis and evaluation of complex ideas and information as a basis for formulating well-reasoned beliefs, judgments, and conclusions to support leadership and strategic decisions in organizations.
2. Ethical Reasoning: Recognition of ethical issues, identifying own ethical positions, and analyzing other ethical perspectives in order to consider the impact of leadership and strategic organizational decisions and actions on other individuals, society, and the environment.
3. Quantitative Reasoning: Evaluation of appropriate models, tools, and approaches to support evidence-based leadership and strategic decision-making in organizations.
4. Communication: Identifying and utilizing the most appropriate means to address organizational stakeholders with the aim of effectively informing, leading, and persuading.

**Assessment of Learning Outcomes**

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

Students will submit a portfolio of sample assignments that will be reviewed by program faculty at an annual assessment retreat. Faculty will develop rubrics to assess the program learning outcomes.

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

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

**Detailed Curriculum for Modified Program**

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
MGT 501 Evidence-Based Decisions	1, 3	None	3
MGT 502 Talent Management	1, 2, 4	None	3
MGT 503 DEI Management	1, 2, 4	None	3
MGT 504 Leading Change	1, 2, 4	None	3
MGT 505 Conflict and Negotiations	2, 3, 4	None	3
MGT 506 Organizational Design	1, 4	None	3
MGT 507 Global Management	1, 2	None	3
MGT 508 Design Thinking	1, 2, 3, 4	None	3
MGT 509 Strategic Communication	2, 4	None	3
MGT 510 Strategic Management	1, 2, 3, 4	None	3
MGT 511 Healthcare Economics and Finance	1, 2, 4	None	3
MGT 512 Healthcare Systems and Operations	1, 3	None	3
MGT 513 Analytic Methods in Healthcare	1, 3	None	3
MGT 514 Healthcare Services Management	1, 2, 4	None	3
MGT 515 Quality in Healthcare	1, 2, 3, 4	None	3
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			<b>0</b>
<b>Total Program Credits:</b>			<b>30</b>

**Description of Related Modification(s)**

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

None

**Description of Resources Needed**

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

The current program has a faculty program coordinator who is compensated with 3 FLCs of release time during Fall and Spring semesters. This will continue.

As this is a modification of an existing program, no new faculty need to be hired for it to run. Any faculty compensation required will be to cover undergraduate courses with part-time faculty that would otherwise be taught by graduate instructors.

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

ACTUAL Enrollment	Fall Term, Year 2022		Fall Term, Year 2021		Fall Term, Year 2020	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In	0	0	0	0	0	0
New Students	4	4	6	8	0	6
Returning Students	2	14	1	11	1	14
<b>Actual Headcount Enrollment</b>	<b>6</b>	<b>18</b>	<b>7</b>	<b>19</b>	<b>1</b>	<b>20</b>
<b>Fall FTE accounted for by Program Majors</b>	<b>15.33</b>		<b>17.33</b>		<b>11</b>	
<b>Size of Credentialed Group(s) for Given Year</b>			<b>5</b>		<b>11</b>	

**Impact of Modification on Enrollment and Completion**



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

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

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

We expect the enrollment in the program to increase significantly as a result of the program modification since the curriculum will be current and attractive to a wide range of working professionals. We expect more students will be able to complete the program quickly as a result of the asynchronous online courses along with predictive and stable scheduling of courses.

**Other Considerations**

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

The program is housed in the Business Administration department which is a part of the Business Division. The Business Division is currently in the initial stages of pursuing accreditation. These program modifications will allow us to demonstrate innovation and engagement with the professional community, both of which are critical to demonstrating quality and continuous improvement.

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>Fall 2025</b>
Tuition (do not include internal transfers)	\$83,500	\$285,000	\$473,000
Program-Specific Fees			
Other Revenue (Annotate in narrative)			
<b>Total Estimated Program Revenue</b>	<b>\$83,500</b>	<b>\$285,000</b>	<b>\$473,000</b>
<b>PROJECTED Program Expenditures*</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>Fall 2025</b>
Administration (Chair or Coordinator)	\$13,632	\$13,632	\$13,632
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	\$68,160	\$102,240	\$102,240
Support Staff			
Library Resources Program			
Equipment (List as needed)			
Other (e.g., student services)			
Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>	<b>\$81,792</b>	<b>\$115,872</b>	<b>\$115,872</b>

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

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

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website:

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

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

<https://www.easternct.edu/fiscal-affairs/bursar-cashier.html>

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

**Catalog Description**

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

**Careers/Professions and Earnings**

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

11-0000 Management Occupations (median income - \$102,450)

11-1021 General and Operations Managers (median income - \$97,970)

11-3121 Human Resources Managers (median income - \$126,230)

11-911 Medical and Health Services Managers (median income - \$101,340)

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

**Applicable Industries**

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

54 Professional, Scientific, and Technical Services

55 Management of Companies and Enterprises

62 Healthcare and Social Assistance

**Career/Program Pathways**

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Sukeshini Grandhi; [grandhis@easternct.edu](mailto:grandhis@easternct.edu); 8604653791

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 2-4

**Admissions Requirements**

What are the admissions requirements for the program? Bachelor's degree with a 2.7 undergraduate GPA

**Graduation Requirements**

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

If yes, describe:

**Program Work Experiences**

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

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



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

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

**Prospective Students**

Describe the prospective students for the program:

Working professionals from any industry/sector.

Appendix A: Program Catalog

**MASTER OF SCIENCE DEGREE PROGRAM IN MANAGEMENT**

This fully online degree program is designed for working professionals at all levels of their careers who are seeking to develop or enhance their management skills. The program focuses on management processes and structures that are central to all workplaces and is appropriate for professionals from all industries and sectors. This is a professional development program designed to enhance the skills and ability to deal with the dynamics of complex organizations. This program also offers a concentration in healthcare management that is designed for professionals working in a range of healthcare organizations.

**Admission Requirements**

Students must provide evidence of having earned a bachelor's degree with a minimum 2.7 GPA requirement.

**Application Requirements**

Applicants to the program must submit bachelor's degree transcripts, a current resume, and the names and contacts of two professional references.

**Program Requirements**

Students must complete a total of 30 credits by taking 10 courses. Students must maintain a GPA of 3.00 to remain in and graduate from the program.

**Program Courses**

MGT 501 Evidence-Based Decisions

MGT 502 Talent Management

MGT 503 DEI Management

MGT 504 Leading Change

MGT 505 Conflict and Negotiations

MGT 506 Organizational Design

MGT 507 Global Management

MGT 508 Design Thinking

MGT 509 Strategic Management

MGT 510 Strategic Communication

*Healthcare Management Concentration (take any 5 courses from those listed above and the 5 courses listed below)*

MGT 511 Healthcare Economics and Finance

MGT 512 Healthcare Systems and Operations

MGT 513 Analytic Methods in Healthcare

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

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

MGT 514 Healthcare Services Management  
MGT 515 Quality in Healthcare

Appendix B: Course Descriptions

**MGT 501: Evidence-Based Decisions**

This course includes an overview and basic elements of quantitative decision-making approaches covered in management science and decision-making discipline. This course covers decision-making processes and models, including linear programming, transportation, assignment, and network models, integer programming, goal programming, nonlinear programming models, decision analysis, queuing models, and simulation modeling. At the end of the course, students will be able to implement and evaluate appropriate decision-making tools and models to address decision-making problems and interpret organizational information and data.

**MGT 502: Talent Management**

This course focuses on understanding how the supply, development, and retention of skills and talents affects organizational success. The course focuses on the development of measurement and assessment skills relevant for talent management (including absence rates, cost per hire, human capital ROI, training investment, human capital value added, turnover rates and costs, etc.) in order to make evidence-based strategic talent decisions. Students will learn how to develop selection and training, performance management, and employee development and succession planning practices aimed at supporting the competitive talent acquisition and retention priorities of their organizations.

**MGT 503: DEI Management**

The goals of this course are to raise awareness of important differences and provide students with the knowledge needed to be productive leaders in a more diverse workplace. This will be facilitated by discussions of prejudice, stereotypes, and approaches to acculturation and integration in organizations. This course will also discuss how to manage issues at work related to race, culture, gender, religion, sexual orientation, and other work-related differences. The course will examine current diversity, equity, and inclusion best practices in organizations.

**MGT 504: Leading Change**

This course is a skills-development workshop focused on providing students with the practical personal and organizational tools to lead change in their organizations. Students will gain practice in using these tools to identify resistance to change, uncovering the root causes of that resistance, and then working in collaboration with others to overcome resistance and initiate change. The process of leading change in an organization is a highly social, collaborative, and interactive one. For this reason, this course emphasizes the team and social aspects of change. In collaboration with their classmates and the instructor, students will engage in group experiential exercises to develop change management skills.

**MGT 505: Conflict and Negotiations**

Conflict and negotiation, or the process of creating agreement between two or more parties, is something that occurs in every organization. This course focuses on developing skills for diagnosing conflicts and using a problem-solving approach to solving them. Students will learn how to overcome discomfort and lead challenging

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

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

workplace conversations as well as become effective negotiators. Through the use of case studies and simulations, this course will help students learn the mechanics of negotiating and develop skills and capabilities for negotiating successful agreements and resolving conflicts as organizational leaders.

**MGT 506: Organizational Design**

This course emphasizes the development of academic and pragmatic skills for examining how organizations are structured and the decisions that lead to those structures. Students will use objective, analytical methods to evaluate functions, structures, processes, and organizational relationships. A holistic approach with contributions from disciplines like business history, administrative science, management, sociology, psychology, and political science will be used to learn about best practices for designing organizations that create internal and environmental fit. Student will learn how to design and create policies, processes, and procedures to effectively manage organizations and their workforce.

**MGT 507: Global Management**

This course provides the conceptual and practical foundations of international management as it relates to the lives and careers of all professionals, organizations, and society. Students will develop an understanding of the strategic and organizational challenges that small, medium, and large organizations face when going global or retreating from global scenes, how culture shapes both organizational and individual behaviors, and how organization-specific and country-specific elements relate to competitive advantages. Students will develop management and leadership strategies to achieve a competitive advantage within international business environments. The course will emphasize the synthesis and integration of economic, social, business, and geopolitical history, in a holistic attempt to understand the major forces, cycles, and paradigm shifts that change the world around us.

**MGT 508: Design Thinking**

Focusing on people's needs is an important part of innovation and improvement of products, services, and experiences. This course teaches the principles of design thinking to identify the needs of relevant stakeholders in question, understand their perspectives, and (re)design products/services that enhance their experience with them. Through individual assignments and projects, students will engage with the world around the stakeholders they are solving problems for, learn practical techniques to observe and detect their pain points, and transform their observations into actionable insights that create opportunities for (re)design. Students will learn how to make their insights/ideas tangible by iteratively designing and testing their ideas.

**MGT 509: Strategic Communication**

This course explores the strategic and purposeful use of communication designed to advance organizational goals and mission through the exploration and application of effective approaches from best practices and case studies developed by practitioners and scholars. In doing so, the course examines the most effective strategies in actual organizations, (why those strategies work), and the opportunity to practice those skills with prevailing communications technologies. Students will be able to understand the symbiotic nature of communication relationships that exist between organizations and their internal and external stakeholders, working in alignment with the overall desired organizational goals and outcomes. Specific attention will be placed on the various communication strategies for managing conflicts and crisis situations within and outside of the organization.

**MGT 510: Strategic Management**

Strategic management deals with decisions that fundamentally influence the direction of the organization and the effective implementation of the direction chosen. This course focuses on investigating issues related to developing and implementing business strategy to create and sustain competitive advantage. Emphasis is given to developing pragmatic and action-oriented general management skills. Concepts drawn from the disciplines of accounting, economics, finance, international business, marketing, political science, and organization theory will be utilized for developing a broad understanding of how and why strategic decisions are made in organizations.

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

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

**MGT 511: Healthcare Economics and Finance**

This course includes an overview and advanced elements of healthcare economics and finance. It covers cost estimation, pricing and profit analysis, budgeting, financing and capital investment decisions, cash flow estimation and risk analysis, and utilization management topics at graduate level. At the end of the course, students will be able to implement and evaluate appropriate healthcare economics and finance tools and models to address related decision-making problems identified in the healthcare organizations.

**MGT 512: Healthcare Systems and Operations**

This course includes an overview and advanced elements of healthcare operations and systems management topics. It covers forecasting, supply chain management, inventory management, purchasing and materials management, capacity planning, and project management in healthcare industry topics at graduate level. At the end of the course, students will be able to implement and evaluate appropriate healthcare operations and systems management tools and models to address related decision-making problems identified in the healthcare organizations.

**MGT 513: Analytical Methods in Healthcare**

This course includes an overview and advanced elements of analytical methods that can be adopted in decision-making processes in healthcare industry. It covers data management, data visualization, data mining, advanced data mining, statistical inference, and regression modeling topics at graduate level. At the end of the course, students will be able to manage and analyze data sets using data visualization, data mining, statistical inference, and regression modeling methods to address related decision-making problems identified in the healthcare organizations.

**MGT 514: Healthcare Services Management**

This course includes an overview and advanced elements of healthcare services management. It covers process analysis, simulation, safety and reliability science, scheduling, experimental design, and queuing theory topics at graduate level. At the end of the course, students will be able to implement and evaluate appropriate healthcare services management tools and models to address related decision-making problems identified in the healthcare organizations.

**MGT 515: Quality in Healthcare**

This course includes an overview and advanced elements of quality improvement and management in healthcare industry. It covers overview of quality function in healthcare, sampling and probability, statistical quality control, problem solving tools, lean and Six Sigma practices, and advanced quality improvement methods at graduate level. At the end of the course, students will be able to implement and evaluate appropriate quality improvement and management tools and models to address related decision-making problems identified in the healthcare organizations.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

School Psychology – M.S.  
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – MS in School Psychology (CIP Code: 42.2805/ OHE# 665), specifically a modification of courses/ course substitutions at Southern Connecticut State University.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification to M.S. in School Psychology at Southern Connecticut State University.

**BACKGROUND**

There is a critical shortage in school psychology in the State of Connecticut and nationwide, both in terms of practitioners and in the availability of graduate education programs and faculty needed to train the workforce necessary to keep up with the growing student population.

The proposed changes to the current program are based on several pressing needs. First, and most importantly, the National Association of School Psychologists (NASP) has become an independent accrediting organization, as it was years ago, and no longer falls under the Council for Accreditation of Educator Preparation (CAEP). In addition, NASP has developed a new set of accreditation standards that have now taken effect.

**PROPOSED CHANGE**

The revised program at Southern is designed to fully meet the new NASP standards and prepare Southern for the next program review. In addition, there were several other issues addressed in the current curriculum, including moving the credit hours and supervision for the practicum assignments to the content courses where these assignments are made and evaluated, putting more focus on working with families and communities, and a continued focus on diverse urban schools.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee  
05/18/2023 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	Date of Submission to CSCU Office of the Provost: 2.15.23
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Most Recent NECHE Institutional Accreditation Action and Date: 2022

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

XXX Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

Other (please specify)

Total Number of courses and course credits to be modified by this application: **13 courses (40 credit hours)**

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

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

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

**Original Program Characteristics**

Name of Program: School Psychology

OHE #: 666

Modality of Program (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 13%

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

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

Date Program was Initiated: 1976

Total # Credits in Program: 40

# Credits in General Education: 0

CIP Code Number: 42.2805 Title of CIP Code: School Psychology

**Modified Program Characteristics**

Name of Program: School Psychology

Modality of Program (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 10%

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

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

Initiation Date for Modified Program: **8-15-2023**

Anticipated Date of First Graduation: **7-3-2024**

Total # Credits in Program: **32**

# Credits in General Education: **0**

CIP Code Number: **42.2805** Title of CIP Code: **School Psychology**

Department where program is housed: **Counseling & School Psychology**

Location Offering the Program (e.g., main campus): **Main Campus/Hybrid**

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

**APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM**

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

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

Phase Out Period Date of Program Termination

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

**Current program will continue until all students who entered under current catalog description have graduated.**

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **National Association of School Psychologists (NASP) 2027**
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: **Yes, Completion of this program and the 6Y certificate meet criteria for CT certification as a school psychologist.**
  - confirm NC-SARA requirements met: **XXX** Yes ☐ No

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

**Institutional Contact for this Proposal:** Dr. Robert Prezant

Title:  
Provost/VPAA

Tel.: 203.392.5350  
e-mail: PrezantR1@southernct.edu

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

**Summary of Modifications**

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

- 1. New streamlined curriculum with a decrease from 40 to 32 credits for the MS program.**
- 2. New program objectives.**
- 3. New program dispositions.**
- 4. Specified assessment data to be collected within each course to meet NASP criteria.**

**Background and Rationale**

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

**The changes to the current program are based on several pressing needs. First, and most importantly, the National Association of School Psychologists (NASP) has become an independent accrediting organization, as it was years ago, and no longer falls under the Council for Accreditation of Educator Preparation (CAEP). In addition, NASP has developed a new set of accreditation standards that have now taken effect. The revised program is designed to fully meet these new standards and prepare us for our next program review. In addition, there were several other issues that we worked to address in the current curriculum. These included streamlining the course of study so that the MS program moved from 40 to 32 credit hours, putting more of a focus on working with families and communities and continuing our focus on diverse urban schools.**

**Addressing Identified Needs**

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

**School psychology is a shortage area within the state of Connecticut and nationwide. There is a critical shortage in school psychology, both in terms of practitioners and in the availability of graduate education programs and faculty needed to train the workforce necessary to keep up with the growing student population. School Psychology is a stable and rewarding career with an average annual salary of \$90,620 in CT (U.S. Bureau of Labor Statistics). Our program graduates (those who gain the MS followed by the SYC) have all had obtained jobs within the field by the fall after graduation for the last two decades with the exception of those**



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

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

who entered more advanced graduate programs. This shortage has been keenly felt across the country. According to an analysis by Education Week, “Nearly 40 percent of all school districts nationally, enrolling 5.4 million students, did not have a school psychologist in the first full year of the pandemic... Just 8 percent of districts met the National Association of School Psychologists’ recommended ratio of one school psychologist to 500 students.” The current program changes are in response to workforce needs and new accreditation standards from the National Association of School Psychologists (NASP). As noted above, our history of employment has been excellent and the outlook for future graduates is very strong. As I am writing this CT still has 57 school psychology postings that remain unfilled for the current academic year (per CTREAP, 9/5/22).

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

**These changes make excellent use of the program’s three tenured faculty members, its location in a diverse urban community (New Haven) and its history of excellence in training school psychologists.**

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

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

**The school psychology program remains one of the more diverse graduate programs within our university. Data collected will include demographics of all students (gender, race, ethnicity, first generation status, disability, and financial need) and performance outcomes (graduation rates, grades, written comprehensive exam scores, and later scores on the Praxis II School Psychology Specialty Exam that is required for National Certification.**

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

**In order to advance equitable student outcomes, the program faculty and student volunteers speak in selected undergraduate PSY classes to promote the program as well as meeting individually with students who express interest. The program has developed a peer mentor program to provide additional student support and plans to implement a cybermentoring program within the new curriculum in which students can be matched with a successful school psychologist in practice who shares some of their background so they can address common experiences and concerns. A program faculty member is also working with a colleague in social work and recent program graduates to improve mentorship of minority students. To date this has included specialized advising meetings and well as information and presentations on topics such as racelighting.**

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

**Data will be examined to look for areas where outcomes do not appear to be equitable across all groups. If the data supports these concerns, the program faculty will meet our community advisory board as well as our student representatives to examine the data, analyze it and brainstorm strategies to address these inequalities.**

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)* **N/A**
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided **None of our three sister institutions have school psychology graduate programs. Only UCONN has a program although much of their focus is at the doctoral level and preparing strong researchers and scholars/trainers of school psychologists.**

**Curriculum**

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

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

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
CSP 532 Physical Bases for Behavior and Personality	3	CSP 510 Schools as Systems	3
CSP 533 Individual Assessment I	4	CSP 520 Professional School Psychology	3
CSP 539 Developmental Psychopathology in Schools	3	CSP 530 Data-Based Decision-Making 1	3
CSP 540 Introduction to Assessment	3	CSP 533 Data-Based Decision-Making 2	3
CSP 550 Counseling Skills & Techniques	3	CSP 531 Data-Based Decision-Making 3	2
CSP 568 Lifespan Development	3	CSP 538 Child & Adolescent Disorders	3
CSP 569 Theories of Counseling	3	CSP 532 Brain, Biology and Behavior	2
CSP 574 Applied Behavioral Interventions	3	CSP 558 Child & Adolescent Development	3
CSP 578 Social and Cultural Diversity	3	CSP 563 Behavior Basics	2
CSP 622 School Curriculum for Helping Professionals	3	CSP 579 Psychology of Diversity, Inclusion & Oppression	3
CSP 641 Ethical and Professional Conduct	3	CSP 590 Psychoeducational Interventions 1	3
CSP 670 Psychology in the Schools	3	CSP 654 Professional School Psych Sem	1 (Will repeat twice for credit)
CSP 691 Research and Evaluation	3		
<b>Total Credits Original Program</b>	<b>40</b>	<b>Total Credits Modified Program</b>	<b>32</b>

**Learning Outcomes - L.O.**

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

**The objectives of the School Psychology Program are based upon the Domains of School Psychology Graduate Education and Practice as developed by the National Association of School Psychologists (NASP, 2020) (required of all recognized programs). Graduates of the Master of Science & Sixth Year Certification in School Psychology Program at Southern Connecticut State University will:**

1. **Demonstrate a foundation in the knowledge bases of psychology, health and well-being of children, including learning and development.** (Addressing the following NASP Domains - Domain 3: Academic Interventions and Instructional Supports; Domain 4: Mental and Behavioral Health Services and Interventions; Domain 5: School-Wide Practices to Promote Learning; Domain 6: Services to Promote Safe and Supportive Schools; Domain 7: Family, School, and Community Collaboration; Domain 8: Equitable Practices for Diverse Student Populations)
2. **Demonstrate knowledge of the profession and history of school psychology and the legal, ethical, and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication, and interpersonal skills.** (Addressing the following NASP Domain - Domain 10: Legal, Ethical, and Professional Practice)
3. **Demonstrate knowledge and skills in:**
  - a. **affirming, supporting, and serving individuals and families while honoring and taking into account the diversity that makes up our schools and communities.** (Addressing the following NASP Domain - Domain 8: Equitable Practices for Diverse Student Populations)
  - b. **emphasizing the key role of families and family systems.** (Addressing the following NASP Domain - Domain 7: Family, School, and Community Collaboration)

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

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

- c. using data-based decision-making as a means to effective problem-solving, evaluation assessment, and accountability, including skills in research and program evaluation. (Addressing the following NASP Domains - Domain 1: Data-Based Decision Making; Domain 9: Research and Evidence-Based Practice)
- d. applying consultation and collaboration in order to communicate and work with allied professionals, using a team-based approach to meeting the needs of children, youth, families, and systems. (Addressing the following NASP Domain - Domain 2: Consultation and Collaboration)
- e. varied aspects of effective teaching and instructional methods, school curriculum, factors influencing learning and cognitive development, and the skills to develop appropriate academic interventions. (Addressing the following NASP Domain - Domain 3: Academic Interventions and Instructional Supports)
- f. synthesis of all aspects of mental and physical health, social and emotional development and behavior, and the skills to develop appropriate interventions. (Addressing the following NASP Domain - Domain 4: Mental and Behavioral Health Services and Interventions)
- g. navigating the varied systems within and outside of schools and the ability to create and maintain effective and supportive learning environments. (Addressing the following NASP Domain - Domain 5: School-Wide Practices to Promote Learning)
- h. primary prevention, risk and resiliency factors, and the skills to develop and provide effective prevention, treatment, and crisis intervention services. (Addressing the following NASP Domain - Domain 6: Services to Promote Safe and Supportive Schools)

**Assessment of Learning Outcomes**

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

**Learning outcomes will be assessed through the analysis of class activities and assignments designed to closely approximate the real-world professional tasks of a school psychologist such as: Administration, scoring & interpretive reports of results of tests commonly used in the field; designing and implementing a whole-class primary prevention activity; analyzing a functional behavior analysis and behavior intervention plan; completing a social developmental history of a child or adolescent; analysis of a school shooting or other crisis to include previous services and concerns with the shooter/aggressor, possible diagnoses, and missed opportunities for prevention and intervention; etc.**

**Detailed Curriculum for Modified Program**

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
CSP 510 Schools as Systems	3a, 3c, 3d, 3e, 3g,3h	Admission to School Psych Program	3
CSP 520 Professional School Psychology	2, 3a, 3b, 3c, 3e	Admission to School Psych Program	3
CSP 530 Data-Based Decision-Making 1	3a, 3c, 3d	Admission to School Psych Program	3
CSP 533 Data-Based Decision-Making 2	3c, 3d	CSP 530	3
CSP 531 Data-Based Decision-Making 3	3a, 3b, 3c, 3d, 3e, 3f	CSP 533	2
CSP 538 Child & Adolescent Disorders	1, 3a, 3b, 3f, 3g, 3h	CSP 568	3
CSP 532 Brain, Biology and Behavior	1, 3f, 3h	Admission to School Psych Program	2

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

**APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM**

CSP 558 Child & Adolescent Development	1, 3a, 3b, 3f, 3g, 3h	Admission to School Psych Program	3
CSP 563 Behavior Basics	1, 3c, 3f, 3h	Admission to School Psych Program	2
CSP 579 Psychology of Diversity, Inclusion & Oppression	1, 3a, 3b, 3f, 3g, 3h	Admission to School Psych Program	3
CSP 590 Psychoeducational Interventions 1	3a, 3c, 3f, 3g, 3h	CSP 558	3
CSP 654 Professional School Psych Sem	2, 3a, 3c, 3e, 3g, 3h	Admission to School Psych Program	1 (Will take twice for credit)
Open Electives (Indicate number of credits of open electives)			0
Total Program Credits:			32

**Description of Related Modification(s)**

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

**None**

**Description of Resources Needed**

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

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

**Including MS-SCP & SYC-SCP**

Previous Three Years Enrollment and Completion for the Program being Modified						
ACTUAL Enrollment	Fall Term, Year 2021 (TERM == 202110)		Fall Term, 2022 Year		Fall Term, 2023 Year	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students(STYP_CODE = N)	30	1	17	11	3	17
Returning Students(STYP_CODE == C)	2	13	15	1	21	0
Actual Headcount Enrollment Total	32	14	32	12	24	17
Fall FTE accounted for by Program Majors	43 (= 518/12)		41 (= 493/12)		36 (= 432/12)	

**Degree Award, including MS-SCP & SYC-SCP**

	AY 2019-2020	AY 2020-2021	AY 2021-2022
Master's degree	13	21	12
Post-master's certificate	11	13	10
Total	24	34	22

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

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

**Impact of Modification on Enrollment and Completion**

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

**These changes should make the program even more competitive and popular.**

**Other Considerations**

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

**None**

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

**PRO FORMA Budget - Projected Revenues and Expenditures**

(Whole Dollars Only)

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

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.southernct.edu/program/school-psychology-ms>

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

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

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

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

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

Request for SAA Approval for Veterans Benefits? **XXX** Yes ☐ No

**Catalog Description**

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

**This is our current catalog description of the MS in school psychology:**

**School Psychology, M.S. (Hybrid)**

**Counseling and School Psychology**

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

**Program Sequence - 40 Credits**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

**Course Requirements**

**CSP 532 – Physical Bases for Behavior and Personality – 3 credits**

**CSP 533 – Individual Assessment I & Lab – 4 credits**

**CSP 539 – Developmental Psychopathology in Schools – 3 credits**

**CSP 540 – Introduction to Assessment in Counseling & School Psychology – 3 credits**

**CSP 550 – Counseling Skills & Techniques – 3 credits**

**CSP 568 – Counseling and Life Span Development – 3 credits**

**CSP 569 – Theories of Counseling – 3 credits**

**CSP 574 – Applied Behavioral Interventions in Schools, Classrooms and Counseling Settings – 3 credits**

**CSP 578 – Social and Cultural Diversity – 3 credits**

**CSP 622 – School Curriculum for Helping Professionals – 3 credits**

**CSP 641 – Ethical and Professional Conduct in School Psychology – 3 credits**

**CSP 670 – Psychology in the Schools – 3 credits**

**CSP 691 – Research & Evaluation in Schools and Clinical Mental Health Settings – 3 credits**

**Comprehensive Examinations**

Students in the Master's program are required to pass a written Comprehensive Examination. The written comprehensive examination is administered following completion of all Master's program coursework, typically at the conclusion of the final semester of the student's first year of study.

Southern Connecticut State University Graduate Catalog 2022- 2023

**This is our catalog description of the new MS in school psychology:**

**School Psychology, M.S. (Hybrid)**

**Counseling and School Psychology**

This is an educator preparation program that (in conjunction the Sixth Year Certificate in school psychology) prepares students for certification as a school psychologist in the state of Connecticut. For more information about admission to these programs, please visit Admissions>>Teacher/Educator Preparation Programs.

In addition, candidates recommended for certification must meet the requirements listed below and in effect on the date the CSDE receives the certification application. For more information about these additional CSDE



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

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

requirements, please visit Degree Requirements>>Teacher/Educator Preparation Programs.

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

**Program Sequence -32 Credits**

**Course Requirements**

**CSP 510 - Schools as Systems – 3 credits**

**CSP 520 - Professional School Psychology – 3 credits**

**CSP 530 - Data-Based Decision-Making 1 – 3 credits**

**CSP 531 - Data-Based Decision-Making 3 – 2 credits**

**CSP 532 - Brain, Biology and Behavior– 2 credits**

**CSP 533 - Data-Based Decision-Making 2 – 3 credits**

**CSP 538- Child and Adolescent Disorders – 3 credits**

**CSP 563 - Behavior Basics– 2 credits**

**CSP 558 - Child & Adolescent Development – 3 credits**

**CSP 579 - Psychology of Diversity, Inclusion & Oppression – 3 credits**

**CSP 590 - Psychoeducational Intervention – 3 credits**

**CSP 654 - Professional School Psych Seminar – (2 credits repeated Fall and Spring)**

**Comprehensive Examinations**

Students in the Master's program are required to pass a written Comprehensive Examination. The written comprehensive examination is administered following completion of all Master's program coursework, typically at the conclusion of the final term of the student's first year of study.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): **19-3034 School Psychologists**

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? **\$ 78,780**

**Applicable Industries**

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

**Career/Program Pathways**

Does this program prepare students for another program? **XXX** Yes, specify program, **Sixth Year Certificate in School Psychology:**  
No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): **Casey McPherson, School Psychology Graduate Programs Coordinator**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **3**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **3**

**Admissions Requirements**

What are the admissions requirements for the program?

