CSCU

BOR ACADEMIC & STUDENT AFFAIRS and HR
COMMITTEE JOINT MEETING AGENDA
Friday, October 6, 2023 @ 9:30 a.m.
Conducted via Remote Participation
Meeting will live stream at:
https://youtube.com/live/fE2y2YBwH9k?feature=share

1. Call to Order: Declare Quorum

2. Informational Items
   a. Sexual Misconduct Report Summary

3. Adjournment

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

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1. Call to Order: Declare Quorum

2. Approval of Minutes
   a. September 8, 2023 – *Page 1*

3. Consent Items
   a. Discontinuation
      i. Justice and Law Administration – Paralegal Option – B.S. – Western CT State University – *Page 5*

4. Action Items
   a. New Program
      i. Accelerated Bachelor of Science in Nursing – B.S.N. – Western CT State University – *Page 9*

5. Discussion and Presentation
   a. Teaching of Reading

6. Informational Items
   a. Below Threshold
      i. Justice and Law Administration – B.S. – Western CT State University [New Concentration] – *Page 30*
      ii. Applied Behavior Analysis – M.S. – Western CT State University [Modification Reallocation of Credits] – *Page 37*

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

CSCU

BOR ACADEMIC AND STUDENT AFFAIRS COMMITTEE
AGENDA
Friday, September 8, 2023 @ 9:30 a.m.
Conducted via Remote Participation

Regents Present: Chair Ira Bloom, Regent Juanita James, Regent James McCarthy, Chair JoAnn Ryan

Ex-Officio BOR
Members: Colena Sesanker, Dr.Manisha Juthani

Staff Present: Kaylah Davis, Pam Heleen, Rai Kathuria

Other Attendees: Levy Brown, Sandra Bulmer, Dave Ferreira, , Heather Kuhaneck, Kim Kostelis, James MacGregor, Trudy Milburn, Michael Stefanowicz

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

1. <u>Call to Order</u>: Declare Quorum

2. <u>Approval of Minutes</u>
   a. June 9, 2023
      Chair Ira Bloom asked for a motion to approve the agenda with an amendment removing the second information item, enrollment strategy for international students. The item will be postponed to a later meeting as the item is still under development and additional stakeholders are being consulted. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the amended agenda was approved unanimously.

3. <u>Consent Items</u>
   a. Discontinuation
      i. Post-Baccalaureate Certificates in English - Southern CT State University
         Dr. Trudy Milburn presented. Southern Connecticut State University requested approval for the discontinuation of the Post-Baccalaureate Certificates in English. This is the final discontinuation in the graduate program reconstruction. Students will enter the teaching profession through an MAT graduate program and simultaneously meet requirements for their professional certification requirements in obtaining a master's degree. In the MAT program, students are now eligible for financial aid.
         Chair Ira Bloom asked for a motion to approve the discontinuation. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the discontinuation was approved unanimously.

      ii. Sports Studies – Minor – Southern CT State University
         Dr. Trudy Milburn presented. Southern Connecticut State University requested approval for the discontinuation of the Sports Studies minor. The program has struggled to recruit students into

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the minor, despite its anticipated popularity. This minor ran for 5 years and did not have more than 1% of minor students enrolled. The department has chosen to focus resources elsewhere. Chair Ira Bloom and Dr. Trudy Milburn confirmed that there are a few students remaining in the minor, and that they will be taught out to completion.

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

4. <u>Action Items</u>
   a. New Programs
      i. Occupational Therapy - M.S. – Southern CT State University
      Dr. Trudy Milburn, Dr. Heather Kuhaneck, Dr. James MacGregor, and Dr. Sandra Bulmer presented. Southern Connecticut State University requested approval for a new Master of Science program in Occupational Therapy. The College of Health and Human Services has been working on this proposal since 2019 and has undergone the process to seek external accreditation. As part of the strategic plan, a new building has been opened. Additionally, they have participated in a $4.8-million partnership with the Yale New Haven Health System, enabling them to address workforce needs of the state. The goals for the program are focused on enrollment, retention, and graduation. In the state of Connecticut, the only option for occupational therapy programs is at private institutions, creating a cost and access barrier. The barrier is a primary reason for the shortage in occupational therapists within the state. This new program will serve as an affordable and accessible option. The extensive accreditation process has readied the department to begin enrollment in the program. It is anticipated that many students currently enrolled in the undergraduate program will be recruited . With this and knowing the undergraduate population, they plan on a diverse cohort enrollment. The curriculum will follow evidence-based education practices, laboratory, and case-based group learning, as well as the national association model in which students will be taught in the sequential order of occupational therapy practices, an innovative approach. Students will be actively engaged on campus, and will participate in level one field work, focusing on community-based service opportunities.
      Commissioner Manisha Juthani added her support for the creation of an affordable and accessible option for a diverse group of students entering the field.
      Regent Juanita James commented on a personal experience with occupational therapy. She also added her support in the program's accessible and affordable options, and the effort to address the workforce shortage.
      Chair Ira Bloom inquired about the financial plan to add two new faculty lines. Dr. Sandra Bulmer confirmed that there is revenue to support the program and they expect to build a net profit in year four. The two faculty members are currently working and providing service in other areas of the campus. Regarding the budget, there is confidence that the first year will reach the enrollment goal of 40 students. When the following cohort joins in the second year, they anticipate the need to add faculty resources. The faculty in this field are flexible across other programs and have a diverse portfolio; they serve as an asset to the financial health of the institution and as an investment in the future.
      Chair Ira Bloom inquired about their confidence in student retention goals. Dr. Sandra Bulmer confirmed that the students enrolled in the undergraduate program will enter the

graduate program qualified and are already strong students. Dr. Heather Kuhaneck added that in this field, students do not typically leave. They have also built structure into the curriculum to maintain retention by not front-loading science courses and instead weaving them throughout.

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

5. Informational Items
   a. AI Presentation

   Dr. David Ferreira, Charter Oak State College Provost made a presentation on Artificial Intelligence (AI).

   Chair Ira Bloom advised that this presentation is timely, as AI will have an impact on the future and on the institutions.

   Dr. David Ferreira coordinated the CSCU AI Summit. With the rise of ChatGPT, many were looking for more information on the topic of AI. He compiled available resources within CSCU to continue this conversation. The AI Summit was well-attended and included topics from how to guide students, pedagogy, and equity. The summit had speakers from throughout the CSCU System, including Dr. Collen Bielitz from SCSU, Holly Howery current Charter Oak faculty member and previous Regent, and Forrest Helvie and Adrianne Dunham of CT State.. Opportunities for AI included using AI as a tool for classroom and for higher education professionals to maximize effectiveness. Challenges included using AI with caution and for the need for data security. The current AI detection tools available are not effective for all versions of AI (Chat GPT) and may also have false positive errors for ESL students. Intellectual property and plagiarism were discussed, noting that the definition of plagiarism may need to be updated. Participants surveyed from the summit commented that this was a great first step, and that it encouraged them to step out of their comfort zone. The group would like to develop pilot sessions and affinity groups to discuss how departments are using AI to foster collaboration and discussions. The next step is another discussion in November on the topic of academic integrity. Dr. David Ferreira also showed an example of using AI to assist with lesson planning and notetaking.

   Regent James McCarthy asked what a Board needs to do, what it needs to know, and what it needs to consider to prepare for any policies that may result. Dr. David Ferreira added that there is benefit to test out AI and become familiar with it, such as setting aside time to pose prompts. AI will impact areas of policy, academic integrity, as well as the way faculty teach, and the assignments given. Faculty should lean into AI and incorporate it into their curriculum to show critical thinking and creative processing. Regent James McCarthy added that he would like to have Dr. Ferreira's group address academic integrity policies in the presence of AI, and to collectively provide thoughts and ideas of what this policy looks like in the changing landscape.

   Chair Ira Bloom asked about potential issues of AI, such as privacy concerns. Dr. David Ferreira added that privacy concerns are valid, and as a practice, students should not use AI on any assignments that include personally identifiable information.

   Chair Ira Bloom added that faculty need to be familiar with the benefits and risks associated with using AI. Dr. David Ferreira advised that this is the time to lay the groundwork, as many students K-12 are growing up with this tool and will expect a similar experience when they reach college.

Commissioner Manisha Juthani commented that it will be a continual challenge to determine how AI applies, what the impacted policies are, and reaching consensus on those policies. She added that there is a group pursuing an AI consortium in Connecticut posing the questions of how this evolves, how it impacts the workplace, and how students are impacted when they graduate, in terms of analytical and critical thinking skills.

Regent Juanita James commented that this information was helpful and added that using AI is in a way referring to basics in critical thinking with a new set of tools.

b. Below Threshold
   i. Academic Libraries – Concentration – Southern CT State University [New Academic Offering]
   ii. CT State Below Threshold Curriculum Alignment
      • 3 Aligned Programs
      • 45 Degree/Certificate Modifications

Chair Ira Bloom addressed forthcoming items to expect for the ASA committee meetings throughout the Fall term, including the annual Human Resources Title IX presentation, and a presentation on the teaching of reading. There is anticipation of a special ASA meeting, similar to that of the Finance Committee, in which the provosts will present on enrollment.

Regent McCarthy added his interest in an informed discussion on enrollment and retention projects and strategies.

Chair Jo-Ann Ryan added that this will be a special discussion devoted to all aspects of enrollment as the only agenda item.

Regent Juanita James provided thanks for a thought provoking and grounding meeting to begin academic year.

Chair Ira Bloom called for a motion to adjourn the meeting. On a motion by Regent Juanita James, second by Regent James McCarthy, a vote was taken, and the motion to adjourn was passed unanimously at 10:56am.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

Concerning

Discontinuation of Paralegal Option in Justice and Law Administration

October 19, 2023

RESOLVED: That the Board of Regents for Higher Education approve the discontinuation of the Justice and Law Administration: Paralegal Option at Western Connecticut State University effective Spring 2024.

A True Copy:

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

ITEM

Discontinuation of Justice and Law Administration (JLA): Paralegal Option at Western Connecticut State University.