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

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

Admission to the program is competitive as we always have more applicants than available slots for admission.

Admissions requirements include:

1. Minimum undergraduate GPA of 3.0.
2. Although no particular undergraduate major is required, applicants to the Master's Program are required to have taken the following prerequisite courses (completion of these courses is not required to apply to the program but completion is required prior to matriculation):
  - Developmental Psychology or Child Development
  - Educational Psychology, Theories of Learning, or Cognitive Psychology
  - Abnormal Psychology, Abnormal Child Psychology, or Psychopathology
  - Statistics , Psychological Statistics, or Statistics for the Behavioral (or Social Sciences)
  - Exceptionality or Exceptional Children (must be a state-approved course). The full list of courses in Connecticut that meet the criteria for this requirement are posted on the CT State Department of Education's website.
3. The School Psychology program requires that applicants to the Master's Program must submit evidence of having taken the Praxis® Core exam, Scholastic Aptitude Test (SAT), Graduate Record Exam (GRE), or American College Testing (ACT). The Praxis® Core exam is an essential skills test which is administered by Educational Testing Service (ETS).
4. Recommendations from at least THREE individuals who know the candidate in professional and/or academic setting.
5. Personal essay explaining your reasons for wanting to enter the field of school psychology and the SCSU School Psychology program in particular. The typed/word processed essay should be approximately 250-500 words in length.
6. A current professional resume or vita.
7. Interview (if invited)

**Application Deadline January 15 for fall semester**

**Graduation Requirements**

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

If yes, describe:

**1. Comprehensive Written Examination**

**2. Diversity Passport Requirements**

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program:

**Prospective students are those individuals interested in completing both the MS and the 6<sup>th</sup> Year programs to qualify for state and national certification as a school psychologist. Historically, some students apply and come straight from undergraduate psychology programs. Others are experienced teachers, speech language pathologists, behavior analysts or other professional educators. Many have worked as paraprofessionals in the schools.**



# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

School Psychology – 6<sup>th</sup> Year Certificate  
Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – 6<sup>th</sup> Year Certificate in School Psychology (CIP Code: 42.2805), specifically a modification of courses/ course substitutions, at Southern Connecticut State University.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification to 6<sup>th</sup> Year Certificate in School Psychology at Southern Connecticut State University.

**BACKGROUND**

Completion of this educator preparation program (in conjunction with the M.S. in School Psychology) prepares students for certification as a school psychologist in the State of Connecticut.

**PROPOSED CHANGE**

The revised program at Southern is designed to fully meet the new National Association of School Psychologists (NASP) standards and prepare Southern for the next program review. In addition, there were several other issues addressed in the current curriculum, including moving the credit hours and supervision for the practicum assignments to the content courses where these assignments are made and evaluated, putting more focus on working with families and communities, and a continued focus on diverse urban schools.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

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

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

**SECTION 1: GENERAL INFORMATION**

**Institution:** Southern Connecticut State University | **Date of Submission to CSCU Office of the Provost:** 2.15.23

**Most Recent NECHE Institutional Accreditation Action and Date:** 2022

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

XXX Significant Modification of Courses/Course Substitutions\*

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

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

Change of Degree Title or Program Title

Other (please specify)

**Total Number of courses and course credits to be modified by this application: 12 courses, some repeated for credit (48 credit hours)**

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

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

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

**Original Program Characteristics**

**Name of Program:** School Psychology

**OHE #:** 665

**Modality of Program** (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 13%

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

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

**Date Program was Initiated:** 1976

**Total # Credits in Program:** 38

**# Credits in General Education:** 0

**CIP Code Number:** 42.2805 **Title of CIP Code:** School Psychology

**Modified Program Characteristics**

**Name of Program:** School Psychology

**Modality of Program** (check all that apply): ☐ On ground ☐ Online **XXX** ☐ Hybrid, % of fully online courses 10%

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

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

**Initiation Date for Modified Program:** **8-15-2024**

**Anticipated Date of First Graduation:** **7-3-2026**

**Total # Credits in Program:** 47

**# Credits in General Education:** 0

**CIP Code Number:** **42.2805** **Title of CIP Code:** **School Psychology**

**Department where program is housed:** **Counseling & School Psychology**

**Location Offering the Program** (e.g., main campus): **Main Campus/Hybrid**

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

**APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM**

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

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

Phase Out Period Date of Program Termination

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

**Current program will continue until all students who entered under current catalog description have graduated.**

Other Program Accreditation:

- If seeking specialized/professional/other accreditation, name of agency and intended year of review: **National Association of School Psychologists (NASP) 2027**
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: **Yes, Completion of this program and the school psychology MS meet criteria for CT certification as a school psychologist.**
  - confirm NC-SARA requirements met: **XXX** Yes ☐ No

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

**Institutional Contact for this Proposal:** Dr. Robert Prezant

Title:  
Provost/VPAA

Tel.: 203.392.5350 e-mail:  
PrezantR1@southernct.edu

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

**Summary of Modifications**

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

- 1. Modified curriculum with 47 credits for the Sixth-Year program.**
- 2. New program objectives.**
- 3. New program dispositions.**
- 4. Practicum credit and supervision moved to content classes where assignments are made and evaluated.**
- 5. Specified assessment data to be collected within each course to meet NASP criteria.**

**Background and Rationale**

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

**The changes to the current program are based on several pressing needs. First, and most importantly, the National Association of School Psychologists (NASP) has become an independent accrediting organization, as it was years ago, and no longer falls under the Council for Accreditation of Educator Preparation (CAEP). In addition, NASP has developed a new set of accreditation standards that have now taken effect. The revised program is designed to fully meet these new standards and prepare us for our next program review. In addition, there were several other issues that we worked to address in the current curriculum. These included moving the credit hours and supervision for our practicum assignments to the content courses where these assignments are made and evaluated, putting more of a focus on working with families and communities and continuing our focus on diverse urban schools.**

**Addressing Identified Needs**

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

**School psychology is a shortage area within the state of Connecticut and nationwide. There is a critical shortage in school psychology, both in terms of practitioners and in the availability of graduate education programs and faculty needed to train the workforce necessary to keep up with the growing student population. School Psychology is a stable and rewarding career with an average annual salary of \$90,620 in CT (U.S.**

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

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

Bureau of Labor Statistics). Our program graduates (those who gain the MS followed by the SYC) have all had obtained jobs within the field by the fall after graduation for the last two decades with the exception of those who entered more advanced graduate programs. This shortage has been keenly felt across the country. According to an analysis by Education Week, “Nearly 40 percent of all school districts nationally, enrolling 5.4 million students, did not have a school psychologist in the first full year of the pandemic... Just 8 percent of districts met the National Association of School Psychologists’ recommended ratio of one school psychologist to 500 students.” The current program changes are in response to workforce needs and new accreditation standards from the National Association of School Psychologists (NASP). As noted above, our history of employment has been excellent and the outlook for future graduates is very strong. As I am writing this CT still has 57 school psychology postings that remain unfilled for the current academic year (per CTREAP, 9/5/22).

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

**These changes make excellent use of the program’s three tenured faculty members, its location in a diverse urban community (New Haven) and its history of excellence in training school psychologists.**

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

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

**The school psychology program remains one of the more diverse graduate programs within our university. Data collected will include demographics of all students (gender, race, ethnicity, first generation status, disability, and financial need) and performance outcomes (graduation rates, grades, written comprehensive exam scores, and later scores on the Praxis II School Psychology Specialty Exam that is required for National Certification.**

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

**In order to increase to advance equitable student outcomes, the program faculty and student volunteers speak in selected undergraduate psych classes to promote the program as well as meeting individually with students who express interest. The program has developed a peer mentor program to provide additional student support and plans to implement a cybermentor program within the new curriculum in which students can be matched with a successful school psychologist in practice who shares some of their background so they can address common experiences and concerns. A program faculty member is also working with a colleague in social work and recent program graduates to improve mentorship of minority students. To date this has included specialized advising meetings and well as information and presentations on topics such as racelighting.**

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

**Data will be examined to look for areas where outcomes do not appear to be equitable across all groups. If the data supports these concerns, the program faculty will meet our community advisor board as well as our student representatives to examine the data, analyze it and brainstorm strategies to address these inequalities.**

- Describe any pathways to, and/or from, this modified program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. (Include additional details in the Quality Assessment portion of this application, as appropriate) **N/A**
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided **None of our three sister institutions have school psychology graduate programs. Only UCONN has a program although much of their focus is at the doctoral level and preparing strong researchers and scholars/trainers of school psychologists.**

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

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

<b>Curriculum</b>			
Present side-by-side listing of curricular modifications (insert/delete rows as needed)			
Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
CSP 534 Individual Assessment II	4	CSP 534 Data-Based Decision-Making 4	4
CSP 535 Individual Assessment III	4	CSP 535 Data-Based Decision-Making 5	4
CSP 536 Practicum I & Seminar	3	CSP 574 Behavior Interventions	3
CSP 537 Practicum II & Seminar	3	CSP 584 Advanced Behavior Interventions	3
CSP 606 Counseling Children & Adolescents in School	3	CSP 652 Internship in School Psychology	3 (Will repeat twice for credit)
CSP 638 School Psychological Intervention Techniques	3	CSP 653 Internship Seminar in School Psychology	3 (Will repeat twice for credit)
652 – Internship in School Psychology	3 (Will repeat twice for credit)	CSP 654 Professional School Psych Sem	1 (Will repeat four times for credit)
653 - Professional Seminar in School Psychology	3 (Will repeat twice for credit)	CSP 678 Introduction to Consultation	3
CSP 674 Consultation in Schools	3	CSP 684 Advanced Consultation & Supervision	3
CSP 692 Advanced Research Methods and Program Evaluations	3	CSP 692 Advanced Research and Program Evaluation	3
		CSP 696 Psychoeducational Interventions 2	4
		CSP 697 Psychoeducational Interventions 3	4
<b>Total Credits Original Program</b>	<b>38</b>	<b>Total Credits Modified Program</b>	<b>47</b>

**Learning Outcomes - L.O.**

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

**The objectives of the School Psychology Program are based upon the Domains of School Psychology Graduate Education and Practice as developed by the National Association of School Psychologists (NASP, 2020) (required of all recognized programs). Graduates of the Master of Science & Sixth Year Certification in School Psychology Program at Southern Connecticut State University will:**

1. **Demonstrate a foundation in the knowledge bases of psychology, health and well-being of children, including learning and development.** (Addressing the following NASP Domains - Domain 3: Academic Interventions and Instructional Supports; Domain 4: Mental and Behavioral Health Services and Interventions; Domain 5: School-Wide Practices to Promote Learning; Domain 6: Services to Promote Safe and Supportive Schools; Domain 7: Family, School, and Community Collaboration; Domain 8: Equitable Practices for Diverse Student Populations)
2. **Demonstrate knowledge of the profession and history of school psychology and the legal, ethical, and professional standards of the profession and the skills to implement these standards through the use of effective technology, communication, and interpersonal skills.** (Addressing the following NASP Domain - Domain 10: Legal, Ethical, and Professional Practice)
3. **Demonstrate knowledge and skills in:**

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

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

- a. affirming, supporting, and serving individuals and families while honoring and taking into account the diversity that makes up our schools and communities. (Addressing the following NASP Domain - Domain 8: Equitable Practices for Diverse Student Populations)
- b. emphasizing the key role of families and family systems. (Addressing the following NASP Domain - Domain 7: Family, School, and Community Collaboration)
- c. using data-based decision-making as a means to effective problem-solving, evaluation assessment, and accountability, including skills in research and program evaluation. (Addressing the following NASP Domains - Domain 1: Data-Based Decision Making; Domain 9: Research and Evidence-Based Practice)
- d. applying consultation and collaboration in order to communicate and work with allied professionals, using a team-based approach to meeting the needs of children, youth, families, and systems. (Addressing the following NASP Domain - Domain 2: Consultation and Collaboration)
- e. varied aspects of effective teaching and instructional methods, school curriculum, factors influencing learning and cognitive development, and the skills to develop appropriate academic interventions. (Addressing the following NASP Domain - Domain 3: Academic Interventions and Instructional Supports)
- f. synthesis of all aspects of mental and physical health, social and emotional development and behavior, and the skills to develop appropriate interventions. (Addressing the following NASP Domain - Domain 4: Mental and Behavioral Health Services and Interventions)
- g. navigating the varied systems within and outside of schools and the ability to create and maintain effective and supportive learning environments. (Addressing the following NASP Domain - Domain 5: School-Wide Practices to Promote Learning)
- h. primary prevention, risk and resiliency factors, and the skills to develop and provide effective prevention, treatment, and crisis intervention services. (Addressing the following NASP Domain - Domain 6: Services to Promote Safe and Supportive Schools)

**Assessment of Learning Outcomes**

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

**Learning outcomes will be assessed through the analysis of class activities and assignments designed to closely approximate the real-world professional tasks of a school psychologist such as: Administration, scoring & interpretive reports of results of tests commonly used in the field; designing and implementing a whole-class primary prevention activity; analyzing a functional behavior analysis and behavior intervention plan; completing a social developmental history of a child or adolescent; analysis of a school shooting or other crisis to include previous services and concerns with the shooter/aggressor, possible diagnoses, and missed opportunities for prevention and intervention; etc.**

**Detailed Curriculum for Modified Program**

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
CSP 534 Data-Based Decision-Making 4	3b, 3c, 3d, 3e	CSP 530, CSP 531, CSP 533 Co-Requisite School-Based Practicum	4
CSP 535 Data-Based Decision-Making 5	3b, 3c, 3d, 3e, 3f	CSP 530, CSP 531, CSP 533, CSP 534 Co-Requisite School-Based Practicum	4
CSP 574 Behavior Interventions	3b, 3c, 3g, 3h	CSP 563 Co-Requisite School-Based Practicum	3
CSP 584 Advanced Behavior Interventions	3b, 3c, 3g, 3h	CSP 563, CSP 574 Co-Requisite School-Based Practicum	3



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

**APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM**

<b>CSP 652 Internship in School Psychology</b>	1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h	MS in School Psychology; Passing Score on the Oral Comprehensive Exam; CSP 510, CSP 530; CSP 531, CSP 532, CSP 533.CSP 534,CSP 535; CSP 538, CSP 558, CSP 563, CSP 574, CSP 579, CSP 584, CSP 590, CSP 654, CSP 678, CSP 684, CSP 692, CSP 696, CSP 697 Co-requisite: CSP 653.	<b>3 (Will repeat twice for credit)</b>
<b>CSP 653 Internship Seminar in School Psychology</b>	1, 2, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h	MS in School Psychology; Passing Score on the Oral Comprehensive Exam; CSP 510, CSP 530; CSP 531, CSP 532, CSP 533.CSP 534,CSP 535; CSP 538, CSP 558, CSP 563, CSP 574, CSP 579, CSP 584, CSP 590, CSP 654, CSP 678, CSP 684, CSP 692, CSP 696, CSP 697 Co-requisite: CSP 652.	<b>3 (Will repeat twice for credit)</b>
<b>CSP 654 Professional School Psych Sem</b>	2, 3a, 3c, 3e, 3g, 3h	Admission to School Psychology Graduate Program	<b>1 (Will repeat four times for credit)</b>
<b>CSP 678 Introduction to Consultation</b>	3b, 3d, 3e, 3g	CSP 510 Co-Requisite School-Based Practicum	<b>3</b>
<b>CSP 684 Advanced Consultation &amp; Supervision</b>	3a, 3b, 3c, 3d,3e, 3g	CSP 510, CSP 678	<b>3</b>
<b>CSP 692 Advanced Research and Program Evaluation</b>	3b, 3c, 3e	Admission to School Psychology Graduate Program Co-Requisite School-Based Practicum	<b>3</b>
<b>CSP 696 Psychoeducational Interventions 2</b>	3a, 3b,3c, 3f, 3g, 3h	CSP 558, CSP 590 Co-Requisite School-Based Practicum	<b>4</b>
<b>CSP 697 Psychoeducational Interventions 3</b>	3a, 3b,3c, 3f, 3g, 3h	CSP 558, CSP 590, CSP 596 Co-Requisite School-Based Practicum	<b>4</b>
<b>Open Electives</b> (Indicate number of credits of open electives)			<b>0</b>
<b>Total Program Credits:</b>			<b>47</b>

**Description of Related Modification(s)**

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

**None**

**Description of Resources Needed**

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

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

**Including both MS-SCP & SYC-SCP**

<b>Previous Three Years Enrollment and Completion for the Program being Modified</b>						
<b>ACTUAL Enrollment</b>	Fall Term, Year 2021 (TERM == 202110)		Fall Term, 2022 Year		Fall Term, 2023 Year	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students(STYP_CODE = N)	30	1	17	11	3	17



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

**APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM**

Returning Students(STYP_CODE == C)	2	13	15	1	21	0
Actual Headcount Enrollment Total	32	14	32	12	24	17
Fall FTE accounted for by Program Majors	43 (= 518/12)		41 (= 493/12)		36 (= 432/12)	

**Degree Award, including MS-SCP & SYC-SCP**

	AY 2019-2020	AY 2020-2021	AY 2021-2022
Master's degree	13	21	12
Post-master's certificate	11	13	10
Total	24	34	22

**Impact of Modification on Enrollment and Completion**

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

**These changes should make the program even more competitive and popular.**

**Other Considerations**

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

**None**

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

**The program changes will be accomplished using the existing program resources. No additional funds are requested at this time.**

**PRO FORMA Budget - Projected Revenues and Expenditures**

(Whole Dollars Only)

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

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

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

Estimated Indirect Costs (e.g., student services, operations, maintenance)			
<b>Total Estimated Program Expenditures</b>			
<p><i>*Note: Capital outlay costs, institutional spending for research and services, etc. can be excluded.</i></p> <p>This PRO FORMA Budget provides reasonable assurance that the proposed program modification can be established and is sustainable. Some assumptions and/or formulaic methodology may be used and annotated in the narrative in section 2.</p>			

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://catalog.southernct.edu/graduate/programs-and-degrees/school-psychology-syc.html>

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

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

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

**This is our current catalog description of the Sixth Year Certificate in school psychology:**

**School Psychology, Sixth Year Certificate (Hybrid)**  
**Counseling and School Psychology**

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

This is also a teacher/educator preparation program that prepares students for teacher certification in the state of Connecticut. For more information about admission to these programs, please visit **Admissions>>Teacher/Educator Preparation Programs**.

In addition, candidates recommended for certification must meet the requirements listed below and in effect on the date the CSDE receives the certification application. For more information about these additional CSDE requirements, please visit **Degree Requirements>>Teacher/Educator Preparation Programs**.

**Program Sequence - 38 Credits**

As sequencing changes, it is highly recommended that students meet with their program advisor to finalize a list of requirements for graduation.

One year of full-time continuous study is required followed by a year-long internship (a minimum of 1200 hours in a school-based site and a concurrent seminar). The Sixth-Year program consists of:

**Required Core Courses**  
**CSP 534 – Individual Assessment II & Lab – 4 credits**  
**CSP 535 – Individual Assessment III & Lab – 4 credits**  
**CSP 536 - Practicum I & Seminar - 3 credits**

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

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

CSP 537 - Practicum II & Seminar - 3 credits  
CSP 606 – Counseling Children & Adolescents in Schools – 3 credits  
CSP 638 – School Psychological Intervention Techniques – 3 credits  
CSP 674 – Consultation in Schools – 3 credits  
CSP 692 - Advanced Research Methods & Program Evaluation - 3 credits  
CSP 652 - Internship in School Psychology (2 semesters) - 6 credits  
CSP 653 - Professional Internship Seminar in School Psychology (2 semesters) - 6 credits

**Additional Requirements**

Students in the Sixth-Year program are required to pass an oral comprehensive examination. The oral comprehensive examination is typically held at the beginning of the semester following the student's completion of Practicum I.

Students in the Sixth-Year program are required to complete an electronic portfolio of their graduate program coursework and other program requirements as outlined in the program's student handbook.

**Praxis® II– Examination in School Psychology**

All students completing the School Psychology Sixth Year program must take the Praxis® Specialty Examination in School Psychology and achieve a passing score prior to beginning Internship. The passing score is designated by the current NASP National Certification (NCSP) guidelines. A passing score is also required in order to graduate from the program. Students should consult NCSP application guidelines for the most current information about passing scores.

Students should request the Praxis® II test scores be sent electronically to SCSU using the institutional code R3662 when registering to take the test. Students must also submit a copy of their full score report, including sub-scores, to the Program Coordinator once scores are received.

**Southern Connecticut State University Graduate Catalog 2022- 2023**

**This is our catalog description of the new Sixth Year Certificate in school psychology:**

**School Psychology, Sixth Year Certificate (Hybrid)  
Counseling and School Psychology**

The program course outline and graduation requirements for this catalog year are listed below. The department website provides an overview of the program, including admission requirements, faculty biographies, learning outcomes, and careers: <https://www.southernct.edu/academics/counseling-and-school-psychology/programs>  
This is also an educator preparation program that (in conjunction the MS in school psychology) prepares students for certification as a school psychologist in the state of Connecticut. For more information about admission to these programs, please visit Admissions>>Teacher/Educator Preparation Programs.

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

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

In addition, candidates recommended for certification must meet the requirements listed below and in effect on the date the CSDE receives the certification application. For more information about these additional CSDE requirements, please visit [Degree Requirements>>Teacher/Educator Preparation Programs](#).

**Program Sequence - 47 Credits**

One year of full-time continuous study (fall, spring and summer) is required followed by a year-long internship (a minimum of 1200 hours in a school-based site and a concurrent seminar). The Sixth Year program consists of:

**Required Core Courses**

**CSP 534 (4) Data-Based Decision-Making 4 – 4 credits**

**CSP 696 (4) Psychoeducational Interventions 2 – 4 credits**

**CSP 574 (3) Behavior Interventions - 3 credits**

**CSP 692 (3) Advanced Research and Program Evaluation - 3 credits**

**CSP 654 (1) Professional School Psych Sem (4 semesters) - 4 credits**

**CSP 535 (4) Data-Based Decision-Making 5 – 4 credits**

**CSP 697 (4) Psychoeducational Interventions 3 – 4 credits**

**CSP 678 (3) Introduction to Consultation - 3 credits**

**CSP 584 (3) Advanced Behavior Interventions - 3 credits**

**CSP 684 (3) Advanced Consultation & Supervision - 3 credits**

**CSP 652 - Internship in School Psychology (2 semesters) - 6 credits**

**CSP 653 - Internship Seminar in School Psychology (2 semesters) - 6 credits**

**Additional Requirements**

Students in the Sixth-Year program are required to pass an oral comprehensive examination. All students completing the School Psychology Sixth Year program must take the Praxis® Specialty Examination in School Psychology and achieve a passing score prior to beginning Internship. The passing score is designated by the current NASP National Certification (NCSP) guidelines. A passing score is also required in order to graduate from the program. Students should consult NCSP application guidelines for the most current information about passing scores. Students should request the Praxis® II test scores be sent electronically to SCSU using the institutional code R3662 when registering to take the test. Students must also submit a copy of their full score report, including sub-scores, to the Program Coordinator once scores are received.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): **19-3034 School Psychologists**

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? **\$ 78,780**

**Applicable Industries**

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

**Career/Program Pathways**

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): **Casey McPherson, School Psychology Graduate Programs Coordinator**

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

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

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **3**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **3**

**Admissions Requirements**

What are the admissions requirements for the program? **The Master's Program admission requirements are posted below. Graduates of the SCSU Master's in School Psychology are eligible for admission to the 6<sup>th</sup> Year Certificate Program in School Psychology.**

**Admission to the program is competitive as we always have more applicants than available slots for admission.**

**Admissions requirements include:**

- 1. Minimum undergraduate GPA of 3.0.**
- 2. Although no particular undergraduate major is required, applicants to the Master's Program are required to have taken the following prerequisite courses (completion of these courses is not required to apply to the program but completion is required prior to matriculation):**
  - **Developmental Psychology or Child Development**
  - **Educational Psychology, Theories of Learning, or Cognitive Psychology**
  - **Abnormal Psychology, Abnormal Child Psychology, or Psychopathology**
  - **Statistics, Psychological Statistics, or Statistics for the Behavioral (or Social Sciences)**
  - **Exceptionality or Exceptional Children (must be a state-approved course). The full list of courses in Connecticut that meet the criteria for this requirement are posted on the CT State Department of Education's website.**
- 3. The School Psychology program requires that applicants to the Master's Program must submit evidence of having taken the Praxis® Core exam, Scholastic Aptitude Test (SAT), Graduate Record Exam (GRE), or American College Testing (ACT). The Praxis® Core exam is an essential skills test which is administered by Educational Testing Service (ETS).**
- 4. Recommendations from at least THREE individuals who know the candidate in professional and/or academic setting.**
- 5. Personal essay explaining your reasons for wanting to enter the field of school psychology and the SCSU School Psychology program in particular. The typed/word processed essay should be approximately 250-500 words in length.**
- 6. A current professional resume or vita.**
- 7. Interview (if invited)**

**Graduation Requirements**

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

If yes, describe:

- 1. Comprehensive Oral Examination**
- 2. Diversity Passport Requirements**
- 3. Service Requirements**
- 4. Passing Score on the Praxis II Specialty Exam in School Psychology**

**Program Work Experiences**

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? **XXX** Yes

If yes, describe and attach copies of the contracts or other documents ensuring program support MoA is attached. **See separate documents attached.**

**Prospective Students**

Describe the prospective students for the program:

**Prospective student are those individuals interested in completing both the MS and the 6<sup>th</sup> Year programs to qualify for state and national certification as a school psychologist. Historically, some students apply and come straight from undergraduate psychology programs. Others are experienced teachers, speech language**

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

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

pathologists, behavior analysts or other professional educators. Many have worked as paraprofessionals in the schools.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Social Work – B.S.W.

Charter Oak State College

May 18, 2023

**RESOLVED:** That the Board of Regents for Higher Education approve the modification of a program – BSW in Social Work (CIP Code: 440701 / OHE# 20543), specifically a significant modification of courses/course substitutions, at Charter Oak State College.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification to B.S.W. in Social Work at Charter Oak State College.

**BACKGROUND**

The Bureau of Labor Statistics anticipates a 13% job growth rate for social workers (much faster than average). In Connecticut, the need may be even greater due to additional variables. For example, Connecticut recently changed the ratio for social workers in nursing homes from a 120-1 ratio to a 60-1 ratio, thus doubling the demand for social workers in nursing homes. The Department of Children and Families and other social service agencies have many social workers retiring over the next five years. Additionally, the national conversation around police reform has highlighted the need for social workers to be hired to work in tandem with law enforcement. The pandemic has also shown the need for more substance abuse counselors. This program will help the jobs pipeline for counselors and will be the only online BSW program within the CSCU system.

The Social Work Program Director was hired at Charter Oak State College in 2022 and began working to establish the BSW program in alignment with the new Council of Social Work Education (CSWE) Standards.

**PROPOSED CHANGE**

The proposed change modifies field work to better align with the needs of working adults (2 credits of work per semester vs 4) and allow students to maintain their current job while still pursuing the field portion of the program.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee  
05/18/2023 – Board of Regents



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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Charter Oak State College	<b>Date of Submission to CSCU Office of the Provost:</b> 2/15/2023
Most Recent NECHE Institutional Accreditation Action and Date: 2016	
<b>Type of Program Modification Approval Being Sought</b> (mark all that apply): X Significant Modification of Courses/Course Substitutions* Offering of Program at Off-Campus Location (specify new location) Offering of Program Using an Alternate Modality (e.g., from on ground to online) Change of Degree Title or Program Title Other (please specify)	
Total Number of courses and course credits to be modified by this application: <b>28</b>	
<p>* <b>Significant</b> is defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program. For changes that fall below this threshold, use form XXX (<i>Program Modification – Below Threshold Report</i>)</p> <p>For the singular changes noted below, alternate forms are available:</p> <ul style="list-style-type: none"><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li></ul>	
<b>Original Program Characteristics</b> Name of Program: Social Work OHE #: 20543 Modality of Program (check all that apply): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): <b>Bachelor of Science</b> Date Program was Initiated: Fall 2022 Total # Credits in Program: 47 # Credits in General Education: 40 <u>CIP Code Number:</u> 440701    Title of CIP Code: Social Work	
<b>Modified Program Characteristics</b> Name of Program: Social Work Modality of Program (check all that apply): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type (degree type, abbreviation, name, e.g., Associates, AS, Associate of Science): <b>Bachelor of Science</b> Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Spring 2025 Total # Credits in Program: 46 # Credits in General Education: 40 <u>CIP Code Number:</u> 440701    Title of CIP Code: Social Work	
Department where program is housed: Department of Social Work	

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

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

Location Offering the Program (e.g., main campus): Online		
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:      CIP:      OHE#:      BOR Accreditation Date: Phase Out Period      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: Council of Social Work Education, 2023</li> <li>• If program prepares graduates eligibility to state/professional licensure,             <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> (As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency)		
<b>Institutional Contact for this Proposal:</b> Dr. Solomon D. Hill	<b>Title:</b> Program Director, Social Work	<b>Tel.:</b> 8605153899. <b>e-mail:</b> <a href="mailto:shill2@charteroak.edu">shill2@charteroak.edu</a>

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

**Summary of Modifications**

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

Field modified to better align with the needs of working adults (2 credits of work per semester vs 4) to allow for students to maintain their current job while still pursuing the field portion of the program.

**Background and Rationale**

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

The modifications aim to align our curriculum with the 2022 Council of Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements. The Social Work Program Director was hired at Charter Oak State College in 2022 and began working on establishing the BSW program and aligning it with the new CSWE Standards.

**Addressing Identified Needs**

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

BLS anticipates a 13% job growth rate for social workers (much faster than average). In Connecticut the need may be even greater due to some additional variables. For example, Connecticut recently changed the ratio for social workers in nursing homes from a 120-1 ratio to a 60-1 ratio, thus doubling the demand for social workers in nursing homes. DCF and other social service agencies have many social workers retiring over the next five years. Additionally, the national conversation around police reform has highlighted the need for social workers to be hired to work in tandem with law enforcement. The pandemic has also shown the need for more substance abuse counselors and this program will help the jobs pipeline for counselors.

The types of jobs with a BSW in Connecticut are plenty. For example, under the category of 21-1021.00 - Child, Family, and School Social Workers (70% require a Bachelor's degree while 30% require a Master's degree). A January 2023 O\*Net search resulted in 106 current openings. Job titles include Youth Coach, Family Support Specialist (Case Manager), and Intervention Specialist.

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

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

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

This will be the only online BSW program within the CSCU system. The only other online BSW in Connecticut is at Fairfield University. This program can provide our students with a much more affordable path to a BSW with the community college tuition match program.

An online course implemented in the Blackboard Learn platform course-management system at Charter Oak State College is an organized collection of articles, notes, media, assignments, online communications, tests, and similar materials. Most of the materials are developed specifically for online courses by the content expert (faculty) with the support of the college's instructional design office. Other learning resources may exist as links to copyrighted materials existing on the Internet. Thus, the course exists as a specific configuration or collection of teaching artifacts, some of which are separately copyrighted and some of which originate from the college's supported development.

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

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

Charter Oak's program review template requires programs under review to assess recruitment, retention, enrollment and completion for both SES and race/ethnicity.

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

Financial aid data has suggested that students that major in social work or human services at the community college have the lowest median family income and are more likely to be Pell. By having a focus on recruiting students from the community colleges and our community college tuition match program, Charter Oak is in a strong position to recruit students with low socio-economic status (SES). The community college tuition match program at Charter Oak State college affords any graduate of CT State that matriculates at Charter Oak within 12 months of graduation the ability to pay the same tuition rate as CT State of that given year. With the current Pell allotment, that means a fully Pell student has the opportunity for a debt-free bachelor's degree between PACT and the CC Tuition Match.

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

Equity gaps within the program via the program review process are required to develop an action plan for correction. Typically, this would require a redesign of targeted courses that contain any statistically significant equity gaps. Strategies include inclusive design principles and universal design of learning (UDL).

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

This program modification is being built with the focus of not only the updated CSWE standards, but also built to provide a seamless transfer for students in the Social Work TAP program as well as Human Services at CT State.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
There are no other online BSW programs within CSCU. The only other online BSW in Connecticut is at Fairfield University. This modified program provides our students with a much more affordable path to a BSW with the community college tuition match program.

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

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

<b>Curriculum</b>			
Present side-by-side listing of curricular modifications (insert/delete rows as needed)			
Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
SWK 101 Introduction to Social Work	3	SWK 101 Introduction to Social Work	3
SWK 110 History of Social Welfare	3	SWK 110 History of Social Welfare	3
SWK 150 Foundations of Social Work Practice	3		
SWK 320 Human Behavior in the Social Environment 1	3	SWK 2XX Human Behavior in the Social Environment 1	3
SWK 321 Human Behavior in the Social Environment 2	3	SWK 2XX Human Behavior in the Social Environment 2	3
SWK 2XX Direct Practice with Individuals/Couples	3	SWK 3XX Direct Practice with Individuals/Couples	3
SWK 3XX Direct Practice with Families/Groups	3	SWK 3XX Direct Practice with Families/Groups	3
SWK 4XX Macro Social Work Practice	3	SWK 4XX Macro Social Work Practice	3
SWK 115 Difference, Diversity, and Privilege	3	SWK 115 Difference, Diversity, and Privilege	3
SWK 201 Theory and Practice	3		
SWK 2XX Introduction to Research	3		
		PSY 410 Research Methods	3
SWK 220 Health Inequities	3		
SWK 3XX Social Work Field Practicum 1	4		
SWK 4XX Social Work Field Practicum 2	4		
		SWK 3XX Social Work Practicum Experience 1	2
		SWK 3XX Social Work Practicum Experience 2	2
		SWK 4XX Social Work Practicum Experience 3	2
		SWK 4XX Social Work Practicum Experience 4	2
		SWK 3XX Social Work Seminar 1	2
		SWK 3XX Social Work Seminar 2	2
		SWK 4XX Social Work Seminar 3	2
		SWK 4XX Social Work Seminar 4	2
SWK 4XX Social Work Capstone	3	SWK 4XX Social Work Capstone	3
<b>Total Credits Original Program</b>	<b>47</b>	<b>Total Credits Modified Program</b>	<b>46</b>

**Learning Outcomes - L.O.**

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

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

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

**Learning Outcomes - L.O.**

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

1. Students will demonstrate proficiency to make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
2. Students will demonstrate proficiency in understanding diversity and difference in anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels;
3. Students will learn about and make sound judgments regarding the advancement of human rights and social, economic, and environmental justice ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work;
4. Students will learn about and make sound judgments regarding social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;
5. Students will demonstrate the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, engage with individuals, families, groups, organizations, and communities;
6. Students will demonstrate the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, assess individuals, families, groups, organizations, and communities;
7. Students will demonstrate the ability to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, intervene with individuals, families, groups, organizations, and communities;
8. Students will be able to apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, evaluate practice with individuals, families, groups, organizations, and communities.

**Assessment of Learning Outcomes**

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

- Learning outcomes will be measured by the Council of Social Work Education (CSWE) accreditation and by the COSC Social Work faculty.

**Detailed Curriculum for Modified Program**

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

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

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

<b>Course Number and Name</b>	<b>Learning Outcome # (from above)</b>	<b>Pre-Requisite(s)</b>	<b>Credit Hours</b>
SWK 101 Introduction to Social Work	1,2		3
SWK 110 History of Social Welfare	1,2,3		3
SWK 2XX Human Behavior in the Social Environment 1	1,2,3,4,5,6	SWK101 SWK 110	3
SWK 2XX Human Behavior in the Social Environment 2	1,2,3,4,5,6	SWK 2XX Human Behavior in the Social Environment 1	3
SWK 115 Difference, Diversity, and Privilege	1,2,3		3
SWK 3XX Direct Practice with Individuals/Couples	1,2,3,4,5	SWK 2XX Human Behavior in the Social Environment 2	3
SWK 3XX Direct Practice with Families/Groups	1,2,3,4,5,6	SWK 3XX Direct Practice with Individuals/Couples	3
SWK 4XX-Macro Social Work Practice	1,2,3,4,5,6,7,8	SWK 3XX Direct Practice Families/Groups	3
<b>SWK 3XX Social Work Practicum Experience 1</b>	<b>1,2,3,4,5,6</b>	SWK 2XX Human Behavior in the Social Environment 2  <b>Co-Req: SWK 3XX Social Work Seminar 1</b>	<b>2</b>
SWK 3XX Social Work Practicum Experience 2	1,2,3,4,5,6	SWK 3XX Social Work Experience Practicum 1  <b>Co-Req: SWK 3XX Social Work Seminar 2</b>	2
SWK 4XX Social Work Practicum Experience 3	1,2,3,4,5,6,7	SWK 3XX Social Work Practicum Experience 2  <b>Co-Req: SWK 4XX Social Work Seminar 3</b>	2
SWK 4XX Social Work Practicum Experience 4	1,2,3,4,5,6,7,8	SWK 4XX Social Work Practicum Experience 3  <b>Co-Req: SWK 4XX Social Work Seminar 4</b>	2
<b>SWK 3XX Social Work Seminar 1</b>	<b>1,2,3,4,5,6</b>	SWK 2XX Human Behavior in the Social Environment 2  <b>Co-Req: SWK 3XX Social Work Seminar 1</b>	<b>2</b>
SWK 3XX Social Work Seminar 2	1,2,3,4,5,6	SWK 3XX Social Work Seminar 1  <b>Co-Req: SWK 3XX Social Work Practicum Experience 2</b>	2
SWK 4XX Social Work Seminar 3	1,2,3,4,5,6,7	SWK 3XX Social Work Seminar 2	2



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

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

		<b>Co-Req: SWK 4XX Social Work Practicum Experience 3</b>	
SWK 4XX Social Work Seminar 4	1,2,3,4,5,6,7,8	SWK 4XX Social Work Seminar 3	2
		<b>Co-Req: SWK 4XX Social Work Practicum Experience 4</b>	
SWK 4XX Social Work Capstone	1,2,3,4,5,6,7,8	SWK 4XX Macro Social Work Practice SWK 4XX Social Work Practicum Experience 4 SWK 4XX Social Work Seminar 4	3
PSY 410 Research Methods		ENG 101, ENG 102, and Statistics	3
<b>Open Electives</b> (Indicate number of credits of open electives)			30-36 TBD
<b>Total Program Credits:</b>			<b>46</b>

**Description of Related Modification(s)**

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

- Per CSWE Standards, before meeting the requirements, applying to, and being accepted into, the Bachelor of Social Work (Professional) program, students who want to major in social work are admitted as "Pre-Professional Social Work." Transfer students, first-year students, and students changing their majors will come in as Pre-Professional Social Work until they have formally been accepted into the social work program.

**Description of Resources Needed**

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

- Field Placement Assessment Software

**Previous Three Years Enrollment and Completion for the Program being Modified (only fall 2022 data as program began that semester)**

ACTUAL Enrollment	Fall Term, Year 2022		Fall Term, Year		Fall Term, Year	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Transfers In						
New Students	6	23				
Returning Students						
<b>Actual Headcount Enrollment</b>						
<b>Fall FTE accounted for by Program Majors</b>	13.7					
<b>Size of Credentialed Group(s) for Given Year</b>						

**Impact of Modification on Enrollment and Completion**

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

We do not anticipate any impact on current or future enrollment projections.

**Other Considerations**

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

Please note that this program is currently in the first year with AY 22-23. Year two (AY23-24) continues to project a net loss as programs are expected to be at least break even by year 3 (which is projected to happen with the BSW program).

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

**APPLICATION FOR MODIFICATION OF AN ACCREDITED PROGRAM**

**SECTION 3: RESOURCES AND FINANCIAL CONSIDERATIONS**

**Cost Effectiveness and Availability of Adequate Resources**

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

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

<b>PROJECTED Program Revenue</b>	<b>Fall 23</b>	<b>Fall 24</b>	<b>Fall 25</b>
Tuition (do not include internal transfers)	\$225,852	\$459,360	\$555,826
Program-Specific Fees	\$19,936	\$31,320	\$37,898
Other Revenue (Auxiliary from Bookstore Sales)	\$6,675	\$13,500	\$14,850
<b>Total Estimated Program Revenue</b>	<b>\$252,463</b>	<b>\$504,180</b>	<b>\$608,574</b>
<b>PROJECTED Program Expenditures*</b>	<b>Fall 23</b>	<b>Fall 24</b>	<b>Fall 25</b>
Administration (Chair or Coordinator)	\$225,000	\$235,125	\$246,881
Faculty (Full-time, total for program)			
Faculty (Part-time, total for program)	\$81,455	\$165,672	\$182,240
Support Staff			
Library Resources Program			
Equipment (Field Placement Assessment Software)	\$8,000	\$8,000	\$8,000
Other (e.g., Marketing specific to BSW)	\$5,000	\$5,000	\$5,000
Estimated Indirect Costs (e.g., travel)	\$7,500	\$8,000	\$8,000
<b>Total Estimated Program Expenditures</b>	<b>\$326,955</b>	<b>\$421,797</b>	<b>\$450,121</b>

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

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

**SECTION 4: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <https://www.charteroak.edu/social-work/>

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

Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information:  
[https://www.charteroak.edu/catalog/current/fees\\_financial\\_aid\\_scholarships/undergraduate-current-fees.php](https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/undergraduate-current-fees.php)

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

**Catalog Description**

Provide the catalog description for this program (with proposed modifications if applicable): Within the college's mission framework, the BSW program at Charter Oak State College aims to prepare and educate baccalaureate-level students about generalist social work practice and long-term professional and personal development. The program strives to create leaders and change agents in the profession. To develop proficient, ethical practitioners who embrace diversity, recognize a professional social work identity, and retain a commitment to service to the professional community and vulnerable groups subjected to oppression due to social and economic injustice.

**Program Goals**



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

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

1. To participate in accomplishing Charter Oak State College and the Social Work's mission and goals by developing professional social work professionals with the knowledge, skills, values, and responsibility necessary for ethical practice at the baccalaureate level.
2. To give the student the teaching, field experiences, and opportunities to build mastery in the values, knowledge, and skills embodied in the core strengths necessary for efficient, sensitive, credible, and ethical social work practice.
3. To foster an inclusive community that encourages students to grow intellectually, ethically, emotionally, and physically.
4. Support local social service agencies by providing new social workers and services, including training, continuing education, research, and evaluation.
5. To provide learning experiences that cultivate analytical and critical thinking and communication skills.

The Charter Oak State College bachelor social work program aims to promote and uphold the profession's mission, values, and ethical standards. This program encourages students to help individuals with various backgrounds and concerns by advocating on their behalf. It also helps individuals access the necessary resources to enhance their quality of life.

Students completing the Bachelor of Science in Social Work (BSW) will have an understanding of the history and ethics underlying the field, how to engage in a professional capacity aligned with the field, to demonstrate the ability to assess and intervene with individuals, families, groups, organizations, and communities, and to evaluate their practice.

The BSW degree will prepare students to work in settings including nursing home facilities, mental health agencies, the criminal justice service system, and substance abuse treatment facilities, and in areas including mental health, elder adult care, substance abuse recovery, criminal justice, case management, and advocacy.

This major requires a minimum of 120 credit hours, including all major and elective courses in social work. All major social work required courses must be completed with a “B” (3.0) or higher grade. All general education courses including if taken PSY 216 and PSY 410 must be completed with a “C” (2.0) or higher grade.

Social Work courses successfully completed at Charter Oak State College must comprise two-thirds of the major's credit hours. These include: Human Behavior in the Social Environment 2 (3cr), All of the Direct Practice courses (9cr), All of the Practicum courses (8cr), All of the Seminar courses (8cr), and the Capstone course (3cr) for a total of 31 credits.

*Note: Charter Oak State College's Bachelor of Social Work (BSW) program is seeking accreditation by the [Council on Social Work Education \(CSWE\)](#), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA).*

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

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

*CSWE's Commission on Accreditation is responsible for developing standards that define competent preparation for professional social workers and ensuring that social work programs meet these standards. CSWE does not allow Life/Work Experiences to be credited towards any required social work courses within Charter Oak State College Social Work program.*

*Seeking accreditation will not hinder students professionally or educationally. Graduates of the social work program can seek employment and/or pursue a traditional two-year MSW degree.*

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 21-0000----- 21-20000

- 21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists
  - 21-1010 Counselors
    - 21-1011 [Substance Abuse and Behavioral Disorder Counselors](#)
    - 21-1012 [Educational, Guidance, and Career Counselors and Advisors](#)
    - 21-1013 [Marriage and Family Therapists](#)
    - 21-1014 [Mental Health Counselors](#)
    - 21-1015 [Rehabilitation Counselors](#)
    - 21-1019 [Counselors, All Other](#)
  - 21-1020 Social Workers
    - 21-1021 [Child, Family, and School Social Workers](#)
    - 21-1022 [Healthcare Social Workers](#)
    - 21-1023 [Mental Health and Substance Abuse Social Workers](#)
    - 21-1029 [Social Workers, All Other](#)
  - 21-1090 Miscellaneous Community and Social Service Specialists
    - 21-1091 [Health Education Specialists](#)
    - 21-1092 [Probation Officers and Correctional Treatment Specialists](#)
    - 21-1093 [Social and Human Service Assistants](#)
    - 21-1094 [Community Health Workers](#)
    - 21-1099 [Community and Social Service Specialists, All Other](#)
- 21-2000 Religious Workers
  - 21-2010 Clergy
    - 21-2011 [Clergy](#)
  - 21-2020 Directors, Religious Activities and Education
    - 21-2021 [Directors, Religious Activities and Education](#)
  - 21-2090 Miscellaneous Religious Workers
    - 21-2099 [Religious Workers, All Other](#)

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? \$46,500 depending on education

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

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

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 621330 Offices of Mental Health Practitioners (except Physicians)

**Career/Program Pathways**

Does this program prepare students for another program? ☒ Yes, specify program: Master of Social Work (MSW) ☐ No

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Dr. Solomon D. [Hill—shill2@charteroak.edu](mailto:Hill—shill2@charteroak.edu) 860-515-3899

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

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 4

**Admission Requirements**

Admission to the Social Work program is selective. Candidates for the program must meet the following requirements:

- Be accepted to the College as a degree-seeking student
- Have completed the following coursework with a grade of C or better: English Composition 1 (ENG 101 or equivalent); English Composition 2 (ENG 102 or equivalent); Statistics (MAT 105 or equivalent) or Statistics for Behavioral Sci/Psychology (PSY 216 or equivalent)
- Have completed the following coursework with a grade of B or better: Intro to Social Work (SWK 101 or equivalent), History of Social Welfare (SWK 110 or equivalent)

Candidates for the Social Work program must submit electronically:

An application for the BSW program

An essay that speaks to how the candidate's background/experience prepares them to be successful in the BSW program

A professional resume

Candidates will also be required to complete a virtual interview with the Program Director or their designee – typically 15-30 minutes in length. Candidates will be apprised in writing of the admissions decision.

Successful candidates will be admitted to the Social Work program for Fall Term 1 (August) and Spring Term 1 (January)

**Graduation Requirements**

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

- Capstone SWK 495

**Program Work Experiences**

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

If yes, describe and attach copies of the contracts or other documents ensuring program support: See template of field contract. Per CSWE Standards, each student is required to complete a minimum of 400 hours of field placement.

**Prospective Students**

Describe the prospective students for the program: All students are welcome who have the passion to contribute to the social work and abide by the Council of Social Work Education requirements, the Core Competences', and the Code of Ethics.

# **CSCU** Board of Regents

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

### **RESOLUTION**

Concerning

Modification of a Program

Studio Art – B.A.

Southern Connecticut State University

May 18, 2023

RESOLVED: That the Board of Regents for Higher Education approve the modification of a program – BA in Studio Art (CIP Code: 36.0110/ OHE# 682), specifically a name change, at Southern Connecticut State University.

A True Copy:

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Alice Pritchard, Secretary of the  
CT Board of Regents for Higher Education

**ITEM**

Modification to B.A. in Studio Art at Southern Connecticut State University.

**PROPOSED CHANGE**

The proposed name change from “Studio Art” to “Art and Design” reflects the evolution of the department to be inclusive of art and design, encompassing the breath of the department’s disciplines and students’ career trajectories. The name change will group studio programs alphabetically with the Department of Art and Design’s other degree programs, "Art Education" and "Art History,” and will add coherence to how the Department of Art and Design is listed in the University catalog.

Having all art programs listed together will make the department's offerings easier for students to find and help them understand the cohesive nature of the Department of Art and Design.

**RECOMMENDATION**

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

04/6/2023 – BOR - Academic and Student Affairs Committee

05/18/2023 – Board of Regents

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

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

NAME CHANGE REQUEST		
<b>Institution:</b> SCSU	<b>Date of Submission to CSCU Office of the Provost:</b> 02/13/23	
<b>NOTE:</b> Use this form if modifying only the name of the program.		
<b>Current Program Characteristics</b> Name of Program: Studio Art OHE #: 682 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BA, BS</b> Date Program was Initiated: 1.1.1976 Total # Credits in Program: 120 # Credits in General Education: 45 CIP Code Number: 36.0110   Title of CIP Code: ART Department where program is housed: Department of Art and Design Location Offering the Program ( <i>e.g., main campus</i> ): main campus		
<b>Proposed New Name of Program:</b> BA- Art and Design, BS- Art and Design, Minor in Art and Design		
<b>Proposed Date Name Change Becomes Effective:</b> Fall 2023		
<b>Explanation / Justification</b> <i>Provide a concise rationale for the name change request, and discuss any anticipated impact upon the institution, its mission, and its students.</i> Name change reflects the evolution of the department to be inclusive of art and design which encompasses the breath of our department's disciplines and our students' career trajectories. Name changes for the "Studio Art" BA to "Art and Design" will group studio programs alphabetically with the Department of Art and Design's other degree programs: "Art Education" and "Art History". This name change adds coherence to how the Department of Art and Design is listed in the University catalog. Having all art programs listed together will make the department's offerings easier for students to find and help them understand the cohesive nature of the Department of Art and Design.		
<b>Programmatic Changes</b> <i>If applicable, provide a concise discussion regarding any programmatic changes to be necessitated by the requested name change.</i> The name change itself does not require changes, but the program has submitted a modification nevertheless.		
<b>Cost and Availability of Adequate Resources</b> <i>If applicable, provide a one paragraph narrative addressing additional cost and resources necessitated by the requested name change.</i> n/a		
<b>Institutional Contact for this Proposal:</b> Dr. Robert Prezant	<b>Title:</b> Provost & VPAA	<b>Tel.:</b> 203.392.5355 <b>e-mail:</b> PrezantR1@southernct.edu

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> SCSU	Date of Submission to CSCU Office of the Provost: 02.15.23
Most Recent NECHE Institutional Accreditation Action and Date: 2022	
Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 ( <i>Application for Modification of an Accredited Program</i> ).	
Total Number of courses and course credits to be modified by this application: 9	
For the singular changes noted below, alternate forms are available: <div style="margin-left: 20px;"><input type="checkbox"/> If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i> <input type="checkbox"/> If only modifying program name, use form XXX <i>Application for Name Change</i> <input type="checkbox"/> If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i> <input type="checkbox"/> If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></div>	
<b>Original Program Characteristics</b> Name of Program: BA- Studio Art* OHE #: 682 Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): <b>BA</b> Date Program was Initiated: 1976 Total # Credits in Program: 120 # Credits in General Education: 45 CIP Code Number: 36.0110 Title of CIP Code: ART *Separate Name Change Form also submitted	
<b>Modified Program Characteristics</b> Name of Program: BA- Art and Design Modality of Program ( <i>check all that apply</i> ): <input checked="" type="checkbox"/> On ground <input type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program Type ( <i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i> ): Initiation Date for Modified Program: Fall 2023 Anticipated Date of First Graduation: Total # Credits in Program: 120 # Credits in General Education: 45 CIP Code Number: 36.0110 Title of CIP Code: ART	
Department where program is housed: Department of Art and Design Location Offering the Program ( <i>e.g., main campus</i> ): main campus	
If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Institutional Contact for this Proposal:</b> Robert Prezant	Title: Provost/VPAA Tel. 203.392.5350 e-mail: PrezantR1@southernct.edu

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

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

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

**Rationale for Modification**

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

The BA in Art and Design allows you to combine art and design disciplines in ways to help you achieve personal and professional learning goals. With the guidance of an advisor in the Department of Art and Design, you can self-curate knowledge and skills across a range of courses in the Department of Art and Design including all studios, art history and art education. This flexible BA in Art and Design is also a great option for transfer students, students changing majors, and students returning to college who have completed coursework in the past, and whose credits might be applied across multiple areas within the Department of Art and Design.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
ART 150 (LEP T2 CD)	3	ART 114 (LEP T1 TF)	
ART 493 (LEP T3 Cap)	3	ART 150 (LEP T2 CD)	
ART 104	3	ART 104	3
ART 105	3	ART 105	3
ART 112	3	ART 112	3
ART 113	3	ART 113	3
ART 151	3	ART 151	3
Art History 300+	3	Seven additional courses taken within the Department of Art and Design	21
Art History 300+	3		
Six courses of studio art, with at least two courses at, or above, the 300-level	18		
<b>Total Credits Original Program</b>	<b>27</b>	<b>Total Credits Modified Program</b>	<b>36</b>

**Learning Outcomes - L.O.**

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

1. Please see page 19 of attachment from Art Department Program Review (StAR) Report
- 2.
- 3.
- 4.
- 5.

**Assessment of Learning Outcomes**

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

**Detailed Curriculum for Modified Program**

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



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

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
Please see pages 20 – 23 of attached Art Department Program Review (StAR) Report			
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			
<b>Total Program Credits:</b>			
<b>Description of Related Modification(s)</b> Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements <b>N/A</b>			
<b>Description of Resources Needed</b> As appropriate, summarize faculty and administrative resources, library holdings, specialized equipment, etc. required to implement the proposed modification and estimate the total cost. <b>N/A</b>			

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://www.southernct.edu/academics/art/programs">https://www.southernct.edu/academics/art/programs</a>	
IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 4	
Provide estimated cost of program (tuition and fees): OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a> <input type="checkbox"/>	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Catalog Description</b> Provide the catalog description for this program (with proposed modifications if applicable): The graduation requirements are listed below. In addition, students select free electives to reach 120 credits overall required for the degree. The department website provides an overview of the program, admission requirements for the major (when applicable), faculty biographies, learning outcomes, and careers: <a href="https://www.southernct.edu/academics/art/programs">https://www.southernct.edu/academics/art/programs</a> .	
<b>Careers/Professions and Earnings</b> Identify the careers and professions available to graduates of the program using the <a href="#">Standard Occupational Classification</a> (SOC) system. Provide SOC code number(s) and name(s): 27-1000 Art and Design Workers What would be the median estimated earnings for a graduate in this profession ( <i>if more than one SOC code listed, include earnings for each</i> )? \$57,220	
<b>Applicable Industries</b> Identify the industry applicable to this program using the <a href="#">North American Industry Classification System</a> (NAICS). Provide NAICS code(s) and title(s): 71 Arts, Entertainment, and Recreation	
<b>Career/Program Pathways</b> Does this program prepare students for another program?    Yes, specify program:    No x	

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

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Greg Cochenet, Professor of Art, Ceramics, Department of Art and Design  
SCSU, 203-392-8880  
cochenetg1@southernct.edu

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

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

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

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

**Admissions Requirements**

What are the admissions requirements for the program? <https://www.southernct.edu/admissions/first-year>

**Graduation Requirements**

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

If yes, describe: Minimum of 50 percent of studio art credits must be earned at Southern Connecticut State University.  
'C' or better required

**Program Work Experiences**

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

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

**Prospective Students**

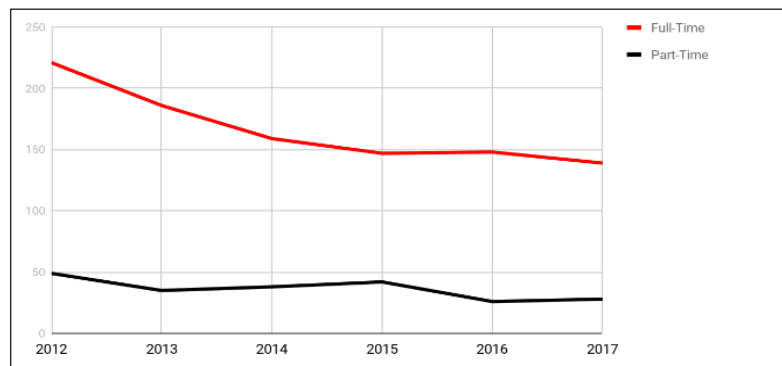
Describe the prospective students for the program: This flexible BA in Art and Design is a great option for transfer students, students changing majors, and students returning to college who have completed coursework in the past, and whose credits might be applied across multiple areas within the Department of Art and Design. For student demographics, please see pages 14 – 15 of attached Art Department Program Review (StAR) Report.

## Student Demographics

The rich diversity of the university is no more well represented than in the Art Department. Our students come to us as:

- ï The first member of their family to pursue a bachelor's degree.
- ï Individuals looking to launch a career in the visual arts by pursuing a bachelor's degree.
- ï Transfer students looking to complete a degree that began at either a:
  - ï Community college; and/or
  - ï Other 4-year degree-granting institution
- ï Students interested in pursuing a minor to supplement their primary degree.
- ï Students completing an Art Department course cluster as part of an IDS degree.
- ï Students interested in completing a LEP requirement.
- ï Students interested in taking a course as an elective or for personal enrichment.
- ï Community members taking a course or course progression as part of their own continuing education.

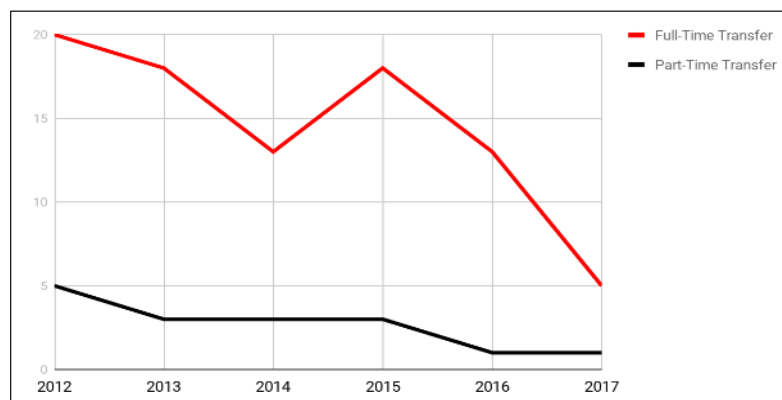
### Art Department Enrollments: Full-Time & Part-Time



Data provided by the Office of Institutional Research, included as Appendix BE.

Enrollment trends generally follow those of the university and highlight an opportunity to reinvigorate recruitment and outreach efforts.

### Art Department Transfer Students: Full-Time & Part-Time



Data provided by the Office of Institutional Research, included as Appendix BE.

Enrollment trends highlight an opportunity to reinforce transfer pipelines into the Art Department from external institutions, such as area community colleges.

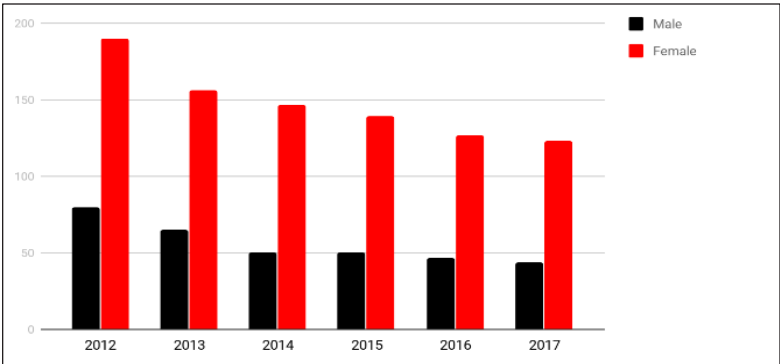
# Student Demographics

Continued

Enrollments related to gender have only been provided as male or female. A binary system of data collection does not allow for the representation of non-binary, gender non-conforming students.

A more inclusive practice of data collection would allow departments to highlight when those students are served, and served well.