BACKGROUND

The decision to discontinue the paralegal option was made in the interest of academic improvement to the JLA major. A decreasing student enrollment in the paralegal option and an increase in the enrollment of the legal studies option were key factors in the decision. Students interested in law would be placed in the legal studies option which has proven to be very successful. In addition, a comprehensive review of the major and consideration of the current issues and career opportunities in the justice and law field influenced the decision to replace the paralegal option with a new option in Homeland Security – an increasingly popular and employable field for graduates.

TEACH OUT

There are no students currently enrolled in the paralegal option. When the decision was made to discontinue the paralegal option in 2019, there were 13 students in the option. Nine of the 13 students were seamlessly transitioned into the Legal Studies option, and one chose to change to the Law Enforcement option. Of the remaining 3 students in the option, one graduated in December 2019 and two left the program the following semester for reasons that were unrelated to the program change.

RECOMMENDATION

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

10/6/2023 – BOR - Academic and Student Affairs Committee
10/19/2023 – Board of Regents

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

SECTION 1: GENERAL INFORMATION	
Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: **2/6/23** Submission to CSCU Office of the Provost for Academic Council: 8/23/2023

Program Characteristics

Name of Program: **Justice and Law Administration: Paralegal Option**

BOR Accreditation Date: 1/1/1976

OHE #: 00202

CIP Code Number: 43.0107   Title of CIP Code: Criminal Justice/Political Science

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

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

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

Phase Out / Teach Out Period: *None – there are NO students currently enrolled.

Expected Dates of Program Termination

- Date for final enrollment of new students: 2018
- Date for final award of credential: December 2019

Department where program is housed: **Justice and Law Administration**

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

Institutional Contact for this Proposal: Kim Marino	Title: Chair, Justice & Law Administration	Tel.: 203-837-3973 e-mail: marinok@wcsu.edu

SECTION 2: RATIONALE AND JUSTIFICATION FOR PROGRAM DISCONTINUATION

Narrative

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

The decision to discontinue the paralegal option was made in the interest of academic improvement to the JLA major. A decreasing student enrollment in the paralegal option along with an increase in the enrollment of the legal studies option was a key factor in the decision. Students interested in law would be placed in the legal studies option which has proven to be very successful. In addition, a comprehensive review of the major and consideration of the current issues and career opportunities in the justice and law field, influenced the decision to replace the paralegal option with a new option in Homeland Security – an increasingly popular and employable field for graduates.

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.). ***NOTE – There are NO students currently enrolled in the paralegal option. When the decision was made to discontinue the paralegal option in 2019, there were 13 students in the option. Nine of the 13 students were seamlessly transitioned into the Legal Studies option, and one chose to change to the Law Enforcement option which was also an easy transition. Of the remaining 3 students in the option, one graduated December 2019 and two left the program the following semester for reasons that were unrelated to the program change.**

SECTION 3: RESOURCES

Close Out Costs

What resources/costs would be employed and/or expended to discontinue program? What would be the total cost?
*NONE

SECTION 4: LESSONS LEARNED

A Debriefing Exercise

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

The JLA Division remains attentive to the fluctuating enrollment in higher education as well as the changes in the justice and law field. A progressive decline in any area of the JLA program necessitates awareness, understanding the cause of the change, and an effective action plan. With the interest of students in mind, the FT faculty of the JLA Division, collectively decided to refer all students interested in the study of law to the Legal Studies option and create a new option in Homeland Security. The transition was well executed and all students who were affected by the change were appropriately assigned to courses without the need for additional course work, resources, or costs.

CSCU Board of Regents

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
Concerning

Approval of a New Program

October 19, 2023

RESOLVED: That the Board of Regents for Higher Education approve the licensure of a Accelerated Program in Nursing (CIP Code: 51.3801, 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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Pamela Heleen, Secretary of the
CT Board of Regents for Higher Education

ITEM

Establishment of a new program, Accelerated Bachelor of Science Degree in Nursing at Western Connecticut State University.

Name of Institution	Western Connecticut State University
Name of Program	Accelerated Bachelor of Science Degree in Nursing
CIP Code	51.3801
OHE# (Leave blank for new programs)	
Degree Level	Bachelor of Science
Number of Collegiate Credits	58
Date of Action (Anticipated)	05/2024
Nature of Request	X Licensure and Accreditation _ Program Change _ Phase-out Program _ Terminate Program
If Name Change, New Name	

Delivery	Current (If not a new program) _ On Ground _ Hybrid _ Online	Future _On Ground X Hybrid _ Online
Effective Term	Summer 2024	
If a Discontinuation, date of Termination	N/A	
If a Suspension, dates of Suspension	N/A	

BACKGROUND and PROPOSAL

The Accelerated Bachelor's in Nursing (AbiN) Program prepares the student (i.e., second career students) who already has a Bachelor's degree in another field, to be able to complete the remaining nursing classes within 13 months. Once the degree is conferred in August, the student will be able to sit for the national RN licensure exam. The traditional student is not a candidate for this accelerated nursing program.

Western Connecticut State University has received a $1.5 million CT Horizons Workforce Grant that will help support faculty, provide tuition assistance, and create diversity in the workforce.

The accelerated nursing program will address the workforce needs and wellbeing of communities by addressing the nursing workforce shortage in Connecticut. According to Indeed.com, there are approximately 5,000 job openings for registered nurses within the State of CT. Opportunities are in rehabilitation facilities, veteran hospitals, acute care facilities, skilled nursing facilities, travel

nursing, school nursing, and home care. Estimated salary ranges are between $55,000 and $129,000 per 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 new program. The System's Provost and Senior Vice President for Academic and Student Affairs concurs with this recommendation.

10/6/2023 – BOR - Academic and Student Affairs Committee
10/19/2023 – Board of Regents

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

APPLICATION FOR NEW PROGRAM APPROVAL

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SECTION 1: GENERAL INFORMATION

Date of Submission to CSCU Office of the Provost: 5-6-23

Institution: Western CT State University
Most Recent NECHE Institutional Accreditation Action and Date: Fall 2018 was the 5-year report. Next visit Fall 2023.

Program Characteristics

Name of Program: Accelerated Bachelor of Science in Nursing Degree.

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

Modality of Program *(check all that apply)*: ☐ On ground ☐ Online ☒ Hybrid, % of fully online courses <25%

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

Anticipated Program Initiation Date: May 2024

Anticipated Date of First Graduation: August 2025

Total # Credits in Program: 58 credits for just the nursing classes

Credits in General Education: 62 credits (students must already have a bachelor's degree). Including: BIO 105 (4), 106 (4), CHE 120 or CHE 121, MAT 120, BIO 215 (4), COM 262 or equivalency, writing level 2 and Health and Nutrition (2). BIO 105, 106, BIO 215, and Health and Nutrition is part of the nursing required courses. The rest are required to have baseline knowledge for nursing classes.

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: 13 months

CIP Code Number: 51.3801   Title of CIP Code: Nursing/Registered Nurse (RN, ASN, BSN, MSN)

Department where program is housed: Nursing

Location Offering the Program *(e.g., main campus)*: 181 White Street, Danbury, Ct. 06811

Provide estimated cost of program (tuition and fees): Projected Revenue would be for Tuition: **$ 208, 920 and Fees: $ 12, 920.** Expenditures: $350, 673 and Gross Margin before incidentals: $ 114, 549 OR ~~url for link to tuition/fee information:~~

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

Program website: This program does not exist at this time. Website not available. General Nursing Website: https://www.wcsu.edu/nursing/

Provide the intended catalog description for this program: The accelerated baccalaureate in nursing program referred to here as (ABiN), prepares the student who already has a bachelor's degree in another field, to be able to complete the remaining nursing classes within 13 months. Once the degree is conferred in August, the student will be able to sit for the national RN licensure exam. The traditional student is not a candidate for this accelerated nursing program.

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program: Not applicable.
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: Commission on Collegiate Nursing Education (American Association of Colleges of Nursing): Fall 2024, State Board of Nursing CT- As soon as BOR approval is received (Fall 2023).
- If program prepares graduates eligibility to state/professional licensure,
  - identify credential: RN-Registered Nurse License

o	confirm NC-SARA requirements met: ☒ Yes ☐ No

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

Institutional Contact for this Proposal

Name: Dr. Jeanette H. Lupinacci, Ed.D., MSN, CRRN

Title: Department Chair- Nursing

Phone: 203-837-8570

Email: lupinaccij@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 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:
    - o degree minors, concentrations, or specializations
    - o undergraduate certificates or programs ≤ 30 credits within an approved program
    - o undergraduate certificates ≤ 15 credits
    - o graduate certificates ≤ 12 credits
    - o non-credit bearing certificates
    - o programs that do not qualify students to become eligible for federal financial aid

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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

Statement of Program Purpose: Prepares second degree students for a fast-track career for entry level practice in Nursing.

Statement describing how program meets students' goals and career objectives: This accelerated bachelor's in nursing program will meet student goals and career objectives by allowing entry into practice at a fast-paced learning method. This program will have no breaks. This program will be designed to be completed in a shorter more compressed timeframe, specifically 13 months. The ABiN students will be able to transition for entry into practice more quickly and will be able to fulfill the growing need for more nurses in CT.

Description of relevant national or local educational trends and connection of these to the program: Job growth for RN'S is expected to continue to grow by 7% over the next seven years, however, there is a shortage of RN's which is expected until 2030 (AACN, 2020).
https://www.ct.edu/newsroom/ct_health_horizons_making_an_impact_on_statewide_workforce_shortage_in_nurs#:~:text=They%20include%3A%20Albertus%20Magnus%20College,Connecticut%20State%20University%3B%20University%20of. According to the Bureau of Labor and Statistics website (2022) https://www.bls.gov/ooh/healthcare/registered-

nurses.htm, there are about 203, 200 openings for registered nurses per year on average over a decade. The reason for this is to replace those who transfer to new positions and who leave the field due to retirement.

Discussion of relevant faculty expertise and commitment with respect to the program: We plan to use existing current FT and PT adjunct faculty to help offer this program. The department of nursing and WCSU senate are in support of this program. The number of students currently enrolled in the traditional program has decreased, so this program will be taught within the existing nursing curriculum. There will be no new courses.

Description of other relevant specific institutional strengths and or distinctive attributes that contribute to the program: Western CT State University has had an established nursing program for more than 50 years. Our NCLEX pass rates since 2004, have been between 90-100 %. All of our faculty are dedicated to this nursing program to help the students reach their goal of graduation. Many of the clinical partners that we work with in this part of the state, are looking for solutions to the nursing shortage in our part of CT and keep asking how many students we graduate with each senior class. We have letters of support from these partners. Our clinical partners report to us how prepared, professional, and ready to transition to practice our students are after their orientation. The majority of our graduates (more than 85%), are from CT and also end up working in CT. The students admitted to WCSU are diverse and vary in ethnicities. They meet the needs of the clinical agencies seeking students who are diverse and mirror the community which they serve. We have many students who are bilingual in our program and or are trying to become US citizens while completing their nursing degree.

Relationship of the program to the mission of the institution and CSCU (specifically program's relationship to current strategic priorities): The mission of the Connecticut State University System describes the importance of offering exemplary and affordable programs. Western Ct State University- Department of Nursing is a competitive nursing program, however, is an affordable option for potential students. Our nursing program is exemplary in that since 2004, our NCLEX pass rate has been maintained 90% or higher. This nursing program does help the student to learn the skills, emulate the characteristics of a professional nurse. Since this program will follow the same curriculum as the existing program it also is congruent with the mission and vision of WCSU.

Impact of the program on the institution; and extent to which the program complements existing programs at the institution: There will be no impact. We will run our existing program and this new program will not impact any other areas of the university. We will be running this accelerated nursing program without extra burden to the entire institution. We are using existing space, existing labs, and other resources. The number of students in the traditional program has declined slightly, so the accelerated program will help to reestablish the number of students per cohort. It will rebalance the number of students back to original number of 70-90 students per cohort. With this program students are coming with the first part of their degree already completed.

The potential quality of the proposed program in relation to comparable programs within and outside CSCU:
Currently the only CT state university system program that already exists is at SCSU. However, we will be working with clinical agencies that are different and looking to recruit students from different locations – SCSU and WCSU are not in close proximity; located in different parts in the state. Our clinical sites will not conflict with SCSU system. We will be using our existing clinical locations; agencies who have already indicated they would support this program and will be providing clinical spaces. The majority of the WCSU nursing program classes will be held in person or on ground. Online classes or hybrid could be nursing research and nursing leadership. There are other existing accelerated nursing programs here in CT. However, because of our location we are looking to offer an accelerated nursing program to this part of CT where there are no other nursing programs other than an associate's degree nursing programs in NY from about 45 mins away.

APPLICATION FOR NEW PROGRAM APPROVAL

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)*

The accelerated nursing program addresses the CT workforce needs and wellbeing of CT communities by addressing a nursing workforce shortage here in CT, Western Ct State University has received a $1.5 million dollar CT Horizons Workforce Grant that will help support the nursing workforce shortage with support of faculty, tuition assistance, and the emphasis to create diversity in the workforce (Danbury News Times, 2023) https://www.newstimes.com/news/article/westconn-nursing-ct-health-horizons-wcsu-danbury-17867370.php. A second source, the CT State University and Colleges website (2023), also reported that Western Ct State University received this grant. To meet the objectives of this grant, the Department of Nursing's idea was to create an ABiN program to help second career students finish and graduate more quickly with their completed nursing degree. https://www.ct.edu/newsroom/ct_health_horizons_making_an_impact_on_statewide_workforce_shortage_in_nurs

Employment prospects: According to Indeed.com https://www.indeed.com/jobs?q=RN&l=Connecticut&from=mobRdr&utm_source=%2Fm%2F&utm_medium=redir&utm_campaign=dt&vjk=862c86cade5c60d6, there are about 5, 070 job openings for registered nurses within the State of CT currently. Opportunities range from rehabilitation facilities, Veteran Hospitals, Acute Care Facilities here in CT, CVS, skilled nursing facilities, travel nursing, school nursing, home care, etc.

Job Titles: RN, BSN.

Estimated Salary Ranges: https://www1.ctdol.state.ct.us/lmi/wages/20201/0901000009/29-1141.htm (2020). According to the CT Department of Labor website specifically the CT Labor Department Market (2020), the overall CT market 10 % category pays $ 29.47/hour, 50 % category pays $40.08/hour, and 90% pays $54.77/hour. Specifically registered nurses in the Danbury area (2020), are paid in the 10% percentile category about $26.89/hour (which is $55, 935 per year), 90% percentile category pays $ 62.24/hour (which is $129, 459 per year). The average pay in Danbury area is $45.36/hour or $94, 362 per year. The Median pay range for Danbury is $46.35/hour or $96, 415 per year. According to the US Labor and Bureau Statistics for the Registered Nurse Wage website (2022) at https://www.bls.gov/oes/current/oes291141.htm, the CT hourly range is actually higher than the National Average. So, students who graduate and work in the Danbury area, will earn a good wage.

Graduate Opportunities: Sit for licensure exam, once pass the RN License Exam, apply to graduate school for Master's Degree in Nursing or other graduate nursing program degree. Students can also apply to Non-Nursing Graduate Degree Programs.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s) 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
29-1140	Registered Nurse	$46.35/hour. $96, 415 per year (Danbury, 2020)
29-1141	Registered Nurses	$ 40.08 per hour (CT, 2020)

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
62	Health Care and Social Assistance
62139	Office of all other Health Practitioners

Career/Program Pathways

Does this program prepare students for another program? ☐ Yes, specify program: [ ]   X☐ 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:
  62

- ***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? This new program will not displace the other students or cause undue burden. At this time overall enrollment is down for the university. Therefore, enrollment to the nursing program has also decreased. This new ABiN program will help to increase the number of students from where we are currently to where we were prior to COVID (70-90 students). This will positively affect the university and the department of nursing, which is part of School of Professional Studies.

- Are there plans to discontinue any of the existing similar programs? No plans to discontinue programs.

- What is the value added of the proposed program in relation to the existing programs? This program allows students to reach their BS degree in 13-15 months. Historically our graduates are also ready to practice. What is meant by that is that they are able to transition to practice seamlessly. This is feedback received from our graduates and also our clinical partners.

- 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*): Currently there are some fulltime faculty whom are interested in teaching in the ABiN program. There will also need to be a few adjuncts for laboratory and or clinical assistance (which we already utilize in our traditional program). This was taken into consideration when creating the proforma forms. The budget forms do reflect the anticipated cost for both FT and PT adjunct faculty. We are not adding at this time any additional nursing courses. We will be using existing courses, however, offering them at different times other than what is currently offered and in a shorter period of time (i.e. summer and winter). For the Fall and Spring semesters, the accelerated students will be folded into the existing courses as they are offered. There will be no reassignment of faculty in any way.

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: 62

- ***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 way in which this ABiN program is distinct is that it can be started in summer session I and completed 1 year later. Degree conferral will be in August. What is unique about this program is that it is being offered in the Southwestern portion of CT. Classes will be offered mostly in person.

- 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: The reason why the employer demand is not being met through

existing CSCU programs is that there is a nursing shortage. There is a national shortage of nurses. According to a workforce report generated by CT Center for Nursing Workforce [CCNW] (2019), by 2025 in CT, there will be about 76 million baby boomers who have aged, many of which have multiple chronic illness will be burdening the health care system. For CT, more than 50 % of the nurses are over the age of 50, of which many will be retiring in the next 10 to 15 years. There are not enough 35–50-year-old nurses to fill this gap. The wealth of experience will also disappear when those over 50 retire. The younger nurses who are 25-35 in age range though a larger group, will have less schooling, less experience, and less skills to fill the vacancies left by the current retirements (CCNW, 2019). There are not enough nurses in CT and there are not enough nurses in the Danbury area. One of our clinical partners, is quite supportive of our students and is willing to support our ABiN program. They are looking forward to being able to have another resource of new nursing graduates to potentially hire. Letters of support of area healthcare facilities and clinical partners are included in this application. Recently the State of Connecticut offered nursing schools the Connecticut Horizons grant to produce new nurses. The accelerated nursing program initiative was one that was promoted and encouraged by the members of the BOR who are administrators of this grant.

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.

It is hoped that we will be able to enroll about 20 students per academic year. Those students enrolled in the WCSU ABiN program can be expected to finish this program within 13 months; this is the average time frame for degree completed at all accelerated nursing programs. It is hoped that there will be about 85 % retention of students as they move through the program. According to the American Association of Colleges of Nursing [AACN] (2019) most ABiN programs can be completed in as little as 11-18 months, after the completion of all pre-requisite classes. It is assumed that those who start the program will finish the program. There could be a slight drop in the program, as this ABiN program will be quite rigorous and demanding which is the standard for all accelerated nursing 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)*: The prospective students that are eligible for this program will be individuals who hold a baccalaureate or graduate degree in an area other than nursing; second degree students. The proposed program requires students to complete the science pre-requisites (Anatomy and Physiology over two semesters, Chemistry, Microbiology, Psychology, Sociology, and Writing Intensive level II course, Oral Communication Competency, Health and Nutrition, and Elementary Statistics.

Student Recruitment / Student Engagement

- Describe the marketing, advising, and other student recruitment activities to be undertaken to ensure the projected enrollments are achieved: The department chair/program coordinator will advise students. Marketing of program: Will work with Admissions Department and University Publications Department to help promote the ABiN program. Alumni promotion, utilizing Facebook, Instagram, and Linked In. Update to Nursing Website. Reaching out to students who have queried already about the potential for the ABiN progam. Plan to host an information workshop about the Accelerated Bachelor's in Nursing Degree (ABiN) in the Fall 2023. Q&A session for students. Reach out to clinical partners to advertise program. Running an ad in an online nursing venue. As an additional note we surveyed students for interest, and we are already receiving inquiries.
- What student engagement strategies will be employed to advance student retention and completion in program? Prior to program starting: Workshop on how to be successful in nursing program utilizing mindfulness in nursing. There will also be a nursing orientation in the end of the spring semester prior to summer start to review pertinent information. Students will be aware of program requirements prior to starting. Once in program: Peer mentoring,

faculty mentoring through program coordinator, and review sessions of varying exams to better understand the testing questions/content. Nearing completion of program: Career Success Center Workshop. We have been asked to invite potential employers onto campus. These students are already career driven typically if have a graduate degree. The group of students entering could be surveyed to see what information they might want with regards to career planning. In the last nursing course, besides doing clinical practice, part of this courses focuses discussion about how students can get and keep their first position. The semester is spent on practicing questions for NCLEX, exams on body systems, and then also preparing for professional practice. Note many of these are done in conjunction with our existing program.