## Art Department Enrollments by Gender

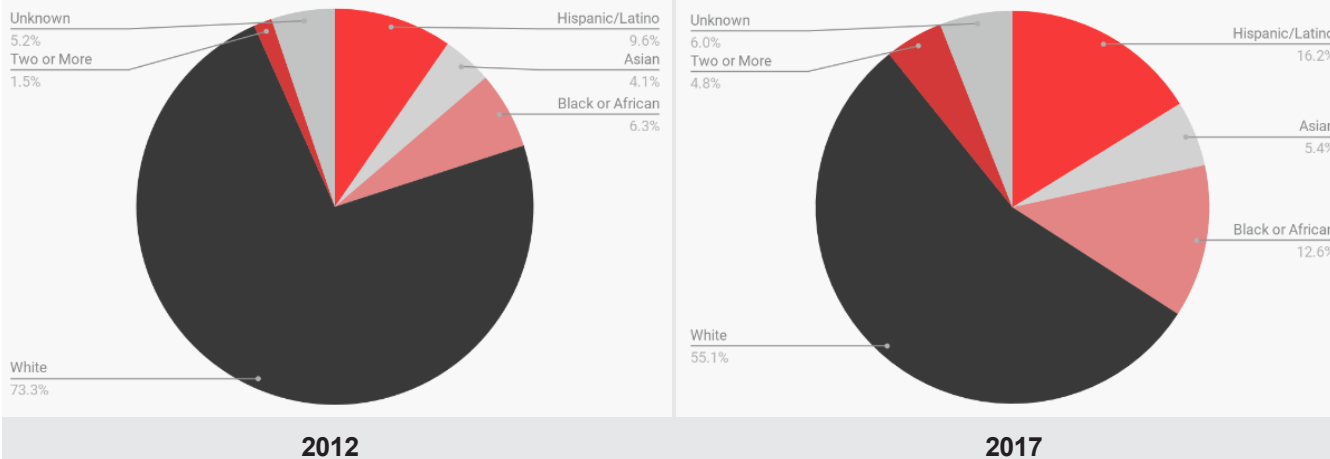


Data provided by the Office of Institutional Research, included as Appendix BE.

Enrollment trends generally follow those of the university and highlight that department is reaching a predominantly female population.

## Art Department Enrollments by Ethnicity: 2012 vs 2017

Data provided by the Office of Institutional Research, included as Appendix BE.



Enrollment trends reveal that the Art Department is currently serving a proportionally more diverse population of students.

However, it is important to note that this shift (from 2012 to 2017) is primarily the result of a decline in enrollments in one category. In 2012 the Art Department served 198-students who reported as white. This is compared to 92-students of the same ethnicity reported in 2017. Other demographics remained relatively constant, such as Hispanic/Latino: 26 majors in 2012, 27 majors in 2017. Black or African American majors also remained relatively constant and were reported as 17 in 2012 and 21 in 2017.

This data provides the Art Department with an opportunity to reengage with a declining population, while continuing to support and recruit those populations that have remained constant.

## Question 2

### What are your goals for student learning & how do you know you are achieving them?

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Goals for student learning for the Art Department were developed by Art Department faculty who are content-area experts in their respective fields of study.

Goals for student learning are articulated and refined by faculty, as needed, at the course, concentration, program, and department-level.

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#### Student Learning Outcomes (SLOs)

Art Department

**SLO 1** – Understand the principles of art and design and use related problem-solving skills to organize, analyze and interpret visual phenomena.

**SLO 2** – Understand and use fundamental studio practice, techniques, materials, and various creative methodologies.

**SLO 3** – Understand the significance of major periods and works in the history of art (Western, and non-Western)

**SLO 4** – Through successful completion of an area of study, effectively use techniques and materials of the discipline with knowledge of the traditional and contemporary practices of the area.

**SLO 5** – Effectively choose materials, processes, form, and content to engage in substantive self-directed artistic activity.

**SLO 6** – Exercise critical analysis applied to their own work and the work of others.

**SLO 7** – Though completion of cognate courses, understand fundamentals of studio practice shared across studio disciplines

**SLO 8** – Understand precedents of art history as context for contemporary artistic activity.

**SLO 9** – Assimilate knowledge by being able to make connections between art-making and other diverse fields.

**SLO 10** – Communicate effectively orally and in writing about art to general and specialized audiences.

**SLO 11** – Demonstrate effective preparation and presentation of work with an understanding of basic professional practices in the field.

*A curriculum matrix is included in the following section of this report, mapping the above Student Learning Outcomes to courses offered in the department. The curriculum matrix demonstrates how courses in the Art Department link together, ensuring there are no gaps in coverage of student learning outcomes.*

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## Curriculum Matrix

Student Learning Outcomes /  
Courses Offered

Course details/descriptions for those included on the Curriculum Matrix are available as syllabi, included as Appendix BJ. Student Learning Outcomes (SLOs) are outlined in the previous section of this report, titled *Student Learning Outcomes*.

The Curriculum Matrix for the Art Department is divided into a number of course clusters that follow department/degree structure. Service to and support of the General Education [Liberal Education Program (LEP)] has been indicated where appropriate, by course cluster.

As part of this self-study, individual content areas articulated learning outcomes specific to their programs as part of their area reports. Discussions of area-specific student learning outcomes are included as Appendix AD.

The curricular matrix reaffirms the structure and offerings of the Art Department as the matrices demonstrate the interconnectivity of coursework needed to meet student learning outcomes for all areas/ fields of study found within the Art Department.

---

### Foundations - Art History

Courses provide an introduction to Art History with a focus on analytical and viewing skills vital for thinking critically about the visual arts. Courses available in this cluster are required of all majors in the Art Department. In addition, these courses serve the Liberal Education Program (LEP), satisfying degree requirements for non-Art Department majors, as follows:

Tier 2: Cultural Expression – ART 104, ART 105

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
ART 104 X			X			X		X		X	
ART 105 X			X			X		X		X	

---

### Foundations - Studio Art

Courses provide an introduction to Studio Art with a focus on art-making/creating. Courses available in this cluster are required of all Studio Art majors in the Art Department. In addition, these courses serve the Liberal Education Program (LEP), satisfying degree requirements for non-Art Department majors, as follows:

Tier 2: Creative Drive – ART 113, ART 150, ART 151

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
ART 112 X		X			X	X	X		X	X	
ART 113 X		X			X	X	X		X	X	
ART 150 X		X			X	X				X	
ART 151 X		X			X	X				X	

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## Curriculum Matrix

Student Learning Outcomes /  
Courses Offered (Continued)

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### Art History

The diverse offerings of courses in Art History expose students to a wide range of art historical periods and contexts, as well as to multiple approaches and methodologies. Goals for student learning comprise both content and method. Courses available in this cluster satisfy degree requirements for all majors in the Art Department, while also providing W-Course credit as writing intensive courses. In addition, a course in this cluster serves the Liberal Education Program (LEP), satisfying degree requirements for non-Art Department majors, as follows:

Tier 3: Connections – ART 401

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
ART 300 X			X			X		X	X	X	
ART 301 X			X			X		X	X	X	
ART 303 X			X			X		X	X	X	
ART 306 X			X			X		X	X	X	
ART 307 X			X			X		X	X	X	
ART 309 X			X			X		X	X	X	
ART 311 X			X			X		X	X	X	
ART 322 X			X			X		X	X	X	
ART 327 X			X			X		X	X	X	
ART 400 X			X			X		X	X	X	
ART 401 X			X			X		X	X	X	X
ART 429 X			X			X		X	X	X	
ART 492 X			X			X		X	X	X	X



## Curriculum Matrix

Student Learning Outcomes /  
Courses Offered (Continued)

### Studio Art

The diverse offerings of courses and concentrations in Studio Art expose students to a wide range of art-making practices, as well as a multitude of creative approaches and methodologies. Courses utilize a hands-on, experiential learning approach, where students learn by doing. Courses available in this cluster satisfy degree requirements for all majors in the Art Department, while also providing continuing education, and elective opportunities to the campus community. In addition, courses in this cluster serves the Liberal Education Program (LEP), satisfying degree requirements for non-Art Department majors, as follows:

Tier 2: Creative Drive – ART 201, ART 220, ART 225, ART 233, ART 236, ART 240, ART 241, ART 250, ART 260, ART 261, ART 264

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
ART 201 X	X	X			X	X			X	X	
ART 215 X	X	X		X	X	X	X		X	X	
ART 216 X	X	X		X	X	X	X		X	X	
ART 220 X	X	X		X	X	X	X		X	X	
ART 233 X	X	X		X	X	X	X		X	X	
ART 236 X	X	X		X	X	X	X		X	X	
ART 237 X	X	X		X	X	X	X		X	X	
ART 238 X	X	X		X	X	X	X		X	X	
ART 240 X	X	X		X	X	X	X		X	X	
ART 241 X	X	X		X	X	X	X		X	X	
ART 250 X	X	X		X	X	X	X		X	X	
ART 260 X	X	X		X	X	X	X		X	X	
ART 261 X	X	X		X	X	X	X		X	X	
ART 262 X	X	X		X	X	X	X		X	X	
ART 264 X	X	X		X	X	X	X		X	X	
ART 310 X	X	X		X	X	X	X		X	X	X
ART 315 X	X	X		X	X	X	X		X	X	X
ART 316 X	X	X		X	X	X	X		X	X	X
ART 320 X	X	X		X	X	X	X		X	X	X
ART 321 X	X	X		X	X	X	X		X	X	X
ART 336 X	X	X		X	X	X	X		X	X	X

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## Curriculum Matrix

Student Learning Outcomes /  
Courses Offered (Continued)

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### Studio Art (Continued)

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
ART 337 X	X			X	X	X	X		X	X	X
ART 338 X	X			X	X	X	X		X	X	X
ART 340 X	X			X	X	X	X		X	X	X
ART 341 X	X			X	X	X	X		X	X	X
ART 362 X	X			X	X	X	X		X	X	X
ART 368 X	X			X	X	X	X		X	X	X
ART 415 X	X			X	X	X	X		X	X	X
ART 430 X	X			X	X	X	X		X	X	X
ART 440 X	X			X	X	X	X		X	X	X
ART 441 X	X			X	X	X	X		X	X	X
ART 450 X	X			X	X	X	X		X	X	X
ART 451 X	X			X	X	X	X		X	X	X
ART 493 X	X			X	X	X	X		X	X	X
ART 497 X	X			X	X	X			X	X	X

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**Connecticut State Colleges & Universities**

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

SECTION 1: GENERAL INFORMATION		
<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 2.15.23	
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> 2022		
<b>Parent Program</b> Name of Program: Master of Arts in Teaching (MAT) Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): MA OHE #: 19375 CIP Code Number: 13.0101      Title of CIP Code: Education, General		
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: World Languages Education (French 7-12, German 7-12, Italian 7-12, Spanish 7-12) Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 25 Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.southernct.edu/teaching-ma">https://www.southernct.edu/teaching-ma</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): Master of Arts Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Completion: December 2024 Total # Credits in Program: 42.5 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ):		
Provide estimated cost of program (tuition and fees): \$      OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>		
CIP Code Number: same as above      Title of CIP Code:		
Department where program is housed: Curriculum & Learning Location Offering the Program ( <i>e.g., main campus</i> ): main campus		
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Provide the intended catalog description for this program: <a href="https://www.southernct.edu/academics/curriculum-learning">https://www.southernct.edu/academics/curriculum-learning</a>		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: Post-Bacc CIP:      OHE#:      BOR Accreditation Date: Phase Out Period      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <div style="margin-left: 20px;"> i If seeking specialized/professional/other accreditation, name of agency and intended year of review:  i If program prepares graduates eligibility to state/professional licensure,  <div style="margin-left: 20px;"> o identify credential: CT Dept of Ed: 018 French, 7-12, 019 German 7-12, 020 Italian 7-12, or 023 Spanish 7-12  o confirm NC-SARA requirements met: <input type="checkbox"/> Yes   <input type="checkbox"/> No </div> </div> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )		
<b>Institutional Contact for this Proposal:</b> Dr. Robert S. Prezant	<b>Title:</b> Provost and VP for Academic Affairs	<b>Tel.:</b> (203) 392-5350 <b>e-mail:</b> PrezantR1@southernct.edu
<b>NOTES:</b>		

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**Connecticut State Colleges & Universities**

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- ī This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- ī This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

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

This program directly addresses the mission of the College of Education and its role in the greater community. This concentration will add to our recently approved Master of Arts in Teaching program. This program allows candidates with a bachelor's degree the opportunity to get certified to teach and also obtain their Master's degree—which they will ultimately need to advance their certification. Southern has traditionally catered to non-traditional students and we seek to serve underrepresented populations. We are also an institution of access. So, while other private schools in the state offer programs like this, ours is attainable and affordable for the general population. Additionally, the other state schools that offer similar programs generally offer it as a cohort program with prescribed days and times. Our method of delivery offers more flexibility for the population of candidates we cater to.

**Addressing Identified Needs**

- ī How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*  
Public education is a topic that addresses both workforce needs and the wellbeing of communities. SCSU is one of the largest preparers of public school teachers in the state and this new concentration adds to our current program, an important component for people who want to get certified at the graduate level. It is well known that public schools in Connecticut are in dire need of well-trained, certified teachers in many shortage areas. However, due to the pandemic, many teachers have left the profession, leaving many districts – especially urban ones, in need of all well-trained, certified teachers in all subject areas, including social studies.  
This new MAT concentration is essential because world languages is a shortage area in Connecticut. Also, there is a wealth of experienced individuals who did not choose education as an undergraduate student and now want to pursue that calling. This program targets, among others, paraprofessionals and substitute teachers who do not hold licensure but need it in order to seek jobs in public schools, as well as, those who are changing careers.
- ī 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?  
This program is going to be housed in the Department of Curriculum and Learning within the College of Education. The faculty who will be involved in this program are experts in all phases of teacher preparation. All our initial certification programs are nationally recognized. Our MAT program will benefit from the expertise of the various faculty in these nationally recognized programs. Additionally, the program will serve the areas of greater New Haven, where the demand of highly qualified licensed teachers is high.  
Another strength of Southern is its commitment to producing and mentoring minority teacher candidates. According to the state document, *Minority Teachers in Connecticut: A Durational Shortage Area Technical Report*, in Connecticut's three largest urban districts, upwards of 85% of the students are minorities, while less than 30% of the teachers are. This difference is staggering, and one that Southern is working to rectify. This MAT program will help in this mission.
- ī Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.

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**Connecticut State Colleges & Universities**

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

Like all programs in the College of Education, this program will be part of our ongoing CAEP accreditation. There are a number of metrics we are required to analyze revolving around equity.

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

All prospective students are required to take the Praxis Core exam prior to acceptance. Students who score below a certain level on each of the three sections (reading, mathematics, writing) will be provided with a support plan to help remediate. This plan is free of charge and students can work on it at their leisure. Additionally, all students applying to this program have already completed a bachelor's degree. Finally, we provide GPA waivers in particular cases.

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

Data will be analyzed at several different levels: the World Languages and Literacy department, which will be providing the content courses, the Curriculum & Learning department which will provide the bulk of the core courses, and the College of Education which will oversee the administration of the program. All three of these stakeholders will also be looking at data collaboratively at our Educator Preparation Program Council (EPPC) meetings.

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

A direct pathway will be for students in the various language BA programs to continue their education with this MAT program. They can apply during senior year, alleviating any lack of continuity and allowing them to start the graduate program as soon as they have graduated.

- ï Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided
- There are other programs that offer the MAT. However, language education is a shortage area in Connecticut. Additionally, students that had been enrolling in the certification-only post-baccalaureate program at Southern will have this new program as a better option.

**Cost Effectiveness and Availability of Adequate Resources**

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

All courses in this concentration are already being taught, so there is no need for additional resources.

**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.

n/a

**Student Recruitment / Student Engagement**

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

The main source of enrollment will be students who received a bachelor's degree in world languages, either at SCSU or another university. We will market to undergraduate students at Southern, as well as people who work in uncertified positions in local schools.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

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We have yet to see retention and completion issues in the current MAT concentrations. We have found that once graduate students make the decision to attend, they are very serious about completing the program. With that being said, we do have scholarships, such as the College of Education's Shea Scholarship, to assist with those who are struggling financially.

**Careers/Professions & Estimated Earnings**

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

- i 25-2022 Middle School Teachers, Except Special and Career/Technical Education
- i 25-2031 Secondary School Teachers, Except Special and Career/Technical Education

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

According to Connecticut.Teach.Org, the median Connecticut teacher salary is \$79,742. Teacher unions ensure that salaries are based on longevity rather than subject area taught. Therefore, the median salary listed would apply to all SOC codes.

**Applicable Industries**

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

611110 Elementary and Secondary Schools

**Career/Program Pathways**

Does this program prepare students for another program? x Yes, specify program: 6<sup>th</sup>-Year Certificate, Ed.D. ☐ No

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. Candidates will use best practices in effectively dealing with typical and atypical students, as well as English Language Learners (ELLs).
2. Candidates will differentiate teaching to accommodate the varied needs of students.
3. Candidates will use best practices in classroom management and effectively display these practices in supervised settings to ensure that they are classroom ready.
4. Candidates will successfully complete a semester-long student teaching placement.
5. Candidates will integrate best practices to teach their specialty-area subject matter and effectively reach each learner in their classroom.

**Assessment of Learning Outcomes**

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

There are three main assessments that can be used to measure learning outcomes. One is student performance on the Praxis 2 exam. Students need to pass this test to attain certification. The second is performance on the edTPA Portfolio. This assessment is completed by students during student teaching. Again, a passing score is needed in order to become certified. Finally, students will be assessed on the projects created in EDU 591 – Special Project in Education. This capstone experience is the culmination of skills they have learned in the program.

**Program Administration**

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

ï Name: Dr. Maria Diamantis, MAT Director

ï Email: [diamantism1@southernct.edu](mailto:diamantism1@southernct.edu) Phone: (203) 392-6143

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

Dr. Diamantis has served as the MAT Director since the start of the program. She receives 3 credits for this coordination.

**Program Faculty**

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

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

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

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

What percentage of program credits will be taught by adjunct faculty? 12%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: All adjunct faculty teaching in this program will either have a doctorate degree or will be ABD.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Luisa Piemontese	Ph.D. Yale University	World Language Pedagogy and Methodology; Spanish language, Literature, and Linguistics / Teacher trainer and supervisor	Coordinator of Teacher Certification, Coordinator of the Spanish Program
Elena Schmitt	PhD University of South Carolina	Applied Linguistics, TESOL, WL pedagogy / Teacher trainer and supervisor; secondary school teaching ESL	Coordinator of the TESOL program
Yan Wei	Ph.D. University of Connecticut	Special Education	
Meghan Brahm	Ph.D. National University of Ireland, Galway	Special Education/ASD/ABA	
Louise Shaw	Ph.D. Hofstra	Literacy	Coordinator, Graduate Reading Program
Regine Randall	Ph.D. University of Connecticut	Content-Area Literacy	
Helen Marx	Ph.D. University of Connecticut	Global Education	
Angela Lopez-Velazquez	Ph.D. University of Illinois, Urbana	English Language Learners	
Marisa Ferraro	Ph.D. University of Massachusetts	Literacy/Bilingual Education	Bilingual Education Coordinitor



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Travis Marn	Ph.D. University of South Florida	Research/Educational Psychology	
Adam Goldberg	Ed.D. Teachers College, Columbia University	Math Education/Research	Chair, Department of Curriculum & Learning

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Core MAT Courses</b>			
EDU 508: Introduction to Teaching	2,3		3
SED 502: Introduction to Exceptional Learners	1,2		3
SED 503: Learning Theory and Development	1,3		3
EDU 588: Research and Assessment in Education	5		3
EDU 591: Special Project in Education	5	EDU 588	3
EDU 509: Student Teaching Seminar	1-5	All MAT Courses	3
EDU 571: English Language Learners	1		2
RDG 500: Literacy in the Content Areas	1		1.5
EDU 593: MAT Student Teaching	1-5		9
EDU 544: Classroom Management	3		3
<b>Content-Specific Courses</b>			
WLL 491: Methods of Teaching for Language	5		4
TSL 502: Introduction to Linguistics	5		3
TSL 503: Second Language Acquisition	5		3
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			0
<b>Total Program Credits:</b>			<b>43.5</b>

What are the admissions requirements for the program?

- i The first requirement is a minimum GPA of 2.7. Students between 2.7 and 3.0 will be conditionally admitted to the School of Graduate Studies and School of Education only through a waiver process approved by the Dean of Education.
- ii Additionally, per State of Connecticut regulations, all candidates will need to have taken a course in five of the six curricular areas listed below, along with a course in U.S. History
  - English
  - Natural Science
  - Math
  - Social Studies
  - Foreign Language
  - Fine arts

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



If yes, describe:

Students complete a capstone research experience in EDU 591- Special Project in Education

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

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

Students complete their first fieldwork experience in EDU 508. This placement is arranged for them by the College of Education Office of Student Services. They will have another fieldwork experience in their primary methods course – WLL 491. Again, this placement will be arranged for them. Their final experience will be during their 16-week student teaching placement. Copies of the Field Placement Documents attached separately.

Describe the prospective students for the program:

Prospective students for this program would include students who received a bachelor's degree in one of the four languages we are offering certification in: Spanish, French, German, or Italian.

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SECTION 1: GENERAL INFORMATION		
<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 2.15.23	
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> 2022		
<b>Parent Program</b> Name of Program: Master of Arts in Teaching (MAT) Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): MA OHE #: 19375 CIP Code Number: 13.0101      Title of CIP Code: Education, General		
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: Art Education PK-12 Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 25 Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.southernct.edu/teaching-ma">https://www.southernct.edu/teaching-ma</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): Master of Arts Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Completion: December 2024 Total # Credits in Program: 39.5 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ):		
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CIP Code Number: same as above      Title of CIP Code:		
Department where program is housed: Curriculum & Learning Location Offering the Program ( <i>e.g., main campus</i> ): main campus		
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Provide the intended catalog description for this program: <a href="https://www.southernct.edu/academics/curriculum-learning">https://www.southernct.edu/academics/curriculum-learning</a>		
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<b>Institutional Contact for this Proposal:</b> Dr. Robert S. Prezant	<b>Title:</b> Provost and VP for Academic Affairs	<b>Tel.:</b> (203) 392-5350 <b>e-mail:</b> PrezantR1@southernct.edu
<b>NOTES:</b>		

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**Connecticut State Colleges & Universities**

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This program also aligns with the SCSU College of Education's role in producing teachers to meet the needs and demands of the state. This MAT program will prepare candidates to teach in major shortage area subjects such as the Sciences and Special Education. It will also help address the shortage of qualified, Bilingual Elementary Educators that exists in Connecticut ([http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/el\\_databulletin\\_aug2015.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/evalresearch/el_databulletin_aug2015.pdf))

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All prospective students are required to take the Praxis Core exam prior to acceptance. Students who score below a certain level on each of the three sections (reading, mathematics, writing) will be provided with a support plan to help remediate. This plan is free of charge and students can work on it at their leisure. Additionally, all students applying to this program have already completed a bachelor's degree. Finally, we provide GPA waivers in particular cases.

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

Data will be analyzed at several different levels: the Art department which will be providing the content courses, the Curriculum & Learning department which will provide the bulk of the core courses, and the College of Education which will oversee the administration of the program. All three of these stakeholders will also be looking at data collaboratively at our Educator Preparation Program Council (EPPC) meetings.

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

A direct pathway will be for students in the BA Art program to continue their education with this MAT program. They can apply during senior year, alleviating any lack of continuity and allowing them to start the graduate program as soon as they have graduated.

¶ Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
There is no duplication within any CSCU institution or any other institutions of higher education in Connecticut:

- **CCSU Art Ed program** does not offer a master's degree with a pathway to certification; Central offers a post-baccalaureate program that leads to certification, but not a master's degree.
- **Eastern CT State University/ECSU does not offer** CT Art PK-12 teaching certificate in undergraduate degree, post-bacc certificate, nor a master's degree in Art Education certification. ECSU only offers an Art Education minor, and to attain an Art Education Certification through Eastern, students must register as an Elementary Education or Early Childhood Major AND as an Art Major. Eventually those students gain cross endorsement with no specific Art Education pedagogy and methods content.
- **Western CT State University/WCSU does not offer** CT Art PK-12 initial teaching certificate in undergraduate degree, post-bacc certificate, nor a master's degree in Art Education certification.

Furthermore, none of the institutions of higher education in Connecticut offer an ART MAT program. This will be the first of its kind in Connecticut.

**Cost Effectiveness and Availability of Adequate Resources**

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

All courses in this concentration are already being taught, so there is no need for additional resources.

**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.

n/a

**Student Recruitment / Student Engagement**

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

The main source of enrollment will be students who received a bachelor's degree in art, either at SCSU or another university. We will market to undergraduate students at Southern, as well as, people who work in uncertified positions in local schools.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

We have yet to see retention and completion issues in the current MAT concentrations. We have found that once graduate students make the decision to attend, they are very serious about completing the program. With that being said, we do have scholarships, such as the College of Education's Shea Scholarship, to assist with those who are struggling financially.

**Careers/Professions & Estimated Earnings**

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

- ï 25-2021 Elementary School Teachers, Except Special Education
- ï 25-2022 Middle School Teachers, Except Special and Career/Technical Education
- ï 25-2031 Secondary School Teachers, Except Special and Career/Technical Education

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

According to Connecticut.Teach.Org, the median Connecticut teacher salary is \$79,742. Teacher unions ensure that salaries are based on longevity rather than subject area taught. Therefore, the median salary listed would apply to all SOC codes.

**Applicable Industries**

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

611110 Elementary and Secondary Schools

**Career/Program Pathways**

Does this program prepare students for another program? x Yes, specify program: 6<sup>th</sup>-Year Certificate, Ed.D. ☐ No

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

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**Connecticut State Colleges & Universities**

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

1. Candidates will use best practices in effectively dealing with typical and atypical students, as well as English Language Learners (ELLs).
2. Candidates will differentiate teaching to accommodate the varied needs of students.
3. Candidates will use best practices in classroom management and effectively display these practices in supervised settings to ensure that they are classroom ready.
4. Candidates will successfully complete a semester-long student teaching placement.
5. Candidates will integrate best practices to teach their specialty-area subject matter and effectively reach each learner in their classroom.

**Assessment of Learning Outcomes**

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

There are three main assessments that can be used to measure learning outcomes. One is student performance on the Praxis 2 exam. Students need to pass this test to attain certification. The second is performance on the edTPA Portfolio. This assessment is completed by students during student teaching. Again, a passing score is needed in order to become certified. Finally, students will be assessed on the projects created in EDU 591 – Special Project in Education. This capstone experience is the culmination of skills they have learned in the program.

**Program Administration**

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

• Name: Dr. Maria Diamantis, MAT Director

• Email: [diamantism1@southernct.edu](mailto:diamantism1@southernct.edu) Phone: (203) 392-6143

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

Dr. Diamantis has served as the MAT Director since the start of the program. She receives 3 credits for this coordination.

**Program Faculty**

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

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

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

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

What percentage of program credits will be taught by adjunct faculty? 15%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: All adjuncts will have a minimum of a 6<sup>th</sup> year certificate, which is one level above a master's degree.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
M. Patricia Bode, Associate professor and Coordinator of Art Education	EdD. University of Massachusetts Amherst	Art Ed focus on Culturally Responsive Teaching, Curriculum Reform; Diversity, Equity, Inclusion & Justice in Art Curriculum; Community Engagement	Coordinator of current Undergraduate and Post-bacc Art Education Certification programs. Full-time teaching and coordinating.



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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

Julie R. Sawyer, Adjunct Professor	EdD. University of Massachusetts Lowell	Art Ed focus on Leadership in Schooling, Multilingual Learners, Family Engagement, Interdisciplinary Curriculum; Social and Emotional Learning; Contemporary Art	Adjunct Professor teaching 2 Art Ed course and supervising student teachers.
Yan Wei	Ph.D. University of Connecticut	Special Education	
Meghan Brahm	Ph.D. National University of Ireland, Galway	Special Education/ASD/ABA	
Louise Shaw	Ph.D. Hofstra	Literacy	Coordinator, Graduate Reading Program
Regine Randall	Ph.D. University of Connecticut	Content-Area Literacy	
Helen Marx	Ph.D. University of Connecticut	Global Education	
Angela Lopez-Velazquez	Ph.D. University of Illinois, Urbana	English Language Learners	
Marisa Ferraro	Ph.D. University of Massachusetts	Literacy/Bilingual Education	Bilingual Education Coordinator
Travis Marn	Ph.D. University of South Florida	Research/Educational Psychology	
Adam Goldberg	Ed.D. Teachers College, Columbia University	Math Education/Research	Chair, Department of Curriculum & Learning

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
EDU 508: Introduction to Teaching	2,3		3
SED 502: Introduction to Exceptional Learners	1,2		3
SED 503: Learning Theory and Development	1,3		3
EDU 588: Research and Assessment in Education	5		3
EDU 591: Special Project in Education	5	EDU 588	3
EDU 509: Student Teaching Seminar	1-5	All MAT Courses	3
EDU 571: English Language Learners	1		2
RDG 500: Literacy in the Content Areas	1		1.5
EDU 596: Student Teaching 1	1-5	All MAT Courses	4.5
EDU 597: Student Teaching 2	1-5	All MAT Courses	4.5
<b>Content-Specific Courses</b>			
ART 270: Intro to Art Education	5		3
ART 570: Strategies/Methods of Teaching Art	2,3,5		3
ART 572: Curriculum Development in Art Ed	2,5		3

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**Connecticut State Colleges & Universities**

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			0
<b>Total Program Credits:</b>			39.5
<p>What are the admissions requirements for the program?</p> <ul style="list-style-type: none"> <li>ï The first of these is a minimum GPA of 2.7. Students between 2.7 and 3.0 will be conditionally admitted to the School of Graduate Studies and School of Education only through a waiver process approved by the Dean of Education.</li> <li>ï Additionally, per State of Connecticut regulations, all candidates will need to have taken a course in five of the six curricular areas listed below, along with a course in U.S. History <ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Natural Science</li> <li>▪ Math</li> <li>▪ Social Studies</li> <li>▪ Foreign Language</li> <li>▪ Fine arts</li> </ul> </li> </ul>			
<p>Does this program have special graduation requirements (e.g., capstone or special project)? X Yes <input type="checkbox"/> No</p> <p>If yes, describe:</p> <p>Students complete a capstone research experience in EDU 591- Special Project in Education</p>			
<p>Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? X Yes <input type="checkbox"/> No</p> <p>If yes, describe and attach copies of the contracts or other documents ensuring program support:</p> <p>Students complete their first fieldwork experience in EDU 508. This placement is arranged for them by the College of Education Office of Student Services. They will have another fieldwork experience in their primary methods course, ART 570 and Curriculum course ART 572. Again, these placements will be arranged for them. Their final experience will be during their 16-week student teaching placement.</p>			
<p>Describe the prospective students for the program:</p> <p>Prospective students for this program would include students who received a bachelor's degree in art or art history and now want to get certified to teach.</p>			



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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Southern Connecticut State University	<b>Date of Submission to CSCU Office of the Provost:</b> 2.15.23
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> 2022	
<b>Parent Program</b> Name of Program: Master of Arts in Teaching (MAT) Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): MA OHE #: 19375 CIP Code Number: 13.0101      Title of CIP Code: Education, General	
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: History / Social Studies 7-12 Education Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input type="checkbox"/> Online <input checked="" type="checkbox"/> Hybrid, % of fully online courses 25 Locality of Program: <input checked="" type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.southernct.edu/teaching-ma">https://www.southernct.edu/teaching-ma</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): Master of Arts Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Completion: December 2024 Total # Credits in Program: 42.5 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ):	
Provide estimated cost of program (tuition and fees): \$      OR url for link to tuition/fee information: <a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a>	
CIP Code Number: same as above      Title of CIP Code:	
Department where program is housed: Curriculum & Learning Location Offering the Program ( <i>e.g., main campus</i> ): main campus	
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Provide the intended catalog description for this program: <a href="https://www.southernct.edu/academics/curriculum-learning">https://www.southernct.edu/academics/curriculum-learning</a>	
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: PostBacc CIP:      OHE#:      BOR Accreditation Date: Phase Out Period      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Other Program Accreditation: i If seeking specialized/professional/other accreditation, name of agency and intended year of review: i If program prepares graduates eligibility to state/professional licensure, o identify credential: CT Dept of Ed: 026 History & Social Studies, 7-12 o confirm NC-SARA requirements met: <input type="checkbox"/> Yes <input type="checkbox"/> No ( <i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i> )	
<b>Institutional Contact for this Proposal:</b> Dr. Robert S. Prezant	<b>Title:</b> Provost and VP for Academic Affairs <b>Tel.:</b> (203) 392-5350 e-mail: PrezantR1@southernct.edu
<b>NOTES:</b> i This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.	