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: The prospective students that are eligible for this program will be individuals who hold a baccalaureate or graduate degree in an area other than nursing; second degree students. The proposed program requires students to complete the science pre-requisites (Anatomy and Physiology over two semesters, Chemistry, Microbiology, Psychology, Sociology, and Writing Intensive level II course, Oral Communication Competency, Health and Nutrition, and Elementary Statistics.

Graduation Requirements

Does this program have special graduation requirements (e.g., capstone or special project)? ☐ Yes ☒ No
If yes, describe: No, it will be the same as our traditional program.

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:
This nursing program will provide the clinical experiences required by the State Board of Nursing. We will be using sites with whom we already have contracts and most clinical work will be in conjunction with the traditional program.

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. Synthesize knowledge from the arts, sciences, and humanities with nursing theory as the basis for making nursing proactive decisions.
2. Exercise critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate the care provided to individuals, families and communities
3. Apply the nursing process to design, implement, and evaluate therapeutic nursing interventions to provide preventive, curative, supportive, and restorative care for individuals, families, and communities in both structures and unstructured settings, using a variety of techniques.
4. Use a variety of communication techniques, including written documentation, in the process of assessment, counseling, and therapeutic interventions, with individual clients, families, groups and communities.
5. Develop and implement a variety of teaching-learning strategies in the provision of health teaching for individuals, families, and groups in a variety of settings.
6. Use the process of scientific inquiry and research findings to improve nursing care delivery.
7. Manage information, human resources, and material resources to achieve optimum client outcomes in a cost-effective manner
8. Use leadership, management, and collaborative skills as a member of a multidisciplinary team within the health care delivery system to develop implement and evaluate health care provided to clients.
9. Exercise independent judgment and ethical decision making, and act as an advocate for consumers of health care services.
10. Demonstrate accountability in learning and in nursing actions, based on accepted standards of nursing care and in accordance of professional nursing practice.

Assessment of Learning Outcomes

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

Each program objective also connects with individual course outcomes. So as students move through the program, they must be able to achieve and or reinforce the programmatic objectives. Clinical evaluation sheets also map out the course objectives and state regulations as well as program objectives. The students must pass the course with a 74 average or higher and there is a Pass/Fail for clinical. Some of the courses also have lab time (clinical hours to complete on campus). Students will be tested through NCLEX styled questions all throughout the program, including med math questions. Students will write papers, have exams, quizzes, case studies, homework, simulations, lab hours, and clinical hours to complete with each course. Exam soft and course point is used throughout the curriculum.

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Core: Required & Elective Courses			
NUR 105	1, 10	Co req 205, 201	1
NUR 201	2-4	Co req 205	4
NUR 205	2-4	Co req 201	4
NUR 225	2-4, 6, 10	Co req 235	3
NUR 235	1-10	Co req 225	5
NUR 300	1-6, 10	Co req 255 or 235	4
NUR 255	2-10	Co req 361	6
NUR 361	4, 6, 7	Co – requisite with NUR 255	2
NUR 374	7, 8	Co req 335	2
NUR 325	8	Co req 327	7
NUR 327	4-10	Co req 325	6
NUR 335	2-5, 6-10	Co req 374	8
NUR 475	1-10	Co req: 105, 201, 205, 225, 235, 300, 255, 361, 374, 325, 327, 335	6
General Education Courses			
First these students are coming with a bachelor's degree already completed. These students will only be taking 58 credits of nursing classes. The pre-requisites that must be completed prior to enrollment: BIO 105, 106, CHE 120 or 121, SOC 100, PSY 100, an oral communications competency, health and nutrition, microbiology, and statistics course. 62 credits already completed.			
Open Electives (*Indicate number of credits of open electives*) NONE			
Total Program Credits (must match number of credits reported on page 1)**:**			58

CSCU Transfer Pathways. * These students already have a degree. Gen eds must be completed, then the students will only need to complete the nursing credits of 58 credits***. This section does not apply. Classes will be accepted by nursing program and from other schools.**
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

  ☐ 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: **The accelerated nursing degree is post-baccalaureate. Any transfer pathway is fine to a non-nursing undergraduate degree but does not specifically pertain to this program.**

Credit Summary	
CSU/COSC Proposed Program total credits:	58 credits
CT State program total credits:	NA
CT State program credits that can be applied to proposed degree:	62 credits
CSU/COSC general education credits remaining after transfer	NA
CSU/COSC program credits remaining after transfer	NA
Excess credit hours for CT State transfer students who have completed an associate degree	NA

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

the completed form(s) should be submitted with this proposal. Document below how the proposed degree program will articulate to CSCU and/or non-CSCU institutions.

N/A: This is a post-baccalaureate degree. Transfer does not apply.

- 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.

  **** students are required to already have a bachelor's degree prior to starting nursing classes. They must also have the pre-requisite nursing classes also completed****. There are 58 credits to complete for nursing classes alone.

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.<mark>NA</mark>

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.):
Once completed they could go on for a Master in Nursing degree

Other Stackable Pathways

Use this section to describe any other pathways to/from the proposed program not captured above: NA
Students in CT State who enroll in health and STEM programs, can be guided to complete pre-reqs in their degree of choice to prepare for this program.

Program Evaluation

Describe how the quality and success of the program will be monitored during the first five years:
NCLEX passing scores. Must be higher than 80%. State Board of Nursing monitors this and accrediting bodies.

<mark>Assuring Equitable Outcomes</mark>

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? **WCSU is committed to diversity equity and inclusion to increase enrollment in nursing and interest in program. WCSU traditional program has a diverse student population, and we expect the accelerated cohort to continue in that pattern. We offer all students equal access to resources.**

○

o 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. **Adult learners that have completed a degree and are ready for college. This is a rigorous program so resources such as tutoring writing skills will be available.**

o Where inequities are found, how will the data be used by program and institutional leaders to address the inequities?
   All inequities will be addressed and corrected. The DON assesses student success and failures every enter and adjusts and reevaluates curriculum and resources as needed.

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.

As noted in the budget the program will run with the existing program during the fall and spring semester. Summer semesters, existing labs and clinical sites will be utilized – no additional resources needed. Existing sources will be utilized. This program is cost effective in that existing sources will be used. During the fall and spring, existing adjunct faculty will be used and FT faculty. The university already funded this program in years past with 70/90 students per cohort. These additional students are not a strain to the resources. There is profitability in this program as seen by the proforma budget.

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*)
WCSU already runs a robust set of nursing degree programs. No new resources are necessary.

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): **Department Chair: Dr. Jeanette H. Lupinacci, lupinaccij@wcsu.edu, and 203-837-8570. Program Coordinator: Dr. Monica Sousa, sousam@wcsu.edu, and 203-837-3934**

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program. The department chair for nursing receives 12 credits per semester for managing the variety of nursing programs for School of Professional Studies – Department of Nursing, this is contractual, and this program does not add to these credits. Qualifications: This person must hold the level of assistant professor or higher level, FT tenure track position, one graduate degree in nursing, and an earned PhD., Ed.D., or DNS. and approved by the State Board of Nursing.   The Program Coordinator: Dr. Monica Sousa received 4 credits for the Undergraduate program. Qualifications: Assistant professor ranking or higher, FT tenure track position, an at least one graduate degree in nursing. Please note the UG coordinator credits are not affected by the addition of this program.

Program Faculty

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

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

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*) 12

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*)   12

What percentage of program credits will be taught by adjunct faculty? 10%

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: A graduate degree in Nursing. CT RN license.

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
Ellen Abate, Professor	Ed.D. Columbia University.	Nursing Education	NUR 327
Diane Bennett, Asst.	Ed.D. Western Ct State University	Nursing Education	NUR 325
Kimberly-Ann Bridges Assoc	Ed.D. Columbia University	Nursing Education	NUR 235, 255, 374
Patricia Cumella Assoc	Ed.D. Western Ct State University	Nursing Education	NUR 205, 225, 327, 475
Eileen Campbell Assoc	Ed.D. Western Ct State University	Nursing Education	NUR 235, 255, 361
MaryEllen Doherty Professor	Ph.D. University of Rhode Island	Philosophy Doctorate in Nursing	NUR 201
Catherine Rice Professor	Ed.D. Educational Leadership, University of Bridgeport	General educational leadership	NUR 201, 235
Daryle Brown Professor	Ed.D. Columbia University	Nursing Education	NUR 105, 235, 335, 475
Theresa Puckhaber Associate	Ed.D. Western CT State University	Nursing Education	NUR 235, 255, 361, 475
Monica Sousa Professor	Ed.D. Western CT State University	Nursing Education	NUR 235, 475 Program Undergraduate Coordinator
Jennifer Ort Assoc	DNS, The Sage Colleges	Doctorate in Nursing Science in Nursing Education and Leadership	NUR 225, 325, 475
Linda Warren Professor	Ed.D. University of Hartford	Doctorate in Educational Leadership	NUR 335 Ed.D. coordinator
Julia Mazurak Assistant	MSN University of Virginia and Doctoral Candidate at Columbia University	Nursing Education	NUR 205, 225, 325
Jeanette Lupinacci Assoc	Ed.D. University of Hartford	Doctorate in Educational Leadership	NUR 205, 225, 235, 255, 475 (now primarily administrative)

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

APPLICATION FOR NEW PROGRAM APPROVAL—SUPPLEMENT A

SIMILAR PROGRAMS AT OTHER CSCU INSTITUTIONS

SUPPLEMENT A: IMPACT ON RELATED PROGRAMMING ACROSS CSCU

Section 1: To be completed by the institution submitting the new program application

Institution submitting new proposal: Western Ct State University

Name and credential of proposed program: ABiN: Accelerated Bachelor's in Nursing Program (Credentialing: Bachelor of Science in Nursing). Able to sit for Registered Nurse Licensure Exam.

CIP Code & Title of proposed program: CIP code: 51.3801. Title: Nursing/Registered Nurse (RN, ASN, BSN, MSN).

Section 2: To be completed by institutions with similar programs

Institution responding to proposal: Southern Connecticut State University

Indicate what similar programs (e.g., programs with the same first 2-digit CIP code) currently exist at your institution; include credential level, title, and CIP code for each program listed. Add rows as needed

Program Type	Program Title	CIP Code
Undergraduate	Accelerated Career Entry	513801
Undergraduate	Traditional BSN	513801

Provide enrollment and completion data for the past 5 years for each of these programs (may be attached as a separate document):

	2023	2022	2021	2020	2019	2018
Accelerated BSN	Enrollment: 82 Graduates: 44	Enrollment: 52 Graduates: 54	Enrollment: 56 Graduates: 35	Enrollment: 37 Graduates: 30	Enrollment: 36 Graduates: 36	Enrollment: 39 Graduates: 29
Traditional BSN*	Enrollment: (Fall '23) 226 Graduates: 90 (Spring '23)	Enrollment: 222 (Fall '22) Graduates: 74 (Spring '22)	Enrollment: 194 (Fall '21) Graduates: 69 (Spring '21)	Enrollment: 192 (Fall '20) Graduates: 76 (Spring '20)	Enrollment: 157 (Fall '19) Graduates: 57 (Spring '19)	Enrollment: 165 (Fall '18) Graduates: 65 (Spring '18)

*Traditional BSN enrollment includes Juniors, Seniors, and students within the 3 Yr Part-time Program. Graduates includes those students who are graduated Seniors.

Discuss the potential impact of the proposed program on the enrollment and completion of the existing programs identified above: SCSU is currently the only State school that services the Fairfield County in terms of an accelerated nursing program. A program at WCSU would be beneficial to residents in this area of the State that are interested in pursuing a nursing degree.

Signature of Chief Academic Officer   **Date 6-1-2023**

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

Institution: WCSU   Program: Accelerated B.S. in Nursing Program (ABiN, 13 month program)

Resources and Expenditures Projections (whole dollars only)

PROJECTED Enrollment	First Year: 2024-25								Second Year: 2025-26								Third Year: 2026-27							
	Summer I & II, 2024		Fall 2024		Winter Session 2025		Spring 2025		Summer I & II, 2025		Fall 2025		Winter Session 2026		Spring 2026		Summer I & II, 2026		Fall 2026		Winter Session 2027		Spring 2027	
	FT	PT	FT	PT	FT	PT	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)	20								20								20							
Continuing Students progressing to credential			17		17		14		14		17		17		14		14		17		17		14	
Headcount Enrollment	20	0	17	0	17	0	14	0	34	0	17	0	17	0	14	0	34	0	17	0	17	0	14	0
Total Estimated FTE per Program Year								68								83								83

PROJECTED Program Revenue	First Year								Second Year								Third Year							
	Summer I & II, 2024		Fall 2024		Winter Session 2025		Spring 2025		Summer I & II, 2025		Fall 2025		Winter Session 2026		Spring 2026		Summer I & II, 2026		Fall 2026		Winter Session 2027		Spring 2027	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Tuition[2]	$ 208,920		$ 111,741		$ 21,216		$ 94,980		$ 269,141		$ 115,090		$ 21,828		$ 97,827		$ 276,821		$ 118,541		$ 22,440		$ 100,760	
Tuition from Internal Transfer[2]																								
Program Specific Fees (lab fees, etc.)	$ 12,920		$ 7,650		$ 1,292		$ 6,503		$ 16,215		$ 7,650		$ 1,292		$ 6,503		$ 16,215		$ 7,650		$ 1,292		$ 6,503	
Other Revenue (annotate in narrative)																								
Total Annual Program Revenue	$							465,221	$							535,544	$							550,221

PROJECTED Program Expenditures[3]

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

1   1 FTE = 12 credit hours for undergraduate programs; 1 FTE = 12 credit hours for graduate programs; both for Fall & Spring, the formula for conversion of part-time enrollments to Full-Time Equivalent (FTE): Divide part-time enrollment by 3, and round to the nearest tenth - for example 20 part-time enrollees equals 20 divided by 3 equals 6.67 or 6.7 FTE.

2   Revenues from all courses students will be taking.

3   Capital outlay costs, instructional spending for research and services, etc. can be excluded.

4   If full-time person is solely hired for this program, use rate time; otherwise, use a percentage. Indicate if new hires or existing faculty/staff. Record Salary and Fringe Benefits, accordingly.

5   e.g. student services. Course development would be direct payment or release time; marketing is cost of marketing that program separately.

6   Check with your Business Office – community colleges have one rate; the others each have their own. Indirect Cost might include such expenses as student services, operations and maintenance.

	First Year	Second Year	Third Year
Administration (Chair or Coordinator)[4]	$ -	$ -	$ -
Faculty (Full-time, total for program)[4]	$ 64,305	$ 76,362	$ 76,362
Faculty (Part-time, total for program)[4]	$ 257,368	$ 308,841	$ 308,841
Support Staff (lab or grad assist, tutor)	$ 24,000	$ 24,000	$ 24,000
Library Resources Program	$ -	$ -	$ -
Equipment (List in narrative)	$ -	$ -	$ -
Other[5]	$ 5,000	$ 5,000	$ 5,000
Estimated Indirect Costs[6]			
Total Expenditures per Year	$ 350,673	$ 414,203	$ 414,203
Gross Contribution Margin before Indirect	$ 114,549	$ 121,341	$ 136,018

Footnotes:

1. The projected enrollment count and program course credit details are provided by Nursing Department. Also, confirmed with Nursing Department that the Accelerated B.S. program students will be joining regular B.S. Registered Nursing program student courses offered during Fall and Spring semesters, but the program will create a new summer, winter intersession and clinical courses.

2. Assumed a retention rate of 85%.

3. The BOR approved FY2023-24 In-State Undergrad Tuition Rate (Full time student) = 12,763 and $606 per credit for summer and winter intersessions. Assuming a 3% projected increase for FY2024-25 and respective following years. Projected FY2024-25 FT rate is $13,146 ($6,573/per semester) and $624 per credit for summer and winter intersessions. Projected FY2025-26 FT rate is $13,540 ($6,770/per semester) and $642 per credit for summer and winter intersessions. Projected FY2026-27 FT rate is $13,946 ($6,973/per semester) and $660

4. The BOR approved FY2023-24 Undergrad Nursing Lab fee for full time is $450 per semester (Tier II fees). Assumed a flat rate of $450 for following years.

5. The BOR approved FY2023-24 Undergrad Nursing Lab fee for part time is $38 per credit (Tier II fees). This fee rate has been applied for summer and winter intersession revenue projections. Assumed a flat of $38 per credit rate for the following years.

6. Provided by Nursing Department, the student credit load (projected revenue) and FT & PT faculty workload (projected expenditures) for each semester.

7. Confirmed with Nursing Department that no additional coordinator will be needed for this program.

8. Confirmed with Nursing Department that program will need a Support Staff - University Assistant (UA) hire who will be helping with clinical contract process. The UA is limited to 19 hours/week and to $24,000 in annual earnings (hourly rate is limited to up $25). FT faculty won't be receiving a non-instructional release time for program administration and/or clinical/hospital contract coordination. The University Assistant will be fulfilling these respective duties.