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**Connecticut State Colleges & Universities**

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

ï This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

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

This program directly addresses the mission of the College of Education and its role in the greater community. This concentration will add to our recently approved Master of Arts in Teaching program. This program allows candidates with a bachelor's degree the opportunity to get certified to teach and also obtain their Master's degree—which they will ultimately need to advance their certification. Southern has traditionally catered to non-traditional students and we seek to serve underrepresented populations. We are also an institution of access. So, while other private schools in the state offer programs like this, ours is attainable and affordable for the general population. Additionally, the other state schools that offer similar programs generally offer it as a cohort program with prescribed days and times. Our method of delivery offers more flexibility for the population of candidates we cater to.

**Addressing Identified Needs**

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

Public education is a topic that addresses both workforce needs and the wellbeing of communities. SCSU is one of the largest preparers of public-school teachers in the state and this new concentration adds to our current program, an important component for people who want to get certified at the graduate level. It is well known that public schools in Connecticut are in dire need of well-trained, certified teachers in many shortage areas. However, due to the pandemic, many teachers have left the profession, leaving many districts – especially urban ones, in need of all well-trained, certified teachers in all subject areas, including social studies.

This new MAT concentration is essential because there is a wealth of experienced individuals who did not choose education as an undergraduate student and now want to pursue that calling. This program targets, among others, paraprofessionals and substitute teachers who do not hold licensure but need it in order to seek jobs in public schools, as well as those who are changing careers.

ï 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?

This program is going to be housed in the Department of Curriculum and Learning within the College of Education. The faculty who will be involved in this program are experts in all phases of teacher preparation. All our initial certification programs are nationally recognized. Our MAT program will benefit from the expertise of the various faculty in these nationally recognized programs. Additionally, the program will serve the areas of greater New Haven, where the demand of highly qualified licensed teachers is high.

Another strength of Southern is its commitment to producing and mentoring minority teacher candidates. According to the state document, *Minority Teachers in Connecticut: A Durational Shortage Area Technical Report*, in Connecticut's three largest urban districts, upwards of 85% of the students are minorities, while less than 30% of the teachers are. This difference is staggering, and one that Southern is working to rectify. This MAT program will help in this mission.

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

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

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

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BELOW THRESHOLD REPORT***

Like all programs in the College of Education, this program will be part of our ongoing CAEP accreditation. There are a number of metrics we are required to analyze revolving around equity. Additionally

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

All prospective students are required to take the Praxis Core exam prior to acceptance. Students who score below a certain level on each of the three sections (reading, mathematics, writing) will be provided with a support plan to help remediate. This plan is free of charge and students can work on it at their leisure. Additionally, all students applying to this program have already completed a bachelor's degree. Finally, we provide GPA waivers in particular cases.

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

Data will be analyzed at several different levels: the History department which will be providing the content courses, the Curriculum & Learning department which will provide the bulk of the core courses, and the College of Education which will oversee the administration of the program. All three of these stakeholders will also be looking at data collaboratively at our Educator Preparation Program Council (EPPC) meetings.

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

A direct pathway will be for students in the BA History program to continue their education with this MAT program. They can apply during senior year, alleviating any lack of continuity and allowing them to start the graduate program as soon as they have graduated.

- ii Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
There are no other MAT programs in History education, only post-baccalaureate programs that do not lead to a master's degree.

**Cost Effectiveness and Availability of Adequate Resources**

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

All courses in this concentration are already being taught, so there is no need for additional resources.

**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.

n/a

**Student Recruitment / Student Engagement**

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

The main source of enrollment will be students who received a bachelor's degree in history, either at SCSU or another university. We will market to undergraduate students at Southern, as well as people who work in uncertified positions in local schools.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

We have yet to see retention and completion issues in the current MAT concentrations. We have found that once graduate students make the decision to attend, they are very serious about completing the program. With that being said, we do have scholarships, such as the College of Education's Shea Scholarship, to assist with those who are struggling financially.

**Careers/Professions & Estimated Earnings**

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
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Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s):

- i 25-2021 Elementary School Teachers, Except Special Education
- i 25-2022 Middle School Teachers, Except Special and Career/Technical Education
- i 25-2031 Secondary School Teachers, Except Special and Career/Technical Education

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

According to Connecticut.Teach.Org, the median Connecticut teacher salary is \$79,742. Teacher unions ensure that salaries are based on longevity rather than subject area taught. Therefore, the median salary listed would apply to all SOC codes.

**Applicable Industries**

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

611110 Elementary and Secondary Schools

**Career/Program Pathways**

Does this program prepare students for another program? x Yes, specify program: 6<sup>th</sup>-Year Certificate, Ed.D. ☐ No

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. Candidates will use best practices in effectively dealing with typical and atypical students, as well as English Language Learners (ELLs).
2. Candidates will differentiate teaching to accommodate the varied needs of students.
3. Candidates will use best practices in classroom management and effectively display these practices in supervised settings to ensure that they are classroom ready.
4. Candidates will successfully complete a semester-long student teaching placement.
5. Candidates will integrate best practices to teach their specialty-area subject matter and effectively reach each learner in their classroom.

**Assessment of Learning Outcomes**

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

There are three main assessments that can be used to measure learning outcomes. One is student performance on the Praxis 2 exam. Students need to pass this test to attain certification. The second is performance on the edTPA Portfolio. This assessment is completed by students during student teaching. Again, a passing score is needed in order to become certified. Finally, students will be assessed on the projects created in EDU 591 – Special Project in Education. This capstone experience is the culmination of skills they have learned in the program.

**Program Administration**

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

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**Connecticut State Colleges & Universities**

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
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☐ Name: Dr. Maria Diamantis, MAT Director

☐ Email: [diamantism1@southernct.edu](mailto:diamantism1@southernct.edu) Phone: (203) 392-6143

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

Dr. Diamantis has served as the MAT Director since the start of the program. She receives 3 credits for this coordination.

**Program Faculty**

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

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

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

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

What percentage of program credits will be taught by adjunct faculty? 12%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: All adjunct faculty teaching in this program will either have a doctorate degree or will be ABD.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Marie McDaniel	PhD UC, Davis	Colonial American History	Director of Writing Program.
Siobhan Carter-David	PhD Indiana University	African Diaspora, Fashion & Dress, politics of presentation	History Graduate Coordinator Co-Director of Africana Studies
Carmen Coury	PhD Yale University	Latin American History	Director of Latin American and Caribbean Studies
Kelly Falvey	EdD Sacred Heart University	Social Studies Education	Social Studies Coordinator
Yan Wei	Ph.D. University of Connecticut	Special Education	
Meghan Brahm	Ph.D. National University of Ireland, Galway	Special Education/ASD/ABA	
Louise Shaw	Ph.D. Hofstra	Literacy	Coordinator, Graduate Reading Program
Regine Randall	Ph.D. University of Connecticut	Content-Area Literacy	
Helen Marx	Ph.D. University of Connecticut	Global Education	
Angela Lopez-Velazquez	Ph.D. University of Illinois, Urbana	English Language Learners	
Marisa Ferraro	Ph.D. University of Massachusetts	Literacy/Bilingual Education	Bilingual Education Coordinator

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

Travis Marn	Ph.D. University of South Florida	Research/Educational Psychology	
Adam Goldberg	Ed.D. Teachers College, Columbia University	Math Education/Research	Chair, Department of Curriculum & Learning

**Curriculum**

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Core MAT Courses</b>			
EDU 508: Introduction to Teaching	2,3		3
SED 502: Introduction to Exceptional Learners	1,2		3
SED 503: Learning Theory and Development	1,3		3
EDU 588: Research and Assessment in Education	5		3
EDU 591: Special Project in Education	5	EDU 588	3
EDU 509: Student Teaching Seminar	1-5	All MAT Courses	3
EDU 571: English Language Learners	1		2
RDG 500: Literacy in the Content Areas	1		1.5
EDU 593: MAT Student Teaching	1-5		9
EDU 544: Classroom Management	3		3
EDU 528: Differentiated Instruction	1,2		3
<b>Content-Specific Courses</b>			
HIS 490: Social Science (Sec. School)	5		3
HIS Elective ( <i>pick one of the following</i> )	2,3,5		3
HIS 545 History and Culture of African Diaspora HIS 558 History of the Trans-Mississippi West HIS 569 American Indian History HIS 575 Nazi Germany and the Holocaust HIS 599 Women in American History HIS 599 Latin American and U.S. Relations			
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			0
<b>Total Program Credits:</b>			<b>42.5</b>

What are the admissions requirements for the program?

- i The first requirement is a minimum GPA of 2.7. Students between 2.7 and 3.0 will be conditionally admitted to the School of Graduate Studies and School of Education only through a waiver process approved by the Dean of Education.
- i Additionally, per State of Connecticut regulations, all candidates will need to have taken a course in five of the six curricular areas listed below, along with a course in U.S. History
  - English
  - Natural Science
  - Math



- Social Studies
- Foreign Language
- Fine arts

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

If yes, describe:

Students complete a capstone research experience in EDU 591- Special Project in Education ☐

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

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

Students complete their first fieldwork experience in EDU 508. This placement is arranged for them by the College of Education Office of Student Services. They will have another fieldwork experience in their primary methods course – HIS 490. Again, this placement will be arranged for them. Their final experience will be during their 16-week student teaching placement.

Describe the prospective students for the program:

Prospective students for this program would include students who received a bachelor's degree in history or those who received a degree in a related cognate field such as political science and have at least 18 credits in history.

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

SECTION 1: GENERAL INFORMATION		
<b>Institution:</b> Southern CT State University	Date of Submission to CSCU Office of the Provost: 2.27.23	
Most Recent NECHE Institutional Accreditation Action and Date: continued approval granted in 2022		
<b>Parent Program</b> Name of Program: History Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>B.A.</b> OHE #: 673 CIP Code Number: 54.0101    Title of CIP Code: History, General.		
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: Accelerated Pathway: BA History to Master of Library and Information Science (MLIS) Modality of Program ( <i>check all that apply</i> ): X On ground    Online    x Hybrid, % of fully online courses 51% Locality of Program: x On Campus <input type="checkbox"/> Off Campus    Both Program website: <a href="https://inside.southernct.edu/history">https://inside.southernct.edu/history</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>B.A. History</b> Anticipated Program Initiation Date: Fall, 2024 Anticipated Date of First Completion: Spring, 2027 Total # Credits in Program: 120 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 5 years		
Provide estimated cost of program (tuition and fees): \$                      OR url for link to tuition/fee information: <b><a href="https://inside.southernct.edu/onestop/bill-payment/tuition-fees">https://inside.southernct.edu/onestop/bill-payment/tuition-fees</a></b>		
CIP Code Number: 54.0101    Title of CIP Code: History, General.		
Department where program is housed: History Location Offering the Program ( <i>e.g., main campus</i> ): main campus		
Request for SAA Approval for Veterans Benefits?    X Yes <input type="checkbox"/> No		
Provide the intended catalog description for this program: This accelerated pathway program has been designed to give exceptional students the opportunity to complete foundational graduate coursework during their senior year of undergraduate studies in order to accelerate graduate degree completion. This competitive program allows admitted students the opportunity to complete their BA in History and an accelerated MLIS in Library Science in five years.		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued:                      CIP:                      OHE#:                      BOR Accreditation Date: Phase Out Period                      Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review: American Library Association, 2028</li> <li>• If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met:    <input type="checkbox"/> Yes    <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should addresses the standards of the identified accrediting body or licensing agency</i> )		
<b>Institutional Contact for this Proposal:</b> Robert Prezant	Title: Provost	Tel.: 2-5350 e-mail: <a href="mailto:Prezantr1@southernct.edu">Prezantr1@southernct.edu</a>



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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

**NOTES:**

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

How does the program align with the institutional mission? (*Provide a concise statement*) This accelerated pathway fulfills the SCSU mission of providing “exemplary graduate and undergraduate education in the liberal arts and professional disciplines.”

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. (*Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.*)
- From U.S Occupational Employment and Wage Statistics: “Employment of librarians and library media specialists is projected to grow 6 percent from 2021 to 2031, about as fast as the average for all occupations. About 14,900 openings for librarians and library media specialists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.”
- The MLIS program “prepares knowledgeable and ethical library and information professionals for ever-expanding opportunities to advance diversity, equity, and inclusion; and participate in the global information society.”
- Job candidates with MLIS and subject specific degrees have an advantage in the job market.

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?

- SCSU offers the only MLIS program in Connecticut.
- MLIS program is entirely online serving students in CT and throughout the United States; therefore, while the HIS degree is offered on ground, students in this concentration will begin taking online courses to complete that “plus one.”
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents’ Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?

Program recruitment strategies will seek the broadest pool of students from across the university and ensuring that eligible HIS majors are alerted of the opportunity to participate in this concentration. Enrollment, retention, and completion data will be compared in relation to the best performers among SCSU peers, by major.

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

The students in the program will be able to access classes without adding hidden or non-major prerequisites. The program is therefore open and flexible, delivering its outcomes by removing financial and academic burdens that otherwise hinder students from pursuing graduate studies. Additionally, by using existing classes, students will be

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

assured of progressing through the program without unnecessary delays. Students will have access to our student services (CASAS) to develop necessary accommodations.

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

Depending on the source of the inequities, the program will be modified to address them. If issues arise from the program curriculum, it will be modified to meet students' needs. If recruitment issues arise, the departments jointly offering this program will use their additional outreach resources to increase diversity in the program.

- Describe any pathways to, and/or from, this program to programs at your own institution and other institutions, both within and outside of CSCU, e.g., stackable credentials, transfer agreements, etc. *(Include additional details in the Quality Assessment portion of this application, as appropriate)*  
Transfer students who enter SCSU via the CSCU Pathway Transfer Degree: History Studies, A.A. major will be eligible to participate in this new concentration.
- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided  
Although SCSU has developed a History BS-History MA Accelerated Pathway, this concentration is the only articulated pathway to the MLIS program in the CSCU system. This pathway represents a significant pipeline for students who can no longer major in Library Science at the undergraduate level (that SCSU program was discontinued last year).

**Cost Effectiveness and Availability of Adequate Resources**

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

The proposed accelerated program in History will make use of the existing faculty and resources in the Department of History and the Department of Information and Library Science. No additional resources are needed to create this proposed accelerated pathway concentration.

**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.

n/a

**Student Recruitment / Student Engagement**

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

- Over the last three years MLIS admission records indicate that 10% of current MLIS students come from undergraduate history programs. Creating a 4 + 1 Accelerated Pathway option at SCSU will attract students to the SCSU history program with its link to the MLIS program.
- Current undergraduate students will be invited to MLIS Graduate program open house events.
- The History-MLIS program will be highlighted at undergraduate recruitment events.
- The program will be showcased to all first year and transfer students.
- The program will be showcased within broader events (e.g. Open House, Admitted Students Day).
- The program will be presented to the Connecticut Library Association including their support staff interest group.

If applicable, what student engagement strategies will be employed to advance student retention and completion in program?

Undergraduate students will be invited to participate in all MLIS activities

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

**Careers/Professions & Estimated Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 25-4021; Librarians

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

Median annual salary for librarians in CT \$70,910 (U.S. Bureau of Labor Statistics, 2021)

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 513140 Catalog of collections publishers

**Career/Program Pathways**

Does this program prepare students for another program? X Yes, specify program: Doctoral Programs (including the SCSU EdD program in Education Leadership) ☐ No

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

The accelerated BA program will meet learning outcomes for both the BA History major and I-IV outcomes from the MLIS program. History major learning outcomes:

1. Discern the credibility of a primary source.
2. Discern the credibility of a secondary source.
3. Understand the limitations of a particular primary source.
4. Discern what questions can and cannot be answered, given the nature and availability of sources for a particular historical period, event, or institution.
5. Integrate material derived from primary and secondary sources into a narrative.
6. Understand different interpretations of historical events.
7. Evaluate evidence for a particular historical point of view.
8. Construct a historical argument.
9. Think critically about aspects of society (e.g., religion, politics, the arts, etc.) in historical perspective.
10. Apply the above skills within the contexts of American, European, and Non-Western history.

MLIS Learning Outcomes:

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

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

IV. Manage and lead libraries and other information organizations.

**Assessment of Learning Outcomes**

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

The program includes a capstone experience that may be a special project or a research thesis focused on a well-defined research topic and intended for peer-reviewed publication or presentation, or a comprehensive exam through which students demonstrate an understanding of relevant topics and issues. The Department follows up with the student's employment status in the industry, academia, etc.

**Program Administration**

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

- Name: Christine Petto, History Chair; x25601, [PettoC1@southernct.edu](mailto:PettoC1@southernct.edu)
- Name: Hak Joon Kim, Information & Library Science Chair, x25703, [Kimh1@southernct.edu](mailto:Kimh1@southernct.edu)

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

**Program Faculty**

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

If any new full-time hires, what percentage of program credits will they teach? 0

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 3

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

What percentage of program credits will be taught by adjunct faculty? 0

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

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities
Arlene Bielefield, Assoc. Professor	J.D., University of Connecticut	Copyright, past library director,	MLIS coordinator
Cindy Schofield, Professor	Ed.D., University of Bridgeport	Technical Services; Librarian,	Accreditation Coordinator
Eino Sierpe, Assoc. Professor	Ph.D., McGill University	Cataloging and metadata	

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this*

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

*table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

**Students may choose up to 4 courses from this list of 6.**

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
ILS502 Fundamentals of Library and Information Science	I	None	3
ILS507 Information Science and Technology	II	None	3
ILS508 User Services	III	None	3
ILS509 Management of Library and Information Agencies	IV	None	3
ILS597 Introduction to Archival and Museum Work	I,III	None	3
ILS655 Digital Librarianship	II	ILS507	3
<b>Open Electives</b> <i>(Indicate number of credits of open electives)</i>			12
<b>Total Program Credits:</b>			120

What are the admissions requirements for the program? Students may apply to the bachelor's degree accelerated pathway program at the time of admission to the university, or by completing a change of major request, but no later than earning 90 credits in their junior year. A minimum 3.0 cumulative grade point average (GPA) is required to be accepted and remain enrolled in an accelerated pathway program, along with any additional criteria or course grade requirements as defined by the academic department. Students must complete the accelerated pathway requirements as outlined in the catalog to graduate from this program. Students who no longer meet these criteria will be advised into the traditional bachelor's degree program.

In their senior year, accelerated pathway students with a minimum 3.0 cumulative GPA may apply for early acceptance to the School of Graduate and Professional Studies to pursue the MLIS degree program, once the bachelor's degree is complete. Students accepted to the graduate program only need to complete the remaining required courses to earn their MLIS.

Does this program have special graduation requirements (e.g., capstone or special project)? X Yes ☐ No  
 If yes, describe: Students may choose a Special Project, Master's Thesis or Comprehensive Exam.

Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? X Yes ☐ No  
 If yes, describe and attach copies of the contracts or other documents ensuring program support:  
 ILS582 is a required internship course consisting of 150 hours of practical experience in a library or information center. See <https://inside.southernct.edu/information-and-library-science/internship>

Describe the prospective students for the program:  
 The MLIS program is intended for those seeking to develop or advance in careers in the information professions.

**CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION**

**Connecticut State Colleges & Universities**

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

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

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

**SECTION 1: GENERAL INFORMATION**

<b>Institution:</b> Charter Oak State College	<b>Date of Submission to CSCU Office of the Provost:</b> 2/15/2023								
<b>Most Recent NECHE Institutional Accreditation Action and Date:</b> NECHE Program Evaluation 2021									
<p>Use this form for modifications that fall below the threshold required for full BOR review, defined as "more than 15 credits in a previously approved undergraduate degree program or more than 12 credits in a previously approved graduate degree program". For changes not below this threshold, use form 201 (<i>Application for Modification of an Accredited Program</i>).</p> <p>Total Number of courses and course credits to be modified by this application: 4 Courses / 12 Credits</p> <p>For the singular changes noted below, alternate forms are available:</p> <ul style="list-style-type: none"><li>• If only modifying modality, use form XXX <i>Application to Modify Instructional Modality</i></li><li>• If only modifying program name, use form XXX <i>Application for Name Change</i></li><li>• If only modifying CIP code, use form XXX <i>Application to Change CIP Code</i></li><li>• If only adding auxiliary site, use form XXX <i>Application for Adding an Auxiliary Instructional Site</i></li></ul>									
<b>Original Program Characteristics</b> <p><b>Name of Program:</b> M.S. Health Informatics</p> <p><b>OHE #:</b> 19350</p> <p><b>Modality of Program</b> (<i>check all that apply</i>): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses</p> <p><b>Locality of Program:</b> <input type="checkbox"/> On Campus <input checked="" type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p><b>Program Type</b> (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): <b>Master of Science (M.S.)</b></p> <p><b>Date Program was Initiated:</b> 2017 received approval by BOR. BOR accredited M.S. HI Program in March 2021. Program enrolled first students in Fall 2020.</p> <p><b>Total # Credits in Program:</b> 33</p> <p><b># Credits in General Education:</b> N/A</p> <p><b>CIP Code Number:</b> 51.2706      <b>Title of CIP Code:</b> Medical Informatics</p>									
<b>Modified Program Characteristics</b> <p><b>Name of Program:</b> No Change: M.S. Health Informatics</p> <p><b>Modality of Program</b> (<i>check all that apply</i>): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses</p> <p><b>Locality of Program:</b> <input type="checkbox"/> On Campus <input checked="" type="checkbox"/> Off Campus <input type="checkbox"/> Both</p> <p><b>Program Type</b> (<i>degree type, abbreviation, name, e.g., Associates, AS, Associate of Science</i>): <b>Master of Science (M.S.)</b></p> <p><b>Initiation Date for Modified Program:</b> Fall 2023</p> <p><b>Anticipated Date of First Graduation:</b> Fall 2024 – Fall 2025 (Accelerated / Traditional Schedules)</p> <p><b>Total # Credits in Program:</b> 33</p> <p><b># Credits in General Education:</b> N/A</p> <p><b>CIP Code Number:</b> 51.2706      <b>Title of CIP Code:</b> Medical Informatics</p>									
<p><b>Department where program is housed:</b> Health Science and Technology Department</p> <p><b>Location Offering the Program</b> (<i>e.g., main campus</i>): Online</p>									
<p>If modification of the program is concurrent with discontinuation of related program(s), please list for each program:</p> <table style="width: 100%;"><tr><td style="width: 25%;">Program Discontinued:</td><td style="width: 25%;">CIP:</td><td style="width: 25%;">OHE#:</td><td style="width: 25%;">BOR Accreditation Date:</td></tr><tr><td>Phase Out Period</td><td colspan="3">Date of Program Termination</td></tr></table> <p>Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:	Phase Out Period	Date of Program Termination		
Program Discontinued:	CIP:	OHE#:	BOR Accreditation Date:						
Phase Out Period	Date of Program Termination								



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

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

<b>Institutional Contact for this Proposal:</b>	<b>Title:</b>	<b>Tel.:</b>	<b>e-mail:</b>
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**SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION**

**Rationale for Modification**

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

Since the original inception of the M.S. HI Program at COSC, the external program accrediting agency, the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) has made several major shifts in competency standards. The main shift comprises of adding an undergraduate accreditation for Health Informatics. This changes HIIM programs to HIM and HI programs strictly at the B.S. level. This separates the competencies of Health Information Management and Health Informatics completely where they used to overlap. This same shift is being further delineated within the M.S. HI program competencies. The requests made for this modification in the M.S. HI Program at COSC reflects these curricular shifts required to be eligible for CAHIIM accreditation. Total credits for program will remain the same. Updates in curriculum to meet CAHIIM curriculum competencies.

**Curriculum**

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

Original Program		Proposed Modified Program	
Course Name & Number	Credits	Course Name & Number	Credits
HIF530 Healthcare Informatics & Technology	3	No Change	3
HIF615 IT Project Management	3	No Change	3
HIF540 Adv. Vocab & Classification Sys	3	No Change	3
HIF550 Clinical Database Management	3	No Change	3
HIF610 Syst Design & Software Dev	3	No Change	3
HCA640 Research Methods	3	No Change	3
HIF645 Healthcare Information Security Syst	3	No Change	3
HIF695 M.S. HI Capstone	3	No Change	3
HIF535 Health Data Analytics	3	No Change	3
HIF635 Advanced Data Analytics	3	Remove from Core Curriculum	0
HCA510 Advanced Finance	3	Remove from Core Curriculum	0
		HCA525 Community Health Concepts (Add to Core Curriculum - replace HCA510)	3
		HIFXXX Health Information Systems (Add to Core Curriculum - replace HIF635)	3
<b>Total Credits Original Program</b>	<b>33</b>	<b>Total Credits Modified Program</b>	<b>33</b>

**Learning Outcomes - L.O.**

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

1. Apply health informatics and technology concepts and skills to case studies and real-world situations
2. Calculate and assess health data and statistical data for decision making in the healthcare environment
3. Develop policies and procedures for healthcare organizations in areas such as legal, ethical, privacy and security information governance *\*Modify to: Apply health policies and practices in areas such as legal, ethical, privacy, security, and information governance*



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

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

4. Improve the various healthcare functions associated with the integration of information technology by implementing technology initiatives
5. Develop systems design and software initiatives for healthcare organizations
6. Compile, conduct and create new information based on the use of technology and datasets through data analytics
7. Determine best practices for implementation of technology initiatives through effective project management
8. Compare and contrast the varying medical vocabularies and classification systems for best use in health information technology initiatives \*[Modify to: Apply technology tools, methods, and standards for collecting, organizing, representing, sharing, integrating and learning from health data and knowledge across the health informatics domains](#)

**Assessment of Learning Outcomes**

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

The courses are organized in terms of the major skills and competencies needed for the field. Two of the courses, in each program, meet the Board of Regent's requirement that all graduate level programs include a culminating experience. One course focuses on understanding research through the provision of basic research techniques for both quantitative and qualitative research methodologies and the other is the Capstone Seminar during which students complete their research-based projects for review and evaluation by faculty and by other students. The applied research project provides an opportunity for students to integrate theory and practice through designing and implementing a real-world project. In the Capstone Seminar final artifacts, students will demonstrate their understanding of theory, be able to address various perspectives on their projects, and exhibit analytical skills.

In building the curriculum, the faculty follow Bloom's Taxonomy for higher level cognitive skills. For assessment purposes, and as required by CAHIIM, Bloom's Taxonomy is further mapped to the Miller's Pyramid which has a health science lens. The faculty recognize that graduate level work requires more independent research and creativity and requires knowledge and understanding at a level of analysis, evaluation, and syntheses.

The M.S. HI Program Competency Model is designed to include American Medical Informatics Association's (AMIA) Domains identified as pertinent and essential foundation for Health Informatics. The Domains and Competencies are aligned with the program's overall mission and vision of the program. **Foundational Domains:** F1. Health, F2. Information Science and Technology, F3. Social and Behavioral Science, F4. Health Information Science and Technology, F5. Human Factors and Socio-technical Systems, F6. Social and Behavioral Aspects of Health, F7. Social, Behavioral, and Information Science and Technology Applied to Health, F8. Professionalism, F9. Interprofessional Collaborative Practice, F10. Leadership

The M.S. HI Program has specific Program Learning Outcomes (PLOs) as identified above. In addition to the PLOs, each course within the programs has identified Student Learning Outcomes (SLOs). A standardized course syllabus is developed for each course identifying the course description, course specific PLOs and SLOs, required texts, required supplemental readings or resources, course activities and grading, course schedule and program policy reminders and the COSC student disabilities statement. This provides the student and faculty transparency of expected outcomes based on the curriculum and learning competencies for a specific course / course content. Faculty also incorporate grading rubrics so particular competency areas can be pinpointed.

Finally, graduate students must maintain an overall 3.0 / B Grade Point Average to remain in the program. A course must be passed with a minimum of a B- to show adequate learning of the course competencies and objectives.