9. Provided by Nursing Department that no additional funding will be needed for library resources or equipment.

10. To promote the new program - calculating marketing fees upwards $5,000.00 - included on OTHER expenditure Line 27.

AGENCY	Street	City	State	Zip	End date
AccentCare CT Hospice & Palliative Care	1579 Straits Turnpike	Middlebury	CT	06762	12/31/25
Advanced Cardiovascular Specialists, P.C.	439 Mill Hill Ave.	Bridgeport	CT	06610	12/31/24
Advanced DermCare	25 Tamarack Avenue	Danbury	CT	06810	8/31/24
Advanced Dermatology Center	464 Wolcott Rd.	Wolcott	CT	06716	12/31/25
APEX Community Care	16 Hospital Ave.	Danbury			12/31/25
Athena Holdings, LLC d/b/a Laurel Ridge Health C	642 Danbury Rd.	Ridgefield	CT	06877	12/31/25
Beacon Falls, Town of	10 Maple Avenue	Beacon Falls	CT	06403	6/30/24
Bethel Health Care Center	13 Park Lawn Drive	Bethel	CT	06801	12/31/24
Bridgeport Hospital - YNHH Services Corporation					see NEMG
Bridgeport Family Medicine LLC (Dr. Awais Malik)	754 Clinton Ave.	Bridgeport	CT	06604	3/31/25
Bristol Health	41 Brewster Road (PO 977)	Bristol	CT	06011	8/31/24
Bristol Hospital Home Care	222 Main St.	Bristol	CT	06010	11/1/23
Brunetti, James D.O. LLC	49 Lake Avenue, Suite 206	Greenwich	CT	06830	8/31/25
Candlewood Valley Health and Rehabilitation Cen	30 Park Lane East	New Milford	CT	06776	9/30/23
Cassidy Counseling Center	678 Chase Parkway	Waterbury	CT	06708	12/31/25
Chase Outpatient Center					see Prospect CT Medical Foundation
Community Health Center, Inc.	635 Main St.	Middletown	CT	06457	3/31/25
Connecticut Children's Medical Center	282 Washington Street	Hartford	CT	06106	1/30/25
Connecticut Department of Veterans Affairs	287 West Street	Rocky Hill	CT	06067	8/31/24
Connecticut Hospice, The	100 Double Beach Rd.	Branford	CT	06405	11/30/24
Connecticut Institute for Communities, Inc. (CIFC)	120 Main Street, 4th floor	Danbury	CT	06810	12/31/24
CT Kidney and Hypertension Specialists, LLC	140 Grandview Avenue,Suite 101	Waterbury	CT	06708	4/30/25
Danbury, City of - Health/Human Services	155 Deer Hill Av	Danbury	CT	06810	8/31/25
Danbury Senior Center	10 Elmwood Pl	Danbury	CT	06810	12/31/25
Da Vita Inc. (Danbury Dialysis, Total Renal, Inc. &	209 Highland Ave.	Waterbury	CT	06708	until terminated
Department of Mental Health and Addiction Servic	410 Capitol Ave, MS14ADM	Hartford	CT	06106	until terminated
Fairfield University	1073 North Benson Road	Fairfield	CT	06824	8/31/24
Forman School	12 Norfolk Rd.	Litchfield	CT	06759	9/1/23
Glen Hill Center/Genesis	1 Glen Hill Road	Danbury	CT	06811	until terminated
Glendale Center (Genesis)	4 Hazel Ave.	Naugatuck	CT	06770	Until terminated
Greenwich Hospital (Yale New Haven Health)	5 Perryridge Road	Greenwich	CT	06830	see YNHH
Griffin Hospital	130 Division Street	Derby	CT	06418	until terminated
Hartford HealthCare Corporation - Hospitals and other Healthcare Facilities	1. Hartford Hospital (including Institute of Living, Jefferson House and Cedar Mountain Commons) 2. MidState Medical Center 3. The Hospital of Central Connecticut 4. The William W. Backus Hospital 5. Windham Community Memorial Hospital, Inc. 6. The Charlotte Hungerford Hospital 7. Natchaug Hospital 8. Rushford Center 9. Hartford HealthCare Medical Group, Inc. 10.				
Hartford HealthCare Corporation - Nurse Practioner					6/22/23
Harvest Healthcare, LLC	21 Waterville Road	Avon	CT	06001	7/31/25
Hopeline Pregnancy Resource Center	13 Rose St.	Danbury	CT	06810	11/1/23
Hospital for Special Care	2150 Corbin Avenue	New Britain	CT	06053	6/30/23
Hospital of Central Connecticut	100 Grand St	New Britain	CT	06050	See HHC
InHouse Care, LLC	276 Highland Ave., Suite A2	Waterbury	CT	06708	10/31/24
Integrated Dermatology	714 Hopmeadows Street, Suite #5	Simsbury	CT	06070	11/30/23
Integrative Healthcare Associates, LLC	4699 Main Street	Bridgeport	CT	06606	7/31/25
Kipperman, Sheri APRN	11 Chatham Court	Middlebury	CT	06762	6/30/23
Longridge Post-Acute Care	710 Longridge Rd.	Stamford	CT	06902	9/1/23
Manning, Dr. Christopher	1131 West Street, # 1	Southington	CT	06489	8/31/24

AGENCY	Street	City	State	Zip	End date
Malta House of Care – Waterbury, Inc.	P.O. Box 247	Middlebury	CT	06762	6/30/25
McCall Foundation, Inc. (prev. Help, Inc.)	900 Watertown Avenue	Waterbury	CT	06708	6/30/25
Medical Center of East Hartford, LLC	580 Burnside Ave., Ste. 2	East Hartford	CT	06108	2/28/25
Middlesex Hospital	28 Cresent Street	Middletown	CT	06457	9/30/23
Midwestern Connecticut Council of Alcoholism, In	38 Old Ridgebury Rd.	Danbury	CT	06810	11/30/24
Milford Medical & Aesthetic Care (formerly DermA	348 Main Street South	Southbury	CT	06488	7/31/24
Mobile Care Partners of Connecticut	44 Luzi Drive, Apt. 960	Bantam	CT	06750	12/31/25
New Canaan Medical Group, PC	173 East Avenue	New Canaan	CT	06840	7/31/25
New Fairfield Senior Center	33 Route 37	New Fairfield	CT	06812	5/31/24
New Milford VNA now under RVNA	68 Park Lane Road	New Milford	CT	06776	see RVNA
Newport Healthcare (Monroe Operations)	64 Double Hill Rd.	Bethlehem	CT	06751	12/31/25
Northeast Medical Group (NEMG) - Yale New Have	9 Washington Avenue - Garden Lev	Hamden	CT	06518	see YNHH
Northeast Medical Group (NEMG) administrative o	99 Hawley Lane, 3rd floor	Stratford	CT	06614	see YNHH
Norwalk Hospital part of Nuvance	24 Stevens Street	Norwalk	CT	06850	see Nuvance
Norwalk Public Schools	125 East Avenue	Norwalk	CT	06852	12/31/24
Nuvance Health (Sharon Hospital) MS	2649 South Road, Suite 104	Poughkeepsie	NY	12601	5/11/24
Nuvance Health UG	24 Hospital Avenue	Danbury	CT	06810	5/11/24
Nuvance Health MS	24 Hospital Avenue	Danbury	CT	06810	5/11/24
Optum Home and Community Care	185 Asylum Street City Place	Hartford	CT	06103	12/31/25
Patient Care	11 East Ave. #100	Norwalk	CT	06851	9/1/23
Physicians Alliance of Connecticut (PACT)-HHC	322 Main Street, Suite 1B	Branford	CT	06405	7/31/25
Practice of Health and Wellness, the Office of Dr.	130 S Main Street, Suite 1C	Thomaston	CT	06787	8/31/24
Preferred Primary Care, PLLC	146 Danbury Road, Suite D	New Milford	CT	06776	12/31/25
Primary Care Operations (Prime Healthcare)	20 Isham Rd.	W Hartford	CT	06107	3/31/25
ProHealth Partners	220 Scoville Road	Avon	CT	06001	7/31/24
Prospect CT Medical Foundation, INC dba Allianc	1625 Straits Turnpike	Middlebury	CT		12/31/24
Regional Hospice and Home Care of Western CT,	30 Milestone Road	Danbury	CT	06810	6/30/23
Ridgefield Public School System	70 Prospect St	Ridgefield	CT	06877	10/31/24
River Glen Health Care Center	162 South Britain Rd.	Southbury	CT	06488	12/31/25
St Mary's Hospital	56 Franklin St	Waterbury	CT	06706	see Trinity
St. Vincent's Medical Center (HHC)	2800 Main St	Bridgeport	CT	06606	see HHC
Sacred Heart University	5151 Park Avenue	Fairfield	CT	06825	2/29/24
Saunders MD, Steven L.	849 Boston Post Road, Suite 102	Milford	CT	06406	7/31/25
Silver Hill Hospital	208 Valley Road	New Canaan	CT	06804	5/31/24
Southbury Training School/Department of Develop	1461 S Britain Rd, Southbury, CT 0	Waterbury	CT	06702	9/30/24
Stamford Health	Bennett Medical CenterOne Hospita	Stamford	CT	06904	8/31/24
Star Psychiatric Health Care, LLC	7 Old Sherman Turnpike #107	Danbury	CT	06810	8/31/25
Starling Physicians, P.C.	2110 Silas Dean Highway	Rocky Hill	CT	06067	11/30/23
Teachers College, Columbia University	525 West 120th Street	New York	NY	10027	1/1/26
Touch of Glamour	2790 Main Street, Floor 2	Glastonbury	CT	06033	8/31/23
Trinity Health of New England Corporation, Inc.	114 Woodland Street	Hartford	CT	06105	1/14/24
University of Connecticut Health Center	263 Farmington Avenue	Farmington	CT	06030	until terminated
University of Hartford	200 Bloomfield Avenue	West Hartford	CT	06117	6/30/24
Urgent Care Medical Associates, LLC dba Physic	31 Old Route 7	Brookfield	CT	06804	1/31/25
VA Connecticut Healthcare Systems	950 Campbell Avenue	West Haven	CT	06516	6/30/32
VA New England Healthcare Systems (Masters)	West Haven Campus - 950 Campbe	West Haven	CT	06516	11/1/26
VA New England Healthcare Systems (BSN)	West Haven Campus - 950 Campbe	West Haven	CT	06516	8/1/28
The Villa at Stamford (Smith House Operating, LL	88 Rock Rimmon Road	Stamford	CT	06903	7/31/25

AGENCY	Street	City	State	Zip	End date
Visitation Solutions	246 Federal Rd. Unit CL-41 Third Fl	Brookfield	CT	06804	12/31/25
Visiting Nurse Association of Ridgefield, Inc. d/b/	27 Governor St.	Ridgefield	CT	06877	6/30/23
Wargo & Associates, LLC	66 Acorn Road	Madison	CT	06443	11/30/24
Waterbury Hospital, Inc. - Prospect Waterbury, Inc	64 Robbins St	Waterbury	CT	06721	12/31/23
Waterbury Pulmonary Associates, LLC					9/16/25
Western Connecticut Home Care (formerly Danbu	4 Liberty St	Danbury	CT	06810	see Nuvance
Western Governors University	4001 South 700East, Suite 700	Salt Lake City	UT	84107	12/31/24
Wilkes University	32 West South Street, 302	Wilkes-Barre	PA	18766	7/31/24
Wilton Meadow	439 Danbury Rd.	Wilton	CT	06897	9/1/23
Yale New Haven Health Services Corporation - Larence Memorial Hospital	365 Montauk Avenue	New London	CT	06320	see below
Yale New Haven Health Services Corporation - Yale New Haven Hospital and all affiliates	20 York St	New Haven	CT	06510	see below
Yale New Haven Health Services Corporation	789 Howard Avenue, CB 230	New Haven	CT	06510	6/30/23

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

Institution: Western Connecticut State University	Please enter the following dates: Final approval by institution: 4/25/22 Submission to CSCU Office of the Provost for Academic Council: 8/23/2023

Most Recent NECHE Institutional Accreditation Action and Date: Last accreditation 2013. Next visit 10/22/23

Parent Program
Name of Program: **Justice and Law Administration**
Program Type *(degree type, abbreviation, name, e.g., Certificate 16-30 credits, C2, Certificate)*: **BS**
OHE #: 00202
CIP Code Number: **43.0107**   Title of CIP Code: Criminal Justice/Political Science