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

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

**Detailed Curriculum for Modified Program**

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

Course Number and Name	Learning Outcome # (from above)	Pre-Requisite(s)	Credit Hours
HIF530 Healthcare Informatics & Technology	1,4		3
HIF615 IT Project Management	1,7		3
HIF540 Adv. Vocab & Classification Sys	1,8		3
HIF550 Clinical Database Management	2,6		3
HIF610 Syst Design & Software Dev	4,5		3
HCA640 Research Methods	1,2		3
HIF645 Healthcare Information Security Syst	1,3,4		3
HIF535 Health Data Analytics	2,6		3
HCA525 Community Health Concepts	1,2,3,6		3
HIFXXX Health Information Systems	1,4,5,7		3
HIF695 M.S. HI Capstone	1-8	HCA640	3
<b>Open Electives</b> ( <i>Indicate number of credits of open electives</i> )			0
<b>Total Program Credits:</b>			33

**Description of Related Modification(s)**

Provide a summary of other changes, if any, necessitated by curricular modification, such as admissions or graduation requirements. Requesting to eliminate the requirement for Statistics as a pre-requisite to the program as statistics is incorporated into the research course and will be covered regardless of previous exposure. Request to replace the dual major HCA515 Course with HCA525. The other two courses remain the same (total of nine credits was approved as taught in both programs) (HIF530 & HCA640 remain the same). Request to replace HCA515 with HCA525 as undergraduate electives. Approved six graduate credits as undergraduate electives. The other course remains the same (HIF530 remains the same).

**Description of Resources Needed**

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

The program will need two partial course re-builds and one new course build via adjunct faculty subject matter experts. The intent is to utilize the skillset of the current pool of faculty teaching within the M.S. HI Program. No change in adjunct faculty pay as it remains 33 credits and the same number of courses within the program will be taught.

**SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS**

Program website: <a href="https://www.charteroak.edu/masters/health-informatics/">https://www.charteroak.edu/masters/health-informatics/</a>
IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): <b>1</b>
Provide estimated cost of program (tuition and fees): \$ _____ OR url for link to tuition/fee information: <a href="https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/graduate-current-fees.php">https://www.charteroak.edu/catalog/current/fees_financial_aid_scholarships/graduate-current-fees.php</a>
Request for SAA Approval for Veterans Benefits? <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Catalog Description</b>

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

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

Provide the catalog description for this program (with proposed modifications if applicable): The comprehensive Master of Health Informatics curriculum focuses on the interdisciplinary study of the design, development, adoption and application of information, data and technology driven innovations in healthcare. Informatics is a top healthcare career choice because it combines patient care with health IT skills for the purpose of analyzing data. Health informatics impacts all areas of healthcare from the patient to administration to research. The focus is on the technical components of healthcare to help reduce medical errors, increase efficiency, reduce costs, and make savvy service decisions for the populations being served.

The mission of the program is to prepare a diverse group of highly effective health informatics leaders that utilize multifaceted IT lifecycle strategies and data analytic skills to transform and improve health care delivery, administration, research, and outcomes.

The vision of the program is to create Health Informatics leaders in the health data and applied informatics field.

The Master of Science in Health Informatics is 33 credits. There is no room in the degree for elective credits.

A minimum 'B-' grade is required in all graduate courses. Students must obtain an overall GPA of 3.0 (B) in order to graduate. All students refer to the Academic Probation policy regarding grade lower than a 'B-' in the graduate program.

**Careers/Professions and Earnings**

Identify the careers and professions available to graduates of the program using the [Standard Occupational Classification](#) (SOC) system. Provide SOC code number(s) and name(s): 15-1211.01 Health Informatics Specialist

What would be the median estimated earnings for a graduate in this profession (if more than one SOC code listed, include earnings for each)? 15-1211.01 99,270/yr

**Applicable Industries**

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

**Career/Program Pathways**

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

**Program Administration and Faculty**

Provide the name, email, and phone number for the individual who will serve as the program administrator (or provide timeframe for prospective hiring): Brooke Palkie [bpalkie@charteroak.edu](mailto:bpalkie@charteroak.edu) 860-515-3819

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 1-2 (no new hires)

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 7

**Admissions Requirements**

What are the admissions requirements for the program? Bachelor's Degree from an Accredited College with a 3.0 GPA. A 2.7 GPA will be reviewed with further interview with Program Director or Assistant Program Director. Current resume and an essay are required to get a foundation of student goals and writing ability.

**Graduation Requirements**

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

If yes, describe: Capstone project and presentation required. Project is focused on current Health Informatics topics or issues in the field. For example, Telehealth, Social Determinants of Health, Health Information Exchange, etc.

**Program Work Experiences**

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

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

**Prospective Students**

Describe the prospective students for the program: Those new and not new to the health informatics field, those changing career focus, anyone interesting in the intersection of technology and data to improve knowledge management in health care.

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM  
BELOW THRESHOLD REPORT***

SECTION 1: GENERAL INFORMATION		
<b>Institution:</b> Charter Oak State College	Date of Submission to CSCU Office of the Provost: 2/15/2023	
Most Recent NECHE Institutional Accreditation Action and Date: 2016		
<b>Parent Program</b> Name of Program: Public Safety Administration Program Type ( <i>degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate</i> ): <b>Bachelor of Science</b> OHE #: 019149 CIP Code Number: 430103 Title of CIP Code: Criminal Justice/Law Enforcement Administration.		
<b>Proposed Program Characteristics</b> Name of Option/Track/Concentration/Specialization: EMS Leadership Concentration Modality of Program ( <i>check all that apply</i> ): <input type="checkbox"/> On ground <input checked="" type="checkbox"/> Online <input type="checkbox"/> Hybrid, % of fully online courses Locality of Program: <input type="checkbox"/> On Campus <input type="checkbox"/> Off Campus <input type="checkbox"/> Both Program website: <a href="https://www.charteroak.edu/public-safety-administration/">https://www.charteroak.edu/public-safety-administration/</a> Program Type ( <i>e.g., Bachelor Degree Option</i> ): <b>Bachelor of Science</b> Anticipated Program Initiation Date: Fall 2023 Anticipated Date of First Completion: Spring 2025 Total # Credits in Program: 120 IPEDS defined program duration ( <i>if no IPEDS data, provide standard duration of program for full-time student in years</i> ): 4 years		
Provide estimated cost of program (tuition and fees): \$ OR url for link to tuition/fee information: <a href="https://www.charteroak.edu/prospective/tuition/">https://www.charteroak.edu/prospective/tuition/</a>		
CIP Code Number: 430103 Title of CIP Code: Criminal Justice/Law Enforcement Administration		
Department where program is housed: Social and Behavioral Sciences Location Offering the Program ( <i>e.g., main campus</i> ): Main campus (online)		
Request for SAA Approval for Veterans Benefits? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Provide the intended catalog description for this program: In the Public Safety Administration – EMS Leadership Concentration bachelor's degree is intended for current EMT's and Paramedics to gain the background and skills necessary to grow into leadership positions Emergency Medical Services fields. This curriculum provides the coursework and experience for you to pursue a supervisory or management career in an array of emergency services agencies.		
If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#: BOR Accreditation Date: Phase Out Period Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Other Program Accreditation: <ul style="list-style-type: none"> <li>• If seeking specialized/professional/other accreditation, name of agency and intended year of review:</li> <li>• If program prepares graduates eligibility to state/professional licensure, <ul style="list-style-type: none"> <li>○ identify credential:</li> <li>○ confirm NC-SARA requirements met: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul> </li> </ul> ( <i>As applicable, the documentation in this request should address the standards of the identified accrediting body or licensing agency</i> )		
<b>Institutional Contact for this Proposal:</b> Dr. David Ferreira	Title: Provost	Tel.: 860-515-3727 e-mail: <a href="mailto:dferreira@charteroak.edu">dferreira@charteroak.edu</a>
<b>NOTES:</b>		

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

- This informational report pertains to academic programs not reaching the threshold requiring Board of Regents action. Information is shared with the BOR-Academic Council, included in the BOR-Academic and Student Affairs Committee meetings, and forwarded to the Office of Higher Education for inclusion in the CT Credential Registry.
- This form should be used for options, tracks, concentrations, or specializations within an approved degree program, which are considered Below Threshold and do not require a BOR resolution. If changes are required to the parent program, submit the relevant program modification form.

**SECTION 2: PROGRAM PLANNING ASSESSMENT**

**Alignment of Program with Institutional Mission, Role, and Scope**

How does the program align with the institutional mission? *(Provide a concise statement)* As part of the Connecticut State Colleges & Universities (CSCU) system, Charter Oak State College, the state's only public, online, degree-granting institution, provides affordable, diverse and alternative opportunities for adults to earn undergraduate and graduate degrees and certificates. This program will be the only online EMS Leadership program/concentration within CSCU or CT, thus fulfilling our mission as the state's only public online institution.

**Addressing Identified Needs**

- How does the program address CT workforce needs and/or the wellbeing of CT communities – and include a description/analysis of employment prospects for graduates of this proposed program. *(Succinctly present as much factual evidence and evaluation of stated needs as possible and identify data sources, e.g., JobsEQ, Dept of Labor statistics, etc.)*  
According to the [CDC](#), there are over 241,000 employed (and paid) EMTs and Paramedics. Many EMTs and Paramedics eventually look to move on or advance in their career. According to the [National Library of Medicine](#), the most important reasons for leaving the profession were choosing to pursue further education and moving to a new location. A desire for better pay and benefits was a significantly more important reason for EMT-Paramedics' exit decisions. With their knowledge as an EMT-Paramedic, the next logical step in their career is a Medical and Health Services Manager or an Emergency Management Director. Medical and Health Services Manager positions are projected to grow 11% or higher between 2021-2031 with 56,600 job openings. Emergency Management Directors are projected to grow more slowly at 3% and 900 projected job openings. Medical and Health Services Manager positions would be the primary focus with the EMS leadership concentration. The request to build this concentration came from Yale-New Haven Hospital.
- 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?  
This will be the only EMS Leadership program within the CSCU system or in CT. This program can provide our students with a much more affordable path from entry-level EMS career (EMT or Paramedic) into a higher level career as a EMS leader or manager. Furthermore, this program is designed for a student to stack their EMT or Paramedic industry certification into the Public Safety Administration – EMS Leadership concentration bachelor's degree creating a career pathway from quick entry-level EMT-Paramedic into a well-paying career.
- Equity (eliminating institutional performance disparities along dimensions of ability, ethnicity/race, economics, and gender) is one of the Board of Regents' Goals.
  - What specific metrics will be used to assess equity across these dimensions in terms of recruitment, enrollment, retention, and completion?  
As stated in our program review template, we assess recruitment, retention, enrollment and completion for both SES and race/ethnicity. Equity gaps within the program are required to develop an action plan for correction.
  - Describe specific aspects of the program (e.g., interventions to address college readiness, targeted recruitment strategies, comprehensive supports, etc.) intended to advance equitable student outcomes.



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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

One of the main goals is to project promote social equity and learner empowerment by investing in priority populations. By having a focus on recruiting students from the community colleges and our community college tuition match program, Charter Oak is in a strong position to recruit students with low socio-economic status (SES) and other diverse backgrounds.

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

When equity gaps are found, program directors submit a correction plan. For example, it may include a redesign of certain courses where we have identified significant equity gaps.

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

This program stacks from the CT State Paramedic Studies program. We have also reviewed the Paramedic Credential through our Credit for Prior Learning program and the over 40 credits can fit into this program. The same for the EMT credential.

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. There are not current programs within CSCU institutions.

**Cost Effectiveness and Availability of Adequate Resources**

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

Cost to develop a new course is \$3,000.00. Tuition will cover the cost of the development, usually break even comes the second time the course is offered. Charter Oak will build on our current course offerings as much as possible but there will be a need to develop 4 new courses (one new development is in the business department and does not count here). Therefore, the total anticipated cost will be \$12,000 to implement plus a lead faculty consultant to help with overall program design/outcomes.

**Special Resources**

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

None. Current resources are sufficient.

**Student Recruitment / Student Engagement**

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

All new programs begin with the development of a variety of foundational elements including but not limited to a Program specific brochure that is sent to prospects and also used by Admissions staff; a Digital Flyer that is given to Admissions Staff, the Assistant Director of Corporate Admissions and the Program Director for distribution and also the development of a Program page on CharterOak.edu designed to promote the program and encourage conversion via an on page Inquiry Form button.

Marketing Efforts include but will not be limited to:

**Google Campaigns:**

The Search campaign will be expanded to include all related search terms for this program. The related search terms will be targeted to adults 25-54 yrs of age with some college, no degree searching for a career in computers. Searchers on Google that click our ads will be sent to an appropriate landing page where details of the program and the College are shared with the push for conversion – a completed Inquiry Form.

The Display/Remarketing campaigns will begin to pick up those who have landed on our dedicated EMS Leadership landing page(s) and begin to serve them remarketing ads that are focused on College brand awareness. The ads "follow" the

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

consumer on the Internet and serve as a reminder that they were interested in the program and on our site at one time. The goal is to encourage the consumer to revisit CharterOak.edu.

**Neighbor to Neighbor:**

The College currently runs a Neighbor to Neighbor Marketing campaign in NY, MA and RI offering residents of those states our in-state rates. The EMS Leadership Concentration will be integrated into this campaign in the following ways:

- “EMS Manager” and “Paramedic Manager” Search Terms will be added to the NY and MA Google Search campaigns
- EMS Leadership call outs will be added to the NY and MA LinkedIn campaigns
- The EMS Leadership program will be added to our /ny, /ma and /ri landing pages

**CT Community College Tuition Match Program:**

The College currently offers graduating community college students with a minimum GPA of 2.0 the opportunity to enroll at Charter Oak at the current community college rate. The Marketing Department produces and direct mails a series of oversized postcards detailing the offer and all of the online programs we have that they can take advantage of. We will add the EMS Leadership program to this direct mail effort.

**First Responder Umbrella:**

For efficiency purposes, and to reach the working adult target market in their industry we employ an “umbrella” approach – ganging programs together under the workforce umbrella that makes the most sense and the including those programs in advertising efforts within those industries. For the EMS Leadership program that means they will join our First Responder umbrella and receive visibility within the digital ad campaign that is run in this specific vertical industry.

**Social Media:**

We will create awareness of the program by featuring posts about the program, the date the application opens, our expert faculty, program director, students, program strengths, program credentials, etc over the course of time. Eventually we will have Alum testimonials to add to the mix to highlight the strength of the program. Social channels include FB, LinkedIn, Twitter, Instagram, YouTube.

**Email Communications:**

A communications plan will be built for prospects of the program to send them news, open house invitations, program director messages, etc., and to emphasize key features of the program.

**Equity:**

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? There will be two areas of focus to recruit students. First are the CSCC students in their first year of the Paramedic AS program. We will conduct proactive outreach with the emphasis on the online accessibility along with the community college tuition match scholarship. We will also work with CSCC academic advisors on connecting students to Charter Oak when they display an interest in computer technology.

The second are our local hospitals and EMS companies that have EMTs and Paramedics that are looking to advance in their career.

**Careers/Professions & Estimated Earnings**

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

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

Medical and Health Services Managers – 11-9111

Emergency Management Directors – 11-9161

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

[Medical and Health Service Managers](#) – Median Income \$101,340

[Emergency Management Directors](#) – Median Income \$76,730

**Applicable Industries**

Identify the industry applicable to this program using the [North American Industry Classification System](#) (NAICS). Provide NAICS code(s) and title(s): 621910 Ambulance Services

**Career/Program Pathways**

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

**SECTION 3: PROGRAM QUALITY ASSESSMENT**

**Learning Outcomes - L.O.**

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

1. Communicate effectively with all members of the healthcare team to improve patient outcomes and system design.
2. Strategize, develop, and implement plans to improve access to care and create more efficient patient throughput.
3. Operate at a mid-level to high level supervisor or manager in a healthcare setting.
4. Implement a quality management program based on research and predetermined national standards.
5. Incorporate EMS Systems into other public health initiatives to reduce risk in the communities served.
6. Understand political, legal and regulatory framework that impact the delivery of out of hospital medicine.
7. Synthesizes data from multiple sources in stressful situations to mitigate negative outcomes.

**Assessment of Learning Outcomes**

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

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

In accordance with NECHE Standard 4, Charter Oak's academic programs are consistent with and serve to fulfill its mission and purposes. Charter Oak works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. Charter Oak sets a standard of student achievement appropriate to the degree or certificate awarded and develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

*Overview of Charter Oak State College Program Review Process*

- Program Reviewer/s will meet with Institutional Research Director to discuss data needed for analysis and incorporation into program internal review documentation.
- Program Reviewer/s conducts internal review and fills out the Charter Oak program review report. The program reviewer can be one or more teaching faculty and/or Program Director. Topics covered include: program enrollments, course enrollments, course success rates, program completions, faculty evaluations, program curriculum and course materials, Blackboard and ADA compliance, employment outcomes, equity gaps, equity plan, and enrollment and completion trend analysis.



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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

- Program Reviewer/s presents internal review along with actions and recommendations to external reviewer/s (peers from another college, advisory board, etc.) and documents external reviewer's actions and recommendations.
- If the program falls under the definition of the BOR Low Completer Policy and the recommendation is to consolidate or continue the program, the justification as listed in the BOR Low Completer Policy must be included within the review.
- Program Reviewer/s will submit an electronic version of completed document to the Program Director and Provost for review and signatures of receipt. The Provost has authority to approve action plans outlined in the program review document.

After completion of the program review, an electronic copy is sent to Charter Oak's Academic Council (our governance) for review and feedback. An electronic copy is sent to Charter Oak's Cabinet and a 15-20-minute presentation by the lead program reviewer will take place at Cabinet to discuss findings, recommendations, and feedback from Cabinet.

**Program Administration**

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

- Name: Susana Orozco
- Email: [sorozco@charteroak.edu](mailto:sorozco@charteroak.edu) Phone: 8605153816

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program Susana Orozco is our Director of Academic Programs and oversees all programs in the Social and Behavioral Sciences. Dr. Glenn Simmons has been the program lead for the PSA program and will also be the program lead for this concentration.

**Program Faculty**

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

If any new full-time hires, what percentage of program credits will they teach? 0

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? 0

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? 4

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

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: Licensed paramedic and minimum of Master's Degree in relevant field.

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

Faculty Name and Title	Highest Degree & Institution of Highest Degree	Area of Specialization/ Pertinent Experience	Other Administrative or Teaching Responsibilities

**Curriculum**

*Please list all courses in the proposed program, including the core/major area of specialization, prerequisites, electives, required general education courses, etc. Using numerals, map the Learning Outcomes listed in the Section 3 to relevant program courses in this*

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

*table. Mark any new courses with an asterisk \* and attach course descriptions. Note any core program courses that serve to fulfill general education requirements within the program. Insert/delete rows as needed.*

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
<b>Program Required &amp; Elective Courses</b>			
<b>Core Courses</b>			
PSA 305 Ethics in Public Safety Administration	4, 7, 10		3
PSA 330 Cultural Diversity in PSA	2,4,5,6,7		3
PSA 335 Group Dynamics in PSA	7, 10		3
PSA 355 Human Resources in PSA	2,4,5,9,10,11		3
PSA 410 Political & Legal Systems in PSA	5,6,7,8,9,10		3
PSA 465 Global Perspectives in Emergency Management	2,5,6,7,8,10		3
PSA 495 PSA Public Safety Administration Capstone	1.2.3.4.5.6.7.8.9.10.11		3
<b>Concentration Courses</b>			
PSA 445 Strategic Planning in PSA OR PSA 440 Research Methodology in PSA	1, 2, 3, 4, 7		3
PSA 2XX: EMS Safety and Risk	1, 2, 5		3
PSA 3XX: Management of Emergency Medical Services	3, 5, 6		3
PSA 3XX: EMS Quality Management	2, 3, 5		3
PSA 4XX: Community Risk Reductions in EMS	1, 4, 6		3
<b>General Education Courses</b>			
Written Com I (ENG 101)			3
Written Com II			3
Oral Communication			3
Arts and Humanities			3
Quantitative Reasoning			3
Scientific Reasoning			4
Scientific Knowledge and Understanding			3
Historical Knowledge			3
Social and Behavioral Sciences			3
Continued Learning/Information Literacy			3
Diversity, Equity, and Inclusion			3
Digital/Technological Literacy			3
Innovative Thinking			3
<b>Open Electives</b> (Indicate number of credits of open electives)			44
<b>Total Program Credits:</b>			120
What are the admissions requirements for the program? Licensed EMT or Paramedic.			
Does this program have special graduation requirements (e.g., capstone or special project)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, describe: All Charter Oak student take a capstone course in their final semester.			
Does this program require fieldwork (e.g., clinical affiliations, internships, externships, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, describe and attach copies of the contracts or other documents ensuring program support:			

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

***NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM***  
***BELOW THRESHOLD REPORT***

Describe the prospective students for the program:

Motivated clinical practicing providers looking to expand their career opportunities and enhance the profession of Emergency Medical Services. Forward thinking individuals who recognize the need for higher education in the dynamic healthcare environment.



# **Annual Report of the Connecticut Commission for Educational Technology**

## **Calendar Year 2022**

*Submitted in Accordance with CGS § 61a, Sec. 4d-80(c)(8)*

*Hartford, Connecticut  
February 22, 2023*



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## Contents

2022 Year in Review .....	3
Background .....	6
Membership .....	6
Leadership .....	7
Meetings .....	9
State Educational Technology Goals and Plan .....	11
Digital Learning .....	13
Infrastructure .....	16
Data and Privacy .....	18
Communications and Outreach .....	21
Connecticut State Library .....	25
researchIT CT .....	25
findIT CT .....	26
requestIT CT .....	27
Digital Collections .....	27
eGO and the SimplyE app .....	27



## 2022 Year in Review

The return to consistent, in-person learning in 2022 has elicited a sense of gratitude among students, families, teachers, and administrators. Fully remote learning, and the shifts in instruction and operations it necessitated, has ended. In most educational settings, normalcy has returned, even as schools and universities assess and work to accelerate learning that may have slowed during the pandemic, especially among specific student populations.

The chaotic experience of supporting education during the pandemic, along with the historic technology investments to support learning have led to a key concern at the close of 2022: how to sustain investments in digital learning tools and resources with the forthcoming “funding cliff” that looms with the end of pandemic aid programs. Relief funds have made possible a multitude of one-time digital learning programs, any one of which would have been considered a seminal investment in years past. This report highlights those investments in providing access to high-quality learning materials ([page 14](#)), district strategic planning ([page 15](#)), educator training ([page 15](#)), digital equity ([page 17](#)), and educational software to support personalized learning ([page 18](#)).

These advances represent an inflection point, with Connecticut institutions of learning never better equipped to leverage technology. The vast availability of devices, broadband, software, and support provide the essential conditions to support learning in and out of the classroom. To ensure sustainability and fidelity in learning, the Commission issued a resolution outlining key steps necessary to ensuring the full return on technology for learning ([page 13](#)).

The resolution will serve as the departure point for the development in 2023 of the next State Education Technology Plan. That framework will address the concerns highlighted in the resolution, including leadership commitment, access to technology infrastructure, digital literacy skills, and ongoing support for educators. The Commission's complementary work in 2023 to develop the State Digital Equity Plan ([page 16](#)) will address many of these same concerns — with the common goal of equity — to ensure that all residents can benefit from the employment, healthcare, learning, and social benefits that technology access and skills afford.

Planning and bringing about sustained improvements in education through technology cannot happen through one organization alone. In the design and implementation of the State Education Technology and Digital Equity Plans, the Commission will engage with state and local leaders for input and insights, as well as commitments to help make these plans a reality.



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## 16,000 Educators

More than 16,000 teachers and professors use [www.GoOpenCT.org](http://www.GoOpenCT.org), the Commission's open education resources site, to write, curate, and share free, high-quality digital learning materials.

→ See [Open Education Resources](#), page 15

## 177 Materials

In 2022, [www.GoOpenCT.org](http://www.GoOpenCT.org) provided the platform for the CSDE to create and publish 177 courses, units, and other learning materials to provide statewide curriculum for all schools

→ See [Open Education Resources](#), page 15

## 17,000 Hours

Through the AccelerateCT program in partnership with ISTE, 1,147 educators have benefitted from more than 17,000 hours of professional development toward certifications in the use of digital learning tools and pedagogies.

→ See [ISTE Training](#), page 15

## 13% Disconnected

In the coming year, the Commission will work with state and local leaders as well as residents to develop a State Digital Equity Plan that helps ensure affordable Internet access to the estimated 13 percent of households not connected to high-speed broadband.

→ See [State Digital Equity Plan](#), page 16



## **28% Increase**

2022 saw a 28 percent increase in the number of unique digital learning tools (6,400) used by districts, which leverage the free set of LearnPlatform management tools provided through the Commission.

→ See [Educational Software Hub](#), page 20

## **\$5M<sup>+</sup> Cost Avoidance**

Since its 2017 launch, the Commission's Educational Software Hub has saved districts an estimated 40,000 hours in staff time — in addition to legal fees — to comply with Connecticut's data privacy law. The Hub helps schools leverage innovative technology solutions and comply with state statute.

→ See [Technology Management](#), page 19

## **\$40M<sup>+</sup> Savings**

The Connecticut State Library continues to deliver exceptional value through researchIT, the digital library free to all Connecticut residents. This service delivered \$42M in digital content subscriptions at a cost to the state of \$1.5M.

→ See [researchIT CT](#), page 26

## **\$30M Cost Avoidance**

The CEN delivers Internet connections, federally mandated content filtering, and cyber protection services to schools, colleges, libraries, towns, and open access members at a cost that saved these institutions more than \$30M this year alone.





## Background

The Connecticut Commission for Educational Technology ("the Commission") was established in 2000 by [Public Act 00-187](#) to serve as the State's principal educational technology policy advisor. This document summarizes the Commission's progress in attaining its [statewide technology goals](#) during the past calendar year, in accordance with its governing statute ([CGS § 4d-80](#)). The report serves to inform and provide recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, appropriations, and the budgets of state agencies; the State Board of Education; and the Board of Governors of Higher Education. Readers accessing this report online may use the embedded links to view minutes, watch recorded meetings, and review publications.

## Membership

Name and Position	Representing or Appointed By
Mark Raymond, CIO, Commission Chair	Department of Administrative Services
Michael Mundrane, UCONN Vice Provost and CIO, Commission Vice-Chair	University of Connecticut
Douglas Casey, Executive Director	Commission for Educational Technology
Colleen Bailie, Director, West Haven Public Library	CT Library Association
Nick Caruso, Senior Staff Associate	CT Association of Boards of Education
Burt Cohen, Staff Attorney, State Broadband Policy and Program Coordinator	Office of Consumer Counsel
Charles Dumais, Executive Director, Cooperative Educational Services	Office of the Governor
Tom Dillon	Minority Leader of the House
John Elsesser, Town Manager, Town of Coventry	CT Council of Small Towns
[VACANT]	Speaker of the House
Ajit Gopalakrishnan, Chief Performance Officer	CT State Department of Education
David Hayes, Elementary Teacher, Bristol Public Schools	American Federation of Teachers – Connecticut
Barbara Johnson, Library Media Specialist, Colchester Public Schools	CT Educators Computer Association
Rich Mavrogeanes, President, Discover Video	President Pro Tem of the Senate
Maura Provencher, Vice President of Research and Administration	CT Conference of Independent Colleges
Deborah Schander, State Librarian	CT State Library
Josh Smith, Superintendent, Region 15 Public Schools	CT Association of Public School Superintendents



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Name and Position	Representing or Appointed By
Bart Stanco, Vice President, Gartner	Office of the Governor
Ryan Aylesworth, Town Manager, Town of Mansfield	CT Conference of Municipalities
[VACANT]	Minority Leader of the Senate
Chinma Uche, Math and Computer Science Teacher, CREC Academy of Aerospace and Engineering	Connecticut Education Association
Kelli-Marie Vallieres, Executive Director, Office of Workforce Strategy	Department of Economic and Community Development
Holly Williams, Section Director, Education and Workforce Development	Office of Policy and Management
Scott Zak, Senior Director of Learning Technologies	Connecticut State Colleges and Universities

In June, the Commission welcomed Ryan Aylesworth, Town Manager of Mansfield, as the appointee from the Connecticut Conference of Municipalities. Vacancies exist for appointees by the Speaker of the House and Minority Leader of the Senate of the Connecticut General Assembly. Commission leadership continue to engage with the appointing bodies to ensure full representation.

## Leadership

Mark Raymond, the Chief Information Officer for the State, continues his service as Chair of the Commission. Michael Mundrane, the University of Connecticut's Chief Information Officer and Vice Provost, serves as the Commission's Vice-Chair. Douglas Casey serves as the Commission's Executive Director, with responsibility for planning and activities as described on the Web sites of the Connecticut General Assembly ([Chapter 61a](#)) and Commission ([www.CT.gov/CTEdTech](http://www.CT.gov/CTEdTech)). In several of its 2022 meetings, members called for the appropriation of funds for an additional staff member, given the Commission's expanded work and impact over the past two years, as well as the likely benefits to the state that person would provide.

In addition to its members, the Commission benefits from the insights of Advisory Council members. Ten Commission members and alternates as well as nearly 40 subject matter experts from across the state serve on these Advisory Councils, representing a broad diversity of constituents to help guide the Commission's priorities and programs. The list of Advisory Council members follows:



### **Digital Learning Advisory Council**

- Nick Caruso (Chair)\* — Senior Staff Associate for Field Service, Connecticut Association of Boards of Education (CABE)
- Katie Bauer — Director of Library Research Services & Collections, Trinity College
- Kevin Corcoran — Executive Director of Digital Learning, Connecticut State Colleges and Universities
- Jonathan Costa — Assistant Executive Director, EdAdvance
- Larry Covino — Director, Bristol Adult Education
- Andy DePalma — Director of Technology, EASTCONN
- Josh Elliott — Director of Educational Technology, Fairfield University Graduate School of Education and Allied Professions
- Barbara Johnson\* — Library Media Specialist, Colchester Public Schools
- Dawn La Valle\* — Director, Division of Library Development, Connecticut State Library
- Greg Mcverry — Professor, Southern Connecticut State University
- James Mindek — Director of Technology & Operations, Connecticut Technical High School System (CTECS)
- Josh Smith\* — Superintendent, Region 15 Public Schools
- Karen Skudlarek — IT Accessibility Coordinator, University of Connecticut
- Jim Spafford — Coordinator of Business Services and Partnerships, Manchester Adult Education
- Chinma Uche\* — Computer Science Teacher, CREC Academy of Aerospace and Engineering
- Scott Zak\* — Senior Director of Learning Technologies, CT State Colleges and Universities

### **Infrastructure Advisory Council**

- Tom Dillon (Chair)\*
- Colleen Bailie\* — Library Director, West Haven Public Library
- Joe Campbell — Educational Technology Consultant, CTECS
- George Claffey — CIO, Central Connecticut State University
- Burt Cohen\* — Staff Attorney and State Broadband Policy and Program Coordinator, Office of Consumer Counsel
- Kerri Kearney — Supervisor of Instructional Technology, Manchester Public Schools
- Ryan Kocsondy — Director, Connecticut Education Network (CEN)
- Michael Mundrane\* — Vice Provost and CIO, University of Connecticut
- Sabina Sitaru — Associate Director – Innovation Product Manager, Pratt & Whitney
- Rick Widlansky — System Manager, Libraries Online (LION)
- Rob Wilson — Director of Technology and Information Services, Somers Public Schools

\*Also serves as a Commission member or alternate.








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## Meetings

Dates and topics of Commission and Advisory Council meetings appear below, with minutes and materials available from the Commission Web site, [www.CT.gov/EdTech](http://www.CT.gov/EdTech).

### Commission Meetings

Monday, March 7	
<ul style="list-style-type: none"><li>Streamlined Data Privacy Compliance</li></ul>	<ul style="list-style-type: none"><li>Measuring K – 12 Digital Equity</li><li>Expansion of Community Wireless</li></ul>
 <a href="#">Meeting Minutes</a>	
Monday, June 6	
<ul style="list-style-type: none"><li>Ongoing Support for Digital Learning</li><li>Open Education Resources</li></ul>	<ul style="list-style-type: none"><li>Eduroam in Public Spaces</li></ul>
 <a href="#">Meeting Minutes</a>	
Monday, September 12	
<ul style="list-style-type: none"><li>State Digital Equity Plan</li><li>Supports for District Strategic Plans</li></ul>	<ul style="list-style-type: none"><li>Federal Broadband Expansion Programs (BEAD and Digital Equity)</li></ul>
 <a href="#">Meeting Minutes</a>	 <a href="#">Video Archive</a>
Monday, December 5	
<ul style="list-style-type: none"><li>Digital Equity Summit</li><li>Computer Science Education</li></ul>	<ul style="list-style-type: none"><li>Action Steps to Support Digital Learning</li></ul>
 <a href="#">Meeting Minutes</a>	 <a href="#">Video Archive</a>



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## Advisory Council Meetings

### *Digital Learning Advisory Council*

Thursday, February 3

- Digital Literacy Supports for Adults
- Use of Personal Devices for Learning

 [Meeting Minutes](#)

Thursday, April 28

- Commission Recommendations
- Digital Inclusion

 [Meeting Minutes](#)

Tuesday, July 26

- Resolution on Digital Learning
- Federal Digital Equity Funding

 [Meeting Minutes](#)

Wednesday, November 2

- Action Steps to Support Digital Learning

 [Meeting Minutes](#)

### *Infrastructure Advisory Council*

Tuesday, February 1

- Collection of Digital Divide Data
- Community Wireless

 [Meeting Minutes](#)

Monday, April 25

- Community Wireless Program Requirements
- State Digital Inclusion Program

 [Meeting Minutes](#)

Tuesday, August 2

- Community Wireless Program Design
- Federal Digital Equity Funding

 [Meeting Minutes](#)

Wednesday, November 2

- Action Steps to Support Digital Learning

 [Meeting Minutes](#)



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## State Educational Technology Goals and Plan

In 2017, the Commission released its five-year [State Educational Technology Goals and Plan](#), with the following Vision Statement:

**THAT EVERY LEARNER AND EDUCATOR IN CONNECTICUT BENEFITS FROM THE FULL  
POTENTIAL OF TECHNOLOGY TO SUPPORT PERSONALIZED AND IMPACTFUL TEACHING,  
LEARNING, RESEARCH, AND ADVANCEMENT.**

To support that vision, the following Mission Statement defines the strategies and activities of the Commission:

**DESIGN, STEWARD, AND PROMOTE POLICY, PROGRAMS, INSIGHTS, AND RESOURCES THAT SUPPORT THE  
EFFECTIVE USE OF TECHNOLOGY FOR ALL LEARNERS AND EDUCATIONAL ORGANIZATIONS IN CONNECTICUT.**

In the past year, the Commission has stewarded, promoted, and enlisted assistance to deliver upon the initiatives defined in the Goals and Plan. That blueprint for educational technology in our state addresses eight broad initiatives falling under three focus areas: Digital Learning, Infrastructure, and Data and Privacy.

### *Digital Learning*

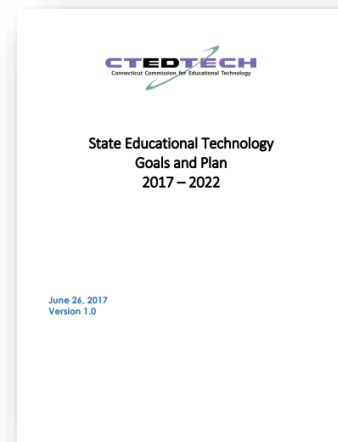
- Open Education Resources
- Student-Centered Learning
- Technology Proficiency Standards

### *Infrastructure*

- Digital Equity
- Educational Technology Standards and Best Practices
- E-rate Maximization

### *Data and Privacy*

- Privacy Best Practices
- Privacy Compliance



In 2023, the Commission will engage in developing the next iteration of the State Educational Technology Plan. This work began in 2022, driven by priorities expressed by Commission and Advisory Council members that became the June 2022 [Resolution Concerning Ongoing Support for Digital Learning](#).

At all quarterly meetings, Director Casey provides members with an update on progress made against the Goals and Plan, reflecting the insights and efforts of the Commission members, Advisory Council members, and other subject-matter experts enlisted to support this work. The following page provides a high-level summary of these efforts.



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## State Educational Technology Goals and Plan: Objectives and Progress

Objective	Status
<b>Digital Learning</b>	
Open Education Resources	
Obtain GoOpen Status	Completed (June 2017)
Launch OER Resource Page	Completed (May 2019)
Launch State OER Portal (GoOpenCT.org)	Completed (July 2021)
"Frontiers in Personalized Learning" Report	Completed (November 2017)
Student, Teacher, and Administrator Standards	
Commission Endorsement of Student Standards	Completed (September 2016)
Commission Endorsement of Teacher Standards	Completed (September 2017)
State Board Adoption of Student Standards	Completed (June 2018)
Commission Endorsement of Administrator Standards	Completed (December 2018)
Curation of Educator and Leader Supports	In Progress and Ongoing
<b>Infrastructure</b>	
E-rate Maximization	
Statewide Survey Design and Feedback	Completed (July 2018)
Statewide E-rate Report	Completed (April 2019)
Digital Equity	
Digital Equity Toolkit	Completed (December 2018)
State Digital Equity Plan	In Progress (Fall 2023)
<b>Data and Privacy</b>	
Educational Software Hub Design and Launch	Completed (August 2017)
Promotion of Privacy and Security Best Practices	In Progress and Ongoing





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The following sections provide updates on the Commission's State Educational Technology Goals and Plan, as well as other related activities to ensure the effective use of technology in Connecticut schools, libraries, and institutions of higher education.

## Digital Learning

### Support for Digital Learning

The Commission dedicated significant effort in 2022 to ensure students and teachers have ongoing access to digital learning resources. What began as a statewide [survey and analysis](#) last year — asking the simple question, "What about school during the pandemic is worth keeping as we return to in-person education?" — emerged in 2022 as a broader set of priorities for educational technology.

Progress in student device and broadband access as a result of relief funding, as well as the 50 percent increase in educational software use, reflect a significantly larger technology "footprint" to help ensure equitable access to personalized learning for all students. Under the leadership of Digital Learning Advisory Council chair Nick Caruso, members of that group expressed a need for sustained financial, policy, and operational supports around these essential conditions for learning, in addition to proper levels of teacher training and support.

The result of these discussions took the form of a "[Resolution Concerning Ongoing Support for Digital Learning in Connecticut Public Schools](#)," adopted at the June 6, 2022 full Commission meeting. The document calls for inter-agency efforts to address ongoing commitments in four categories:

- Leadership Commitment: State and local leadership to maximize the potential of technology to support learning.
- Essential Conditions for Digital Learning: Ongoing provision of the necessary devices, broadband, and technical support for teaching and learning.
- Digital Equity: Assurance that students develop the competencies and mindsets to leverage and learn new technologies for learning.
- Educator Supports: Provision of ongoing and timely training for teachers that enables them to make effective use of technology for instruction.

In 2023, the Commission will continue building on the components within the Resolution and listed in the [Potential Action Steps](#) (December 2022) to draft the next version of the Connecticut State Educational Technology Plan. Key in this work will be encouraging input and engagement from a wide array of stakeholders, including all of the Commission's [appointing agencies and organizations](#). Only through this sense of shared ownership and involvement can the State realize the potential benefits of technology for learning.





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### *National Recognition*

The Commission's work to champion digital learning best practices and investments has garnered national attention over the past year (see the [Media Coverage](#) section beginning on page 23). On September 7, the State Educational Technology Directors Association (SETDA) released its first [State EdTech Trends Report](#). The findings reflect the top concerns and recommendations of digital learning experts from all 50 states. [The report](#) lauds the work of the Commission and its structure as a model for providing consistent ed tech leadership at the state level.

### *Remote Learning Commission*

As in 2021, Director Casey served on the statewide [Remote Learning Commission](#). The General Assembly charged the CSDE to create this group in the 2021 legislative session (see [Public Act 21-2](#)). The 15 appointed members and CSDE staff began work late in 2021 to fulfill the group's mandates of assessing the impact of remote learning on K – 12 students, establishing best practices in online learning, and determining the feasibility of a statewide remote learning school. Education Commissioner Charlene Russell-Tucker, Chief Academic Officer Irene Parisi, and Chief Performance Officer (and Commission for Educational Technology member) Ajit Gopalakrishnan led the work of the group. Director Casey served as the lead on the Research and Design subcommittee, providing input to the final [Remote Learning Commission Report](#), issued in November 2022. Among other recommendations, the report encourages further study into the real demand for dedicated statewide educators, courseware, and operational supports. The Remote Learning Commission also published the [Connecticut Standards for Remote Learning Grades 9-12](#).

### *Open Education Resources*

The Commission continues to champion the use of open education resources (OER), which include free digital textbooks, courses, unit plans, lesson plans, and instructional videos. This work supports the Commission's statutory charge of "providing access for all public schools, public libraries, and libraries at institutions of higher education to a core set of online, full-text resources" [[CGS § 4d-80\(c\)\(2\)\(C\)](#)].



Following the launch in 2021 of Go Open CT ([www.GoOpenCT.org](http://www.GoOpenCT.org)), the State's OER portal, this past year saw a significant expansion in the site's use and application for teaching and learning. The site has grown to include more than 9,000 textbooks, courses, units of study, and lessons available for Connecticut educators. Site visitation remains strong, with 16,389 unique visitors, 86 percent of whom used the site multiple times across a total of 23,158 sessions, accessing 88,561 pages of content.

The Commission continues to partner with the CSDE to support access to high-quality instructional materials. In April, Governor Lamont and Education Commissioner Russell-Tucker hosted an event to [announce a wave of statewide curriculum](#) — financial literacy and middle school mathematics — via Go Open CT. These courses follow the release of last year's [African-American, Black, Puerto Rican, and Latino Studies](#) course, and the CSDE plans to build additional courses on Go Open CT in 2023.



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In higher education, a number of colleges and universities use the platform to help lower the cost of education for students and encourage research and collaboration among professors. To support OER adoption, Director Casey met with leaders from Eastern Connecticut State University, Southern Connecticut State University, and the Connecticut OER Coordinating Council. He also worked closely with Kevin Corcoran, Associate Vice President of Digital Learning with the Connecticut State Colleges and Universities (CSCU) on the CSCU's Standards of Use to guide systemwide OER adoption.

## Educator and Leader Supports

### *Future Ready Schools*

The shift from traditional teaching approaches to those that fully leverage technology requires a commitment by and equipping of leaders. For these reasons, the Commission worked with Future Ready Schools (FRS) to offer intensive training for school leaders. Teams from 14 K – 12 districts joined the first Connecticut FRS cohort, working together to develop of strategic plans that leverage technology for teaching and learning. The [FRS framework](#) — a logical structure and interactive portal for group collaboration — includes curriculum, instruction, professional development, privacy, and other essential components of district strategic plans. Participants expressed strong enthusiasm for the program, underscoring its value in enhancing many aspects of teaching and school operations. Readers of this report can hear firsthand about the benefits of the program by visiting <https://youtu.be/ydyDoD5ONSk>.

### *ISTE Training*

In 2021, the CSDE leveraged its \$100M ARPA allocation to launch a set of initiatives known as AccelerateCT, which included investments in teacher training. Chief Performance Officer and Commission member Ajit Gopalakrishnan led the design of [AccelerateCT's technology components](#), working closely with Director Casey. The plan included training and certification for teachers to make effective use of technology through a partnership with the [International Society for Technology in Education](#) (ISTE). As with the FRS initiative, enlisting district leaders helped to increase participation and completion of courses by teachers and librarians. At the conclusion of the two-year initiative, 1,147 educators across 25 districts had completed more than 17,000 hours of professional development. Offerings included a virtual Summer Learning Academy, full-length courses on a variety of topics, and certifications for educators and librarians. In the voice of one participating teacher, "After 29 years of teaching there are very few professional developments that bring excitement back into teaching. Redesigning my lessons over the summer so they have true meaning and purpose has done just that."



## Infrastructure

### Digital Equity

The passage in early 2022 of the [Bipartisan Infrastructure Law](#) (BIL) has resulted in unprecedented levels of funding for the buildout of Internet service to under- and unreached areas within the state and for programs that help residents get online and develop digital literacy skills. These resources will support the Commission's statutory charge to help close the digital equity gap (see [CGS § 61a, Sec. 4d-80](#)).

#### *State Digital Equity Plan*

In the spring of 2022, the Office of Governor Lamont designated the Commission to lead the state's work in support of the [Digital Equity Act Program](#), part of the Bipartisan Infrastructure Law (BIL). The U.S. Department of Commerce's National Telecommunications and Information Administration (NTIA) administers the program, which includes planning, capacity, and competitive grants. All support the provision of affordable, high-speed broadband and devices as well as support for residents to acquire the skills they need to engage in today's digital society. In July, Director Casey submitted the Commission's state application for planning funding, which the NTIA approved in late November, providing \$736,568 to develop a five-year state digital equity plan, with these elements:

- Purpose: To ensure all residents can engage in today's digital world for learning, civic engagement, telehealth, remote work, career advancement, tapping State services, and deepening social connections
- Covered Populations: A focus on the needs of priority groups that include low-income households, aging populations, incarcerated individuals, veterans, people with disabilities, people with language barriers, racial and ethnic minorities, and rural residents
- Barriers: Assessment and design of programs that address the financial, logistical, and other barriers to technology access, adoption, and use
- Assets: Inventory of existing programs that address the above barriers, including broadband adoption, affordable devices, training, and support
- State Plans: Alignment with strategic state plans that address economic and workforce development, educational outcomes, health outcomes, civic and social engagement, the delivery of essential services

The Commission will design the plan based on input through in-person engagements, consultation with state and community leaders, and formal research. In October, the Commission invited more than 250 leaders from State agencies and the General Assembly as well as state and regional leadership organizations to enlist their input on barriers, assets, and what a fully connected and skilled citizenry would mean.

Key partners in this work include the Department of Energy and Environmental Protection (DEEP) Bureau of Energy and Technology Policy, which oversees the Broadband Equity, Access, and Deployment (BEAD) program, also part of the BIL; the Office of Consumer



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Counsel; the Office of Policy and Management; the Connecticut State Library; the State Bipartisan Infrastructure Law Team; and the Office of the Governor. Director Casey has enlisted a smaller group of digital equity experts to serve on a core planning team of advisors and has forged a partnership with the University of Connecticut's School of Public Policy to conduct research and a needs assessment. State and community leaders interested in learning more about and contributing to the State's Digital Equity efforts can visit [www.CT.gov/DigitalEquity](http://www.CT.gov/DigitalEquity).

### *Digital Navigation*

One model for ensuring access to the technology and skills to engage in today's online society is known as "digital navigation." According to the [National Digital Inclusion Alliance](#), which facilitated the fall 2022 Digital Equity Summit, digital navigators are "trusted guides who assist community members in Internet adoption and the use of computing devices. Digital navigation services include ongoing assistance with affordable Internet access, device acquisition, technical skills, and application support." In 2022, the Connecticut State Library provided exemplary leadership in the practice of digital navigation through its [Libraries and Partners for Digital Equity](#) program. Funded through an [Institute for Museum and Library Studies](#) grant, the program allowed four Connecticut libraries to provide devices, training, and support for residents to gain fluency in digital tools. As a Commission member, the Connecticut State Library has modeled the type of program that the federal Digital Equity program serves to establish and fund.

### *Community Wireless*

In addition to personal broadband connections, devices, and training, another means of ensuring access for all residents comes in the form of the [Community Wireless program](#). In 2020, Governor Lamont authorized CEN to install high-capacity wireless access points at community anchor institutions (mostly libraries) across the state. Following the initial phase, with 170 installations, the Governor included an additional \$10M investment to expand the program through his American Rescue Plan allocations for the state.

In 2022, Infrastructure Advisory Council chair Tom Dillon facilitated discussions around program design to help ensure the greatest impact from the next round of funding investments (see, for example, the [August 22 meeting minutes](#)). The program would solicit proposals from local communities to expand broadband access through anchor institutions, high-density public spaces, and public or subsidized housing. Advisory council members provided sound guidance around the scope of expenditures, in-kind requirements, sustainability, and assurances such as the inclusion of Eduroam authentication via wireless access points. Following the approval of these funds (in review with the U.S. Department of Treasury as of this writing), CEN with oversight from the Commission will complete program design and begin welcoming applications for funding.

### *Broadband Programs and Advocacy*

As mentioned above, the Commission continues to work closely with other State agencies to ensure a coordinated and efficient investment of federal funding to expand access to



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technology for all residents. The [2022 Connecticut Broadband Report](#), written by DEEP with input from the Commission and other State agencies, provides an excellent summary of progress and plans to expand technology access and provides details on some of the programs listed below:

- [Broadband Equity, Access, and Deployment \(BEAD\)](#): DEEP leads this program to expand high-speed Internet access to under-connected and disconnected areas.
- Broadband Mapping: OPM leads these efforts, funded through the 2021 Broadband Bill ([Public Act 21-159](#)). The recently launched [BroadbandMaps.CT.gov](#) provides interactive views of the state with layers that detail Internet access, affordability, and adoption.
- [Enabling Middle Mile Broadband Infrastructure Program](#): CEN has applied for funding under this program, designed to expand middle mile infrastructure and reduce the cost of connecting unserved and underserved areas.

Under the direction of the Office of Governor Lamont, State agencies continue to work in close coordination across programs to maximize the impact of federal awards. Updates on progress appear on the interagency site [Broadband.CT.gov](#), launched in late 2022 with input from all participating agencies and under the coordination of Director Casey.

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## Data and Privacy

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Given the significant expansion of broadband, devices, and educational software during the COVID-19 pandemic, the Commission remains committed to helping schools manage and optimize the use of these digital learning tools while ensuring the privacy of personal data. One national study of nearly 3 million students indicates that the average school district uses more than 1,400 titles during a given year ([LearnPlatform, November 2022](#)). In Connecticut, usage data from 37,154 educators and 193,221 students shows a total of 6,463 software products in use across 71 districts. The total educational software “footprint” is likely much larger than this total, and these numbers serve as reminders of the need to ensure the protection of student information as schools continue to leverage technology for personalized learning.

### Guidance and Compliance Efficiencies

The Commission has offered free of charge [LearnPlatform](#) since 2017 as a clearinghouse of educational titles from providers that have pledged compliance with Connecticut's data privacy law. Given ambiguities in State statute ([CGS §§ 10-234aa-dd](#)), questions remained — among other considerations — as to what constitutes “compliance” with the law.

In February, Director Casey consulted with DAS Counsel and the Office of the Attorney General to develop guidance for school districts. The resulting list of [frequently asked questions](#) and [recorded presentation](#) make clear that educational providers that digitally sign the Connecticut Student Data Privacy Pledge via LearnPlatform assume the conditions of the State statute. The guidance also addresses penalties for non-compliance under the





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[Connecticut Unfair Trade Practices Act](#) (CUTPA) and makes it clear that districts do not need to pursue individualized agreements with each of their providers.

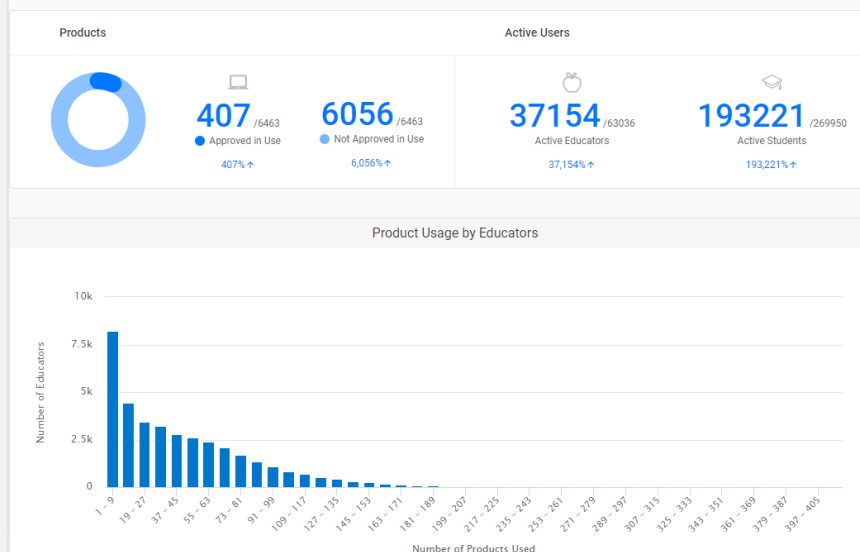
These clarifications should continue saving time for school leaders and teachers while reducing data privacy exposure. District survey responses indicate that use of LearnPlatform and the Commission's guidance save a collective 10,000 staff hours (\$1M indirect) annually in education technology management and compliance efforts. Overall usage of LearnPlatform increased by 8 percent during the past year.

## Education Technology Management

The Commission's statewide subscription to LearnPlatform allows any school or district to access a real-time inventory of software titles in use. By the close of 2022, 71 districts were using this free service. Use of this data can help decision-makers identify new software titles that support student learning as well as apps that administrators have not approved. The Inventory Dashboard can also provide insights on software that districts pay for every year but that may not see significant use. Identifying such educational technology "waste" allows leaders to consolidate their software catalog, reducing licensing and support costs.

### Inventory Dashboard

Discover the full scope of your organization's edtech use, identify trends and start on your path to a more effective edtech ecosystem.



The Commission's efforts to support district and vendor compliance with Connecticut law has had a national and international impact. In the fall of 2022, SETDA issued a [special report](#) highlighting Connecticut's approach to privacy management. Director Casey remains an active contributor on the UNESCO [Data for Learning Working Group](#). The Commission's efforts have informed [international data governance recommendations](#) through that body.

## Exemption Reporting

Local education agencies (LEAs) must report each year to the Commission on their use of software that does not strictly comply with Connecticut's student data privacy law. The exemption, defined in [Public Act 18-125](#), supports the district design of individualized education plans (IEPs) and student accommodations under Section 504 of the Rehabilitation Act of 1973. Those LEAs that use the exemption must share details about



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each software title, its provider, and assurances that the district has made reasonable efforts to comply with all other aspects of state and federal privacy statute.

In December 2022, Director Casey shared the consolidated, four-year (2018 – 2022) reports of district exemption use through the Connecticut Open Data portal (<https://data.ct.gov>). Data sets and interactive charts allow visitors to view [which districts used the exemption](#) and if so, [which software tools they used](#). More than half of LEAs (55 percent) did not report for the 2021 – 22 school year, despite the mandate to do so. Of those districts that did report, about 15 percent used the exemption. Percentages of non-reporting and exemption-using districts have remained consistent year over year.

These data sets do not seem to have influenced policy or statute considerations, given that the Commission has not received any feedback or questions concerning district exemption use by members of the General Assembly. Discussion has emerged among Commission members about the value of asking for this data, given the lack of responsiveness on behalf of districts and the General Assembly on the resulting reports, especially given that the [statute](#) does not require the development of these reports, only that districts share usage data with the Commission. The Commission sees some potential value in requesting the data, in that doing so annually underscores the fact that districts should consider privacy concerns as part of educational technology decision-making, especially among some of the most vulnerable student populations.



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## Communications and Outreach

To raise awareness of its work and gather feedback from its diverse constituents, the Commission leverages several online media channels, including the Commission Web site, Twitter account, and e-mail listserv. Director Casey continues to present at state and national events, produce research and publications, submit news to educational media outlets, and participate actively in several [professional and advocacy groups](#). The following sections provide highlights of these communication and outreach efforts.

### Online Media

- **Web:** The Commission's Web site, [www.CT.gov/EdTech](http://www.CT.gov/EdTech), continues to support the educational community. Site traffic decreased by roughly a third over the same period the previous year, likely because of the reduced demand for remote learning resources. Additions to the site this past year include data privacy updates as well as resources for school and community leaders to close the digital divide.
- **Twitter:** The Commission's Twitter account, @CTEdTech, serves as a means of communicating important research and policy updates to 669 followers.
- **Statewide Listserv:** In early 2016, the Commission launched a statewide e-mail listserv to share research, best practices, and announcements with the K – 12 education community. Since that time, the list has grown to include more than 450 members, including school technology leaders from nearly every Connecticut public school district and many private schools. In the past year, contributors have submitted more than 2,000 posts that include funding and legislative updates, best practices in digital learning approaches, and time-sensitive security alerts. Comments from district technology leaders indicate that the service provides an easy and powerful means of quickly communicating with and sharing best practices among members of the Connecticut educational technology community.







## Presentations

Director Casey shared the Commission's work statewide and nationally in 2022. The following list summarizes these presentations.

Organizer – Audience	Topic(s)	Date
National School Boards Association	Closing the Homework Gap	Jan 24
Eastern Connecticut State University	Open Education Resources (OER)	Feb 16
CT State Colleges and Universities	CSCU OER Council	Apr 8
Consortium for School Networking	Reading the Tea Leaves: State EdTech Policy Trend Watching	Apr 13
Connecticut Conference of Independent Colleges	Go Open CT (OER)	Apr 27
Connecticut Education Network (CEN)	Go Open CT, Eduroam, Teacher Preparation, and Community Wireless Sessions (CEN Conference)	May 5
Office of the Governor	FiberCity (SiFi Networks) Launch Press Conference	May 17
University of Massachusetts	Go Open CT (Northeast OER Summit)	May 26
Interagency Council for Ending the Achievement Gap	Quarterly Presentation on Educational Technology (with Holly Williams and Stephen Hegedus)	Jun 7
CT Digital Government Summit	Panel on Digital Equity	Sep 8
CT Computer Science Teachers Association	Student Data Privacy	Sep 12
Connecticut Library Association	State Digital Equity Plan	Sep 15
American University	Guest Lecture: Trends in Online Learning	Sep 27
Dxtera Institute and Georgetown University	Privacy Preserving Technologies (AI in Education Forum)	Oct 11
Commission for Educational Technology	2022 Digital Equity Summit	Oct 26
Future Ready Schools	Connecticut Cohort: Panel Discussion	Nov 3
Connecticut Educators Computer Association	Go Open CT (Annual CECA-CASL Conference)	Nov 4
Leadership Conference Education Fund	Digital Equity Planning and Best Practices	Nov 16



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## Media Coverage

Outreach campaigns and publishing opportunities promoted the work of the Commission and resulted in coverage across a number of media channels this year. The following table lists stories, interviews, and publications that highlight the Commission's efforts and impact.

Outlet – Publisher	Title	Date
<b>Education and Career News</b>	<a href="#">Leveraging Technology for Learning, Teaching, and Beyond</a>	Jan 3
<b>ctpost</b>	<a href="#">CT education department previews permanent remote learning standards</a>	Jan 25
 <b>CABE</b>	<a href="#">What Do You Do If Your District Is Hacked?</a>	Mar 1
 <b>K-12 DIVE</b>	<a href="#">White House eyes digital divide with discount for low-income families</a>	May 10
 <b>K-12 DIVE</b>	<a href="#">3 ways to keep student data privacy top-of-mind in ed tech procurement</a>	Jun 2
<b>EDUCATION WEEK</b>	<a href="#">SETDA Issues Annual Trends Report</a>	Jun 9
 <b>the ct mirror</b>	<a href="#">CT gets \$5.7 million to plan broadband deployment and adoption</a>	Dec 13
 <b>CT NEWS JUNKIE</b>	<a href="#">First Steps Taken in Planning For High-Speed Internet Expansion</a>	Dec 14
 <b>Hartford Courant</b>	<a href="#">Connecticut gets \$5.7 million to plan broadband deployment, develop 'digital equity plan'</a>	Dec 14



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## Professional and Advocacy Groups

To garner support for Commission initiatives, deepen understanding of constituent needs, and identify funding opportunities, Director Casey actively participates in the following state and national groups:

- Connecticut Association of Public School Superintendents (CAPSS) Technology Committee: Provide monthly Commission updates to state superintendents
- Connecticut Remote Learning Commission: Led Research and Design subcommittee to assess current online learning in Connecticut, identify best practices, and determine the feasibility of a statewide remote learning school
- Council of Chief State School Officers (CCSSO) Digital Equity Steering Committee: Engage as part of core planning team to identify and share best practices and develop guidance to state leaders on ensuring equitable access to digital learning through broadband, devices, and skill development
- ISTE Policy Advisory: Provide input on digital learning policy at the national, state, and local levels
- Skills21 Board: Support EdAdvance (one of six state Regional Education Service Centers) work to provide technology-based curriculum and challenge competitions in STEM subjects
- State Educational Technology Directors Association (SETDA) Board of Directors: Served as 2021 – 22 Chairman of the Board of national affinity group that develops and advocates for best practices in digital learning
- State Interagency Council for Ending the Achievement Gap: Represent the Department of Administrative Services in statewide efforts to align programs and resources that enable all learners to succeed
- United Nations Educational, Scientific and Cultural Organization (UNESCO) Broadband Commission — Data for Learning Working Group: Establish international guidance and standards on the effective and ethical use of data in education
- U.S. Department of Education "Go Open" Leaders: Engage in monthly discussions to share best practices on the design and governance of state-level OER programs



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## Connecticut State Library

### researchIT CT

As part of the Connecticut Education Network and administered by the Connecticut State Library, researchIT CT ([www.researchitct.org](http://www.researchitct.org)) provides all Connecticut students, faculty, and residents with online access to essential



library and information resources. The researchIT CT service provides a core level of information resources, including secured access to licensed databases, and is available to every resident in Connecticut. These resources support the Division of Library Development's effort around the seven literacies: Digital Literacy, Health Literacy, Financial Literacy, Legal Literacy, Civic/Social Literacy, Basic Literacy, and Early Literacy. In addition, college students and faculty have access to specialized research information. The researchIT CT service also includes a collection of downloadable eAudio and eBooks for access on mobile devices such as smartphones and tablets.