Proposed Program Characteristics
Name of Option/Track/Concentration/Specialization: **Homeland Security**
Modality of Program *(check all that apply)*: ☒On ground ☐ Online ☐ Hybrid, % of fully online courses
Locality of Program: ☒ On Campus ☐ Off Campus ☐ Both
Program website: https://catalogs.wcsu.edu/ugrad/asb/programs/the-division-of-justice-and-law-administration/
Program Type *(e.g., Bachelor Degree Option)*: **BS**
Anticipated Program Initiation Date: **August 2022**
Anticipated Date of First Completion: **M a y 2024 (students may switch to this option in the** fall**)**.
Total # Credits in Program: **15 in the option, 120 in the degree.**
IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: **4**

Provide estimated cost of program (tuition and fees): OR URL for link to tuition/fee information:
https://www.wcsu.edu/cashiers/tuition/

CIP Code Number: **43.0107**   Title of CIP Code: **Criminal Justice/Political Science**

Department where program is housed: **Division of Justice & Law Administration, School of Professional Studies**
Location Offering the Program *(e.g., main campus)*: **Main Campus**

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

Provide the intended catalog description for this program: **The mission of the Division of Justice and Law Administration (JLA) is to provide an integration of substantive and practical education in courses of study designed to prepare students for a variety of career choices in law, public service, social systems and private enterprises.**

If establishment of the new program is concurrent with discontinuation of related program(s), please list for each program:
Program Discontinued: **Paralegal Option** CIP: **43.0107**   OHE#: **00202** BOR Accreditation Date: **1/1/1976**
Phase Out Period **None (no students enrolled)**   Date of Program Termination **5/31/2023**
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: **N/A**
- 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 addresses the standards of the identified accrediting body or licensing agency)

Institutional Contact for this Proposal: **Kim Marino**	Title: **Chair, JLA**	Tel.: **203-837-3973** e-mail: **marinok@wcsu.edu**

NOTES:

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)* **WCSU is committed to supporting professional focused academic opportunities for the state of Connecticut. This program offers initial and career advancement opportunities in emergency services and security for many organizations.**

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.)*

  Homeland security is a dynamic and diverse career field and jobs are available with the State, Federal, or local governments, as well as private companies and nonprofit organizations. For students studying homeland security, there are career paths in agencies such as Customs & Border Protection, FEMA, Immigration & Customs Enforcement, U.S. Secret Service, TSA, FBI, DEA, ATF, Information Analysis & Infrastructure Protection. The job growth related to these industries, which are federal government focused, will depend to some extent on the threat level and funding provided to these agencies. There are also government contractors who focus on these issues that could drive some of the growth in this industry. *The U.S. Bureau of Labor Statistics (BLS) reports that protective service jobs will grow by 3%, or 95,200 new jobs, between 2019 and 2029. The expected growth for information security analysts is much higher, with a projected 31% increase in jobs by 2029 (median salary is 102k). DHS agencies offer various employment opportunities in Connecticut, including federal jobs and contracts with private companies. As of June 18, 2023, there are 45 job listings for CT alone, and 100 if NY & NJ are included in the search (USA JOBS).

- 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? **The Homeland security option is based on the existing JLA core curriculum with all courses taught by highly experienced faculty. Students have access to university resources to support academic success, and experiential learning opportunities available to them throughout the program, including internship opportunities in and around the Danbury area.**

- 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?
    Demographic data on the above forementioned areas will be used to assess 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.
    Comprehensive supports and resource referrals are available and will be introduced to students in the FY course and by their assigned academic advisors.
  - Where inequities are found, how will the data be used by program and institutional leaders to address the inequities? **The data will provide direction in the areas of concern that need to be addressed.**

- 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)*

- Indicate what similar programs exist in other CSCU institutions, and how unnecessary duplication is being avoided. **There are no similar programs in other CSCU institutions.**

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

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 homeland security option is part of an existing program that requires no additional resources. There is no additional cost of the program and there is sufficient enrollment to sustain the program.

Special Resources

Provide a brief description of resources that would be needed specifically for this program and how they will be used, e.g., laboratory equipment, specialized library collections, etc.

No additional resources are needed.

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

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.

Open House, Accepted Student's Day, Academic Advising, Email announcements, JLA Website

If applicable, what student engagement strategies will be employed to advance student retention and completion in program? **Referral to University resources including writing center, tutoring, and other campus resources**.

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): **15-212 Information Security Analyst, 11-9161 Emergency Management Director, 33-3052 Transit Police, 33-3021 Criminal Investigator, 33-9093 TSA Screeners, 33-3051 Patrol Officers, 33-1099 First Line Supervisor of Protective service workers, 33-9032 Security guards.**

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? **15-212 (112k), 11-9161 (79k), 33-3052 (69k), 33-3021 (86k), 33-9093 (47k), 33-3051 (66k), 33-1099 (61k), 33-9032 (35k).**

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): **9221 Justice, Public Order, & Safety, 9281 National Security & International Affairs**

Career/Program Pathways

Does this program prepare students for another program?

Yes, specify program: **JLA's Master of Science Program in Homeland Security**

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.
2.   1. Engage in scholarship that is relevant to the options within the JLA Program

3.   2. Use quantitative, qualitative and critical thinking skills to analyze and propose solutions to practical problems in the areas of law, criminology, rehabilitation services, criminal justice, and associated areas

4.   3. Demonstrate proficiency in the areas of written and oral communication

5.

Assessment of Learning Outcomes

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

   Evaluation of JLA 405 Senior research papers, senior exit surveys, course embedded assignments, graduate surveys

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: Kim Marino, Ph.D.
- Email: marinok@wcsu.edu   Phone: (203) 837 - 3973

Describe the qualifications and assigned FTE load of the administrator/faculty member responsible for the day-to-day operations of the proposed academic program: **JLA Division Chair – JLA Major with approximately 250 FTE**

Program Faculty

How many new full-time faculty, if any, will need to be hired for this program? 0 - 1

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

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

If any new full-time hires, what percentage of program credits will they teach? **15 % (est.)**

How many full-time faculty, if any, will teach in the program's core curriculum (include proposed new hires)? **8 - 9**

How many adjunct and/or part-time faculty, if any, will teach in the program's core curriculum? **8 (est.)**

What percentage of program credits will be taught by adjunct faculty? **20% (est.)**

Describe the minimal qualifications of adjunct faculty, if any, who will teach in the program: **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
Kim Marino, Ph.D.	Ph. D. CUNY Graduate School, NY	Corrections, Criminology	Department Chair
Hasan Arslan, Ph.D.	Ph.D. Sam Houston, Texas	Homeland Security, Research	Master's Program Coordinator
Casey Jordan, Ph.D.	Ph.D. CUNY Graduate School, & J.D. Quinnipiac Law, CT	Criminology & Legal Studies	
Terry Dwyer, J.D.	J.D. Pace Law School, NY	Legal Studies	
Mohsen Alizadeh, Ph.D., J.D.	Ph.D. CUNY Graduate School, NY, J.D. Azaad University, Iran	Criminology, Law	
William Defeo, J.D.	J.D. Pace University Law, NY	Legal Studies/Writing	
Thomas Miller, J.D.	J.D. Regent University Law, Virginia	Legal Studies	
Divya Sharma, Ph.D.	Ph.D. Panjab University, India	Criminology/Research	

Curriculum

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

Course Number and Name	L.O. # (from Section 3)	Pre-Requisite(s)	Credit Hours
Program Required & Elective Courses			
PSY 100 Intro to Psychology	2, 3		3
PS 102 American Government	3		3
MAT 120 Statistics	2		3
MIS 155 Information Literacy (IL)	2		3
JLA 100 Intro to Criminal Justice I	2, 3		3
JLA 170 Intro to Criminal Justice II	2, 3		3
JLA 200 Writing for the Justice Professions (W2)	3		3
JLA 201 Criminology	2, 3	JLA 100	3
JLA 205 Juvenile Delinquency	2, 3	JLA 100	3
JLA 210 Criminal Law	2, 3		3
JLA 240 Commercial Law	2, 3		3
JLA 315 Police Administration & Organization	2, 3		3
JLA 322 Constitutional Law	2, 3		3
JLA 400 Research Methods	1, 2, 3	JLA 200, MAT 120	3
JLA 405 Research Seminar JLA (W3, CE)	1, 2, 3	☑	3 ☐
JLA 260 Introduction to Homeland Security	2, 3	JLA 100	3
JLA 347 Justice Issues in Domestic & International Terrorism	2, 3	JLA 260	3
JLA 360 Advanced Issues in Homeland Security	2, 3	JLA 260, MIS 155 ☐	3 ☑
JLA 460 Legal Issues in Homeland Security	1, 2, 3	JLA 260, JLA 322	3
H.S. Elective: 370, 380, or 390	3		3

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM BELOW THRESHOLD REPORT

Open Electives (*Indicate number of credits of open electives*)	26 General Elective Credits	
Total Program Credits:	120 Credits	

What are the admissions requirements for the program? **The Admissions requirement for all options in the JLA major are the same as the University admissions requirements. https://www.wcsu.edu/admissions/freshmanapplicant/**

Does this program have special graduation requirements (e.g., capstone or special project)?   **Yes**
If yes, describe: **All JLA Majors regardless of their option are required to complete JLA 405 which is the designated "capstone" course.**

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

NEW OPTION, TRACK, OR CONCENTRATION WITHIN AN APPROVED PROGRAM
BELOW THRESHOLD REPORT

If yes, describe and attach copies of the contracts or other documents ensuring program support:
Describe the prospective students for the program: This option is for students who are interested in careers in the federal government (ie. Department of homeland security) or the field of emergency management. Students who have an interest in counter terrorism, geopolitics, or cyber security are also drawn to the program. This is a great option for students who are interested in pursuing an advanced degree in these fields.