Since March of 2020, The COVID-19 crisis has created access issues for many students and residents in Connecticut. In response to the pandemic and the remote learning challenges it presented, The Division of Library Development worked with database vendors to temporarily provide remote access to researchIT databases without requiring library card authentication. EBSCO created a list of temporary links that can be used by patrons and students who don't have a library card at this time. This means of access remains in effect.

Additionally, The CT State Library utilized LSTA funds to extend access to EBSCO's Learning Express Workforce Solutions including Job and Career Accelerator, for public libraries in Connecticut to run from October 1, 2022 through September 20, 2023.

Goals of researchIT CT are as follows:

- Ensure universal access to a core level of library and information resources for every resident of Connecticut through their public library, school, and college and from home
- Provide necessary information resources to every school in Connecticut so that all students are prepared to function in an information society
- Provide information resources to the increasing number of students taking advantage of online courses at Connecticut's colleges and universities
- Support the information needs of all Connecticut residents



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## Budget

In the spring of 2019, the Division of Library Development coordinated a Request for Proposal (RFP) process for the databases that comprise researchIT CT. After three years of stable pricing, the resulting proposals included some price increases which pushed the cost to maintain all of the current offerings beyond the budget. After carefully evaluating usage and costs again this year, the researchIT subscription to APA PsycInfo Collection from EBSCO was canceled. Other EBSCO offerings remain the same. A three-year renewal process was completed with both EBSCO and ProQuest and keeps the current subscription in effect until June 30, 2025.

## Annual Savings / Cost Avoidance (FY 2022)

The value of all researchIT CT databases to local communities exceeds \$42 million in one year, while the cost to provide those databases was \$1.3 million. This represents a cost avoidance of more than \$41 million. For more details, see the following publication:

[Cost Benefit: What researchIT CT Saves the State's Libraries and Municipalities](#)

## Usage (FY 2022)

For researchIT CT's licensed full-text databases, there were a total of 3,141,381 page views (a measure of when search results are actually viewed), with 201,710 or 7% from public library patrons; 702,312 or 22% from school library patrons; and 2,237,359 or 71% from academic library patrons. The total number of page views represents a 19% decrease compared to the previous fiscal year. However, K12 usage nearly doubled over the previous year. In addition, public libraries viewed Connecticut State Library Collections in Ancestry.com 10,670,593 times in FY 2022.

## findIT CT

Connecticut's statewide library catalog, findIT CT, contains the holdings of 334 libraries in Connecticut, with more libraries being added on an ongoing basis. As of January 1, 2023, findIT CT contained 25 million records and 19 million items. In FY 2022 it had more than 386,000 visits and 4.5 million page views.





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## requestIT CT

requestIT CT, the statewide interlibrary loan service in findIT CT, began in September 2017, and as of July 2022, 131 libraries in Connecticut participate in the service. Librarians can easily place, update, and track the status of requests as they make their way through the interlibrary loan process. Participating libraries filled 12,212 interlibrary loan requests during FY 2022 using the fulfillment system.



## Digital Collections

The *Treasures of Connecticut Libraries* digital collection, which began in 2008, remains available and had 7,300 item views in FY 2022. It contains 1,869 objects from 51 libraries and their partnering institutions. The Treasures collection can be accessed at:

<https://cslib.contentdm.oclc.org/digital/collection/p128501coll0>

The State Library added the first issues of the *Newspapers of Connecticut* digital collection in 2011. This collection on the ContentDM platform includes 7,356 newspaper issues from more than 95 newspaper titles. The collection had 11,6790 item views in FY 2022 and has been moved to the Connecticut Digital Archive <https://ctdigitalarchive.org/> for preservation. During FY 2022, the State Library added more newspapers to the Connecticut Digital Archive (CTDA), bringing the new total in the CTDA to 117 newspapers. In September 2018 the CTDA became a service hub for the Digital Public Library of America (<https://dp.la/>), so the newspapers are also discoverable through the DPLA. The Newspapers of CT collection can be accessed at:

<http://hdl.handle.net/11134/30002:newspapers>

## eGO and the SimplyE app

eGO CT provides access to digital content such as eBooks and eAudio, making it available to users statewide primarily through an app. Patrons can easily download the app and use it to discover, check out, and read or listen to digital content, such as eBooks and eAudio. The app is designed to display content that is available in both the Connecticut State Library and local library collections.



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Launched to the public in March 2022, The Palace Project App made it possible for Connecticut public library users to access eBook titles from their individual public library, from a parent regional library system, from the Palace Open Bookshelf, Palace Marketplace, and Axis 360 collection, all in one intuitive, easy-to-use mobile app for iOS or Android. As of December 2022, there are 105 public libraries that are live in the app and sharing it with their patrons. The service includes downloadable audiobooks as well as eBooks. The State Library's use of SimplyE ended in September 2022.

The eGO Community Share program was also launched in 2022. This is a new project aimed at K – 12 schools as part of the eGO CT program. The goal is to allow for easier access for students to the Connecticut State Library eBook collection. The project is being accomplished with LSTA funds in partnership with Baker and Taylor. As of December 2022, there are 90 school sites participating.

## Content

As of December 2022, the eAudio and eBook collection includes the following:

- Baker & Taylor Axis 360: 3,306 items
- Palace Marketplace and Biblioboard: 4,287 items
- Palace Open Bookshelf: 7,838 eBooks

## Usage (FY 2022)

Because the digital collections are available through a self-service model, State Library staff have no role in the circulation process and are responsible only for collection development and licensing. Usage statistics show that there was a total of 6,039 checkouts in the Palace app, and 3,482 were from the Connecticut State Library collection.



## EMPLOYEE RELATIONS MEMORANDUM 2023-03

**To:** Community College Presidents / Campus CEOs

**Re:** Sabbatical Leaves Approved for the 2023-24 Academic Year

**Date:** February 28, 2023

Under authority delegated by the Board of Regents, sabbatical leaves are hereby approved for nine (9) Congress bargaining unit members and one AFT bargaining unit member. There were no selected applications from the AFSCME bargaining unit.

Presidents / Campus CEOs are asked to implement sabbatical leave decisions in accordance with the attached instructions, including immediate notification by March 1, 2023 to successful and unsuccessful leave applicants. HR Generalists/Regional Managers should notify the VP of HR Strategy if an employee who is granted a sabbatical leave is unable to take the leave. The total cost for AY 2023-24 approved sabbatical leaves will be funded by the respective college.

<b>Congress Bargaining Unit</b>				
<b>College</b>	<b>Employee</b>	<b>Type</b>	<b>Cost</b>	<b>Savings</b>
Capital	Kevin Lamkins	Half year / full salary	\$25,896	\$0
Capital	Linda Cocchiola	Half year / full salary	\$25,896	\$0
Housatonic	Kofi Adomako-Ayisi	Half year / full salary	\$0	\$0
Middlesex	Andrea Levy	Half year / full salary	\$25,896	\$0
Middlesex	Frank Stellabotte	Half year / full salary	\$25,896	\$0
Naugatuck Valley	Amy Royal	Half year / full salary	\$25,896	\$0
Norwalk	Catherine Milton	Half year / full salary	\$25,896	\$0
Norwalk	Christine Mangone	Half year / full salary	\$25,896	\$0
Three Rivers	Sarah Selke	Half year / full salary	\$25,896	\$0
<b>AFT Bargaining Unit</b>				
<b>College</b>	<b>Employee</b>	<b>Type</b>	<b>Cost</b>	<b>Savings</b>
Norwalk	Susan Gebhardt- Burns	Half year / full salary	\$25,896	\$0

### **AFSCME Bargaining Unit**

None

By: Michael J. Lopez

Michael J. Lopez

Director of Compensation, Benefits, and HR Administration

Attachment

cc: HR Generalists/Regional Managers



# IMPLEMENTATION OF SABBATICAL LEAVES

## **TERMS AND CONDITIONS OF SABBATICAL LEAVES**

The sabbatical leaves that have been approved are subject to the following conditions:

1. Unless otherwise indicated, no direct or indirect support beyond the individual's salary shall be provided. By this, we mean that professional development and retraining dollars should not be used for those granted full-salary sabbaticals.
2. Each recipient will provide a written report detailing the results of the sabbatical leave.
3. In accepting the sabbatical, each recipient must agree to return to the college for at least one year of full-time service following completion of the leave.
4. Such other conditions as are set out in the collective bargaining agreement or personnel policy.
5. The granting of these leaves is subject to future actions by the campus President/CEO or the CSCU.

## **COMMUNICATION TO APPLICANTS**

A written communication should be provided to each applicant for sabbatical leave in accordance with the following:

1. **Applicants Who Were Granted Leave:** Please prepare a written communication to each leave recipient which confirms the nature, exact period and conditions of the leave, which are set out in paragraphs one through five above **no later than March 1, 2023**.
2. **Applicants Not Recommended for Sabbatical Leave:** The contract requires that applicants be informed of the status of their leave at each level in the process. If you have not done so already, please inform those applicants who were not recommended at the campus level.

## **FUNDING**

**The total cost for the AY 2023-24 approved sabbatical leaves will be funded by the respective college.**



January 3, 2023

Dr. Terrence Cheng  
 President, Board of Regents for Higher Education  
 Connecticut State Colleges & Universities  
 39 Woodland Street  
 Hartford, CT 06105

Dear Dr. Cheng:

The Sabbatical Leave Committee has carefully considered the applications submitted and is pleased to make the following recommendations to you. The recommendations were judged on the basis of their competitive merit.

1. Rebecca Silady	Biology	18. Adam Goldberg	Curriculum & Learning
2. William Farley	Anthropology	19. Charles Baraw	English
3. Younjun Kim	Economics	20. Melanie Savelli	Communication, Media and Screen Studies
4. Jennifer Hopper	Political Science	21. Sara Baker Bailey	Communication, Media and Screen Studies
5. Laura Bower-Phipps	Curriculum & Learning	22. Jennifer Parzych	Counseling and School Psychology
6. Brandon Hutchinson	English	23. Todd Rofuth	Social Work
7. Chulguen Yang	Management/IB	24. Ataollah Elahi	Computer Science
8. Steven Brady	Biology		
9. Marisa Ferraro	Curriculum & Learning	*Southern was allotted 24 Sabbatical Leaves for the AY 2023-24	
10. William Hauselt	Psychology		
11. Marie McDaniel	History		
12. Carmela Smith	Social Work		
13. Cheryl Durwin	Psychology		
14. Gayle Bessenoff	Psychology		
15. Matthew Miller	Environment, Geography and Marine Studies		
16. Daniel Swartz	Exercise Science		
17. Raymond Mugno	Mathematics		

**Steven Brady, Associate Professor, Biology****Rank 8**

Polluted environments threaten wildlife and human health across the globe. Dr. Brady's research has long focused on runoff pollution in local amphibian populations as a driver of population divergence. In his sabbatical, he proposes advancing this work to include other pollutants while focusing more directly on reproductive impacts, and studying these impacts in ways that inform human health concerns. He proposes a variety of activities that will form the roadmap for his sabbatical, including research activities associated with pending federal and international proposals, grant-writing, and manuscript writing, all of which will greatly strengthen his professional and teaching capacity.

**Sarah Baker Bailey, Associate Professor, Communication, Media & Screen Studies Rank 21**

Dr. Baker Bailey's sabbatical centers on place as an instructional space that engages with critical communication pedagogy. Place-based educational practices uncover that which can be hidden in plain sight. The classroom moves beyond desks, projectors, and whiteboards to include the places and spaces for student engagement. This sabbatical project draws on four years of field work in a place-based learning environment. Data collected includes participant observation, focus groups, interviews, and surveys. The analysis of this fieldwork will produce two journal article submissions and a six-episode podcast series.

**Gayle Bessenoff, Associate Professor, Psychology****Rank 14**

The purpose of Dr. Bessenoff's sabbatical leave is to finalize work on a grant-funded project examining the impact of anonymity on both pro- and anti-social behavior in online esports gaming behavior. She plans to use her sabbatical leave to analyze in-game behaviors from existing online Super Smash Bros Melee tournament data through the lens of a gamer community survey and contrast findings with those from an experimental pilot study. Findings will be submitted for presentation at a national conference as well as for publication in a peer-reviewed journal.

**Cheryl Durwin, Professor, Psychology****Rank 13**

Dr. Durwin's proposed sabbatical leave will be used to revise her textbook for a 5<sup>th</sup> edition (April 2024 submission date and January 2025 publication date). *EdPsych Modules* – nominated by the Textbook and Academic Authors Association for the 2021 Textbook Excellence Award is a uniquely modular textbook that weaves diversity throughout and that contextualizes learning with authentic, classroom case studies. In addition to improving these unique features, her primary goal is to substantially revise 7 of the 13 modules for which she is the primary author because of rapid changes in research since the last edition.

**William Farley, Associate Professor, Anthropology****Rank 2**

Dr. Farley is seeking a sabbatical leave to conduct laboratory analyses and publish findings from five years of archaeological excavations at the Henry Whitfield State Museum, the location of Connecticut's oldest house. A one semester leave will be used to identify and catalogue several thousand artifacts, conduct statistical and spatial analyses, and write three distinct manuscripts. These include a technical report required by the state of Connecticut and two peer reviewed journal articles.

**Marisa Ferraro, Associate Professor, Curriculum & Learning**

**Rank 9**

The Covid-19 pandemic has highlighted the systemic, educational inequalities in which dual language learners have been most negatively impacted. Dual language schooling has been increasingly recognized as a vehicle of school system reform for linguistically and culturally diverse students, alongside native English-speaking peers. Through ethnographic fieldwork, interviews and surveys, Dr. Ferraro's study will investigate dual language program models, classroom practices, and community outreach of an international school. Methodology includes grounded theory and critical discourse analysis. The purpose of her sabbatical is to inform newer, US-based dual language schooling efforts as the nation seeks to rebuild equitable institutions for social change.

**William Hauselt, Professor, Psychology**

**Rank 10**

Dr. Hauselt's sabbatical proposes the creation of a statistics workbook for social sciences that will explain and demonstrate how Excel can be used to calculate the descriptive and inferential statistics used to assess and communicate conclusions from empirical research. The project is modeled after an existing workbook (Hauselt & Mugno, 2022). My sabbatical will entail assessing topics critical to statistics for social sciences undergraduates and writing relevant instructions, examples and problems regarding using Excel. The workbook is intended to not only be a course tool but also a reference that students can consult in later courses (undergraduate and graduate) and professional life.

**Matthew Miller, Associate Professor, EGMS**

**Rank 15**

In addition to the formal seasons of winter, spring, summer, and fall, New England has several informal seasons. Mud season, leaf (foliage) season, and ski season are three of the most prominent informal seasons in New England. Each informal season has its own patterns of temperature and precipitation that cause the seasons and impact their lengths and intensities. The study proposed in this sabbatical leave will examine the patterns of temperature and precipitation for the three listed informal New England seasons to identify their spatial variation within the region and changes through time.

**Jennifer Parzych, Associate Professor, Counseling & School Psychology**

**Rank 22**

Effectively preparing graduate students for their future work as state certified school counselors requires counselor education faculty have applied professional experience. This sabbatical leave provides a plan for preparation, implementation, and evaluation of a school counseling faculty member's return to the field at the Barack Obama Magnet University School. Implications for teaching, research, and service to the profession are presented.

**Todd Rofuth, Professor, Social Work**

**Rank 23**

Dr. Rofuth's sabbatical leave will provide the necessary time to complete a book contract for Springer Publishing Company titled **Policy Analysis and Advocacy in Social Work: A Competency-Based Approach**. This book will serve as an advanced textbook as no books currently cover both policy analysis and advocacy. This book will be divided into two main parts, one covering policy analysis, that he will write which includes seven chapters, and another part covering advocacy that Dr. Tomczak will write.

**Daniel Swartz, Professor, Health & Movement Sciences**

**Rank 16**

Dr. Swartz's sabbatical leave will be a combination of research data collection and the development of a study abroad program for SCSU students in Israel. While SCSU has many faculty-led and long-term study abroad programs throughout the world, the university currently has no such program available in Israel. During his sabbatical, he plans to travel to Israel to collaborate on research projects with Israeli colleagues and also conduct an exploratory site visit resulting in the creation of a new study abroad program that would be an attractive option for many students at the university who are looking to study abroad.

**Charles Baraw, Associate Professor, English****Rank 19**

Dr. Baraw plans to use his sabbatical to complete a book proposal with two finished chapters and a third published on the web. One chapter provides a cultural history of "The Wayside: Home of Authors," the second analyzes Nathaniel Hawthorne's work written and set there, the third is an annotated gallery of images of this mythic American space. The book provides a re-appraisal of Hawthorne as an exemplar of American authorship, whose work, homes, and mythmaking played a central role in nineteenth-century conceptions of American identity that still influence how we read, study, and teach American literature and remain relevant to discussions of national identity.

**Laura Bower-Phipps, Professor, Curriculum & Learning****Rank 5**

Teacher action research holds great promise for significant educational change. Dr. Bower-Phipps proposes to use her sabbatical leave to serve as "Professor in Residence" at Brass City Charter School in Waterbury, CT. During this residency, she will facilitate teachers' action research related to "problems of practice" within their classrooms with the goal of improving professional practice. Additionally, she will complete her own action research on the development of a culture of practitioner research within a charter school to establish a model for other schools and universities. Both layers of action research will be disseminated through conferences and publications.

**Ataollah Elahi, Professor, Computer Science****Rank 24**

The objective of Dr. Elahi's sabbatical leave is to develop a manuscript titled "Data Communications, Internet and Security". Dr. Elahi and co-author Mr. Alex Cushman (who is a graduate student at SCSU) submitted a textbook proposal to Springer Publisher which was accepted and then signed a contract to develop a manuscript. The new textbook will cover basic networking and security topics as well as advanced topics in Low Power Wireless Network Technologies such as Lora, ZigBee and 6LoPAN that are used for Internet of Things. The textbook will accompany with it 12 Laboratory experiments using Cisco Packet Tracer, Cisco Switch and Router, and Wireshark Software. The textbook will support two undergraduate courses CSC 265 Computer Network and Security I and CSC 245 Computer Network and Security II.

**Adam Goldberg, Professor, Curriculum & Learning****Rank 18**

The recent pandemic has taught us that technology plays an even larger role in education that we might previously have thought. Dr. Goldberg's sabbatical will examine one such technology - Eliciting Learner Knowledge (ELK). This tool for mathematics education pedagogy courses allows students to develop questioning strategies in a low-pressure, online environment. He plans to create tasks that use the ELK platform and have students complete them. The results will be used to strengthen this tool and provide insight on how better to implement it.

**Jennifer Hopper, Associate Professor, Political Science****Rank 4**

Dr. Hopper's sabbatical leave will analyze the abrupt shift in President Barack Obama's communication choices and policy actions after Donald Trump's unexpected 2016 victory. Whereas Obama had previously framed Trump as a dangerous threat to all he had achieved, he now adopted a reassuring tone emphasizing the new President-elect might be less disruptive than predicted. Yet simultaneously, the President and his team took behind the scenes actions to shore up key policies like the now-imperiled Affordable Care Act. Dr. Hopper argues that Obama's strategy was counter to conventional expectations, but grounded in the distinctive circumstances of the 2016 election and a hyper-partisan era.

**Brandon Hutchinson, Associate Professor, English**

**Rank 6**

Merriam-Webster defines a triptych as something composed or presented in three parts or sections. Dr. Hutchinson's plan is to use her sabbatical to create a literary triptych on the theme of Black women's strategies for rest, sustainability, and well-being. She will use a combination of autoethnography, narrative inquiry, and literary analysis as she writes and prepares three article-length essays for publication.

**Younjun Kim, Associate Professor, Economics**

**Rank 3**

This sabbatical leave project hypothesizes that computerization and automation increase gig workers mostly by increasing independent contractors in non-routine manual jobs. Information technology displaces workers from routing jobs and creates a supply of workers for non-routine manual jobs. Information technology also increases demand for independent contractors in non-routine manual jobs by reducing coordination costs associated with contracting out these jobs. This growth of independent contractors may increase gig workers. My sabbatical leave tests this hypothesis and identifies which demographic groups have higher chances to be gig workers.

**Marie McDaniel, Associate Professor, History**

**Rank 11**

Dr. McDaniel's book project explores the historical contexts of sexual abuse within religious institutions in early America. This book analyzes systems of power, the intersection of religion and sexuality, and provides a historical background for modern responses to sexual abuse accusations. Her sabbatical leave will be used to research and draft the second part, tentatively titled "Grievous Sin: Limits of Toleration in the Middle Colonies." The cases in this second part caused more scandal and more public attention. These colonists desperately wanted to keep their misbehaving ministers, but the accusers' fathers, husbands, and masters were vociferous in their demand for justice.

**Raymond Mugno, Professor, Mathematics**

**Rank 17**

Dr. Mugno proposes to finish writing the text, *Statistics by Example*. This book will stand out because it will be a workbook/textbook. *Statistics by Example* is specifically targeted to intermediate statistics classes. It incorporates probability theory, random variables, a theoretical understanding of sampling distributions, statistical inference techniques, categorical data analysis, and advanced regression diagnostics that are not included in introductory statistics texts. It will also not require advanced mathematics classes required for mathematical statistics courses. *Statistics by Example* will also be available as an electronic book.

**Melanie Savelli, Associate Professor, Communication, Media and Screen Studies Rank 20**

Crisis management books have traditionally been one-way communication with passive readers. After completing FEMA training in crisis and emergency management as preparation, Dr. Savelli will write an interactive crisis communication book that combines education with engaging activity and evaluation. In this choose-your-own-adventure style crisis management book, the reader oversees managing the crisis communication. Based on the decisions that the readers make, they are either one step closer to managing the crisis or one step closer to an all-out public relations disaster. The choice is theirs. Each decision is met with immediate feedback so that readers can learn from their actions.

**Rebecca Silady, Associate Professor, Biology**

**Rank 1**

The goal of Dr. Silady's sabbatical leave is to digitize the SCSU Herbarium in order to make it more accessible to both SCSU faculty and students and to the broader plant biology research community. The SCSU Herbarium of dried plants is not currently in use. By digitizing the specimens, she will be able to further her own research and integrate the specimens into her plant diversity course. The collection will also be available to researchers around the world working to document how climate change, pest and pathogen distribution, habitat destruction, and urbanization may have impacted the geographic distribution of plants through time.

**Carmela Smith, Associate Professor, Social Work**

**Rank 12**

Dr. Smith will use her sabbatical leave to develop a continuing education course (CEC) focusing on adapting Mindfulness Dialectical Behavioral Therapy (MDBT) for adults with the Neurodevelopmental Disorder of Intellectual Developmental Disorder (IDD), using Person Centered Maps (PCM). There are significant gaps in the literature. Individuals with IDD are significantly more likely to experience mental health issues, 40-50% more, than those without the disorder (Bhatt & Gentile, 2021, The Arc, 2019; Einfeld et al., 2011). Despite this fact, there is little research for best approaches for supporting the needs for individuals with IDD. This leads to outdated and punitive approaches, such as seclusion, restraints, and the overuse of psychotropic medications (The Arc, 2019).

**Chulguen Yang, Professor, Management/International Business**

**Rank 7**

Dr. Yang is requesting a sabbatical to work on a book project, which aims at building an integrated framework of contemplative leadership. This book project will integrate the up-to-date literature on contemplative pedagogy, contemplative psychology, contemplative art, and contemplative leadership with knowledge and insights gleaned from his previous scholarly works and professional experiences. The overarching goal of this book project is to construct a systemic framework of contemplative leadership in the context of more personally meaningful and holistic management education. Furthermore, the outcome of this book project will be useful course material for an MBA micro-credential course on mindful and contemplative leadership.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Bertolino", with a stylized flourish at the end.

Joe Bertolino  
President



TO: Terrence Cheng, President, CSCU

FROM: Dr. Paul B. Beran, Interim President 

CC: M. Alexander, WCSU Provost and Vice President of Academic Affairs  
B. Barnes, CSCU, VP Administration/CFO  
F. Cratty, WCSU Chief Human Resources Officer  
P. Heleen, CSCU, Associate Director for Board Affairs  
J. Cordeira, WCSU Academic Leave Committee Chair

DATE: December 20, 2022

RE: WCSU Sabbatical Leaves 2023-2024

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Listed below you will find my recommendations for the 2023-2024 sabbatical leaves for Western Connecticut State University's instructional faculty. These recommendations are submitted for your information and that of the Board of Regents. Please let me know if you need further information.

**Dr. Teresa Puckhaber, Associate Professor, Nursing, Fall 2023**

Project: This work done during this period is for two purposes:

1. Conduct a quantitative study that evaluates resiliency and self-compassion outcomes of student nurses following a one- month music intervention. The purpose of this study is to determine whether a structured program of music listening has an impact on resiliency and self-compassion.
2. To prepare for and take the Psychiatric/Mental Health Nurse Practitioner (PMHNP) certification exam to support WCSU's recently launched Nurse Practitioner Doctorate (DNP). Successful completion of this exam is a mandatory piece of the credentialing to obtain a license to practice as an PMHNP.

**Dr. Kevin Burnard, Associate Professor, Management, Fall 2023**

Project: The research project will focus on the role and operations of effective humanitarian and aid-based logistics within crisis events. The aim of the research is to identify the challenges faced within humanitarian aid operations and explore the role of logistics and supply chain management. Specific attention will be placed on the features of establishing initial humanitarian/relief supply chains within the early stages of crisis events.

The research aims to explore:

- How humanitarian aid operations are established and the process of recognizing and responding to a disaster (initial stages of response)
- Outlining the features and overarching structure of humanitarian and aid supply chains



- Identifying the key considerations and critical success factors within effective logistic systems in the aftermath of a crisis event
- Characterization of humanitarian responses within disaster and crisis events
- Characterize the skills required by logistics and supply chain personal and support workers

**Brian Stevens, Professor, Academic Affairs, Spring 2024**

Project: Danbury has a legacy of war-related remuneration. Western Reserve land was awarded to Danburians who had monetary losses from the Revolution. Seven score years later, many locals served during the First World War. This research will attempt to identify Danbury veterans who joined thousands marching on Washington in 1932 to convince Congress to make early payment of WWI veteran “bonuses” that had been promised in 1924. Well documented from a national perspective, this research will focus on Danbury, exploring the role of local veteran groups and press that disparaged the Bonus March and opposed immediate compensation despite its obvious need.

**Dr. Margaret Astrup, Professor, Music, Fall 2023**

Project: This develop a new textbook based on research completed in the doctoral dissertation: *Vocal Pedagogy: A Comprehensive Course in Vocal Musicianship for the Adult Beginner*. The goal of the project is to develop the organizational structure and design of the vocal methods course together with supplementary materials and methods book for the adult voice student, providing both teacher and student with the basic elements of vocal instruction, musical terminology and symbols, including the International Phonetic Alphabet (IPA), and basic keyboard and musicianship skills that encourage and complement vocal development and independent learning.

**Dr. James P. Boyle, Professor, Physics, Astronomy & Meteorology, Fall 2023**

Project: This project builds on extensive prior work in which Dr. Boyle developed an ocean-going, wave-following buoy measuring salinity, water temperature and ocean surface wave statistical parameters. This buoy has low power requirements and solar panel recharging for near-perpetual operation. Buoys have been deployed in the Pacific Ocean (2016, 2017) and Beaufort Sea (2022) in association with NASA funded field campaigns. Laboratory experiments characterizing buoy response to waves were performed at a University of Miami wind-wave tank (2019). This present project includes three tasks: complete a scientific journal manuscript describing the oceanic deployments, develop a physical model characterizing buoy motion, and create laboratory experiments for a new Climate Change Science course.

**Dr. H. Howell Williams, Associate Professor, Social Sciences, Fall 2023**

Project: This project is to finish a book on the politics of fatherhood in American political development (APD). The book entitled, *Founding Fatherhood: Race, Masculinity, and the American State*, will be the first institutional analysis of American fatherhood arguing that fatherhood is a state-granted status conditioned by race. During the leave Dr. Williams will organize existing research, conduct new research, workshop with prominent political scientists on the project, and complete the book manuscript of 90k words.

**John Roche, Associate Professor, Writing & Literature, Spring 2024**

Project: This project is to complete a full draft of an original work of fiction tentatively titled, *Bronx State*. This work follows up on Professor Roche's first novel, *Bronx Bound*, published by Opal Books. *Bronx State* will consist of a novella and short stories situated in the former Bronx State Mental Hospital. As a professor of journalism and creative writing, this will deepen Roche's ability to teach writing at the undergraduate and graduate levels, while growing his portfolio of creative works.

**Dr. Nicholas Gallucci, Professor, Psychology, Spring 2024**

Project: This project will expand recent work focused on performance anxiety. This research began in spring 2022 with the validation of Dr. Gallucci's Performance Inventory (PI) questionnaire. It continues in fall 2022 with an evaluation of an intervention to ameliorate performance anxiety in a theatre studio class at this university. Dr. Gallucci will test the hypothesis that theatre students who access a website for information about how to manage performance anxiety will realize lower scores on the PI and higher grades in studio classes than those who do not.

**Dr. Wenguang Lin, Associate Professor, Finance, Spring 2024**

Project: The proposed work will focus on the application of machine learning in finance. The research will be related to the performance evaluations for different machine learning approaches applied in price prediction for stocks/indices. Specifically, Dr. Lin will investigate the dynamic price prediction performance of using technical indicators (such as Moving Average Convergence and Divergence, and Relative Strength Index) in machine learning algorithms in different prediction time horizons.

**Sabrina Marques, Associate Professor, Art, Fall 2023**

Project: Inspired by the recent collaboration with Syrian artist, Mohammad Hafez (supported by a grant from the National Endowment for the Arts), the proposed work will build on the concept of "home." Professor Marques will create paintings for an exhibition inspired by the notions of home in Madrid, Spain and Porto, Portugal. This creative investigation is geographically oriented, exploring the places where her Cuban mother and Portuguese father, both exiles, once considered their homes. As a daughter of immigrants, Marques will make paintings to connect with these environments while asking the question, "Is home an abstract place when one's family has been displaced or is it an embodied one that can be depicted?"

PBB/moc