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

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

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SECTION 1: GENERAL INFORMATION

Institution: Western CT State University	Date of Submission to CSCU Office of the Provost: May 16, 2023

Most Recent NECHE Institutional Accreditation Action and Date: April 2014 Continued in Accreditation

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

Total Number of courses and course credits to be modified by this application: **10 courses; 30 credits. There is no change in the total number of credits. Most are changes in course outlines, which do not need BOR review. However, the reallocation of credits has met the threshold for review. All changes are driven by routine updates from the Behavior Analyst Certification Board.**

Original Program Characteristics
Name of Program: **Applied Behavior Analysis**
OHE #: 17969
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)*: **MS of Science**
Date Program was Initiated: 10/19/2017
Total # Credits in Program: 30
Credits in General Education: 0
CIP Code Number: 42.2814   Title of CIP Code: Applied Behavior Analysis

Modified Program Characteristics
Name of Program: **Applied Behavior Analysis**
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: **MS of Science**
Initiation Date for Modified Program: Fall 2024
Anticipated Date of First Graduation: Spring 2025
Total # Credits in Program: 30
Credits in General Education: 0
CIP Code Number: 42.2814   Title of CIP Code: Applied Behavior Analysis

Department where program is housed: Education and Educational Psychology
Location Offering the Program *(e.g., main campus)*: Danbury

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Connecticut State Colleges & Universities

MODIFICATION OF AN ACCREDITED PROGRAM – BELOW THRESHOLD REPORT

If modification of the program is concurrent with discontinuation of related program(s), please list for each program: Program Discontinued: CIP: OHE#:   BOR Accreditation Date: Phase Out Period   Date of Program Termination Discontinuation of a program requires submission of form 301. Discontinuation form submitted? ☐ Yes ☒ No

Institutional Contact for this Proposal: Stephanie Kuhn	Title: Assoc Professor	Tel.: 203-837-3206 e-mail: kuhns@wcsu.edu

SECTION 2: BACKGROUND, RATIONALE, AND NATURE OF MODIFICATION

Rationale for Modification

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

The revised Master of Science Degree in Applied Behavior Analysis (ABA) will be a 30 credit M.S. created by reallocating content from existing courses and adding new content to create a 9-course sequence. The Behavior Analyst Certification Board (BACB) approved the current WCSU ABA program as a verified course sequence (VCS) for Task List 5. The BACB announced a separation from exam content and coursework requirements and released revised coursework requirements in March 2022. This announcement included that as of January 1, 2027, all BCBA applicants will be required to have completed a VCS program meeting the 2027 BCBA Pathway 2 Coursework Requirements or an accredited program. Furthermore, all behavior analytic programs must be accredited by 2032 for candidates to qualify for the BCBA examination, thereby nullifying VCS programs. Therefore, coursework at WCSU must be revised to meet these forthcoming standards.

The proposed plan is to begin implementing the revised sequence in Fall 2024 to meet the standards set forth by the BACB so that graduates from the WCSU program will meet the coursework requirements to take the BCBA certification examination in 2027 as well as a portion of the requirements for accreditation. The increased coursework requirement by the BACB will result in a discontinuation of WCSU's ABA certificate program. In the past, MS in ABA candidates took 9 courses and certificate candidates took 6 courses, however the 6-course sequence is no longer a viable path to BACB certification for candidates who previously obtained a master's degree in a separate discipline based on the new requirements.

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**
EPY 655 Introduction to Concepts and Principles of Behavior Analysis (VCS)	3	EPY 655 Basic Principles of Behavior (VCS)	3
EPY 656 Behavior Assessment (VCS)	4	EPY 656 Behavior Assessment (VCS)	3
EPY 657 Behavior Change Procedures (VCS)	4	EPY 657 Behavior Intervention (VCS)	3

EPY 658 Advanced Concepts and Principles of Behavior Analysis (VCS)	4	EPY 658 Theory and Philosophy in Behavior Analysis (VCS)	3
EPY 659 Methods and Measurement in Applied Behavior Analysis (VCS)	4	EPY 659 Research Methods in Behavior Analysis (VCS)	3
EPY 660 Ethics and Professional Issues (VCS)	3	EPY 660 Ethics in Behavior Analysis (VCS)	3
EPY 651 Assistive Technology for Applied Behavior Analysis	3	EPY TBD Organizational Behavior Management in Behavior Analysis (VCS)	3
EPY 652 Grant Writing for Applied Behavior Analysis	2	EPY TBD Experimental Analysis of Behavior	3
EPY 653 Capstone in Applied Behavior Analysis	3	EPY 652 Applied Project in ABA	3
		EPY 653 Capstone in Applied Behavior Analysis	3
Total Credits Original Program	**30**	**Total Credits Modified Program**	**30**

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. Students will demonstrate knowledge of the concepts and principles that underlie the science of behavior analysis and to application of those concepts and principles to the practice of the profession.
2. Students will demonstrate knowledge of the process and procedures for implementing functional behavioral assessment procedures as well as the application of applied behavior analysis-based intervention procedures.
3. Students will demonstrate knowledge of research design and procedures in applied behavior analysis

Assessment of Learning Outcomes

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

1. Monitor candidates' progress throughout the program from their admission to and exit from the program via analysis of course pre and posttest scores and into their first year after graduation via alumni surveys and analysis of the directory of certified behavior analysts.

2. Systematically collect performance data that are aligned to the Behavior Analyst Certification Board professional standards via analysis of course pre and posttest scores and scores on the comprehensive examination at the end of the program.

3. Analyze data at specific transition points or phases within the candidates' program via analysis of course pre and posttest scores and scores on the comprehensive examination at the end of the program.

4. Use candidates' performance data to make decisions on individual candidates for improving their performance via analysis of course pre and posttest scores and scores on the comprehensive examination at the end of the program and provide advisement as requested and/or needed based on this information.

5. Use data on a regular basis for improving instruction, courses and the program via analysis of course pre and posttest scores and scores on the comprehensive examination at the end of the program as well as the published pass rates on the BCBA examination for the ABA program at WCSU.

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
EPY 655 Basic Principles of Behavior (VCS)	1		3
EPY 656 Behavior Assessment (VCS)	1, 2, 3		3
EPY 657 Behavior Intervention (VCS)	1, 2, 3		3
EPY 658 Theory and Philosophy in Behavior Analysis (VCS)	1		3
EPY 659 Research Methods in Behavior Analysis (VCS)	3		3
EPY 660 Ethics in Behavior Analysis (VCS	1, 2		3
EPY TBD Organizational Behavior Management in Behavior Analysis (VCS)	1, 2		3
EPY TBD Experimental Analysis of Behavior	3		3
EPY 652 Applied Project in ABA	1, 2, 3	EPY 655 and EPY 659	3
EPY 653 Capstone in Applied Behavior Analysis	1, 2, 3		3
Open Electives (*Indicate number of credits of open electives*)			0
Total Program Credits:			30

Description of Related Modification(s)
1. Changed several courses from 4 to 3 credits as required by the Behavior Analyst Certification Board (BACB).
2. Revised the rotations so that students have sufficient course options to qualify for financial aid, the program will occur across three regular fall/spring semesters and 1 or

2 summers while the current course sequence occurs across three regular fall/spring semesters.

3. Please note that there is no total change in the number of credits students take during summer sessions within their time in the program. However, students who start the program in the spring semester will not have the prerequisites for one summer course during their first summer and they will have to take that during their second summer (as compared to fall entry students whose program only spans one summer).

Description of Resources Needed

There is no change in resources for this program.

SECTION 3: ADDITIONAL PROGRAM CHARACTERISTICS

Program website: https://www.wcsu.edu/education/graduate/bacb/

IPEDS defined program duration *(if no IPEDS data, provide standard duration of program for full-time student in years)*: **2.0**

Provide estimated cost of program (tuition and fees): $ OR url for link to tuition/fee information: https://www.wcsu.edu/cashiers/tuition/

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

Catalog Description

Provide the catalog description for this program (with proposed modifications if applicable):
Program Overview and Mission

The Master of Science (M.S.) in Applied Behavior Analysis (ABA) has a requirement of thirty credits. The program is housed in the Education and Educational Psychology Department. The M.S. in ABA offers courses of study students can apply toward advanced degrees or toward careers as Board-Certified Behavior Analysts.

The Master of Science in Applied Behavior Analysis offers courses of study students can apply toward advanced degrees or toward careers as Board Certified Behavior Analysts.

The mission of Western Connecticut State University's ABA program is to provide high-quality behavior analytic instruction to practitioners. We offer courses with advanced online technology in an academic environment dedicated to education and research.

Careers/Professions and Earnings

Identify the careers and professions available to graduates of the program using the Standard Occupational Classification (SOC) system. Provide SOC code number(s) and name(s): 29-1129 Therapists, All Other

What would be the median estimated earnings for a graduate in this profession (*if more than one SOC code listed, include earnings for each*)? 110,749 (source: https://www.appliedbehavioranalysisedu.org/salaries/#salary%20by%20state)

Applicable Industries

Identify the industry applicable to this program using the North American Industry Classification System (NAICS). Provide NAICS code(s) and title(s): 624190 Other Individual and Family Services; NAICS 621330 - Offices of Mental Health Practitioners (except Physicians);

Career/Program Pathways

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

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: Stephanie Kuhn, kuhns@wcsu.edu; 203-837-3206

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? 2-3

Admissions Requirements: What are the admissions requirements for the program?

- Applicants who wish to be admitted to the M.S. in ABA must submit the following materials to the Office of Graduate Admissions:
- Application for admission to the Office of Graduate Admissions and a $50 application fee. Online Application (Application deadline for fall: March 1st / for spring: November 1st)
- Applicants for the M.S. in Applied Behavior Analysis must hold a baccalaureate degree from an accredited institution of higher education.
- One official transcript mailed to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree
- Applicant's cumulative undergraduate grade point average (GPA) must be at least a 2.8 for admission into program.
- Applicant must submit professional resume/vitae.
- Applicant must submit response to the following essay question:
- In a single, double-spaced page please tell us why you believe you are a good "fit" for Western Connecticut State University's Applied Behavior Analysis (ABA) program. To evaluate your application, it will be helpful to have the following information such as why do you wish to pursue a career in ABA, what are your goals upon earning a degree, and what are some experiences that you feel prepare you for success in our program (e.g., relevant coursework, GPA, job, etc.)?

Graduation Requirements

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

If yes, describe: Complete comprehensive examination in EPY 653 with an 80% or above and complete an Applied Project in EPY 652.

Program Work Experiences

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

Prospective Students

Describe the prospective students for the program: Those with an undergraduate degree or masters degree who aim for a career in the field of applied behavior analysis and seek a program that prepares them to be a competent practitioner and meets the requirements for education required to qualify to take the board certified behavior analyst (BCBA) examination.